

# **The Society for the Study of Occupation: USA**

**Conference Proceedings from the  
Twentieth Annual SSO:USA Research Conference**

*San Diego, California  
October 20-22, 2022*

**Proceedings of the Society for the Study of Occupation: USA**

**9<sup>th</sup> edition**

**Twentieth Annual SSO:USA Annual Research Conference**

***Occupational Science and Occupational Therapy: Tension and Fit***

**October 20-22, 2022**

**San Diego, CA**

# SOCIETY FOR THE STUDY OF OCCUPATION: USA CONFERENCE 2022

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# MISSION STATEMENT AND OBJECTIVES OF THE SSO:USA

## MISSION STATEMENT

**The SSO:USA is a research society that strives to build the body of knowledge in occupational science to benefit humanity.**

**The society values:**

- Collegiality
- Collaboration
- Critical discourse
- The development of researchers
- The application of knowledge within a variety of professions
- Shared occupational experiences
- Operating in ways that are open, transparent, fiscally responsible and member and data-driven
- Researchers, students, and practitioners
- Members who are formally trained in occupational science
- And members who are formally trained in other disciplines and whose work integrates well with occupational science

## OBJECTIVES

**The objectives of SSO:USA are:**

- To form a national community of scholars to engage in the dynamic exchange of ideas to support the global discipline of occupational science
- To provide a forum to promote and disseminate research in occupational science to the public
- To foster cutting-edge theory and research of occupation through the establishment of networks, resources, collaborations, and other identified supports.
- To explore and expand the knowledge of occupation, the application of occupations to understanding of the human condition, and to foster understanding the fundamental nature of occupation in health and well-being
- To study the interrelationship of the discipline of occupational science and the profession of occupational therapy
- To address and quality of the occupational experience of participants in its events

# HISTORY OF THE SSO:USA

By Elizabeth Larson, 2002

History can be made in those mundane moments when neither the impact nor the influence of the future can fully be understood. In 1917 a group of scholars made history when they met to establish the profession of occupational therapy. Their vision for this fledgling profession, focused on the core idea of occupation, was: to advance “occupation as a therapeutic measure,” “study... the effects of occupation upon the human being,” and disseminate “scientific knowledge of this subject.” Although this date and time marked a turning point, it was in fact a culmination of many individuals’ efforts and advocacy. As in any good story, the founding mothers and fathers could not have predicted the course the profession of occupational therapy would take and how long it would be before a discipline that specifically studied occupation was developed.

The founders’ vision served as the groundwork for what has emerged today as the discipline of occupational science. Interest in occupational science has surfaced on nearly every continent where scholars are joining together in study groups, on listservs and web pages, and at conferences to discuss the ideas and their applications to occupational therapy. This proliferation of vents on occupational science has surprised many but seems to be meeting a growing need among practitioners and scholars to better understand and use occupation therapeutically. “Occupational science ... is developing in ways that we could never imagined or predicted-its shape and character are being formed by scholars who embrace it and the students who earn doctoral degrees in the discipline” (Zemke & Clark, 1996).

In November 2002, nearly 90 years later, another landmark event in the evolution of occupational science occurred. In Galveston, Texas, another group of scholars met to formally establish the first U.S.-based research society aimed at addressing the mission outlined by the founders. This event too marked the cumulative efforts of many individuals over several years. Since the First Annual Research Conference in 2002, the Society for the Study of Occupation: USA has continued the original mission of facilitating high quality scholarship. There were so many people who contributed and offered support, both financial and emotional, that it would be impossible to mention them all here. Suffice to say, it takes the effort of many to continue the mission.

SSO:USA Web Page Address: [www.sso-usa.net](http://www.sso-usa.net)

## RUTH ZEMKE LECTURERS IN OCCUPATIONAL SCIENCE

### 2020 RUTH ZEMKE LECTURER IN OCCUPATIONAL SCIENCE

#### DR. STAFFAN JOSEPHSSON

*To act in front of the stories?*

*Narrative – in – action as resource to move from ‘what to how’ in study of occupation*



Staffan Josephsson is Professor and a Research Director in the Division of Occupational Therapy, Department of Neurobiology, Care Sciences and Society at the Karolinska Institutet in Stockholm, Sweden. He earned his degree in occupational therapy at Stockholm College of Health Sciences in 1985. Between 1985 and 1989 he worked as an occupational therapist in geriatric care, in addition to studying pedagogics and theatre studies at Stockholm University.

He completed his PhD in 1994 at Karolinska Institutet, writing his thesis on everyday activities as meeting places for people with dementia. As a part of his PhD studies, he spent time at the University of Illinois at Chicago studying narrative, family interventions and conceptual foundations with Cheryl Mattingly, Mary Lawlor and the late Gary Kielhofner. His work there was influenced by a shared interest in the philosophy of Paul Ricoeur, who was known for combining phenomenology and hermeneutics to explain how everyday human activity shapes understanding through narrative.

Professor Josephsson began his teaching and research at Karolinska Institute in 1998 and he was promoted to full professor in 2011. In 2010 he affiliated with Sør-Trøndelag University College and later the Norwegian University of Science and Technology (NTNU), in Trondheim, Norway. At NTNU, he has collaborated with Professor Sissel Alsaker to develop a “narrative-in-action” approach to explore how everyday activities help people make sense of the world by integrating interpreting and communicating individual, social, structural, ideological and existential material.

Dr. Josephsson’s work has also been influenced by his connections with occupational scientists in Chile and Japan, as well as in his personal life, where his community interactions as a storyteller and his involvement in the local art community continuously inform his perspectives.

## 2022 RUTH ZEMKE LECTURER IN OCCUPATIONAL SCIENCE

### DR. GAIL WHITEFORD

#### *Towards Salience and Solidarity: The Importance of Epistemic Development in Occupational Science, Occupational Therapy and the Relationship Between Them*



Dr. Whiteford has been an active contributor to occupational therapy and occupational science for three decades. She has served in clinical, managerial, academic and consulting roles including for the Department of Foreign Affairs in Australia. Her contribution to the profession has been recognised through awards from international bodies including the Canadian Association of Occupational Therapists and Occupational Therapy Australia and her giving keynote addresses in 11 countries. She was made an inaugural Fellow of the Occupational Therapy Research Academy in 2017 and has four books and numerous referred publications. Professionally, Gail has held a number of senior academic, executive and conjoint appointments in Australia, New Zealand and Canada and served as Australia's first Pro Vice Chancellor of Social Inclusion. She was the Strategic Professor and Conjoint Chair of Allied Health and Community Wellbeing and was appointed by the Minister of Health to a regional health district board with oversight of seven hospitals. Dr. Whiteford has published extensively in the Journal of Occupational Science and has mentored many occupational scientists around the world. She currently leads an international team on the World Federation of Occupational Therapists Occupational Narratives Data Base project.

## **ABOUT THE DR. RUTH ZEMKE LECTURESHIP IN OCCUPATIONAL SCIENCE**

In recognition of Dr. Ruth Zemke's mentorship, questing intellect, and ongoing efforts to foster an occupational science community of researchers, this lectureship was named in her honor. The lectureship is "designed as a forum to present visionary, theoretical, and critical analyses of occupational science." (Larson, 2002).

The recipients of the Ruth Zemke Honorary Lectureship are given an engraved kaleidoscope in recognition for their contribution to the study of occupation. Occupation is made up of simple, everyday actions that can be combined in an infinite variety of ways. This variation creates a complexity that requires examination from many perspectives in order to understand its many facets and meanings in people's lives. According to Dr. Zemke, the kaleidoscope serves as a metaphor for occupation. It is a collection of simple, everyday items that can create beautiful and often complex images. People change their perspectives by rotating the kaleidoscope to see the endless variety of images created. Indeed, the kaleidoscope is a well-chosen keepsake for the recipients of the Ruth Zemke Honorary Lectureship.





## PRE-CONFERENCE INSTITUTE

**DR. JOY HAMMEL, DR. AMBER ANGELL, AND DANIELLA FLORÍNDEZ, MPH**

### *A Workshop on Participatory Action Research Methods*

Abstract: In this pre-conference institute, attendees will learn the history and context from which participatory action research (PAR) emerged, with a strong emphasis on how PAR is informed by the lived experience of disability and neurodiversity. Participants will learn methods for incorporating participatory approaches into various types of research, with examples from the speakers' research. Throughout the afternoon, participants will have multiple opportunities for individual and small group reflection, and will leave with an individualized action plan for increasing participatory approaches in their own work.



Joy Hammel, PhD, OTR/L, is a Professor and Endowed Chair in Occupational Therapy and Disability Studies at the University of Illinois at Chicago. She identifies as disabled woman, scholar and activist. Her research is focused on participatory action research (PAR) with disabled people and disability rights communities specific to living and fully participating in communities of choice. She is a Co-Principal Investigator on the Americans with Disabilities Act Participation Action Research Consortium (ADA PARC), a 5-year center grant funded by the National Institute on Disability, Independent Living and Rehabilitation Research (NIDILRR) which uses PAR to document disparities disabled people experience in community living, participation and economic equity since the passage of the Americans with Disabilities Act. ADA PARC focuses on policy and system changes to promote more equitable participation opportunities, and on disability community empowerment. Contact Information: [hammel@uic.edu](mailto:hammel@uic.edu); ADAPARC website: [adaparc.org](http://adaparc.org).

Amber Angell, PhD, OTR/L, is an assistant professor in the Mrs. T. H. Chan Division of Occupational Science and Occupational Therapy at the University of Southern California. She is director of the Disparity Reduction and Equity in Autism Services (DREAMS Lab), a multidisciplinary team of researchers, clinicians, students, volunteers, and autistic lived experience collaborators. Rooted in occupational science theories and scholarship, DREAMS Lab projects are also influenced by dissemination and implementation science, disability studies, and public health; community engaged and participatory research approaches; and the disability rights and neurodiversity movements. DREAMS Lab research focuses on groups of autistic people that are under-identified with autism, under-represented in research, and under-served in health systems; and utilizes a range of health services research methods and designs, including surveys, large data analysis of health records, and qualitative methods. Current projects focus on autistic girls and women, autistic Latinx children and their families, and LGBTQIA+ autistic adults. DREAMS Lab research is currently funded by the National



Institutes of Mental Health and the American Occupational Therapy Foundation. Dr. Angell, who has previous clinical experience as a pediatric occupational therapist, has a BS and MOT from Texas Woman's University and a PhD from the University of Southern California. She completed a postdoctoral fellowship in Translational and Community Engaged Research at the University of Illinois at Chicago, then received a K12 career development award in the Rehabilitation Research Career Development Program at the University of Florida.



Daniella Floríndez, MPH, CYT, is a research consultant, qualitative methodology expert, and mindful movement instructor, certified in guided imagery and yoga. Daniella completed her Masters in Public Health at USC, where she studied alternative health communication modalities such as mindfulness, guided imagery, Theater of the Oppressed and energy work as effective conduits of understanding, learning and healing across health care settings. She began her career in health research as a qualitative interviewer, and gained years of experience conducting interviews, focus groups, participant observations, and analyzing

qualitative data. Her research interests include exploring patient provider-communication, with an emphasis on understanding unequal power dynamics, health equity, and social justice for neurominorities, racial/ethnic minorities, and sex/gender minorities. Daniella is a peer-reviewed author who is passionate about the power of storytelling, and learning about her own neurodiversity. From her own lived experience in her family, she is particularly drawn to exploring late/undiagnosed neurodiversity as impacted by culture, intergenerational family structures, assimilation, and survivorship. As a late diagnosed autistic, Daniella is passionate about living her life authentically, and re-categorizing her past using this perspective. Daniella doesn't quite like the word occupation, it has a weird connotation; though she does love to spend time analyzing the impact of a word and words strung together. She loves her dogs, her family, and is mostly sensory seeking, from a childhood full of tiptoe walking and spinning to bike rides and wind in her face. Daniella is open to creating research partnerships with those who share her interests and goals; she is best reached via email at [dcflorindez.consulting@gmail.com](mailto:dcflorindez.consulting@gmail.com).

## THANK YOU

Thank you to all the presenters for providing the contents of the proceedings – and thanks to the reviewers for their valuable time and commitment to the society. Thank you as well to the SSO: USA leadership for their counsel and guidance.

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### **Proceedings Co-Editors:**

Jeanine Blanchard, University of Southern California  
Aaron Eakman, Colorado State University

## LAND ACKNOWLEDGEMENT

We would like to acknowledge that it is a privilege to hold the 2022 Conference of the Society for the Study of Occupation: USA in the beautiful city of San Diego; land that does not belong to us. This land belongs to the Kumeyaay people, though it was taken from them violently in multiple conflicts with colonizers. Their history includes the Spanish Christian Right of Discovery, in which the Catholic church created missions on their land, standing in opposition to Native culture and beliefs. Later the land was taken by Mexico, and then by the United States government as part of the state of California. In fact, the first governor of California called for the eradication of the Kumeyaay, leading bounty hunters, state militiamen, the U.S. government, and the media to collude in murdering over 100,000 Native Americans between 1846 and 1873. However, the Kumeyaay continue to be tied to this land through their language, traditions, customs, and beliefs, and they continue to identify this land as their own, given to them by their Creator.

Clearly for the Kumeyaay people, the word “occupation” has a different meaning than it may to us. We need to recognize that, honor and thank the indigenous people on whose land we are standing, and consider reflectively the ways in which we can stand in solidarity with Native nations and support Indigenous communities. One way in which we have chosen to do that at this conference is to make a donation to the Barona Cultural Center & Museum which does significant work in educating others about the past and current culture and activities of the Kumeyaay people. The Museum is located on the Barona Indian Reservation, which is about 35 miles from the conference location. In addition, during the noon to 2 o’clock Occupational Balance Break on Friday, October 21, the curator of that museum, Laurie Egan-Hedley, will be here giving us an engaging and active opportunity to learn more about the history and culture of the Kumeyaay.

## PAST ANNUAL CONFERENCES

First Research Conference: Inaugural Lecturer: Ruth Zemke; November 14-16, 2002; Galveston, Texas

Second: *Research with an Attitude*; Ruth Zemke Lecture in Occupational Science Lecturer: Elizabeth Yerxa; October 16-18, 2003; Park City, Utah

Third: *Scholarship in the High Desert*; Ruth Zemke Lecture in Occupational Science Lecturer: Jeanne Jackson; October 29-31, 2004; Warm Springs, Oregon

Fourth: *Building a Community of Scholars Coast to Coast*; Ruth Zemke Lecture in Occupational Science Lecturer: Florence Clark; October 27-29, 2005; Potomac, Maryland

Fifth: *Spanning a Community of Scholars: Occupational Science Research from the Heartland*; Ruth Zemke Lecture in Occupational Science Lecturer: Charles Christiansen; October 27-29, 2005; St. Louis, Missouri

Sixth: *A Community of Scholars: Crossroads of Culture and Occupation*; Ruth Zemke Lecture in Occupational Science Lecturer: Graham Rowles; October 25-27, 2007; Albuquerque, New Mexico

Seventh: *Occupations Under the Sun: Expand Your Scholarly Horizons*; Ruth Zemke Lecture in Occupational Science Lecturer: Clare Hocking; October 23-25, 2008; Fort Lauderdale, Florida

Eighth: *Colorful Views of Research Methods in the Northeast*; Ruth Zemke Lecture in Occupational Science Lecturer: Virginia Dickie; October 14-16, 2009; New Haven, Connecticut

Ninth: *CSOS and SSO: USA Joint Occupational Science Conference*; Ruth Zemke Lecture in Occupational Science Lecturer: Gelya Frank; October 14-16, 2010; London, Ontario, Canada

Tenth: *Mountaintop Reflections: Learning from Ten Years as a Scholarly Community*; Ruth Zemke Lecture in Occupational Science Lecturer: Doris E. Pierce; October 20-22, 2011; Park City, Utah

Eleventh: *Occupation and Place: Sustainability, Balance & Occupation*; Ruth Zemke Lecture in Occupational Science Lecturer: Malcolm P. Cutchin; October 4-6, 2012; Portland, Oregon

Twelfth: *Occupation and Education*; Ruth Zemke Lecture in Occupational Science Lecturer: Debbie Laliberte Rudman; October 17-19, 2013; Lexington, Kentucky

Thirteenth: *Joint International Conference in Occupational Science Globalization & Occupational Science: Partnerships, Methodologies & Research*; Ruth Zemke Lecture in Occupational Science Lecturer: Elizabeth Townsend; October 16-18, 2014; Minneapolis, Minnesota

Fourteenth: *Sun, Scholarship, and Occupation*; Ruth Zemke Lecture in Occupational Science Lecturer: Ruth Humphry; October 1-3, 2015; Fort Lauderdale, Florida

Fifteenth: *Third Joint International Conference in Occupational Science: Navigating the Seas of Change: Diversity of Occupation*; Ruth Zemke Lecture in Occupational Science Lecturer: Kathlyn Reed; September 29-October 1, 2016; Portland, Maine

Sixteenth: *Participation: People, Places, & Performances*; Ruth Zemke Lecture in Occupational Science Panel of RZLOS Lecturers: Malcolm Cutchin, Jeanne Jackson, Kathlyn Reed, Charles Christiansen, Ruth Humphry, and Doris Pierce; October 19-21, 2017; Seattle, Washington

Seventeenth: *Sleep and Restoration*; Ruth Zemke Lecture in Occupational Science Lecturer: Wendy Wood; Theme Speaker: Jo Solet; October 11-13, 2018; Lexington, Kentucky

Eighteenth: *The Darker Side of Occupations: Illegal, Taboo, Risky*; Ruth Zemke Lecture in Occupational Science Lecturer: Charlotte Royeen; Theme Speaker: Niki Kiepek; October 3-5, 2019; Scottsdale, Arizona

Nineteenth: *Occupation and Gender*; Theme Speaker: J. Clapp; September 24-25, 2021; Virtual Conference

## SSO:USA 2022 CONFERENCE PROCEEDINGS

### THURSDAY, OCTOBER 20: POSTER SESSION

#### RESILIENCE THROUGH ENGAGEMENT – A TELEHEALTH PROGRAM FOR OLDER ADULTS

Selena Washington, Saint Louis University

##### Abstract

Our aims involved the utilization of two evidence-based programs, Circle Friends [1] and Stay Strong Stay Healthy (SSSH) [2], to address social and occupational engagement, and physical strength/ mobility for older adult populations, who are at risk of social isolation and occupational disengagement during the COVID-19 pandemic. We specifically focused our efforts toward older adults who identify as Black, Indigenous, and/or a Person of Color (BIPOC) and age  $\geq 60$  years; this population is considered high risk for COVID-19 hospitalization and mortality based on race, underlying health conditions, and age [3].

Social isolation, fear, stress, and loneliness during the COVID-19 pandemic has threaten older adults' resilience (the ability to cope); which jeopardizes their health, level of occupational engagement, and overall well-being [3]. Social distancing and the decrease of engagement in community activities places older adults at greater risk of frailty, depression, and cognitive decline; which compromises the capacity needed for occupational engagement and activity of daily living (ADL) tasks [3-5]. The accelerated risk of cognitive impairment, exacerbation of medical conditions, physical deconditioning, and premature mortality is directly associated with social isolation and loneliness [3-4]. Therefore the need to focus on older adults who are currently at risk of social isolation and occupational disengagement, warrants specific attention from professionals trained in occupational science and occupational therapy intervention [5].

The outcomes include: 1) occupational engagement in health-promoting habits and routines, and social connection with other older adults; and 2) increased mobility, strength, and fall prevention strategies used among the program participants beyond the Resilience Program intervention. The ramifications of the COVID-19 pandemic may be seen possibly for years to come, and sustainable occupational client-directed programming is needed to address occupational engagement, social isolation, and social connectedness among older adults currently and beyond the time of the pandemic restrictions.

**Keywords:** older adults, occupational engagement, social isolation

##### Discussion Questions

How is evidence-based intervention, rooted in occupational science conceptual framing, address social isolation among older adults?

How is occupational engagement assessed among older adults? Specifically, how is this addressed within marginalized populations?

In relation to tension and fit: How can the occupational scientists influence evidence-based intervention, how can we centralize occupational-based and client-directed therapeutic intervention?

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Collins, T., Davys, D., Martin, R., Russell, R., & Kenney, C. (2020). Occupational therapy, loneliness and social isolation: A thematic review of the literature. *International Journal of Therapy and Rehabilitation*, 27(10), 1-23.

**Submission ID:** 1221011

## **LEAVING MINORITIZED STUDENTS BEHIND: EQUITY AND INCLUSION AS ESSENTIAL TO FACILITATE BELONGING**

Tyra Banks, University of St. Augustine

### **Abstract**

The purpose of this forum session is to identify end employ concepts of equity and inclusion to support students of color as they persist in Occupational Therapy (OT) academic programs.

In recent years, OT Programs have worked hard toward diversifying their student population. While efforts focus on the number of diverse students they admit, programs do not provide the proper support for minoritized students to thrive in their classrooms. Equity and inclusion must be considered when creating solutions to significantly impact student retention. While equity provides students opportunities and access to resources, inclusion demands a sense of belonging and facilitates participation. These are actionable processes that require intentional efforts to support student success (Banks, 2020).

When students of color are admitted and matriculated into graduate school, persistence can be taxing. Student support is at the crux of equity and inclusionary practices. According to Aryan



& Guzman (2010), graduate students of color need to feel emotionally supported in order to persist. Emotional support includes feeling welcome, having mentorship and guidance from faculty of color, as well as being in a positive environment. Unfortunately, students of color often feel isolated and experience oppressive interactions with faculty and peers. The cohort model can serve as a conduit to providing equitable and inclusive strategies to undermine isolation and create an academic and socially supportive community for students. Within the cohort, social capital facilitates connection and emotional support between its members.

Tajfel and Turner (2004) argue that social capital is gained from social groups when individuals identify with their members. In academic environments, students of color face challenges drawing on the social capital of their white classmates as they do not identify as part of the social category and strive to fit in rather than have a true sense of belonging. These challenges limit participation as a student within their cohorts as they reconcile this dichotomy and perpetuate a disconnect from their cohort as feelings of marginalization persist. As a result, students seek outside resources to create safe spaces to feel heard and accepted, which provides them with the emotional support needed to persevere in an adverse environment (Banks, 2020).

This forum will allow participants to identify ways to support diverse students in their educational environment, identify ways to use equity and inclusion practices to provide a sense of belonging for students, and develop personal strategies to facilitate inclusion for students of color.

**Keywords:** diversity, equity and inclusion, belonging

### **Discussion Questions**

What are the potential tensions and challenges to creating safe spaces for OT students of color within their educational environments?

What equity and inclusion practices should be used to inform classroom pedagogical strategies?

How can we advance knowledge in this area to support the persistence of diverse OT students?

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**Submission ID:** 1221012

# **THE DEVELOPMENT OF A COMMUNITY-BASED OCCUPATIONAL THERAPY RETIREMENT TRANSITION PROGRAM FOR FIRST RESPONDERS**

Bo Syrotiak, University of St. Augustine for Health Sciences

## **Abstract**

The aim of this study was to develop a retirement transition program outline for first responders.

The study followed a design of hermeneutic phenomenology in Phase 1 and participatory research in Phase 2. Data was collected during six online focus group discussions. The data were analyzed using thematic analysis in Phase 1 and content analysis in Phase 2. In Phase 2, the study design used a participatory research approach, where social workers and occupational therapists joined forces together with retired first responders to create a retirement program outline.

Phase 1 data yielded four themes: The Supersuit, Civilian, The Door Shuts, and Staying Busy. Phase 2 culminated with the development of a 12-session retirement transition program outline.

The retirement program needs to be manualized and piloted for effectiveness testing in occupational therapy practice. The study concluded with the recognition that retired first responders and their family members can benefit from occupational therapy services during retirement transition. Interprofessional collaboration with social workers can enrich such community practice.

**Keywords:** retirement, occupational therapy, occupational science

## **Discussion Questions**

From occupational science point of view, what is the take on retirement? What are the pros and cons of retirement?

How does retirement affect health and how can occupational science influence that dyadic relationship?

How do occupational science and occupational therapy differ or support each other in the occupational area of retirement planning and adjustment?

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**Submission ID:** 1176147

## **OCCUPATION IN THE PRIMARY CARE SETTING**

Lydia Royeen, Texas Woman's University

### **Abstract**

The purpose of this research study is to explore occupations and barriers to participation in occupations by clients seen in primary care settings by occupational therapists.

Participants were (n=11) occupational therapists working in a variety of primary care settings across the United States and participated in a semi-structured interview. Qualitative data was analyzed through use of ATLAS: ti 8.1 using content analysis. This allowed for the inductive and deductive coding analysis and the inductive theme of health prevention and promotion occupations was identified. The study examined occupations and barriers to participation in occupations that are related to health prevention and promotion.

The results of this research study identified two main barriers to participation in health prevention and promotion occupations. The first was the psychosocial aspect of health. Occupations that were disrupted due to poor psychosocial health were sleep, stress management and medication management. The second barrier to participation in health prevention and promotion occupations was having a chronic condition. Specifically, pain, lack of habits, routines, and decreased compliance were barriers identified. Self care management was identified as an important occupation related to health prevention and promotion for individuals with a chronic condition.

Occupational science is valuable to further examine the importance of participation in occupations in this innovative practice area especially as it relates to the tension and fit between occupational science and occupational therapy. The qualitative research study explored the participants, occupational therapists, experiences when working with patients. Occupational science allows the understanding of occupation from an individual's experiences and can be used to help inform practice (Johnson, 1996). The study examined and identified occupations that are important for clients to participate in when they are seen by an occupational therapist in the primary care setting. Specifically, health prevention and health promotion occupations were identified as important for clients in the primary care setting which contribute to both the study of occupational science and occupational therapy (Hocking, 2009).

**Keywords:** occupation, barriers to participation, primary care

## **Discussion Questions**

What additional research needs to be done to address occupations in this practice setting?

Per Clare Hocking call to study occupation (2009), how can this be further studied in innovative practice areas?

Do we see the same barriers to participation in other settings?

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**Submission ID:** 1214693

## **UNDERSTANDING PRAXIS IMPAIRMENT IN AUTISM SPECTRUM DISORDER**

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Alexis Nalbach, University of Southern California

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## **Abstract**

To understand if there are unique patterns of praxis errors in autism spectrum disorder (ASD) compared to developmental coordination disorder (DCD) and how such impairments relate to social skills.

95 participants (32 ASD; 28 DCD; 35 TD; 29 F; ages 8-17) participated in the study. Two behavioral measures of motor skills were utilized: the Motor Assessment Battery for Children (MABC-2: ball skills, balance, manual dexterity), and the Florida Apraxia Battery Modified (FAB-M: Tool Use, Gesture to Command, Meaningless Imitation, and Meaningful Imitation [Symbolic, Pantomime]). Additionally we conducted correlations between components of the FAB-M and other behavioral measures, including affect recognition (NEPSY-AR) and repetitive behaviors (RRB).

Comparing between ASD and DCD groups, we found no significant differences on the MABC-2. The ASD group had significantly lower accuracy than the DCD group on Imitation of Meaningful Gestures and Gesture to Command on the FAB-M. MABC-2 performance was correlated with the FAB-M in the DCD group, but not in the ASD group. When comparing error-rates on the FAB-M, the ASD group had significantly more timing and spatial errors for symbolic imitation, and significantly more timing errors for pantomime gestures. Additionally, during Gesture to Command, the ASD group had significantly more body-part-for-object errors compared to the other two groups. Interestingly, increased timing errors in imitation of pantomime gestures were significantly correlated with poorer affect recognition in the ASD group. Further, less temporal and spatial errors in imitation of meaningful gestures were significantly related to increased repetitive behaviors, and a similar trend was seen for Gesture-to-Command. Taken together, our results indicate that the ASD group, compared to the DCD group, differ significantly on aspects of praxis skills rather than motor performance skills (MABC-2). Specifically, the ASD group has more timing and spatial errors for Imitation of Meaningful Gestures, and object-pantomime difficulty in Gesture-to-Command. In the ASD group, aspects of imitation ability are related to emotional skills, while increased rigidity may be related to more rule following and consequently less errors.

While OTs may regularly utilize the MABC-2 for measuring motor skills in ASD, these results indicate that measures of praxis skills, like symbolic gesture imitation and gesture to command, may be beneficial to discriminate between diagnoses, and an important focus of interventions. Further, emphasis on improving imitation skills may also improve emotional processing skills. These data emphasize how data from OS can impact OT strategies.

**Keywords:** autism, developmental coordination disorder, praxis

## **Discussion Questions**

How can we utilize praxis skills (e.g., imitation ability) to improve social skills in rehabilitation?

Are motor skills always related to praxis skills? How can they vary in different populations?

How can we use OS research in autism to impact OT therapy?

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**Submission ID:** 1214762

## ENHANCING FIELD CLINICIAN LITERACY OF OCCUPATIONAL SCIENCE THROUGH CLINICIAN LEAD ASYNCHRONOUS ONLINE EDUCATION

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### Abstract

The purpose of this project is to enhance field Occupational Therapy Practitioner (OTP) literacy and orientation to foundational and emerging occupational science (OS) as it applies to contemporary practice in the United States.

**Methods:** This course will engage OTP field clinicians as online learners in orienting to occupational science through an immersive learning experience by leveraging the capacity of current technology and contemporary andragogy for working clinicians in a peer-facilitated format. This curriculum will provide a remotely accessible transformative learning experience through the combined application of connectivism (Goldie, 2016), transformational learning (Calleja, 2014), narrative learning (Clark & Rossiter, 2008), social learning, vicarious learning, behaviorism, principles of occupation-centered education (Hooper et al., 2020), game-based learning models (Spires, 2015), and established best practices for remote asynchronous online learning with compliance with AOTA’s approved provider guidelines.

**Participants:** The initial cohort of students will be recruited from purposive sampling to reflect a diverse sample of OTPs by age, gender, race, ability, practice setting, educational background, and geographic location.

**Data Collection and Analysis:** Qualitative and Quantitative Data will be collected with formative learning activities and a pre-and post-assessment on clinician occupational science literacy and affiliation to core assumptions likely to be challenged by exposure to foundational and emerging OS contributions in relation to Occupation and OT practice in the US. Qualitative data will be interpreted with thematic analysis and quantitative data will be analyzed with descriptive statistics to aid in ongoing course improvement efforts with reference to course evaluation rubrics. Students will be offered opportunities to provide open-ended feedback and ask questions throughout the course modules.

This course curriculum is being developed as a Post-Professional Doctoral Capstone Project by Josephine Jarvis through the University of Utah Capstone Committee: Dr. Mary Pollie Price, PhD, OTR/L, FAOTA, Dr. Yda J. Smith, PhD, OTR/L, Dr. John White, PhD, OTR/L FAOTA

Results: TBD

There are currently limited educational resources on Occupational Science designed for US-based OT field clinicians. Most current OS educational materials are designed for collegiate learning environments. Course curriculum that focuses on clinician-led transformative learning of applied OS concepts is needed to promote consistent OS literacy, practice translation of OS scholarship, and adherence to AOTA's and WFOT's formal commitments for OT practice in the field in the United States context.

**Keywords:** online occupational science education, practice translation, occupational therapy

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**Submission ID:** 1163273

## INTERWEAVING ART ACTIVITIES TO INCREASE OCCUPATIONAL ENGAGEMENT

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### Abstract

Engagement with art activities can contribute to social cohesion, child development, cognitive skills, increasing health-promoting behaviors, cognitive skills, improved experiences of illness and injury, and improved well-being and mental health (Fancourt & Finn, 2019). Occupational therapy has been connected to art activities since the founding of the profession (Bissell &

Mailloux, 1981); however, little literature across occupational science and occupational therapy has focused on how art activities can be used to increase occupational engagement, particularly with older adults living in long-term care (Reynolds, 2011). Therefore, the purpose of the study was to understand how art activities are used in long-term care in order to inform how art-based occupations can be used with older adults in occupational therapy practice.

A scoping study was conducted searching six electronic databases to identify published literature about how art activities are being used in long-term care facilities. All retrieved articles were downloaded into the Zotero reference management software. Titles, abstracts, and full texts were reviewed by two researchers. Data extraction and analysis focused on how, what, why, and where art activities were being used.

Fourteen articles met the inclusion criteria and were included in the review (Durocher et al., 2021). Nine studies were conducted in the United States, two in Canada, one in Turkey, one in the United Kingdom, and one in Taiwan. The types of art used included collage, photography, clay, fingerprints, crayons, scrapbooking, watercolors, acrylics, pottery, zines, ceramic painting, slide shows, and mixed media. Outcomes of using art activities included improved mood, increased quality of life and well-being, improved communication and reminiscence, and the formation of social relationships.

The findings of the review provide evidence for the need to foster a variety of occupations to enhance well-being and increase occupational engagement. Using art as an occupation may foster greater social occupations and cognition for daily activities, and may enhance mood for increased participation across occupations, while providing a means to explore and communicate feelings and emotions that might otherwise be difficult to identify and discuss with caregivers or family. To enhance occupational engagement, the choice of the art activity and the level of involvement can be tailored based on individual preferences, capabilities, and needs to enable engagement in an art occupation that is meaningful and important.

**Keywords:** art practice, older adults, occupational therapy

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**Submission ID:** 1202826



## **DISGUST AND LIFE SATISFACTION OUTCOMES IN CHILDREN WITH AUTISM SPECTRUM DISORDERS**

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### **Abstract**

The aim for this study was to explore the relationships between disgust, gastrointestinal (GI) issues and life satisfaction and understand the influence of disgust sensitivity on life satisfaction outcomes for children with Autism Spectrum Disorders (ASD).

35 participants (20 typically developing [TD], 15 ASD), ages 8-17 (mean =  $12.03 \pm 2.24$ ; M:F=21:14), were asked to complete the the Disgust Propensity and Sensitivity Scale - Revised for children (DPSS-R), the Satisfaction with Life Scale (SWLS), the Gastrointestinal Symptom Rating Scale (GSRS), and the Eysenck Personality Questionnaire - Brief Version (EPQ). Spearman's correlation coefficients were calculated to test the association between participant responses. Backward regression was used to reveal estimators of life satisfaction outcomes across subjects and within groups. The Lie sub-scale of EPQ (EPQ-L) was included in all regression analysis to account for potential social desirability effects in life satisfaction reports. Full scale IQ was included as a covariate in all analyses.

Life satisfaction was found to be significantly correlated across participants with disgust sensitivity ( $\rho=-0.378$ ,  $p=0.025$ ), GSRS ( $\rho=-0.379$ ,  $p=0.025$ ), EPQ Neuroticism subscale (EPQ-N;  $\rho=-0.498$ ,  $p=0.002$ ) and age ( $\rho=0.362$ ,  $p=0.032$ ). Regression analysis showed that only disgust sensitivity and EPQ-N significantly estimated life satisfaction outcomes. Within-group correlations revealed that life satisfaction outcomes for the TD group are mainly driven by EPQ-N scores ( $\rho=-0.478$ ,  $p=0.033$ ) and not by disgust sensitivity, while life satisfaction in the ASD group was significantly influenced by disgust sensitivity ( $\rho=-0.622$ ,  $p=0.013$ ) and not EPQ-N scores. Additionally, disgust sensitivity was significantly associated with GSRS ( $\rho=0.728$ ,  $p=0.002$ ), although mediation analysis revealed no significant mediating effects. Inclusion of EPQ-L scores to account for social desirability effects did not affect relationships during within-group regression analysis. In ASD, disgust sensitivity ( $\beta=-0.423$ ,  $p=0.038$ ) was a significant estimator of life satisfaction outcomes after adjusting for EPQ-L.

Irregular disgust processing, often exhibited as hyposensitivity in children with ASD, can lead to improper feeding behavior (e.g., pica) or contamination. This behavior could be linked with GI issues commonly experienced by children with ASD, and may influence the child's routines, which can ultimately hinder their academic performance, physical and mental health. Such issues can affect their daily life and life satisfaction outcomes. Our findings provide evidence of a link between GI issues and disgust sensitivity and how the latter may influence life satisfaction

outcomes. Such data may be used for the development of evidence-based therapies focused on contamination or feeding behavior interventions, targeted for individuals with lower disgust sensitivity.

**Keywords:** disgust, autism, life satisfaction

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**Submission ID:** 1206631

## **EXPLORING THE IMPACT OF EHLERS DANLOS SYNDROME ON OCCUPATION: SUPPORTS AND BARRIERS TO ENGAGEMENT**

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Amanda Carroll, Rocky Mountain College

### **Abstract**

Ehlers Danlos Syndrome (EDS) is a collective term used to describe a broad spectrum of heritable connective tissue disorders that disrupts the formation and maintenance of collagen within the human body. Recent literature highlights advances into understanding a multitude of complications associated with this condition including a complex multisystemic presentation, delays in diagnosis, as well as significant consequences on daily life. However, no literature currently exists that specifically examines EDS' impact on occupation from a holistic perspective. Therefore, the purpose of this study is to explore the impact of EDS on occupational engagement with emphasis on identifying current supports and barriers.

This study will utilize a qualitative descriptive approach. Semi-structured interviews will be used to collect data from ten adult participants diagnosed with Ehlers Danlos Syndrome. Interviews will aim to obtain information regarding current levels of engagement in both necessary and desired occupations. Supports and barriers to engagement will be identified through questions involving relevant demographics, symptomology, and other environmental considerations specific to healthcare interactions. This study will be informed by the Person-Environment-Occupation-Performance Model (Baum & Christiansen et al., 2005) and the Transactional Perspective Theory (Dickie et al., 2006). Recruitment will take place through advertisement at a local family medicine clinic that serves individuals with this condition. Thematic analysis will be applied for data interpretation.

Results: Study In-Progress.

Research has yet to sufficiently explore the impacts of EDS on occupational engagement. This study will provide a first-person occupation-based perspective into understanding the contextual factors that are supporting or inhibiting engagement. Findings will provide foundational knowledge for informing effective clinical interventions for occupational therapists.

**Keywords:** Ehlers Danlos Syndrome, occupational engagement

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**Submission ID:** 1208420

# OPERATIONALIZING OCCUPATIONAL SCIENCE IN OCCUPATIONAL THERAPY PRACTICE

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## Abstract

In recognition of the reciprocal relationship between occupation and health, this series of work sought to conceptualize occupation-based practice, develop a tool to measure the occupation in practice, and test the interrater reliability of the assessment.

The first phase of the project was a grounded theory study reflecting Wilcock and Hocking's doing, being, becoming, and belonging from the perspective of occupational therapists' practice. The study employed Charmaz's approach to analyze data and yielded a model of occupation-based practice. The second phase involved assessment development to create a tool that captures the model constructs with validity review from international experts in occupation-based practice and occupational science. Finally, a methodological study using simulated video scenarios was conducted to establish preliminary interrater reliability of the tool.

The Dynamic Model of Occupation-Based Practice emerged from the first study and identifies 1) the influences on using occupation in practice, 2) the four constructs of OBP (Authentic Occupation, Meaningful and Purposeful Value, Therapeutic Intent, and Engaged Participation), and 3) a continuum of practice ranging from occupation-based to discrete models of practice which use an agenda other than health through occupation. The model constructs directly align with with Doing = authentic occupation, Being = meaningful and purpose value reflecting, Becoming = therapeutic intent, and Belonging = engaged participation. The Occupation-Based Practice Assessment was developed from the model constructs to measure therapeutic interactions with clients and the extent of occupation in clinical practice. The assessment can quantify where along the occupation-based practice continuum each therapeutic interaction lies. Individual practitioners can identify trends in their own practice while facilities can analyze aggregate practice. The interrater reliability study yielded promising results with overall interrater reliability at  $W=.868$  and the subscales ranging from  $W = .801 - .871$ , all within the acceptable range.

The development of a theoretically grounded assessment tool to measure occupational therapy practice and ensure the infusion of occupation and the OS constructs solidifies the fit between OS and OT. This series of projects demonstrates the two disciplines are stronger together as they support each other allowing clinicians to provide clinical services that are uniquely occupational. The authors aim to use the assessment to infuse OS principles into OT education, for program evaluation in clinical settings, and to quantify occupation-based practice to accurately stratify study participants in the quest for more empirical data supporting the causation between health and occupational engagement.

**Keywords:** occupation-based practice, model, assessment

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**Submission ID:** 1209154

## **NOURISHING DANGER OF NESTING; OCCUPATIONAL SCIENCE, OCCUPATIONAL THERAPY, AND THE UNCOMFORTABLE CONNECTION**

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### **Abstract**

Children, clinicians, parents, students, and scholars use the experiences and resources available to them. Resources are organized, structured, and contain the jurisdictional boundaries of one's identity in relationship to time and space. When resources become disorganized, accommodations created, knowledge mobilized, meaning and purpose unified. The form and function adapt. Only when resistance and friction become uninhabitable, the diamond is born. Pediatric occupational therapy, fundamentally intends to connect the mind and the body in the context of occupation. Diagnostic approaches, frameworks, and theories of practice in pediatric occupational therapy are founded on principles of neurodevelopment, social emotional attunement, and adaptation to daily participation.

Why as therapists do we categorize interventions and diagnoses around a sensory-motor OR mental health approach in pediatrics? Why do we focus on one, and then add in elements of the other? Why is our approach so unbalanced if our children need a blended approach? We will explore what happens when you are an occupational therapist in a traditional sensory integration outpatient clinic, and the child receiving services has an anxiety disorder? What then? Inversely, what happens when you are an occupational therapist in a mental health clinic, and the child you are providing services has a sensory integrative disorder? What then? Interviews, surveys, and information gathering across clinical sites, payors, systems, and academia will aim to better understand the role of occupational science as the meaning holder.

The setting of the therapeutic intervention, the payor, and the reason for referral create a structural determinant which is outside of the occupational therapist locus of control. There is an essence holding together the meaning, the connection, and the thread which exists regardless of the form and function. It exists NOT in the approach, the framework, or theory of practice, but in the synergistic embodiment which occupational science uncomfortably contains 'it'.

**Keywords:** sensory, pediatric, mental health

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**Submission ID:** 1212348

## **PROFILE OF ACTIVITIES OF DAILY LIVING LIMITATIONS IN PEOPLE WITH PARKINSON'S DISEASE**

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### **Abstract**

Parkinson's disease (PD) is a progressive neurodegenerative disorder clinically characterized by motor and nonmotor symptoms. Its progression tends to gradually affect activities of daily living (ADL) among patients (Hoehn & Yahr, 1967), and decreased ADL independence is associated with decreased quality of life (Muslimović et al., 2008). Assessing the individual domains of ADL dependency profile in relation to PD stages helps in guiding healthcare professionals on the appropriate support levels needed by the patients. Therefore, this study aimed to evaluate the ADL limitation profiles of people with PD based on disease stages.

Data were obtained from patients' medical records admitted to a hospital in Japan for rehabilitation between 2017 and 2020. Demographic information, such as age, sex, and education, were collected. ADL independence levels were assessed using the Barthel index (BI) (Mahoney & Barthel, 1965). Patients were classified into four groups based on PD severity using the Hoehn and Yahr (HY) scale (Hoehn & Yahr, 1967). The total BI and subdomain scores among groups were compared using Kruskal–Wallis H test. If the test was significant, pairwise comparisons were performed using Mann–Whitney U test with Bonferroni correction. A p-value of < 0.05 was considered significant.

Clinical data of 209 patients with PD (75 men and 135 women), with a mean age of 73.3 (SD,  $\pm 7.7$ ) years, were included in this study: 55 with HY stage II, 98 with HY stage III, 40 with HY stage IV, and 16 with HY stage V. Significant differences ( $p < 0.05$ ) existed in the BI total and subdomain scores among the groups. Gait-dependent activities, such as walking and stair climbing, begin at an early disease stage and evolve as the PD progresses. However, activities, such as feeding and grooming, could be spared even at the advanced disease stage.

ADL is an important occupational and outcome measure in people with PD; therefore, improving and maintaining an independent performance of ADL is crucial in supporting people with PD. Our findings provide clinically useful information for determining the primary target rehabilitation program at each disease stage.

**Keywords:** Parkinson's disease, activities of daily living

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**Submission ID:** 1212421

## OCCUPATION-BASED VIRTUAL SUPPORT GROUP FOR NEW MOTHERS IN RURAL AREAS

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## Abstract

The transition from pregnancy to motherhood is a period of time characterized by changes in occupational routines. Research has shown this population is at risk due to lack of access and resources for health care in rural areas. The purpose of this study is to provide a virtual occupation-based playgroup that creates an inclusive environment to empower mothers, in Montana, with infants to participate in an occupation-based social support group based on

evidence-based, up-to-date, developmental education.

New mothers of infants (N=30) two months or younger in Montana who are English speaking will be recruited by utilizing word of mouth, social media, and media outlets. Data will be collected using mixed methods, (1) Quantitative data consists of demographics, pre and post test scores from the Postpartum Specific Anxiety Scale short form (PSAS-RSF-16), and (2) Qualitative data will be collected through semi-structured interviews and fieldnotes focused on postpartum perceptions regarding roles and routines. The intervention will consist of weekly modules that will address varying aspects of maternal roles and routines and their effect on anxiety. Emerging findings will be validated via member checking. The data will be merged using mixed methods integration strategies to generate a deeper understanding of the postpartum experience in rural mothers.

This study is in progress, we anticipate results in September 2022. We hypothesize there will be a decrease in maternal anxiety after completing a virtual occupation-based support group.

The findings of this study contribute new understandings of rural new mothers as occupational beings. The postpartum period is a transition period where new mothers may be at risk for decreased health and well-being given changes in occupational roles and routines. Rural mothers may be even more at risk given decreased access to resources and social support . Further research is warranted that examines the role of virtual occupation-based support groups for mothers in rural areas that may be affected by social isolation due to distance, population, culture, or internet access.

**Keywords:** virtual, postpartum, anxiety

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**Submission ID:** 1213773



## **USING AN OCCUPATIONAL SCIENCE LENS TO EXPLORE MENTAL WELL-BEING WITHIN RURAL CULTURE**

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### **Abstract**

Mental well-being is established as an area of concern within the state of Montana. Understanding the culture and occupations of these rural populations is essential to addressing underlying health concerns, particularly in a state that is ranked third in the U.S suicide rates. Little research is focused on the link between rural culture in America and mental well-being, with even less being relevant to the state of Montana. The purpose of this study is to investigate the impact of sociocultural contexts in rural Montana on the mental well-being of residents.

Thirty participants, who are residents of Montana, and over the age of 18, will be recruited via convenience sampling. Data will be collected using a convergent mixed methods design using surveys and photovoice interviews. The quantitative phase of the study will consist of cross-sectional surveys examining demographics, occupational participation, and mental well-being. The qualitative phase will consist of photovoice interviews to gather participants' perspectives on how culture and occupational participation impact their mental well-being. The quantitative and qualitative data will be integrated to develop a greater understanding of the sociocultural influences on mental well-being and occupational engagement for individuals living in rural Montana.

This study is in progress, with anticipated results available by September of 2022. We hypothesize this study will shed light on certain aspects of rural sociocultural contexts that have an influence on mental well-being and occupational participation for Montanans.

Little research in OS is focused on the relationship between rural sociocultural contexts, occupation, and mental well-being. Therefore, there is a tension with the fit between the evidence base from occupational science for supporting OT practice in rural sociocultural contexts. Findings from this study will contribute to filling this gap in the evidence base.

**Keywords:** rural culture, Montana, mental well-being

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**Submission ID:** 1214245

## **EXPLORING THE BENEFITS OF OCCUPATIONAL THERAPY WITH NATIVE AMERICAN ADOLESCENTS**

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### **Abstract**

Native American (NA) adolescents have been identified as a population at risk for decreased opportunities to participate in health-promoting occupations. There is a gap in the occupation-based literature focused on the potential of participation in meaningful occupations to facilitate the development of healthy habits and routines amongst NA adolescents. The purpose of this study was to explore the benefits of occupational therapy (OT) services on the mental well-being of NA adolescents in an adolescent psychiatric residential treatment facility (PRTF).

Sixteen participants, who are NA adolescents, between the ages of 12 and 18, will be recruited for this study. Interventions will be group-based and participant-led. Interventions will include mastery of a selected occupation that NA adolescents can continue post-discharge. Data will be collected using mixed methods: (1) First, a quantitative phase utilizing cross-sectional pre-post test surveys to assess the impact of OT services on mental well-being, followed by (2) a qualitative phase utilizing post-intervention semi-structured interviews to capture participants' experiences receiving occupational therapy services and its impact on their mental well-being. Data from the two phases will be merged together to develop a greater understanding of the benefits of engagement in occupation for NA adolescents.

This study is in progress, with anticipated results available in September of 2022. We hypothesize that the perception of mental well-being of NA adolescents will improve over the ten-week group-based intervention, based on engagement in meaningful occupations.

The importance of providing opportunities to participate in culturally relevant and client-centered OT services for NA adolescents is highlighted. The tension between occupational science and OT is the lack of evidence to support the use of meaningful occupations to promote health and well-being amongst NA adolescents. This study sheds light on the fit between occupational science and OT contributing new understandings of the relationship between occupation, health, and well-being specific to the NA adolescents. Being culturally considerate during research, specifically with the population of focus, will allow for better outcomes and understanding of NA adolescents and their mental health. There is a lack of literature surrounding mental health, implementing culture into OT treatment, residential facilities impact on mental health, and healthy occupations available in regards to the NA adolescent population.

**Keywords:** mental health, Native American adolescents

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**Submission ID:** 1214388

## **TENSIONS IN OCCUPATIONAL ROLE BALANCE FOR OCCUPATIONAL THERAPY STUDENTS DURING THE CORONAVIRUS PANDEMIC USING PHOTOVOICE**

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## Abstract

As the COVID-19 pandemic persists, students in higher education experience ongoing changes in their learning and negative mental health outcomes (Lederer et al., 2020). Higher education stakeholders must be aware of this when designing and implementing educational opportunities for students. Similarly, occupational therapy (OT) students continue to face unique challenges

during the pandemic surrounding their clinical learning and roles (Bulan & Lagria, 2020). While studies exploring the reflections of OT educators on education during the pandemic exist (Bulan & Lagria, 2020; Peart et al., 2021), there are few studies exploring the lived experiences of OT students and their occupational roles in the United States (U.S.). To expand stakeholders' understanding of U.S. OT students' lived experiences and roles during the pandemic, the researchers conducted a qualitative study with nine Masters of OT students from a midwestern university during the summer of 2021 using Photovoice methods (Wang & Burris, 1997) and thematic analysis (Braun & Clarke, 2006).

Participants engaged in virtual workshops covering Photovoice methods (Wang & Burris, 1997) and ethical photo-taking. Participants also discussed their experiences as OT students during the pandemic and shared their Photovoice pieces (including a photo and narrative). In the fall of 2021, participants reconvened with the primary investigators to learn thematic analysis methods (Braun & Clarke, 2006) and analyze their Photovoice pieces and workshop transcripts from the summer.

Themes regarding students' lived experiences were identified, including 'tailoring the "just right" challenge within occupational roles,' 'no action without reflection,' and 'platforms for trust-building and growth'. These themes include similarities with previous findings (Bulan & Lagria, 2020; Lederer et al., 2020); they also show that students and OT stakeholders need to balance challenges for students to successfully engage in education while managing other occupational roles. In addition, students need opportunities for self-reflection and action to meet the pandemic's changing demands.

Students benefit from collaborative reflection with peers to develop a sense of shared lived experiences and grow in how they view themselves during the pandemic. These findings highlight OT educators' need to evaluate how they can meet students' unique "just right challenge" and provide platforms for students to engage with one another in reflection. United States OT students are experiencing tension in their sense of self, and their role as an OT student engaging in learning about the profession. OT educators can play a significant role by recognizing this tension and collaborating to promote student well-being.

**Keywords:** education, lived experience

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**Submission ID:** 1214478

## **EXPLORING THE RELATIONSHIPS BETWEEN HEALTH AND WELL-BEING, MILITARY IDENTITY, AND SOCIAL PARTICIPATION OF MONTANA VETERANS**

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### **Abstract**

As a state, Montana has the second highest per capita veteran population in the United States, with an estimated 1 out of 10 residents identifying as a veteran. Of these veterans, almost 72% live in rural areas. Research has shown rural veterans may be more at risk for decreased health and well-being. Military identity and social participation have been identified as factors that may promote the health and well-being of veterans, but these factors have not been examined in the context of rural Montana veterans. The purpose of this study is to explore the relationships between military identity, social participation, and the health and wellbeing of Montana Veterans.

Participants in this study will include 50 Montana veterans, aged 18 and older, recruited through convenience sampling. This study will utilize a mixed methods sequential explanatory design. First, data will be collected using cross-sectional quantitative surveys to identify broader patterns between veterans perceived military identity, levels of and satisfaction of social participation, and self-rated health and well-being. Based on the results of the quantitative data, a subset of eight to ten veterans will then be asked to participate in focus group interviews to generate more in-depth understandings of the identified patterns through first-person perspectives. Mixed methods integration strategies will be used to merge and interpret the depth and breadth of the inter-related data.

Results and findings are not yet known as this study is currently in progress. Results are anticipated for summer 2022.

There is a gap in the occupation-based literature focused on rural veterans and the impact of military identity and social participation on the health and well-being of this population.

Consequently, a tension exists between OS and OT given this lack of evidence to guide best practice with rural veterans. Findings from this study will contribute to the dearth of literature focused on rural veterans as occupational beings and expand understandings of how identity and social participation impact health and well-being using an occupational perspective.

**Keywords:** veterans, health and well-being, military identity

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**Submission ID:** 1214539

## CRITICAL NARRATIVE INQUIRY AND DISCOURSE ANALYSIS ON MEANING MAKING DURING THE COVID-19 PANDEMIC

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### Abstract

A theoretical link between the occupational engagement and identity, well-being, and social relationships emphasizes that limiting occupational opportunities restrict who people can become (Christiansen, 1999), which is occupational injustice (Hasselkus, 2006). The COVID-19 pandemic globally disrupted people's occupations and exacerbated social inequities requiring occupational scientists to be socially responsive (Rudman, 2020). To answer the question, "How do college students create meaning while experiencing uncontrollable occupational disruptions during the zeitgeist of the COVID-19," this qualitative paper seeks to narrate how two college students' social and political structures limit meaning making based on their gender and ethnic

identities.

Two participants (1 female Arab, Psychology major; 1 male, Black/African American, Engineering major) were college students in the California State University System recruited through virtual academic platforms via convenience sampling. Participants were selected because they clearly articulated how social and political influence impacted how they engage in occupations and create meaning in their lives. Following the consent process, the first author (already integrated into the institution's community as a student) conducted, recorded, and transcribed virtual interviews (~1 hour) via zoom. Critical narrative inquiry was used to contrast ideal authentic meaning making (established by Rowles in 2008) with participant experiences and highlight the intersectionality between two unique marginalized experiences. How social influence and political climate influence one another was analyzed with critical discourse analysis.

Adina's engagement in occupations during COVID-19 were largely dictated by her family's demands to complete gendered responsibilities (ex: cooking, cleaning). She struggled to stay motivated and be successful because her household provided little respect, space, and privacy for her school-related responsibilities. Andreas' describes his being discriminated against as a young black man resulting in him feeling pressure to prove himself to his community, desire social change in the stigma he fought to escape by engaging in social justice occupations that he perceived as a threat to his life.

Findings are congruent with posits of critical race theory: That racism in the U.S. is normal, socially constructed, and that marginalization across racial groups is unique based on intersecting identities, such as gender. This study illuminates the importance of an occupational consciousness in social and power structures because they limit an individual's meaning making, authentic place-making, and occupational engagement in healthy activities based on their identity.

Implications: Provides justification that OS should further explore how environmental factors limit vulnerable population's occupational engagement to identify how to initiate social transformation.

**Keywords:** occupational injustice, occupational form, identity

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**Submission ID:** 1214788

## **CULTIVATING WELLBEING AND CONNECTEDNESS: A UNIVERSITY-BASED THERAPEUTIC SENSORY GARDEN STUDY**

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### **Abstract**

The study's objective was to investigate the impact of a university therapeutic sensory garden on quality of life, sense of wellbeing, and community among university students. Quality of life was defined as encompassing physical, mental, social health and wellbeing.

Students spent at least 30 minutes a week across four weeks in a university therapeutic sensory garden. Students completed the EUROHIS-QOL-8 to assess quality of life. To evaluate emotional wellbeing, students completed the Positive and Negative Affect Schedule after each visit. Post participation, students completed a quality of life interview.

Impact on quality of life was identified through three themes: 1) connectedness, 2) positive emotional responses and 3) active engagement sensory responses. Students consistently mentioned feeling connected to their context. Terms associated with positive emotional responses included "calm", "peace", "improved mood", "happy" and "being right". Students reported being grounded, energized, and focused after active engagement in the garden.

The results from this study are consistent with literature indicating a positive association between time spent in nature and impact on mental health and wellbeing for improved quality of life. Our results support a link between a person's value for being in relationship with nature and their wellbeing. Being in nature contributes to the person's sense of connection beyond themselves to a common good (Holt et al., 2019; Kuczynski et al., 2020; Wood, 2014; Zylstra, 2014). The sensory garden allowed students to engage in a valued occupation which supported quality of life (Hammell, 2014; Wood, 2014).

**Keywords:** connectedness, wellbeing, therapeutic sensory garden

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**Submission ID:** 1214936

## **IMPACT OF FLOOR SITTING ON HEALTH: THE TRANSACTIONAL NATURE OF SITTING AND CONSIDERATION OF ALTERNATIVES**

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### **Abstract**

Excessive sitting is associated with poor health outcomes and increases the risk for chronic conditions. Sitting in chairs may be particularly harmful; yet, a cultural bias toward chair sitting has limited research on alternatives such as floor sitting, which have the potential to negate many of the adverse health risks. This study aimed to examine the existing literature related to sitting, with an interest in floor sitting.

A literature search was conducted to systematically identify and evaluate evidence related to sitting and health. PubMed and CINAHL databases were searched using key words and phrases, controlled vocabulary, and constructed combinations of these terms. Search terms included: sedentary behavior, chronic conditions, physical activity, health, lifestyle, floor sitting, posture, sitting position, squatting, kneeling, cross-legged sitting. Reviewed articles were: peer-reviewed, published 2012 to present, and addressed floor sitting in relation to health. Exclusion articles were: non-English, dissertations, and positions such as squatting when related to fitness exercises instead of sitting postures.

The literature examining floor sitting as related to health is relatively sparse. There was promising but limited research on how alternative seated positions such as floor sitting may positively impact cardiometabolic conditions. Findings also showed that sitting on the floor may not only help promote greater health, but the act of regularly sitting and rising from the floor can help promote the maintenance of coordination, muscle strength, and flexibility, thereby positively impacting life expectancy and longevity. Given the emerging understanding of floor sitting physiology and the health impacts of sedentary behavior, which is greatly influenced by our environment, there is a need for more research to expand public health and occupational science thinking beyond exercise and physical activity. Floor sitting may be a simple lifestyle change that can be used to address chronic conditions as well as improve health, well-being, and participation in daily occupations.

Floor sitting may be a healthier alternative to chair sitting and may be implemented wherever chairs are used. Increasing the knowledge of floor sitting as an active lifestyle change may

reduce the harms of sedentary behavior, but a shift in cultural and social norms and the built environment is needed.

**Keywords:** sitting, sedentary activity, cultural context

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**Submission ID:** 1221007

## IMPROVING AND PROMOTING MUSIC LISTENING OCCUPATION TO REDUCE ANXIETY IN ADULTS WITH CANCER UNDERGOING TREATMENT

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### Abstract

The necessity to decrease the unpleasant and harmful side effects of sedation drugs in people undergoing medical procedures promoted innovative research of art therapies and specialty music as non-pharmacological interventions. Music has been broadly used through music listening (ML) and music therapy (MT) showing strong evidence of its safe and cost-effective therapeutic effects in reducing anxiety in adults living with cancer (Bradt et al. 2015, Weisfeld et al. 2021) and despite this, comprehensive studies have shown inconclusive results of its effectiveness in people with cancer due to the low quality of the studies, differences in the study design, interventions applied, small sample size and underpower, exposure time, music preference, culture, meaning and other contextual factors (Bro et al. 2018). Music listening is defined in this work as the occupation we inheritably perform, limited to our hearing ability, to physically appreciate and interpret music. Results of a literature search conducted throughout 2021 in PubMed, Embase, CINAHL, Taylor & Francis Online, OTSeeker, hand-search and grey

literature, showed limited information on how the effects of ML are shaped by context and how contextual factors are accounted for and measured. To address this gap, I propose to further explore what (and how) contextual variables can affect the anxiolytic effects of ML in adults with cancer undergoing treatment or medical procedures through the implementation of occupational science frameworks, using the Person-Environment-Occupation (PEO) Model (Law et al. 1996) and the transactional framework (Fritz & Cutchin 2017).

A scoping review will be conducted to further identify the context gaps previously found in the literature and to refine the research question. The keywords to be used include music, cancer and anxiety in different combinations. A prospective focus group with health professionals, OTs and music therapists aims to describe their experiences using open and broad questions. Qualitative data drawn and analyzed for potential emerging themes that will inform how context is reported before and during procedures. Data about the meaning of ML for adults with cancer will be extracted and analysed from published interviews.

Occupational Science can serve this research by providing holistic, theoretical and analytical views offered with its constructs and frameworks. The cost-effective nature of ML and improvements of its effectiveness can warrant more confidence for its uptake by clinicians and OTs.

**Keywords:** music, cancer, anxiety

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**Submission ID:** 1221056

# TOWARD MORE EFFECTIVE AND EFFICIENT SEARCH AND RETRIEVAL STRATEGIES

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## Abstract

Improve search strategies with objective of increasing potentially useful retrieval of relevant publications to support research proposal development and systematic review analysis and appraisal of OS and OT subjects and topics.

Missing relevant publications may result in missing useful references and information which may weaken development of strong research protocols and decrease effectiveness of analysis and appraisal in systematic review techniques. As a manuscript reviewer, I encounter papers in which important or useful publications appear to have been overlooked or not identified because the authors were unaware of existing databases or did not use effective search strategies or both. Research proposals and systematic reviews need to be based on analysis and synthesis of as much existing literature as possible to provide fuller coverage of a subject or topic. The search skills presented in entry level educational programs may be sufficient to enable students to complete assignments requiring 5 to 10 references, but such skills are unlikely to be adequate to support research protocol development and systematic review analysis and critical appraisal. Most higher education institutions only teach students (and faculty) search skills applicable to the databases available on the platforms to which the educational institution subscribes. Thus students (and faculty) have limited or no knowledge or availability of skills to use in other databases, especially those that are propriety, mounted on other platforms. This presentation will focus on the techniques for developing effective and efficient search strategies most often not found in reviewed manuscripts. Coverage will focus on search strategies in the six most cited databases and their platforms: MEDLINE/PubMed (National Library of Medicine), Goggle Scholar (Google/Alphabet), CINAHL (EBSCROO, Nursing and Allied Health (ProQuest/Clarivate), Scopus (Elsevier), and Web of Science (Clarivate). Examples of search techniques to be reviewed include OS and OT journal coverage, truncation, binding, nesting, thesauri, filters, hedges, exploding and mapping.

Improving search knowledge and skills can increase retrieval of relevant literature in both OS and OT.

Better search skills and strategies and knowledge of how to use them can result in more complete retrieval of publications to support research proposal development and systematic review analysis and appraisal for occupational science and occupational therapy.

**Keywords:** search skills, online databases, research and systematic review

## Discussion Questions

How far back in the literature should occupational science subjects or topics be searched considering the first official paper was published in 1989?

How many journal titles exist worldwide that focus on occupational science and occupational therapy subjects or topics

How many OS and OT journals are searchable in existing databases?

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**Submission ID:** 1203941

## OCCUPATIONAL BALANCE IN DAILY LIFE AT WORK, HOME, AND COMMUNITY: A CONCEPT ANALYSIS

Sapna Chakraborty, Missouri State University

### Abstract

One can use the information presented in this paper to describe the attributes of occupational balance in relation to individuals or groups of individuals from an organizational, interpersonal, and personal perspective.

The term occupational balance is sometimes used as a synonym for life balance, lifestyle balance, or work-life balance (Wagman et al., 2012). Occupational balance is vital for health and well-being and has been a part of occupational science and occupational therapy practice since the beginning of the profession (Meyer, 1977; Rogers, 1984).

This paper explores occupational balance in a broader context of work, home, and community and tries to incorporate knowledge from other disciplines that could be valuable to the study of occupational science and occupational therapy.

The process of concept analysis assists in enhancing the knowledge about concepts used more commonly in the profession to clarify the meaning and value that concept provides to the practice, teaching, and future research.

**Keywords:** occupational balance, life balance, occupational science

### Discussion Questions

What do we understand about occupational balance, life balance, time use, and work-life balance

in relation to an individual, group, or organizational level?

What can we learn from other disciplines' research work on the life balance and work-life balance to re-discover the role of occupational balance in occupational science and occupational therapy practice?

How can we measure all the attributes related to occupational balance, life balance, and work-life balance?

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**Submission ID:** 1214238

## **SUBJECTIVE MEANING OF JEWELRY DURING OCCUPATIONAL ENGAGEMENT AS COMMUNICATION ABOUT SELF**

Charlotte Royeen, Rush University

### **Abstract**

The purpose of this presentation is to review the literature of jewelry occupations: selection, adornment, care of, storage and display of personal jewelry. The role of jewelry as symbolic communication about self to others during engagement with daily occupations will also be hypothesized using symbolic interactionism theory. Present-day rules for wearing jewelry across cultural settings will also be presented (Sliwa & Stanley, 2007) and discounted. The value, worth and role of jewelry as a valued object projecting messages about self (Dansei, 2004; Solmanson, 2013) during engagement in occupation will be described.

Hocking put forth a call to study occupations (Hocking, 2009). We do need to study occupations...and more. Occupations are often infused with objects and manipulation of objects during occupational engagement. Yet, as occupational scientists we have given scant accounting to objects, let alone the objects of our desire (jewelry).

Occupational Science is a rich discipline ready to expand further theoretical work into objects of daily use infusing our occupations. The current paper imitates discussion of this topic regarding a longtime object of adoration of humans, i.e., jewelry.

Occupations and objects are co-dependent: One cannot exist without the other. Hence, we need not only to study occupations but also objects used or embedded in purposeful activity. One class of objects that is part of parcel of the majority of human lives is jewelry.

**Keywords:** jewelry, meaning making, symbolic interactionism

### **Discussion Questions**

Is a jewelry box a reliquary?

What are your favorite occupations related to jewelry and why?

What did Neil Armstrong teach us about jewelry wearing?

### **References**

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**Submission ID:** 1214934

## **A LIFE COURSE PERSPECTIVE ON SLEEP EXPERIENCES IN AUTISTIC YOUNG ADULTS**

Ya-Cing Syu, University of North Carolina at Chapel Hill

### **Abstract**

This paper aims to adopt a life course perspective on our understanding of sleep as an occupation, illuminating that understanding through the specific example of sleep in autistic young adults. I aim to highlight the importance of considering habits and routines in research addressing sleep, particularly in the context of autism.

Sleep is one of the indispensable occupations in humans' daily life and is a foundation of all waking occupations. People's sleep processes, including sleep preparation and sleep participation, vary at different ages and life stages. As sleep has been considered a major issue for many people with disabilities, studies have found that autistic individuals experience various sleep problems across their lifespans. Moreover, while early research focuses on autistic children, autistic adults also express the critical need for sleep research. Evidence to date has indicated sleep difficulties continue into late adolescence and young adulthood, with a high prevalence rate. Although sleep has gained more attention in occupational science, none has focused on autistic young adults. I argue that adopting a life course perspective to understand the sleep experiences in autistic young adults is beneficial since it encourages scientists to consider how biological and socio-historical factors cumulatively and interactively shape human experiences. Sleep is more than physiological processes and is inextricably linked to society and culture. People who grow up in different times and cultures develop different habits and routines around sleep that could influence sleep experiences. To understand how autistic individuals sleep in their young adulthood, considering their habits and routines around sleep will provide a more complete picture.

Occupational scientists are interested in understanding the impact of sleep on daily participation as well as humans' participation in sleep. The habitual ways of preparing oneself to sleep and structuring time before sleep can offer scientists more information on people's sleep experiences. While the knowledge of sleep occupation is expanding, habits and routines around sleep in autistic young adults have not been fully explored. This paper aims to encourage scientists to attend to the characteristics of autism spectrum disorders, historical time, and culture when studying autistic young adults' sleep experiences.

A life course perspective is useful for occupational scientists in studies on sleep since it incorporates biological factors and sociocultural contexts to understand human experiences. Specifically, habits and routines around sleep are unexplored yet important aspects that should be considered in future research.

**Keywords:** sleep, autism, life course perspective

### **Discussion Questions**

Are there any other constructs in occupational science that may connect to the life course perspective when studying sleep experiences?

What is the methodological suggestion for further research?

What intervention or strategy can be generated to meet the need in the sleep of autistic young adults?

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**Submission ID:** 1220264

## FRIDAY, OCTOBER 21: MORNING SESSION

### OCCUPATIONAL JUSTICE AND OCCUPATIONAL THERAPY EDUCATION: A STUDENT PERSPECTIVE

Caroline Lass, Duke University

Kelsey McGregor, Duke University

MaryBeth Gallagher, Duke University

#### Abstract

The intent of this forum is to explore how contemporary occupational justice literature helps us, as students, connect occupational science to occupational therapy. Framing this discussion through our generational experiences and a conception of justice cultivated in the information age, we wish to illuminate the importance of connecting occupational injustices in our own lives to our future practice through justice-oriented pedagogies. This is critical if we are to enter the field with a sense of self-efficacy when faced with occupational injustice as new practitioners.

Pedagogies that incorporate contemporary occupational justice works support a stronger connection between occupational science and occupational therapy practice. We believe that this is because contemporary occupational scientists such as Bailliard, Hammell, and Aldrich approach occupational justice politically, by explicitly stating the interconnectedness of etiologies (such as ableism, class, racism, and misogyny), social justice, and micro, meso, and macro-level occupational injustices.

Additionally, our contention is that contemporary works support the ethical obligation for occupational therapists to embody occupational justice in their praxis and enable them to engage in clinical reasoning with a justice-informed lens.

1. Participants will learn a student's perspective on the reception of occupational justice-related content.
2. Participants will gain insight into the ways in which we are able to connect the geopolitical contexts that shape us to the content of the occupational justice literature.
3. Participants will learn a student's perspective on the utility of occupational justice pedagogy when considering the connection between occupational science and occupational therapy.

**Keywords:** occupational therapy education, occupational justice, occupational science

#### Discussion Questions

How did the geopolitical context, when you were a young adult, shape your perception of occupational justice or injustice?

In what ways do you envision occupational justice will continue to evolve in response to new generations emerging in our knowledge community?

How do you imagine justice-oriented pedagogy may forge connections between occupational science and occupational therapy?

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**Submission ID:** 1214486

## **CROSS-CULTURAL UNDERSTANDING OF OCCUPATION: A MIDDLE EASTERN STUDY**

Feddah Ahmad, Kuwait University

Fatema Akbar, Ministry of Health

### **Abstract**

Although occupational scientists could transfer the core concepts of occupational therapy (OT) globally, the definition and translation of the word occupation should be considered. The development of OT was established within historical and socio-cultural contexts of embedded experiences, expectations, and values that of Anglo-Saxon origin (Lee, 2019). As a result, researchers frequently misconstrue cultural variations not only in ways of doing but the connotations the term represents. Therefore, a dialogue will provide an abstract critique, review of historical development and its influence on occupation. The initial steps taken in translation and transfer of occupation/OT principals will provide a foundation to: (a) understand the cross-cultural merging and critique of meaning and, (b) explore the historical development and the translation of occupation in the region.

The introduction of OT into the region lacked cultural sensitivity and congruence. Ten years after the termination of the Anglo- Kuwaiti treaty, the profession was introduced by a British therapist in the Ministry of Health (Busuttill, 1996). Early on, imported ideas and service practices were based on arts & crafts. Although OT services were provided, an understanding of

underlying expectations for occupation, engagement, and community factors were lacking. A chance encounter at the WFOT Congress in '94 initiated the start to an OT rehabilitation program in mental health, requiring provisions to be specific to sociocultural shared beliefs, in direction of the Islamic religion (Busuttil, 1996).

Furthermore, Anglo-European countries' OT practices differ to that of the Middle East due to the facilitation for independence or modifying/ adapting occupation related skills. The countries lacked congruency in the ideas of OT practice due to the complexity in cultural norms for performance, community value coinciding to levels for interdependence. Therefore, the forum provides a space for dialogue on the global dissemination of diversified definitions, and translations of the construct (occupation). More so, discussion may provide further direction in establishing congruency in concepts for practice and ongoing research.

Participants will be able to provide ideas and perspectives important to the dialogue on definitions, translations and transfer globally. Filling out a survey will also provide researchers with a diverse pool of information worldwide as a foundation of agreeableness in themes.

**Keywords:** occupation, occupational therapy, occupational science

### **Discussion Questions**

A. Does there need to be more responsibility on US/Great Britain on dissemination of knowledge, understanding processes and relationships? -How has OT/OS professionals been included in the dissemination of the profession? -How is OT appreciated globally as it evolves into a recognized health care profession?

B. What has been done to have a globalized vantage point on occupation? What examples have been used in academia? -Understand how historical accounts are retrospective to interpret what occupation means globally? (i.e., understanding of meaningfulness, motivation, and participation in occupations in connection to receiving OT services)

C. How has socio-cultural / geographical location reconsidered to understand different ways occupations present themselves/ done (contextual influences on occupation) on health and well-being? -How has cultural competence/sensitivity considered in academia? (Forms of cultural competence & student inclusion?)- After this is acknowledged, what is the next step for OT research?

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**Submission ID:** 1213573

## **OCCUPATIONAL SCIENCE'S CONTRIBUTION TO CRITICAL AND RESPONSIVE COMMUNITY OCCUPATIONAL THERAPY PRACTICE**

Ryan Lavalley, University of North Carolina at Chapel Hill

Victoria Garcia Wilburn, Indiana University-Purdue University Indianapolis

Diarra Webb, Florida Agricultural & Mechanical University

### **Abstract**

Occupational therapy (OT) programs across the United States regularly engage community organizations and initiatives to offer community practice experience, consultation, and innovative learning opportunities to future practitioners. These often are situated as “service-learning” or “community service” opportunities for students. This presentation will seek to: 1) examine how occupational science, as a discipline and analytical tool, has offered space for necessary examination of social, political, and historical dynamics and 2) reveal how this examination problematizes our historical approach to these courses and translates to pedagogical applications.

Occupational scientists have encouraged examination of, for example, imperialism in service-learning (Thibeault, 2013), decolonizing approaches to our work (Simaan, 2020), and White supremacy constructed through occupation (Lavalley & Johnson, 2020). We have examined the epistemological roots of our practice and theory (Morrison et al, 2011) to more fully conceptualize how we situate occupation in community processes and pursuits of justice. These explorations have been fruitful in enriching - and critiquing (Guajardo Córdoba, 2020) - how occupational therapy faculty and practitioners situate and implement community-oriented curricula and practice.

Occupational science, therefore, is a potent tool for educators, students, and practitioners, both theoretically and empirically, to interrogate therapy's involvement and approach in social and community change, particularly but not exclusively within vulnerable, minoritized, and historically marginalized communities. In community practice, and certainly other settings, educators, students, and practitioners must navigate real social dynamics by first purposefully and directly acknowledging where power lies. Occupational science has offered space and language for this acknowledgement in contexts, such as the United States, where it has not emerged naturally in occupational therapy practice and culture (Guajardo Córdoba, 2020). In a US context, this recognition translates into pedagogical and consultative approaches that challenge the White savior complex, problematize the individualization of occupation, and target structural solutions for systemic injustice. Students and faculty must take up these often disruptive and uncomfortable critical examinations to ensure their work is effectively pursuing

justice. It also challenges us to recognize the historical and institutionalized relationships among faculty, students, universities, and communities.

We have found occupational science to be helpful in substantially integrating constructs such as position, power, privilege, and empowerment into community courses while also transforming the approach in pursuing project development and community relationships. As educators and community practitioners work to mobilize occupation in powerful ways across communities, occupational science has been an incubator for critical discourse and responsive practice.

**Keywords:** community practice, education, critical theory

### **Discussion Questions**

How has occupational science facilitated or hindered community practice education in your context?

What obstacles are present in more fully enacting a critical and responsive community practice education?

How do programs and institutions need to change at a structural level to support this approach to the work?

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**Submission ID:** 1192245

## **‘CONTACT ZONES’ TO BROADEN DIALOGUES: COLLECTIVE PLANNING FOR BRIDGE BUILDING ACROSS OCCUPATION-FOCUSED COMMUNITIES**

Rebecca Aldrich, University of Southern California

Isaac Amanquarnor, University of Cape Town

Nadine Blankvoort, Amsterdam University of Applied Sciences

Suzanne Huot, University of British Columbia

Liesl Peters, University of Cape Town

Natalia Rivas-Quarneti, University of A Coruna

### **Abstract**

The aim of this forum is to create a place for collective planning that facilitates wider access to and more diverse inclusiveness within occupational science dialogues.

For over 20 years, the International Society for Occupational Science (ISOS) has aimed to facilitate global connections among individuals and institutions that share a commitment to occupation-focused practices. The ISOS’ newly adopted strategic plan for 2022-2027 illustrates the Society’s renewed commitment to building bridges and creating community in occupational science through inclusive and diverse dialogues. Drawing on Magalhães et al.’s (2019) use of Santos’ (2006) concept of ‘contact zones’ to highlight the need for “places of encounter” to promote diversity (p. 183), the ISOS created virtual and in-person contact zones in 2022 to promote access to and inclusion in occupational science conversations. ISOS organizers focused especially on creating contact zones that would invite engagement among people who are newer to the discipline, including occupational therapy professionals and students. This forum will share the structure and outcome of those ISOS contact zones as a stimulus for continued dialogue and collective planning.

Forum facilitators will use the World Café method to promote collaborative dialogue, participants’ sharing of their experiences and ideas, and knowledge co-production. The method involves developing foundations for large group dialogues; holding small group discussions that rotate participants; and sharing insights from the interactions. The structure of the forum will be as follows:

Igniter presentation (15 minutes):

- Facilitator introductions, group norm setting, positionality statements
- Overview of the ISOS
- Summary of ISOS 2022 virtual events and World Occupational Science Conference workshop
- Overview of World Café methods

Group activities (45 minutes)

- Small group sharing: Examples of contact zone structures/themes that have been helpful for promoting inclusive and diverse dialogues
- Small group report out and group identification of further topics/questions based on shared results
- Two rotating small group discussions of identified topics/questions

- Report out and reflections on implications for future contact zones in occupational science

Participants will leave the session with connections to continued bridge-building efforts by colleagues and the ISOS. Participants will also emerge with specific examples of contact zones that they can co-create as part of continued dialogues in occupational science.

**Keywords:** contact zones, inclusion, diversity

### **Discussion Questions**

What contact zones are needed to increase access to and build community within occupational science?

What challenges need to be overcome to create inclusive contact zones that leverage collective wisdom and diversity and expand engagement in occupational science?

How can contact zones help facilitate mutually-informing relationships among occupational science and occupational therapy?

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**Submission ID:** 1214214

## **UNDERSTANDING ACADEMIC TEACHING TRENDS OF OCCUPATION IN OCCUPATIONAL THERAPY CURRICULA**

Thomas Mernar, Gwynedd Mercy University

Leigh Herzberger, American Occupational Therapy Association

### **Abstract**

As a cornerstone of occupational therapy education and practice, occupation provides a fundamental foundation for students and practitioners to view their clients as occupational beings who have unique occupational needs of doing, being, becoming, and belonging. Although occupation is central to the name and identity of the occupational therapy profession, is it central its students' education? How do students' acquire their knowledge of occupation and how might this influence occupation-centered practice after graduation? Does the Accreditation Council for Occupational Therapy Education (ACOTE) have academic educational standards that require academic programs to teach and assess students' knowledge of occupation? Accreditation standards for occupational therapy education have evolved since 1923 and the intent of this presentation is to review how ACOTE standards have evolved in the required teaching of occupation. Beginning in 2006, ACOTE reorganized the accreditation standards into three



different degree level columns for the occupational therapist assistant (OTA), and occupational therapist masters-prepared (OTM), and entry-level doctorate-prepared (OTD). Action verbs used to describe the intended learning outcomes of each B content standard also began at this time.

Analysis of action verbs, such as in Bloom's taxonomy, can be a useful way to understand the trends of ACOTE's historical and current requirements on the teaching and learning of occupation. This presentation will review accreditation standard trends on the teaching of occupation from 1923-2005 and from 2006 to 2018. The action verbs of "occupation" and "occupations" were analyzed for the 2006, 2011, and 2018 ACOTE B content standards across OTA, OTM, and OTD programs. It was found that there was a decrease in the required B content standards of "understanding" occupation across each of these periods for OTA, OTM, and OTD programs.

Occupational science is in a unique position to support to occupational therapy educators on how to infuse occupation into curricula through a developmental approach of increasing complexity. Opportunities exist within and outside of the traditional OTA, OTM, and OTD degree-level programs.

Occupational science can extend its disciplinary reach from the study of occupation to the teaching of occupation. This presentation intends to spark conversation about how to increase occupation in the teachings of OTA, OTM, and OTD students so that they can be better equipped to understand the complex nature of occupation and its application to persons and populations as occupational beings.

**Keywords:** occupation, education, ACOTE

### **Discussion Questions**

What do you could be the professional impact of removing accreditation standards that require programs to teach and assess the learning of occupation?

What challenges do you have in teaching occupation?

What are some ways that SSO: USA can support occupational therapy educators in the teaching of occupation?

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**Submission ID:** 1213620

## **EAST ASIAN VANTAGE POINTS TOWARDS OCCUPATION AND GLOBAL COLLABORATION**

Sayoko Kawabata, University of North Carolina at Chapel Hill

Zhaoying Li, University of North Carolina at Chapel Hill

Ya-Cing Syu, University of North Carolina at Chapel Hill

### **Abstract**

The aim of this panel is twofold: 1) to generate robust discussion on key issues regarding occupational science and occupational therapy in East Asia and how these issues could inform occupational scientists facing similar predicaments in their respective countries; 2) to discuss ways in which Asia-based or Asian diaspora occupational scientists can collaborate with the rest of the world towards a more global occupational science.

From a panel on global occupational science research hosted by Magalhaes and colleagues (2019) in Europe, 73% of poll respondents thought that they had been doing occupational science research before the term was officially introduced. However, the extent to which Asian perspectives are represented in occupational science research remains unclear (Lee, 2019). We are thus interested in putting into practice Calhoun's (2021) discussion of the challenges and successes in introducing and/or establishing occupational science as a discipline beyond the Anglophone sphere, using case studies from East Asian (China, Japan, Korea, and Taiwan) countries to facilitate discussion.

Participants in the discussion will develop an understanding about ongoing tensions in East Asia regarding occupational science, occupational therapy, and more broadly, the health sciences. They will also learn more about East Asian vantage points on occupational science and occupational therapy, continuing on the work from Iwama (2003), Liu et al. (2021), and other scholars.

**Keywords:** East Asia, occupation

## Discussion Questions

In Korea there is a relative lack of research that uses qualitative methods, as noted from a review of the Korean Society of Occupational Therapy's journal articles from 1993 to 2010 (Yoo et al., 2011). How could occupational scientists help demonstrate the value of qualitative or mixed methods insights to East Asian occupational scientists and occupation therapists?

Some East Asian countries and health professions have succeeded in integrating Traditional Medicine with the biomedical paradigm, whereas other places and professions have faced tensions. What role could (or should) an occupational perspective play in the ongoing discussions between these two seemingly competing perspectives?

East Asian countries, through both non-government and government agencies working in international development, have started "exporting" occupational therapy to various African, Asian, and Latin American countries. What role can occupational science take in introducing culturally sensitive occupational therapy in these countries?

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**Submission ID:** 1213033

## THE PROMISE OF OCCUPATIONAL SCIENCE TO OCCUPATIONAL THERAPY: HAS IT BEEN ACCOMPLISHED?

Don Gordon, University of Southern California

Erna Blanche, University of Southern California

## **Abstract**

Occupational science was originally conceived as a basic science that carried the possibility of supporting society and occupational therapy practice in the 21st century (Yerxa et al., 1990). In her groundbreaking paper, Yerxa (1990) described occupational science as supporting the work of occupational therapists by contributing new knowledge about the problems in society and justifying the importance of occupational therapy in the promotion of health. The first years after its inception, the research in occupational science was focused on establishing a basic science that would shed light on our understanding of the form and value of occupation in society at large. With the increased emphasis on funding, occupational science slowly changed its focus from understanding the problems in society to testing the value of occupational science applied to occupational therapy. This forum will provide an opportunity for participants to further clarify how the original aims of occupational science remain relevant in today's world.

Occupational science was founded as a basic science in the support of occupational therapy. In the 30 years since the inception of the discipline this has taken shape in a number of instrumental ways that ultimately focus on the experience of the client to better meet their therapeutic needs. However, challenges remain to maintaining the identity of occupational science in academic settings increasingly focused on research funding. The contribution of occupational science to occupational therapy remains an open question. The influence of occupational science to daily occupational therapy practice is in some cases evident and in others more discrete. The most visible contribution of occupational science to practice can be viewed as the development of lifestyle redesign (Clark et al., 1997). This intervention has opened new arenas of care in prevention and treatment of a number of chronic conditions that were not within the purview of occupational therapy in the past. Less obvious contributions have been the increased focus on the importance of narrative in helping clients work through the recovery process (Mattingly, 1998) as well as the contribution of narrative to our understanding of the impact of disability and the intervention process (Lawlor, 2000).

Now, 30 years after the founding of the discipline, this presentation seeks to provide a forum to discuss the ways in which occupational science has contributed to occupational therapy and other fields. This forum also hopes to examine the complex relationship related to the ongoing coexistence of occupational science and occupational therapy.

**Keywords:** occupational science, occupational therapy

## **Discussion Questions**

Has occupational science met the goals that were originally set for the new discipline?

Occupational science has definitely moved in unforeseen directions. Has the changing face of occupational science moved away from these original goals? Has it done so for the better or the worse?

Does occupational science need to set a new mission for itself that is outside of occupational therapy? Has it already done so?

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**Submission ID:** 1220945

## **INTERNATIONAL SERVICE LEARNING PROGRAMS IN OCCUPATIONAL THERAPY EDUCATION: LESSONS FROM OCCUPATIONAL SCIENCE**

Lily Gullion, University of North Carolina Chapel Hill

Ryan Lavalley, University of North Carolina at Chapel Hill

### **Abstract**

International Service Learning (ISL) programs are those in which health professional schools provide services to international communities, with the goal of collaboration and community impact. Among occupational therapy (OT) students, ISL programs have been shown to provide an immersive learning experience and increase student cultural competence (Ceo-DiFrancesco et al., 2021). Students often describe the transformative effect of providing services in an international space, especially when working with vulnerable or under-resourced populations (Schnedl & Milton, 2021). Grateful for the opportunity to expand their understanding and clinical views of OT, students also witness their own growth while participating in ISL (Ceo-DiFrancesco et al., 2021). This presentation intends to review the OT literature about ISL through lenses developed within occupational science (OS). Using a transactional perspective, we will consider the ways in which impact is measured.

Occupational scientists' critical examination of theories and models that have historically driven our profession, largely developed for and by imperialist, capitalistic, individualistic cultures (Hammell, 2019) urges OT educational programs to grapple with how ISL programs are situated in colonial, transnational, and political realities. While student benefits are understood, occupational science perspectives challenge OTs to consider the effects of ISL beyond the

student. Community impact, systems-level change, and structural justice must be considered in weighing the purpose and contributions of these programs.

Occupational scientists have offered theoretical and practice frameworks for OT to be critical of systemic injustices unknowingly perpetuated through ISL programs. Occupation-based scholars have provided philosophical bases in which justice is examined and promoted (Guajardo Córdoba, 2020). OS, therefore, has spurred opportunities to recognize the historical roots of colonialism within OT, work to actively decolonize curricula (Ramugondo, 2018), and address imperialism through international work. OS and OT walk together in tension to examine and construct ethical and sustainable relationships across international boundaries.

It may be challenging for OT educational programs and researchers to de-centralizing the experiences of students in order to also focus on outcome measures that highlight community partners and systemic changes, but it is necessary for justice-oriented practice. OS offers language and perspectives to achieve this goal. Together, OS and OT can contribute to ethical ISL programs that simultaneously further justice and develop knowledge and skills.

**Keywords:** international service learning, education, critical theory

### **Discussion Questions**

What problematic perspectives have OS uncovered within ISL programs?

Do you think the critical perspectives from OS have impacted the way ISL has been implemented in OT programs?

How can we build ISL programs that are more sustainable and rooted in the political realities of our world?

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**Submission ID:** 1176247

## **EXPLORING THE TRANSACTIONS BETWEEN IDENTITY DISRUPTION AND OCCUPATIONAL IDENTITY DISRUPTION FOLLOWING TRAUMATIC BRAIN INJURY**

Andi Brown, St Francis

Devin Barth, Tendercare Pediatrics

Amanda Grigg, Brighton

### **Abstract**

The aim of this forum will be to explore identity disruption, occupational identity disruption, and the transactional relationship between these two concepts within the context of traumatic brain injury. We will present the findings of our collaborative autoethnography and challenge attendees to reflect on their own occupational identities to gain a deeper connection to the idea of occupation-specific grief and keystone occupations. We will encourage practitioners to consider the self-actualization and role-related goals of our patients in order to plan meaningful interventions.

We conducted a collaborative autoethnographic study, wherein we explored one TBI survivor's experience of identity disruption (ID) and occupational identity disruption (OID). Identity disruption refers to a loss of a "coherent sense of self," and is a common occurrence following traumatic brain injury (TBI) (Levack et al., 2014, p. 1). This can result from body changes, memory loss, change in roles, or existential struggle. Occupational identity refers to an inner sense of who someone is and wants to be, developed by their participation in certain occupations over a period of time (Kielhofner, 2008). Following brain injury, many individuals experience difficulty doing the occupations that shape how they see themselves causing OID (Cotton, 2012). For our participant, writing was an important occupation, and this ability is frequently impacted by TBI (Dinnes et al., 2018). Not being able to write created occupation-specific grief and caused him to question his identity as a writer.

ID and OID are transactional (Martin-Saez & James, 2021). Because writing was the occupation our participant used to process difficult experiences and make sense of the world, he struggled to recover a sense of self following his TBI. His OID compounded his ID. When he recovered his ability to write, he used that occupation to reconstruct his identity. Occupational therapists can better support whole person recovery by addressing the transactions between ID and OID for patients with TBIs.

After engaging in this session, the learner will define and connect the concepts of identity disruption and occupational identity disruption within personal and patient experiences. The learner will develop three strategies to implement meaningful occupation-based interventions by utilizing knowledge of occupational identity.

**Keywords:** occupational identity disruption, identity disruption, writing

### **Discussion Questions**

What are the important occupations in your life? Have you experienced times when you were unable to engage in those occupations? How did this affect your self-concept?

Have you encountered identity disruption and occupational identity disruption in your OT practice? How might knowledge of these principles guide goal setting and intervention planning?

How does our current health model underserve patients experiencing occupational identity disruption? What changes can we make on a institutional or legislative level? What areas of emerging practice are best suited to address these needs?

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**Submission ID:** 1192093

## **FACTORS INFLUENCING THE USE OF COMPLEX TELEREHABILITATION TECHNOLOGIES FOR POST-STROKE UPPER EXTREMITY REHABILITATION AT HOME**

Miranda Donnelly, University of Southern California

Coralie Phanord, University of Southern California

Octavio Marin-Pardo, University of Southern California

Jessica Jeong, University of Southern California



Barrisford Bladon, University of Southern California

Aisha Abdullah, University of Southern California

Kira Wong, University of Southern California

Sook-Lei Liew, University of Southern California

## **Abstract**

Despite telerehabilitation's high promise for post-stroke rehabilitation, there are gaps in knowledge about the features of complex telerehabilitation technologies that influence participation (Peretti et al., 2017). Theoretical underpinnings of occupational science, including patterned participation and the situatedness of occupations (Cutchin et al., 2008), are pertinent to contextualizing technology use. The purpose of our ongoing mixed methods study is to identify facilitators and barriers to using complex telerehabilitation technologies in the home, with a focus on a custom neurofeedback system for stroke rehabilitation.

Twelve chronic stroke survivors with moderate to severe upper extremity hemiparesis will use TeleREINVENT, a low-cost, game-based neurofeedback system for upper extremity sensorimotor rehabilitation (Marin-Pardo et al., 2021). Muscle activity in the hemiparetic arm, measured by electromyography (EMG), acts as the controller for arcade style computer games. TeleREINVENT trains wrist movement, decreases synergistic patterns, and promotes active and agentic use of the hemiparetic arm, which is often lacking during daily activity and therapy. Participants will use TeleREINVENT daily for six weeks in their homes with support via videoconferencing. Data collection will include semi-structured interviews, user questionnaires, and participation data that is automatically collected by the system (i.e., session frequency and duration, time of day used, number of movements per session, EMG signals). Interview data will be transcribed verbatim and quantitative data will be initially analyzed with descriptive statistics. Thematic analysis and collaborative triangulation of all the data will be used to identify facilitators and barriers to using complex telerehabilitation technology at home (Creswell, 2009). Data collection and analysis for this study are in progress and will be completed by August 2022.

Results of this study will include features of the intervention, technology, participants, and environment that facilitate or inhibit use of complex telerehabilitation technologies in the home.

Studying how stroke survivors use complex telerehabilitation technologies at home is vital for enhancing post-stroke telerehabilitation and increasing access to care for underserved populations (Mahak et al., 2018). By analyzing user contexts and participation patterns, occupational science research can provide valuable evidence to (1) bridge gaps between promising technologically complex innovations for stroke rehabilitation and the people who can benefit from them, (2) accelerate the translation of innovations to the clinic, and (3) facilitate the development of complex telerehabilitation technologies that are compatible with stroke survivors' lives.

**Keywords:** technology, participation patterns, telerehabilitation

## **Discussion Questions**

How can occupational science models, theories, and frameworks contribute to the development and implementation of complex OT rehabilitation and health technologies?

Occupations are increasingly situated within virtual environments and a large quantity of data can easily be collected when complex technologies are used to participate in them. How can occupational science leverage the capacity to collect large datasets to advance knowledge about occupation and participation?

Building on the previous question, are there methodological or theoretical challenges that need to be addressed?

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**Submission ID:** 1220705

## MEETING THE OCCUPATIONAL NEEDS OF A FRONTIER STATE: INFUSING OS INTO OT EDUCATION IN MONTANA

Amanda Carroll, Rocky Mountain College

Twylla Kirchen, Rocky Mountain College

## Abstract

The “tension and fit” between the practice of occupational therapy and the science of occupation is a pedagogical cornerstone of the Rocky Mountain College OTD Program. The program is housed in a frontier state, with the second fewest number of OTs in the country, and as such, a limited knowledge of the health benefits of occupation in the region. The intent of this paper is to describe how the program infused core knowledge from occupational science throughout its curriculum to enhance and expand occupational therapy practice to meet the occupational needs of the region.

Occupational science knowledge is essential for equipping occupational therapy students with the knowledge base and skills needed to address health disparities. RMC's OTD curriculum utilizes core concepts from occupational science to help students better recognize how social determinants of health shape access to and opportunities for occupational participation. In Montana, aspects of both environmental and sociocultural contexts have an enormous impact on occupation, health and well-being. Seventy-six percent of Montana residents live in rural areas, and suicide-related deaths in the state are twice the national average. To address these needs, students in the RMC OTD program develop ways of thinking about occupation that enable an understanding of the occupational nature of humans, the fundamental relationship between occupation and health, and the ways context shapes occupation. Students apply this foundational knowledge base to learning focused on holistic health, cultural relevance, and the occupational participation of underserved populations in the state such as farmers and ranchers, veterans, and Native Americans. There is also a focus on entrepreneurship and community-engaged research, fieldwork experiences, and programming to prepare students to develop viable occupational therapy services to meet the unique needs of this region.

To fulfill its transformative potential as a discipline, OS knowledge can be employed in occupational therapy curriculums to prepare future practitioners to address the social determinants of occupation and health. A robust understanding of occupation provides the knowledge base needed to educate occupational therapists who are equipped to meet the unique health needs of their communities.

RMC OTD's curriculum utilizes occupational science knowledge to prioritize education on the social determinants of health and occupation in order to advance knowledge and practices that address health disparities in Montana. Empowering students with this knowledge may enhance their ability to address the social determinants of health and occupation in contribution towards a more just society.

**Keywords:** pedagogy, social determinants of health and occupation, rural health

### **Discussion Questions**

How can knowledge and core concepts from occupational science be used to enhance students understanding of the social determinants of health and occupation?

What instructional approaches/methods have you used or think would be beneficial to teaching occupational science concepts?

How can occupational science knowledge contribute to meeting the occupational needs of frontier areas through research and practice?

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**Submission ID:** 1194889

## FRIDAY, OCTOBER 21: AFTERNOON SESSION

### OCCUPATIONAL ADAPTATION AND DISRUPTION WHEN FACING A COVID-19 LOCKDOWN

Patricia De Vriendt, Artevelde University of Applied Sciences

Ellen Cruyt, Ghent University

Dominique Van de Velde, Ghent University

#### Abstract

Engagement in occupations contribute to better health and well-being. The COVID-19 measures had a big impact on people's occupations but provided at the same time a real-life lab to investigate human occupation. We aimed to assess occupational adaptation and disruption in adults during the first COVID-19 lockdown in Belgium.

A cross-sectional web survey was conducted (N=1781) to obtain a view on the changes in the occupational repertoire and added the following assessments: (1) Engagement in Meaningful Activities Survey, (2) the Connor-Davidson Resilience Scale and (3) the General Health Questionnaire. Hierarchical linear regression was used to identify key correlates.

The occupational repertoire changed significantly and people adapted their occupations; some dropped, others were retained but carried out in a different form, and new activities were started. However, participants reported a low mental health ( $M = 14.85/36$ ) and loss of meaningful occupations was strongly correlated to mental health ( $\beta = -.36$ ), explained 9% incremental variance ( $R^2\text{-change} = .092$ ,  $p < .001$ ) above control variables indicating that occupations are an important contributor to health and well-being.

People were able to adapt themselves and tried to find a way to deal with the occupational disruption. However, The extent of performing occupations during the COVID-19 lockdown in Belgium was significantly correlated to their mental health. Follow-up research is ongoing and will provide insight in the underlying mechanisms. The hypothesis is that the disruption eventually will lead to a deprivation when people feel there are no longer able to adapt.

**Keywords:** engagement in meaningful activities, lockdown, occupational adaptation

#### Discussion Questions

Engagement in occupations contribute to better health and well-being: what mechanism come into play?

to reach occupational adaptation and avoid disruption in adults during the first COVID-19 lockdown in Belgium: pathways?

Is it possible that the disruption eventually will lead to a deprivation when people feel there are no longer able to adapt and if yes, how does it work?

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**Submission ID:** 1214809

## **EXPLORING FEMALE AUTISTIC YOUNG ADULT PERSPECTIVES: NAVIGATING DAILY COLLEGE OCCUPATIONS**

Ashley Mason, Ithaca College

Emily Kwan, Ithaca College

Anna Sullivan, Ithaca College

Emily Sutaria, Ithaca College

Serena Rumpasch, Ithaca College

Samantha Marsh, Ithaca College

Sydney Strelec, Ithaca College

Erin Loonie, Ithaca College

Katie Dick, Ithaca College

## **Abstract**

Autistic college students are faced with navigating several aspects of daily activities with more responsibility and less formal support (e.g., therapists, psychologists, teachers) compared to children with autism in secondary education. Additionally, females tend to receive an autism diagnosis later (e.g., late adolescence or young adulthood; Zener, 2019) which can result in missed opportunities for services in school to support strategies for occupational engagement. The purpose of this paper is to explore the perspectives of two autistic female college students with late autism diagnoses on their daily occupational engagement.

Our paper, a qualitative descriptive study, draws on data from a larger phenomenological study in the United States examining four autistic young adults' perspectives on engaging in daily occupations (e.g. social participation, activities of daily living (ADLs), and instrumental activities of daily living (IADLs), and health management). The participants were also asked to self-identify supports and barriers related to their occupational engagement. The Person-Environment-Occupation model (Strong & Rebeiro-Gruhl, 2019) supported our study design, aspects of data collection approach, and analysis. Our data gathering methods included one virtual semi-structured initial individual interview for each participant relating to various experiences of daily occupations as well as how supports and barriers were involved. The preliminary analysis was an iterative process of creating memos, coding, and discussions to confirm patterns in the data based on Miles's and colleagues (2014) approach to qualitative data analysis. After the completion of initial analysis, a follow-up member-check focus group format (two groups of two participants each) will occur to provide peer support for the participants in confirming similar supports and barriers with their engagement in occupations and to confirm the

researchers' data interpretation. Secondary data analysis will commence after the focus groups. This study investigates one pair of college student female participants from the larger study.

Preliminary findings outline how the participants engaged in occupations (e.g., social participation, sleep, self-care, health care management) while they managed issues with sensory experiences and mental health. Supports, strategies, and barriers to these occupations and pervasive issues will be described upon study completion.

In examining the perspective of two female autistic young adults, we gain insight into complex relationship of their daily occupations, health, and well-being along with the barriers they face and the strategies and supports they utilized to navigate their life.

**Keywords:** females with autism, college occupations, barriers and supports

### **Discussion Questions**

How does the social context shape occupations and environments across a day?

Is it possible for individuals to modify social contexts to support them and their occupations over time? If so, what would that look like?

Consider the variety of occupations college students engage in daily. When individuals are using supportive contexts and strategies to successfully engage in one occupation with some resulting fatigue, how can they maintain their energy when they're required to engage in multiple overlapping occupations?

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**Submission ID:** 1215367

## **SEXUAL ACTIVITY OF YOUNG ADULTS WITH CEREBRAL PALSY: A QUANTITATIVE STUDY**

Jenn Soros, Cleveland State University

Mariana D'Amico, Nova Southeastern University

Beth Ann Walker, University of Indianapolis

Steven Hecht, Nova Southeastern University

## **Abstract**

This research-based paper will explore the occupation of sexual activity. A paucity of studies address the sexual activity of young adults with CP from an occupational perspective (Mc Grath & Sakellariou, 2016; Sellwood et al., 2017). The purpose of this proposed study was to examine the prevalence of sexual activity, interest, and satisfaction level of sexual activity for young adults with cerebral palsy (CP) and possible effects of sexual orientation, gender identity, and relationship status using a quantitative non-experimental cross-sectional research design.

The study included 82 young adults with CP, ages 18-39 years old, who had access to web-based communication. Demographic information and data from the Patient-Reported Outcomes Measurement Information System (PROMIS) Sexual Function and Satisfaction (SexFS) Version 2.0 was collected via REDCap. Data analysis included descriptive statistics and a one-way ANOVA to compare the effects of sexual orientation, gender identity, and relationship status on interest and satisfaction.

Results indicate that young adults with CP identify more as LGBTQAI+ than the general population. Young adults with CP engage in various sexual activities. Young adults' mean scores for interest and satisfaction are within the average range. Cisgender men have more interest in sexual activity than cisgender women, while cisgender women report greater satisfaction. No difference was found between straight and bisexual individuals. Individuals in a relationship have more interest and satisfaction than those who are single.

The diverse sexual activities, gender identities, sexual orientations, and relationships statuses combined with interest and satisfaction levels give greater insight into the occupation of sexual activity for young adults with CP. The knowledge gained from this study, including the diversity of sexual activities, gender identities, sexual orientations, and relationships of young adults with CP, can be used in practice by occupational therapists and other professionals to create more supportive health and sexual experiences for all persons with disabilities.

**Keywords:** sexual activity, occupational justice, sexual rights

## **Discussion Questions**

How do sexual orientation, gender identity, and relationship status affect engagement in occupations related to sexual activity?

How does information regarding the types of sexual activity that young adults with cerebral palsy engage in relate to the concept of occupational justice, including occupational deprivation and occupational marginalization?

How does information regarding the engagement in the occupation of sexual activity relate to occupational therapy practice?

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**Submission ID:** 1176828

## **SYNERGIZING OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY FOR KNOWLEDGE MOBILIZATION: THEORY-BUILDING, RESEARCH AND EDUCATION**

Grace Baranek, University of Southern California

Rebecca Aldrich, University of Southern California

Julie McLaughlin Gray, University of Southern California

Mary Lawlor, University of Southern California

### **Abstract**

Strategic implementation of occupational science (OS) and occupational therapy (OT) synergies for knowledge mobilization – examples from conceptual-model development, stakeholder-engaged research, and curriculum design for entry-level practice.

Building upon a legacy of OS theory development that has influenced OT pedagogy and practice, the USC Chan Division of OSOT has launched strategic priorities embracing synergies between OS and OT for knowledge mobilization, including generating and integrating knowledge to advance OS and OT; leveraging strengths and fortifying convergences across education, research, and practice; accelerating movement of discoveries for societal impact; and establishing impactful partnerships within/outside of our community. Strategic implementation teams (faculty, student, and staff) have been generating ideas and mechanisms for implementing strategic priorities. This panel’s aim is to showcase processes and outcomes from three strategic implementation efforts that have synergized OS and OT perspectives for knowledge mobilization.

This panel will include three 10-minute papers framed by an introduction and integrative conclusion (5 minutes each). Paper 1 will spotlight efforts to generate a conceptual OS framework that informs scholarship, practice, and pedagogy. Paper 2 will discuss the centrality of stakeholder lived experiences to co-producing and mobilizing knowledge. Paper 3 will describe the synergistic processes involved in threading and embedding OS and knowledge mobilization in the new entry-level occupational therapy doctorate (OTD) program. We will culminate with a 20-minute panel/audience discussion.

Paper 1 will discuss two strategic implementation charges: 1) Articulate a conceptual framework for OS that broadens understanding and facilitates knowledge mobilization; and 2) Appraise/describe how OS and OT are and could be reciprocally informing. We will share insights generated through iterative attempts to visually represent areas of inquiry within OS and how the movement of knowledge between OS and OT can further shape the discipline's foci. Paper 2 will discuss how engaging stakeholders can inform, enrich, and/or disrupt perspectives on knowledge mobilization. Efforts have emphasized the valuing of diverse expertise, the salience of experiences of "real people" in "real life", and the catalytic effects of social learning endeavors. Paper 3 will address developing future OT leaders with expertise in occupation and knowledge mobilization. Students and faculty across education, research, and practice have collaborated to integrate an OS framework and applications of knowledge mobilization as critical threads in our curriculum.

Dialogues/activities grounded in a strategic synergistic approach to OS and OT can help address tensions, build stakeholder-engaged partnerships in research and practice, and mobilize knowledge with meaningful societal impact.

**Keywords:** conceptual models, stakeholder engagement, curriculum design

### **Discussion Questions**

In what ways does a synergistic approach reveal and address potential problems associated with a binary conceptualization of the OS-OT relationship?

How can OS-OT synergies for knowledge mobilization advance scholarship, practice, and pedagogy?

How can faculty model OS-OT synergies that best support development of doctoral students, junior scholars, and practitioners?

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## **PANDEMIC PLACES: A LIFE COURSE PERSPECTIVE ON PLACE, SPACE, AND OCCUPATION**

Rachel Vaughn, University of North Carolina at Chapel Hill

Nancy Bagatell, University of North Carolina at Chapel Hill

### **Abstract**

The intent of this paper is to explore how the life course perspective (Elder, 1998) can facilitate understanding of the life and evolution of place, space, and occupation. Three examples drawn from different research projects which took place during the COVID-19 pandemic will be examined and used to illustrate these theoretical ideas.

Context should be considered as a living, evolving aspect of occupation (Dewey, 1925). Place is a dynamic component of occupation which is influenced by numerous factors such as geography, physical and societal structures, and meaningful occupations (Zemke, 2004). The key principles of the life course perspective: life-span development, historical timing; geographical location; agency of humans; and the linked lives of humans, occupation, and the environment provide a particularly useful framework for exploring the co-constitutive nature of place, occupation, and humans. Current occupational science literature highlights aspects of these components (Dickie et al., 2006) and the life course perspective has previously been used to consider how context impacts meaning making (Rowles, 2008); however, literature has not considered how the “life” of a place influences occupation. The life course of a place in the context of the COVID-19 pandemic will be considered for 1) a therapist labeling her car as a “COVID free zone” in a small university-city; 2) the transformation of a community market patio in small university-city; and 3) the evolution of a shared office space for therapists working at a university hospital.

By considering places through the life course perspective, the relationship between place, occupations, and humans can be better analyzed and understood. The reconceptualization of places as having “life” highlights how places both influence and are influenced by humans and the occupations performed with the place. Additionally, considering the “life” of a place allows for the application of the life course principles of historical timing, life-span development, geographical location, agency, and linked lives.

The life course perspective assists with understanding the transformation of places and occupations. With specific considerations for the COVID-19 pandemic, adopting this perspective can expand our understanding of co-constitutive nature of context, humans, and occupation. Occupational scientists and occupational therapists both consider context in their practice and expanding this perspective to include the life of place could offer a useful theoretical lens for research and practice.

**Keywords:** place, life course perspective,

How does considering the “life” of a place during the pandemic impact occupations?

How do the Life Course principles improve the analysis of case studies?

- Life-span approach, historical time, geographical place, linked-lives, agency

Example 1, “A COVID-free zone”: A therapist who uses her car to commute for work labeled her car as a covid-free zone, or a place where she turned off the news and did not allow herself to think about COVID. With children doing virtual school at home and working in a hospital setting, her car became a place where COVID did not require being at the forefront of her thoughts – it was a place safe from COVID.

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**Submission ID:** 1213433

## **OCCUPATIONAL SCIENCE FOUNDATIONS FOR NEURODIVERSITY-AFFIRMING CARE OF AUTISTIC PEOPLE IN OCCUPATIONAL THERAPY**

Kathryn Williams, Towson University

### **Abstract**

Occupational therapy has a long history of supporting autistic people, particularly with sensory-related issues (Bagatell & Mason, 2015). However, there is a dearth of literature in occupational science understanding the unique ways autistic people engage in occupation and create meaning in their everyday lives (e.g., Fahy, Delicâte, & Lynch, 2020) that can be called on for clinical decision making. As OT strives to find its place in the neurodiversity movement (Kornblau & Robertson, 2021), relevant theories in occupational science can be helpful in this endeavor.

The neurodiversity movement is gaining momentum in our society and impacting how occupational therapists practice with autistic clients. This change marks a shift towards valuing different neurologies and validating the myriad ‘ways of being’ that stem from neurological differences as an integral part of human diversity. Priorities of the neurodiversity movement such as valuing lived experience, attending to the ‘fit’ between person and environment, and promoting autistic-determined priorities for support fit nicely with theories in OS such as the transactional perspective (Dickie, Cutchin, & Humphry, 2006) and the capabilities approach (Hammell, 2017). However, there is little foundational understanding to guide practitioners in how to conceptualize occupational engagement, create meaningful goals, and select intervention approaches that align with these priorities.

There is great potential for OS to apply its strong theoretical basis to support practitioners in envisioning the possibilities for autistic clients in ways that are compatible with a neurodiversity approach. Some examples of future research may include exploring the functional role of self-stimulation (stimming) in promoting participation in various activities, an ethnographic study on the nature of autistic play, and investigating how occupation strengthens autistic communities and improves mental health. Research that affirms autistic forms of meaning making, identity creation, and interaction with the physical and social environment will strengthen the bond between OS and OT and help clarify the role of OS in influencing clinical decision making for autistic people.

OT is quickly evolving in its approach to working with autistic clients, causing an increasing need for strong theoretical and empirical research understanding occupation for autistic people and how to support them in their occupational endeavors. There is great potential for OS to undergird therapeutic approaches that affirm neurodiversity and bring both fields to the forefront of research and care for this population.

**Keywords:** autism, neurodiversity, occupational therapy

### **Discussion Questions**

What is the neurodiversity movement and how does it relate to concepts in OS?

What are the current gaps in occupational science related to understanding occupation for autistic people and how might this research help inform OTs when creating goals and choosing intervention approaches?

What are the future possibilities for OS and OT if a stronger reciprocal relationship was established to guide care for this population?

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**Submission ID:** 1211545

## **THE EFFECTS OF EXPERIENCED SEXUAL TRAUMA ON OCCUPATION AND PERFORMANCE IN SOCIAL RELATIONSHIPS DURING ADULTHOOD**

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Tiffany Hursh, Tennessee Wesleyan University

Julia Johnson, Tennessee Wesleyan University

Alexander Raines, Tennessee Wesleyan University

### **Abstract**

The purpose of this quantitative study is to understand how the experience of sexual trauma affects individuals' social occupations during adulthood. Occupational therapy has been utilized for survivors of sexual trauma, but there is a current gap in the literature when addressing specific occupational therapy interventions for survivors' social occupations. This denies occupational therapists of a full perspective of this population's mental health capacity, oftentimes negatively affecting the impact of occupational therapy services. Participants completed a 27-question online survey ascertaining how sexual assault/trauma changes the practice of social occupations in adulthood. Seven meaningful themes were identified: social touch, childrearing, romantic and sexual relationships, close and distant friendships, personal quality of life and social stigmas, family dynamics, and employment dynamics.

Online surveys were sent to participants with detailed instructions and a Consent Form. In addition to basic demographic information, participants completed 27 likert-like scale questions. Survey collection closed on January 31, 2022. Data analysis will include t-testing to compare the differences in means between (1) male, female, non-binary, other, (2) race, and (3) those who are in a relationship and those who are not. Regression analysis tests will determine if being sexually traumatized has a significant impact on social occupations in adulthood.

Results are currently being analyzed; with an anticipated completed report of results available no later the April 30, 2022.

The implications related to occupational science are as follows:

- Consideration of general occupations of participants.
- Consideration of norms, as related to reported social occupations, of adult participants.
- Consideration of sexually-related occupations of adult participants.
- Consideration of social occupational practices (habits, roles, and routines) in adult participants.
- Consideration of the effects on social occupations impacted by previous sexual trauma incidents.

**Keywords:** social occupations, sexual trauma, trauma informed care

### **Discussion Questions**

What are the differences between what can be considered normal or typical social occupations of adults and those who have experienced sexual abuse or trauma?

What are the most appropriate approaches to treatment interventions and techniques for clients who have impacted social occupations as a result of sexual abuse or trauma?

How does the understanding of social and sexual occupations in adults inform the practice of occupational therapy?

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# **RELATIONSHIPS BETWEEN MILITARY SERVICE, OCCUPATION, RESILIENCE, AND SUCCESSFUL AGING FOR OLDER U.S. MILITARY VETERANS**

Amanda Carroll, Rocky Mountain College

## **Abstract**

Participation in occupation during military service can have a long-term impact on the health, well-being and successful aging of older U.S. military veterans. Within occupational science, little is known about the occupational participation and successful aging of older U.S. military veterans. The purpose of this transformative sequential explanatory mixed methods study was to examine the relationships between military service, occupational participation, resilience and successful aging in older U.S. military veterans.

A sequential mixed methods design was employed consisting of two distinct phases. The first quantitative phase consisted of survey data collection from 41 older U.S. military veterans. The survey assessed occupational participation using the Meaningful Activity Participation Assessment (MAPA), resilience using the Connor Davidson Resilience Scale shortened (CD-RISC 10), successful aging using the Successful Aging Scale (SAS), as well as general and military specific demographic information using the Items for Assessing Military Service Scale. For phase 2, a small cohort of 9 participants from phase 1 participated in life-history interviews. The quantitative data and their subsequent analyses helped identify relationships between the main study constructs while the qualitative data and their analyses were used to help explain these relationships more in depth.

Survey results showed occupational participation, may foster resilience among older veterans. Results also indicated that older female veterans may be aging more successfully and that older veterans tend to appraise their military experience as positive despite exposure to combat and aging with service-connected disabilities. Findings from the qualitative phase highlighted the positive long-term impact of military service. Three primary themes were identified: (1) Family Ties, (2) Military Identity, and (3) Resilience that showcased the role of military social bonds, the salience of military identity for Marine Corps and Navy veterans, and the process of resilience in understanding the impact of participation in military service on the life course.

Findings from this study expand the knowledge of occupation by contributing to the dearth of literature focused on older U.S. military veterans as occupational beings, occupational participation during military service and its long-term impact on health and well-being, as well as the relationship between occupation, resilience, and aging well. The findings further understanding regarding the fundamental nature of occupation relative to health and well-being by providing evidence of: (1) occupation as a potential protective factor for promoting resilience, (2) the relationship between occupation and identity for older veterans, and (3) how occupation and resilience are related to aging well.

**Keywords:** military veterans, resilience

## **Discussion Questions**

How does resilience as a concept add to our understandings of the relationship between occupation and health and well-being?



How can a military identity developed through occupational participation in service continue to impact the health and well-being of veterans over time?

How does resilience expand our understandings of how occupation is related to aging well for older adults?

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## **CONTRIBUTIONS OF AN OCCUPATIONAL PERSPECTIVE TO INTERSECTIONALITY THEORY: EXPERIENCES OF FAMILIES OF CHILDREN WITH AUTISM**

Elizabeth Choi, University of Southern California

### **Abstract**

Intersectionality theory proposes that an analysis of context and power are required to better understand experiences at intersections of interdependent social dimensions (Cho et al., 2013). Through an analysis of three occupational science studies of families of young children with autism (Angell & Solomon, 2017; DeGrace et al., 2014; Sethi, 2021), I will highlight rich opportunities for an occupational perspective to expand intersectional frameworks by enabling an exploration of the phenomenological impact of sociocultural processes on lives situated at social intersections.

Consideration of an intersectional perspective is especially important for understanding the occupational experiences of parents of children with autism given that ableness is one socially determined dimension likely to interact with other dimensions such as race, ethnicity, and gender. These intersections may lead to unique experiences across social contexts that present challenges to families which cannot easily be addressed by rectifying inequities related to one dimension (e.g., low resources/social capital) without an understanding of the more complex ways these dimensions compound, alter, or even result in unique disparities.

One key area in which occupational science can provide insight into intersectional processes is in the explication of how multiple axes of discrimination and resilience/resistance to discrimination manifest through occupations over a lifetime. Inversely, an intersectional perspective may enhance an understanding of how specific factors related to caregiving occupations (e.g., insurance barriers, knowledge about autism) interact with sociocultural processes (e.g., racial/ethnic discrimination), potentially leading to or exacerbating disparities in families' abilities to engage in occupations necessary for caregiving for children with autism. Occupational science theories such as occupational consciousness (Ramugondo, 2012) can also bridge our understanding of how present experiences of intersectional pressures may have long-lasting impacts on multiple generations within families.

An occupational perspective can reveal phenomenological examples of the ways families engage with intersectional processes in the present in light of both the past and future. Additionally, an occupational perspective can provide insight into the ways families of children with autism navigate changing expectations of their children's development amongst sociocultural influences and shifting power dynamics.

Overall, these three studies demonstrate the importance of melding occupational and intersectional perspectives into occupational experiences (such as caregiving for a child with autism) to concretely explore the ways that social processes manifest across everyday experiences.

**Keywords:** intersectionality, phenomenology, autism

### **Discussion Questions**

What other occupational science theories or frameworks could inform intersectional studies?

What would a melding of intersectionality theory and occupational science look like across different cultural contexts?

What may be current barriers in either field of study against using these perspectives?

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## **USING CRITICAL SEXUALITY STUDIES TO DEEPEN SEXUALITY, GENDER, AND DISABILITY WORK IN OCCUPATIONAL SCIENCE**

Raheleh Ghasseminia, University of North Carolina - Chapel Hill

### **Abstract**

This presentation argues for using Critical Sexuality Studies (CSS) (Fahs & McClelland, 2016) to shift occupational science's (OS) conceptualization of research investigating occupational injustices surrounding sexuality experienced by women with physical disabilities (WWPDs). Additionally, CSS could shift conversations in occupational therapy (OT) about barriers to sexuality practice (Young et al., 2020) beyond those situated within practitioners.

OS has responded to the call for including critical perspectives in research (Farias, Laliberte Rudman, & Magalhães 2016). However, OS research examining the structural factors and power contributing to sexual injustice for WWPDs is limited. OT literature focuses on individual level barriers to sexuality practice including practitioner education, comfort, and cultural values (Streuer et al., 2019; Young et al., 2020), but ignores the structural barriers, power, and privilege to normalizing sexuality in practice. Other fields, including public health and psychology, examine structural contributions to sexual health inequity in research and practice (Urry, Chur-Hansen, & Khaw, 2022).

CSS address these gaps (Fahs & McClelland, 2016). It offers a set of critical practices that can bring OS and OT together into a field of research disciplines studying sexuality. Conceptual analysis is the first essential practice in CSS. This critical practice can deepen how sex as an occupation is conceptualized, especially at the intersection of gendered and able-bodied norms. In addition, CSS shares a focus with OS and OT on the lived experiences of WWPDs. However, it extends this work by challenging the privilege of researchers who define desire, pleasure and sexual satisfaction - characteristics of sex as an occupation fraught with assumptions for WWPD. Finally, CSS challenges heteronormative assumptions underlying OS and OT to better understand the sexuality experiences of WWPDs.

The implications for CSS in OS are extensive. CSS challenges investigators to question and explicate their assumptions around sexuality, heteronormativity, and able bodies. It also coalesces the work of OS and other disciplines studying sexuality that each claim varied histories, epistemologies, and assumptions. Finally, CSS shifts how OS scholars understand and study sex as an occupation for WWPDs - from examining the "disabled" sexual experiences of WWPD to the powerful structural influences shaping a woman's experience of sex as an occupation and the research that undergirds this understanding.

CSS offers a critical lens to shift how OS conceptualizes research investigating sexual injustices experienced by WWPD. It also serves as a framework for challenging current findings that situate barriers to sexuality practice within individual OT practitioners.

**Keywords:** critical theory, sexuality, occupational justice

### **Discussion Questions**

This presentation offers Critical Sexuality Studies as a framework to deepen ideas in OS and OT. How can Occupational Science inform Critical Sexuality Studies?

How does Critical Sexuality Studies complement other critical perspectives being used in Occupational Science such as Critical Race Theory, Critical Occupational Approach, and Critical Disability Theory?

How might Critical Sexuality Theory shape how sex and sexuality are currently conceptualized as occupations in Occupational Science research?

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# **MOBILIZING OCCUPATIONAL SCIENCE KNOWLEDGE IN EVERYDAY OCCUPATIONAL THERAPY PRACTICE**

Nancy Bagatell, University of North Carolina at Chapel Hill

MaryBeth Gallagher, Duke University

## **Abstract**

The intent of this forum is to provide a space for occupational scientists and occupational therapists to discuss ways to mobilize occupational science knowledge for use in everyday occupational therapy practice.

Early scholars in occupational science envisioned the discipline as one that would develop a knowledge base about occupation with the goal to support occupational therapy research and practice. Indeed, over the years, occupational scientists have suggested that occupational science provides a foundation for occupational therapy. Some occupational scientists have translated occupational science knowledge to occupational therapy by developing novel occupational therapy interventions and by infusing occupational science into occupational therapy curricula. Recently, Baranek et al. (2021) suggested that occupational science and occupational therapy share a melioristic orientation and highlighted the importance of knowledge mobilization, that is moving available knowledge into use through active engagement of stakeholders. Despite efforts to translate and mobilize knowledge, there has been a surprising lack of attention paid to mobilizing knowledge in everyday occupational therapy practice and including practitioners as partners in the knowledge generation and enactment processes.

To begin the conversation, we provide an example of how occupational science knowledge can be mobilized through a practice-based enquiry (PBE) process with practitioners working in an in-patient mental health setting. These practitioners formed a community of practice scholars to reconceptualize and enact a more justice-oriented and occupation-centered practice. A key part of the PBE process was reading and discussing occupational science literature. These readings and the discussions that ensued, along with individual and group reflections on practice, enabled the practitioners to mobilize ideas about justice and occupation into action in their practice setting.

Through this forum, we envision participants will generate ideas for how to mobilize and generate knowledge in occupational science to inform everyday occupational therapy practice through partnership with occupational therapy practitioners.

**Keywords:** practice based enquiry, knowledge mobilization, translational research

## **Discussion Questions**

What does it mean to mobilize knowledge? How is this different from disseminating and translating knowledge?

How can occupational scientists move beyond dissemination and engage with occupational therapists to bridge theory and practice?

Is practice-based enquiry and other forms of action research feasible to carry out? What are the barriers and potential solutions?

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**Submission ID:** 1214142

## **EXPERIENCES OF STUDENT SERVICE MEMBERS AND VETERANS WHO ARE MOTHERS**

Jenna Yeager, Towson University

### **Abstract**

This presentation will describe the results of a secondary analysis of data from a study investigating the experiences of female student service members and veterans (SSM/V). In that study, it was discovered that four of the nine participants were mothers who revealed some common themes regarding their experiences. Data from these participants was analyzed to address the question: What are the experiences of female SSM/V?

Recruitment originally included flyers, and an e-mail inviting female SSM/V to participate in this photo-voice study. The resulting nine participants were given the prompt: "Please take one to three pictures each day for two weeks that show us something about your daily activities." Resulting photographs were discussed in individual interviews and a series of two focus groups, followed by individual writing about one selected photograph. Thus, data included the photographs, verbatim transcription of interviews and focus groups, and the resulting photo-voice narratives. In the subsequent study, data from the participants who identified as mothers

was subjected to additional analysis based on a six-phase process of descriptive coding and thematic analysis to identify patterns of meaning regarding to experiences related to motherhood (Braun & Clark, 2006). Trustworthiness was supported through multiple sources of data and member checking (Creswell & Miller, 2000).

Analysis revealed that the experiences of SSM/V who are mothers reflects the necessity to balance and juggle aspects of role demands associated with their mothering occupations, college student demands and other occupations. Participants identified attributes of prior military service occupations that supported or posed barriers to their subsequent occupational role demands and overall well-being. The importance of various supports was highlighted, including the significance of one's spouse, other family members, campus resources, and female SSM/V peers in the university context. Finally, personal attributes and strategies that supported participation and well-being were identified.

It has recently been observed that, while mothering occupations have been explored within the literature of occupational science, this is an area that warrants further investigation (Berger, et al. 2020). Mothering has been identified as a highly meaningful occupation (Larson, 2000), and the tension inherent in the balancing of the occupations of mothering with the requirements and expectations of concurrent occupations presents important implications for well-being (Håkansson, et al., 2006). Yet, there is little published research to date regarding the experiences of this population. Thus, this research contributes to the understanding of humans as occupational beings and supports associated occupational therapy service provision.

**Keywords:** student veterans, mothering, photo-voice

### **Discussion Questions**

What are the societal and contextual factors that influence the participation of SSM/V who are mothers as they attempt to balance role expectations to meet demands of their educational programs and the needs of their families while addressing their own well-being?

What opportunities exist and what barriers remain within the context of higher education to engage and support the academic success and well-being of non-traditional students, including veterans and military students, mothers, and others with complex intersecting roles?

In what ways may occupational science research regarding the experiences of this population inform the provision of programs and services to meet their needs in the context of higher education?

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**Submission ID:** 1215985

## **CAMOUFLAGING AND INTERSECTIONALITY AMONG AUTISTIC GIRLS AND WOMEN: RETHINKING BELONGING IN OCCUPATIONAL SCIENCE**

Marshae Franklin, University of Southern California

Amber Angell, University of Southern California

### **Abstract**

‘Camouflaging’ refers to autistic masking or passing and is a compensatory strategy used to mask autistic behaviors and traits; yet nearly everything we know about camouflaging is based on the experiences of White autistic people (Cook et al., 2021). In this theoretical presentation, we aim to bridge the gap between camouflaging as commonly discussed in autism research, and ‘belonging’ in occupational science literature (Hitch et al., 2014; Wilcock, 2006). To do so, we draw on intersectionality and related scholarship (Bailey & Mobley, 2019; Collins, 2000) to argue that autistic camouflaging, particularly in the case of Black autistic girls and women, provides a unique vantage point for occupational science, problematizing previous assumptions about belonging.

First, we will demonstrate the congruence between camouflaging and belonging, making the case for consideration of camouflaging as an occupation. Second, drawing on Black feminist scholarship (Collins, 2000) and the Black Feminist Disability Framework (Bailey & Mobley, 2019), we will use the concepts of “othering” and “outsiders-within” to illustrate the polarities of privilege that either aid or inhibit belonging for autistic girls and women based on intersectional identities. Third, we will argue that camouflaging is necessary for survival, thereby promoting belonging; yet it poses significant mental health and occupational risks. Intersectionality would suggest that camouflaging, for Black autistic girls and women, poses unique risks; but there is a dearth of research that includes their experiences.

Occupational science has the opportunity and responsibility to investigate camouflaging in diverse groups from an intersectional lens using participatory and community-engaged approaches. This would not only deepen our understanding of belonging, it could also promote critical reflexivity among occupation-based practices that are relevant to camouflaging, e.g., occupational therapy social skills interventions for autistic children, which we posit can inadvertently reinforce camouflaging strategies.



Camouflaging is a survival tactic for belonging yet poses significant mental health risks and occupational disruptions to autistic girls and women, with greater potential risks for girls and women with intersectional identities. There is a need for occupational science research and scholarship to explore the relationship between camouflaging and belonging, using an intersectional lens.

**Keywords:** autism, belonging, intersectionality

### **Discussion Questions**

In what ways could camouflaging be conceptualized as an occupation?

Describe the relationship between camouflaging and belonging.

How can the phenomenon of camouflaging problematize current definitions of belonging in occupational science?

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**Submission ID:** 1212823

## **AN OCCUPATIONAL RIGHTS PERSPECTIVE ON THE OCCUPATION OF WORK WITHIN THE TRANSGENDER COMMUNITY**

Susan DiDino, Saint Augustine University

### **Abstract**

This theoretical paper will present the current understanding of how occupational rights and occupational deprivation impact occupation within the transgender community. This discussion will employ the occupational science theory of occupational rights as it relates to the occupational participation and deprivation of work in the transgender community.

The perspective of occupational rights is required to inform occupational practice and improve upon the foundational philosophies of occupational therapy (Hammell, 2020, p. 389). Transgender individuals have a right to choose occupations which shape identity through doing (Wilcock & Hocking, 2015). Beagan et al. (2012) notes those in the LGBTQ community and specifically those who identify as transgender fear discrimination which prevents acquisition of decent employment. Consequently, transgender people may choose jobs that pay less but provide a safer environment or wait to transition for fear of job loss (Beagan et al., 2012). Although it is known that occupational injustice impacts transgender individual's opportunity to engagement in occupation, what is not understood includes what occupations are impacted, to what degree are they impacted, and what is occupational therapy's role.

Looking through the lens of occupation, all humans have the right to participate in meaningful occupation autonomously and all people choose, shape, and implement their everyday occupations (Hammell, 2020; Yerxa, 2000). Hammell (2020) further explains that inequitable social factors determine abilities and opportunities of not only a person, but also of a community, or population to engage in health-enhancing behaviors. Occupational science plays an essential role in the foundational support for transgender rights, identification of meaningful everyday occupation, and is the vehicle for social change.

When occupational rights are impacted, occupational deprivation occurs within the transgender community wedging a gap between successful recognition of identity and achievement of well-being (Hammell, 2020). Occupational therapists are tasked to identify such deprivations, create necessary social change, and promote well-being at individual, community, and population levels (AOTA) (2020). Further discussion of how transgender individuals experience occupation must include increasing robust bodies of research concerning occupational engagement and transgender communities, support of occupations at varying levels of transition, and occupational therapists leveraging their skill set for promoting well-being throughout various levels of transition for safe and thorough exploration of identity.

**Keywords:** transgender, occupation, occupational Rights

## **Discussion Questions**

What are the occupational rights issues surrounding occupational participation in transgender individuals?

What are the barriers to achieving routine occupations for those who identify as transgender?

What is the role of occupational therapy to promote rights and well-being for optimal engagement in occupation within the transgender community?

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**Submission ID:** 1215199

## **MEANINGFUL OCCUPATIONS AND THE OBSERVABLE PROCESSES IN THE BRAIN: A SYSTEMATIC REVIEW**

Dominique Van de Velde, Ghent University

Ellen Cruyt, Ghent University

Patricia De Vriendt, Artevelde University of Applied Sciences

### **Abstract**

Performing meaningful occupations has a positive effect on health. In health care, finding occupations that are meaningful for the client is obtained by subjective data (e.g. interviews). Whether the meaning of an occupation can be captured through objective methods such as brain registration techniques remains unknown.

The purpose of this study is to offer an overview of the current state of understanding in brain registration studies on meaningful occupations and their neural correlates in healthy adults.

Three independent reviewers conducted a systematic literature search. PubMed, Web of Science, CINAHL, and the Cochrane Library were searched (between the year 2000-2020). Every included article was screened on a level of evidence and risk of bias. An evidence table facilitates a narrative description of the included literature. The PRISMA guidelines were used. The included articles were screened with the Mixed Methods Appraisal Tool to check the quality of the study.

Forty-five studies were included. The activities performed in the studies could be divided into (a) neutral and standard activities, without alignment to personal needs or values (N=23), (b) activities that are presumed meaningful because of a link with the interests of the participant's life history (N=12) and (c) activities with a self-selected meaningful part (N=10). Common brain areas reported in the studies with the meaningful part were (medial) prefrontal cortex, (anterior) cingulate cortex, frontal gyrus that generally were related to emotions, motivation, and reward.

This study suggests that there were different degrees of meaningfulness in research activity and that the observed brain processes of these activities were diffuse. Findings suggest that brain processes, triggered by the meaning aspect when performing a meaningful activity, have not been explicitly investigated. However, researchers unconsciously involve potential meaningful activities in their studies and showed that it can be measured by brain imaging techniques. This research lays the foundation for further experimental research in which one can objectively monitor the meaningful activity of the client.

**Keywords:** meaningful occupations, brainimaging, systematic review

### **Discussion Questions**

Is it possible to get a clear image of 'meaning' in the brain, by means of the EEG, fNIRS, fMRI and PET ?

What could be the advantage for occupational scientist (and occupational therapists) when meaningfulness can be objectified through brainimaging techniques;

Would this fundamental research offer new opportunities for the profession of Occupational therapy

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**Submission ID:** 1214791

### **ENGAGING STAKEHOLDERS IN THE AUTISM COMMUNITY IN KNOWLEDGE CO PRODUCTION: LESSONS LEARNED AND PARADIGM SHIFTS**

Mary Lawlor, University of Southern California

Grace Baranek, University of Southern California

Erna Blanche, University of Southern California

Emily Ochi, University of Southern California

Julia Lisle, University of Southern California

## **Abstract**

This forum is designed to facilitate a conversation around engaging the expertise of multiple stakeholders and the benefits that this collaborative model provides occupational scientists, occupational therapists, individuals, families, and communities. We will draw on several research initiatives as well as a PCORI funded project (#19922-USC) titled Transforming Research: Understanding Sensory Experiences in ASD, Stakeholders Working Together (TRUST). Our introductory comments will highlight the centrality of lived experiences to creating understanding, the utility of narrative strategies as vehicles for engagement, the historical and contemporary impediments to building trust, the management of competing discourses, and respect for multiple forms of expertise. In addition, we will share several scenarios related to cultivating opportunities and addressing tensions inherent in stakeholder engagement initiatives. Discussion will be facilitated amongst attendees related to how stakeholder involvement in knowledge production could inform research (Harrison, et. al., 2019; Haywood, et. al, 2019), conceptual development in occupational science (Lawlor, 2021), innovations in occupational therapy practice, and impactful community engagements.

Increasing attention has been drawn to the unacceptable lengthy gap in the translation of research findings into clinical practice and public knowledge (Morris, et. al., 2011), the inadequate representation of stakeholder voices, particularly in the autism community, (Benevides, et. al. 2020) in all phases of the research process, and the disjunctures between needs identified through lived experiences and the foci of many research studies. Efforts to engage all stakeholder groups (e.g., self advocates, family members and caregivers, practitioners, and researchers) have revealed challenges including impediments to building trust, communication misunderstandings related to competing discourses, management of multiple perspectives, and respect for all forms of expertise.

At the end of the forum, participants will be able to:

1. Describe key ingredients to facilitating respect, communication, and sharing of expertise.
2. Understand the reframing of knowledge production enabled by stakeholder engagement.
3. Identify strategies for engaging stakeholders to enhance occupational science and occupational therapy practice.

**Keywords:** stakeholder engagement, co-production, occupational science and occupational therapy

## **Discussion Questions**

How can engagement be facilitated when gathering multiple perspectives across diverse communities?

What are the critical ingredients to developing, sustaining, and repairing trust?

How does engaging stakeholders boost the contributions of occupational science to occupational therapy and occupational therapy to occupational science?

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**Submission ID:** 1211469

## **RELATIONSHIP OF TRANSGENDER AND GENDER NON-CONFORMING YOUNG ADULTS' MENTAL HEALTH TO OCCUPATIONAL ENGAGEMENT IN MUSIC**

Maggie Maloney, University of Toledo

### **Abstract**

This study sought to understand the lived-experiences of young adults within this population through understanding their life narrative through their engagement in music-making. Little research has been conducted regarding the needs of gender non-conforming (GNC) and transgender individuals related to their mental health and occupational participation. Prior research indicates transgender people have lower education and income levels; higher unemployment levels, rates of mental illness, and levels of disability and discrimination; and face more barriers accessing health care (Downing & Przedworski, 2018). This can lead to engaging in self-harm, social isolation, substance abuse, suicidal tendencies, and high-risk sexual behaviours (Lloyd, Chalklin, & Bond, 2019). Creating music is an occupation which allows an individual to express themselves in a multitude of ways and may assist individuals to address emotions which they are having a difficult time processing in order to reassess and cope with personal events, changes, and moods (Bibb & McFerran, 2018). Creating music as a leisure

pursuit also appears to assist individuals who have mental illness in emotional, cognitive, social, and physical ways to increase their wellness and functionality (Papinczaka, et al, 2015).

IRB approval was secured, the study was advertised nationally via social media, and seven experienced musician participants (18-27 years old) volunteered. Hour-long individual interviews were taped, transcribed verbatim, and three analysts reviewed the transcripts individually, and then met three times to discuss and seek consensus on the findings. The analysis was guided by the interpretive phenomenology approach (IPA) (Smith & Osborn, 2015). IPA focuses on discovering how people perceive the world, their own personal experiences and interactions, and understanding a concept from a specific perspective.

Seven themes emerged, which were: influence of music on mental health; influence of music on self-discovery and gender identity; music creates a social life; being on guard; support from a larger community; feeling safe in the music community; and advocating for and helping other GNC and trans individuals. The findings support that positive coping was experienced by the participants during their music making and social participation.

This research may help promote knowledge of diverse populations and promote equity and inclusion within the occupational therapy (OT) profession. Additionally, knowledge of music as a leisure pursuit was gained. OT practitioners might benefit from understanding the needs of this under-researched population and consider music making as an intervention strategy to increase potential clients' positive coping abilities.

**Keywords:** mental health, transgender/gender non-conforming, music making

### **Discussion Questions**

What is the importance of the role that the leisure pursuit of music making has in promoting positive mental health and wellness for transgender and GNC young adults?

How might increased knowledge of specific terminology utilized within the gender non-conforming and transgender community assist and/or sensitize occupational scientists and occupational therapist in understanding their clients?

How does music-making and identity formation co-exist for transgender and GNC young adults?

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**Submission ID:** 1214215

## **THE FORM AND FUNCTION OF MULTI-SPECIES OCCUPATIONS INVOLVING EQUINES**

Heather Pugh, Towson University

### **Abstract**

Despite the broad, multi-disciplinary interest in human-animal relationships, research related to human-animal engagement in social science fields such as occupational therapy often focuses on the effects of the presence of the animal during therapy sessions instead of the animal's active participation.

The primary goal of this study was to develop a preliminary understanding of the characteristics of multi-species occupations that involve both humans and equines, expanding the focus from the results of the occupation to understand the action-oriented contributions of equines during multi-species occupations.

The inquiry followed a multi-modal qualitative design involving six horse-human dyads that had known each other for greater than one year. Dyads were observed and videotaped in their natural environment engaging in non-riding activities while the equine was unconstrained. Video data was analyzed through a qualitative coding process using a fifteen-second interval recording system. Qualitative interviews incorporating video and photo elicitation were also conducted and coded for comparison with visual data.

Visual data of the dyads demonstrated a variety of observable features of engagement, including movement patterns, proximity, mutual touch patterns, and the presence of synchrony. Based on visual and interview data, despite the limited involvement of language, equine-human engagement involves an intricate process of embodied communication and co-regulation that led to a sense of perceived well-being in five of the six participants. Five of the six participants endorsing increased self-awareness and well-being as outcomes of regular interactions with their equine partners.

By evolving our understanding of multi-species occupations, we will be better able to understand the active engagement of equines during leisure activities. This is a necessary preliminary step to better understanding the mechanism of action or change when animals such as equines are



incorporated in therapeutic settings, and has the potential to expand or alter the scope of animal involvement within the context of occupational therapy applications.

**Keywords:** transactional perspective of occupation, multi-modal inquiry, multi-species occupations

### **Discussion Questions**

Should multi-species occupations be studied within the science of (human) occupation?

How can the Transactional Perspective of Occupation be applied to occupations that take place across species boundaries?

Should occupational scientists, when focusing on visible action, interpret the purpose or meaning for actors who are unable to use language to communicate their intent?

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**Submission ID:** 1220683

## SATURDAY, OCTOBER 22: MORNING SESSION

### CRITICAL DISCOURSE ANALYSIS: AN OCCUPATIONAL SCIENCE METHODOLOGY NECESSARY FOR OCCUPATIONAL THERAPY PRACTICE

Adam DePrimo, University of New England

#### Abstract

Just over 30 years ago, an occupational science (OS) doctoral program was established with its intent to provide for the “demand for doctoral-level faculty members in colleges and universities; the generation of needed basic science research; and the justification for and potential enhancement of [occupational therapy] practice” (Clark et al., 1991, p.300). Debate and tension grew rapidly within the occupational therapy (OT) community, specifically related to the two latter intended benefits (Clark et al., 1993). Over the past three decades these tensions have persisted all the while the discipline continued to expand and evolve. Since the early 90’s, OS has witnessed an evolution and adoption of diverse theoretical perspectives; from its foundation in general systems (Clark et al, 1991), to transactional perspectives (Dickie, Cutchin, & Humphry, 2006), as well as critical and political reflexivity (Rudman, 2013). Now, more than ever, OT requires the basic and translational work related to critical theories of society and occupational justice to inform its practice. This paper explores the contributions and argues for the necessary channels of open dialogue between OS and OT to inform service provision in relation to society’s many structural supports and barriers to diverse occupational engagement.

As a profession, OT has generally been concerned with providing the disabled with a remedial and/or accommodational approach to practice (Phelan, 2011). This, along with the use of standardized assessments and norm-referenced criteria of human function produces and perpetuates a discourse that values able-bodied, White-centric, heteronormative, and Western notions of “appropriate/normal” occupational engagement. Therefore, critical methodologies utilized in OS research are required to inform the very foundation of OT practice if we are to deliver services that reflect and meet the needs of our diverse communities. It is our disciplinary responsibility to create translational, theoretical, accessible research and pedagogical strategies for OT to achieve this goal.

While Phelan’s (2011) and Rudman’s (2013) work have contributed to OS and OT collaborative dialogue, they are still situated against the backdrop of a cultural and political environment (Canadian) distinct from a U.S. climate. Ph.D. trained occupational scientists teaching in U.S. OT programs are well positioned to introduce and foster these critical perspectives for current and future practitioners.

Utilizing critical discourse analyses as a methodology can highlight the hegemonic discourses of “ideal” occupational engagement and thus contribute to the pedagogical and practical guidelines of OT as it strives to support diverse and equitable occupational participation within our communities.

**Keywords:** critical discourse, theoretical practice, OT pedagogy

## **Discussion Questions**

What barriers currently exist within a U.S. educational and healthcare context that would limit the systematic adoption of OS critical methodologies in OT pedagogy and practice?

How do we create accessible avenues of theoretical, pedagogical strategies that promote sustainable critical perspectives in clinical practice for students in/new practitioners graduating from entry-level OT programs?

How do we identify allies and forge strategic, professional relationships within OT (yet currently outside of OS) to reduce perceived partitions between OT and OS moving forward?

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**Submission ID:** 1221010

## **TENSION AND FIT: THE MISSED AUTISTICS**

Sarah Selvaggi Hernandez, Living Sensory Wellness

### **Abstract**

While autism rates increase internationally, the diagnosis continues to lag for marginalized populations. This paper explores the tension and fit between biased autism research and its deadly implications in the occupational field.

Traditionally, the reported ratio of males to females diagnosed with autism spectrum disorder (ASD) was 4:1 or higher (e.g., Fombonne, 2009). Increasingly, evidence suggests that autistic women, as well as other marginalized expressions of gender, present somewhat differently than

males and, therefore, are undiagnosed and unidentified. In general, women tend to demonstrate more social motivation and fewer externalizing behaviors (e.g., conduct problems, hyperactivity) than their male counterparts. Being more vulnerable to internalizing problems, such as anxiety disorders and depression, autistic women are more likely to be diagnosed with mental health disorders instead of an appropriate ASD diagnosis; lack of appropriate care leads to reduced quality of life and unsatisfactory occupational engagement (Bargiela et al., 2016).

The devastating impact of insufficient support only intensifies for those who are multiply-marginalized. People of color are underidentified with the ASD due to systemic barriers to evaluation (Travers & Krezmien, 2018). Marginalized communities face familial, cultural, and structural barriers that contribute to the disparities (Singh & Banyak, 2018). Underidentification of ASD in marginalized populations has an injurious impact on occupational engagement and overall quality of life that often leads to the prison system. Neurodivergent individuals of color become involved in the criminal justice system (CJS) at a younger age, have higher rates of recidivism, are more likely to make a false confession, engage in behavioral disturbances in custody, have health risk behaviors, and a lower quality of life (Young & Cocallis, 2021).

To combat this occupational injustice, occupational science practitioners should invest resources into overhauling current, biased literature to include autistic culture, autistic identification in marginalized populations, autistic occupations, and autistic development.

Mis- and missed diagnosis of marginalized autistic populations, including women and people of color, creates disrupted opportunities for occupational engagement (Bargiela et al., 2016). and decreased quality of life (Young & Cocallis, 2021). Occupational science can help create neurodiversity-affirming literature as a foundation for a truly neuroinclusive society.

**Keywords:** autism, marginalized populations, research

### **Discussion Questions**

How can occupational science create inclusive research opportunities for the autistic population?

What occupational impacts may be experienced by a mis- or missed neurodivergent diagnosis?

How does implicit bias continue to create a poor fit for autistic individuals in the field, both as clients and professionals?

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**Submission ID:** 1215306

## **UNDERSTANDING PARA SURFING COMPETITION PARTICIPATION FROM A BELONGINGNESS PERSPECTIVE: A QUALITATIVE STUDY**

Maureen Johnson, The University of St. Augustine for Health Sciences

### **Abstract**

To understand the phenomenon of competitive para surfing through participants' lived experiences and perceptions from a belongingness perspective.

A qualitative inquiry using purposive sampling was used for participant recruitment from two international competitions in 2019 and 2020 after they completed the classification process. Audio-recorded individual semi-structured interviews were conducted. Data were analyzed using reflexive thematic analysis.

Fifty para surfers consented to participate. Six subthemes emerged including how participating in the classification process satisfied individual needs to feel professional and prompted recognition of personal skill limitations; engaging in surfing provided feelings of tranquility; honing skills and adapting surfboards increased participation; transforming a sense of self, to a future self, created social positive emotions; and how competing in competitions increased connections with others. Themes were applied to Wilcox's (2006) framework: doing-being-becoming-belonging. Doing included skill development and learning how to surf with impairments. Being encompassed feelings of peace and calmness from surfing. Becoming involved the sense of a future self with a drive to train and compete more. Belongingness radiated through sharing lived experiences and connections in the para surfing community.

This research contribution to occupational science is a richer understanding of the collective responses of individuals who participate in para surfing competitions despite their permanent impairments or accessibility obstacles.

**Keywords:** belongingness, para surfing, participation

### **Discussion Questions**

The initial purpose of these interviews was to learn the adaptive surfers perspective of the new Para Surfing classification structure. The very last survey question: How has surfing impacted your life? revealed a lot of "dark days" with suicidal ideations prior to experiencing adaptive surfing. What are suggestions for methodologies or techniques to explore the concept of suicide prevention with adaptive surfing?

This study briefly discussed the impact of disability on the experience of surfing and possible inequality of not having access to an ocean. On a larger scale, what would be some ways to overcome these obstacles and barriers to increase global participation?

If we think about our own occupations, what was our own process of doing, being, and becoming? And did we or when did we gain a sense of belonging in this journey?

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**Submission ID:** 1217530

## **THE STUDY OF OCCUPATION THROUGH WICKED ACTION LEARNING TEAMS; STRENGTHENING OCCUPATIONAL SCIENCE TRANSLATION FOR ACTION**

Janet Bucey, Chatham University

Jessica Todd, Chatham University

Theresa Delbert, Chatham University

Kasey Stepansky, Chatham University

## **Abstract**

The purpose of this forum is to challenge participants to develop occupational science learning experiences that drive the integration of science for practice. Original action learning groups are proposed to address the “wicked problems” of occupational justice as a means to facilitate entry level occupational therapy students and practitioners skill in translating science into practice.

Teaching occupational science in the entry level occupational therapy curriculum strengthens occupational scientific inquiry and clinical reasoning and supports the expansion and validity of occupational therapy (Kristensen & Petersen, 2016). Action learning is a format of engaged learning that promotes translation of information into action plans and strategies (Walia &

Marks-Maran, 2014). Tension between occupational science and occupational therapy practice is a difficult problem itself and exists partially due to practitioners having difficulty finding practical relevance in occupational science and occupational science being slow to respond to applied science needs (Pierce, 2014). Further, literature supports that the research-to-practice gap can be successfully addressed through team development of intentional action strategies for implementation of science (Juckett et al., 2019).

Wicked Action Learning Teams (WALT) were implemented in an entry level occupational therapy doctoral program to prompt learning of occupational justice concepts while simultaneously building skills to problem solve practice strategies for wicked problems using occupational science. WALTs are action learning groups that practice addressing difficult occupational justice topics by reviewing literature, using structured dialogue, and collaborating amongst peers to problem solve deliverable strategies for occupational therapy practice. The structured dialogue model was utilized during the group process to promote openness, curiosity, shared decision making and a non-judgmental space for exchange of ideas (Stains, 2021). The WALT design integrated occupational science literature, action learning group formats and structured dialogue resulted in students' ability to produce relevant practice strategies.

Participants will:

1. Analyze the design of an occupational science action learning pedagogy.
2. Test the WALT model focused on an occupational justice wicked problem.
3. Translate the WALT model of action learning to their own context.

**Keywords:** science translation, action learning, wicked problems

### **Discussion Questions**

Do you have the knowledge of occupational science but have difficulty sharing it or applying it? If so, how could the WALT model or another method assist you in developing skills in translation of science to practice?

Could the WALT be a strategy for addressing the tension between occupational science and occupational therapy. If so, who do you think is responsible for developing the skills/ doing the process?

What types of group learning experiences stand out most to you? What components of your experience are similar to the WALTs and how did those components promote action?

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**Submission ID:** 1212280

## **WHAT WAS MISSING FROM OCCUPATIONAL THERAPY? THE CONCERNS AND IDEAS THAT CREATED OCCUPATIONAL SCIENCE**

Don Gordon, University of Southern California

Erna Blanche, University of Southern California

### **Abstract**

Just over thirty years ago occupational science was created at the University of Southern California (Clark et al., 1991; Yerxa et al., 1990). There were three foundational thinkers that were considered critical at the time of the founding of occupational science: Mary Reilly, Jean Ayres, and Elizabeth Yerxa. Each had a unique influence and vision for occupational therapy that would help chart a course for the science of occupation. This presentation will focus on the ideas of these critical thinkers in the history of occupational therapy leading up to and including the founding of occupational science.

When pondering the birth of occupational science one must consider the legacy of the 3 most influential leaders at the University of Southern California in the years leading up to the founding of occupational science. The awareness that occupational therapy needed to move beyond the comfortable boundaries that occupational therapy had set for itself can be seen first in the 1961 Slagle lecture of Mary Reilly when she declared Our profession needed to articulate how we addressed a vital need to humankind or risk becoming irrelevant. Jean Ayres would become one of the most important thinkers in the history of the profession with the development of the theory of sensory integration and its importance in the developmental process. Her emphasis on the importance of scientific research would go on to influence occupational science in pushing for more and better research to understand occupation and its therapeutic efficacy. Elizabeth Yerxa's 1966 Slagle lecture followed Reilly's model beginning with a critical appraisal of the current state of the profession. Yerxa (1966) also challenges the professions quoting a physician colleague, "the field of occupational therapy in 1963 is not regarded and probably should not be identified as one of the professions" (p. 1). This paper will review the ideas of these iconic figures and present a platform for discussion regarding their forward thinking concepts that lead to the birth of occupational science.

Occupational science continues to develop in many different ways. By examining our roots we may better understand the concerns that led to the creation of occupational science and possibly



provide useful insights as we chart a course toward the future.

Occupational science was born from existential challenges facing the occupational therapy profession. Heightening our awareness of past challenges may help occupational science better understand and articulate our goals in the present and the future.

**Keywords:** history of occupational science, occupational therapy, philosophy of occupation

### **Discussion Questions**

Has occupational science addressed the original concerns expressed by Reilly and Yerxa? Has it made practice more authentic? Have we demonstrated that we fulfill a vital need to humankind?

How do you believe occupational science enriches the practice of occupational therapy now?

Do you think that occupational therapy has embraced the concept of occupational science and recognizes its value?

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**Submission ID:** 1209129

## **BEYOND 'BAD' BEHAVIORS: WHAT CAN AUTISTIC LIVED EXPERIENCE TEACH US ABOUT PARTICIPATION AND EQUITY?**

Elinor Taylor, University of Southern California

## **Abstract**

In this presentation, I intend to provide insights from autistic lived expertise on commonly experienced behaviors (e.g., self-stimulatory movements or ‘stims’). I draw from my positionality and critical reflexivity as an openly autistic researcher, as well as emic perspectives from advocate narratives, to problematize historic conceptualizations of ‘participation’ in occupational science. Finally, I hope to foster discussion on how occupational science and occupational therapy could align to promote greater participation and equity for autistic people.

First, I will describe how autistic behaviors have been primarily constructed as meaningless, socially undesirable, pathological, and antithetical to participation. I will assess how these behaviors have traditionally been dehumanized and defined from the outside, or the ‘etic’ lens, exacerbating disparities and intersectional vulnerabilities experienced by autistic people. Second, I will report how suppressing autistic behaviors to superficially adopt neurotypical ones (i.e., autistic ‘masking’) is associated with suicidality. Suicide is a leading cause of death for autistic people, particularly for those who encounter intersectional marginalization (e.g., girls and women). Third, to contrast prevalent etic assumptions, I explore the subjectivity of autistic behaviors through published advocate narratives and lived experience research studies. Finally, I will argue that it is critical that occupational science and occupational therapy recognize autistic behaviors as multi-faceted and meaningful, with inclusion of and respect to lived expertise. I will discuss how participation can be redefined and promoted through accommodating autistic behaviors that are subjectively beneficial and non-harmful to self or others.

Occupational science and occupational therapy increasingly call for social responsiveness, but have yet to comprehensively address the ableist stigma, inequalities, and the ‘suicide epidemic’ endemic to autism. Occupational science has historically defined participation according to neurotypical norms. Autistic behaviors, including those that are non-harmful and regulating, often remain targets for therapeutic reduction or elimination. Re-examining how autistic behaviors and participation are defined and treated may promote greater positive outcomes, equity, and interdisciplinary collaboration to support diverse autistic populations.

Autism research is at a critical moment, wherein autistic people are gaining recognition as important stakeholders for inclusion. Occupational science and occupational therapy have the opportunity and responsibility to collaboratively forge new directions for autism studies and interventions. However, I argue doing so requires deconstructing assumptions and re-defining strictly pathological conceptions of autistic behaviors to align with lived expertise. I hope to facilitate discourse on how the ‘fit’ between these fields could de-stigmatize autistic ways of being to improve equity and participatory outcomes.

**Keywords:** autism, participation, equity

## **Discussion Questions**

How would you compare predominant etic definitions of autistic behaviors to patterns and themes from autistic lived experience?

What implications might the phenomenon of autistic ‘masking’ and its harms, including increased suicide risk, pose for the fields of occupational science and occupational therapy?

How could occupational science and occupational therapy align to re-examine etic definitions of autistic behaviors, include lived expertise, and improve participation for diverse autistic populations?

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**Submission ID:** 1210176

## USING AN OS LENS TO UNDERSTAND AN HOLISTIC APPROACH TO WOMEN’S POSTPARTUM HEALTH AND WELLNESS

Madalyn Martin, Rocky Mountain College

### Abstract

This paper applies an OS lens to better understand postpartum women as occupational beings. While the OS literature has explored the experiences of motherhood, there is little scholarship focused on the postpartum transition period. The postpartum period is a complex transition for many women as they navigate changes in their occupational roles, identities, and routines. This paper explores women as occupational beings during this postpartum transition period utilizing three different theoretical perspectives: (1) Wilcock’s occupational perspective of health, (2) the transactional perspective, and (3) the caritative caring theory.

A holistic and relational understanding of women as occupational beings is presented using a case study combining these three theoretical perspectives. This paper sheds light on how the

spectrum of disorders and struggles women go through during the postpartum transition affect their occupational identity and balance after giving birth. Wilcock's emphasis on becoming through occupation is imperative for understanding how women navigate changes in their occupational roles during the postpartum period. The transactional perspective highlights occupation as socially funded, habitual, and relational. It also brings attention to how women are nested in different sociocultural contexts that either support or hinder 'becoming' first-time mothers. The caritative caring theory brings awareness to the relationships between human beings, health and suffering, and caring as a natural phenomenon. This perspective adds to the practice of human love and mercy, which relates to women's simultaneous experiences of caring for and being cared for themselves during the postpartum period.

There is tension between OS and OT regarding the evidence base for holistic approaches, specifically to mothers during this transitional period. This work highlights the importance of combining theoretical perspectives to better understand the transition experiences of women as occupational beings during the postpartum period. These perspectives support OT through the use of scientifically and holistically building up knowledge and evidence in OS which will benefit the skills, capacities and strengths of first-time mothers.

The combination of these theoretical approaches provides a useful groundwork for conceptualizing the changes in women's occupational identity, roles, and routines during their postpartum transition. This work also highlights the importance of recognizing the needs women have after giving birth as they go back to navigate societal and occupational expectations of new mothers'.

**Keywords:** postpartum, transitions, occupational identity

### **Discussion Questions**

What other theories could be useful for understanding women as occupational beings during the postpartum period?

How can an occupational science lens contribute to understanding the transition from pregnancy to parenthood for women?

What are some advantages and challenges of combining theoretical lenses to understand humans as occupational beings?

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**Submission ID:** 1214919

## **OCCUPATIONAL ADAPTATION: A THEORETICAL BRIDGE BETWEEN OCCUPATIONAL THERAPY AND OCCUPATIONAL SCIENCE**

Cynthia Evetts, Texas Woman's University

### **Abstract**

Occupational Adaptation (OA) is proposed as a theory compatible with both the science and the therapy that purports occupation as essential to health and wellbeing. A visual framework that encompasses the essential concepts of Occupational Science (OS; Backman et al., 2021) and OA (Schultz, 2014) will be presented for discussion.

Both OS and OA were developed within the same decade to describe occupation (OS in 1990) and the doing of occupation (OA in 1992) as experienced in everyday living. Recently, 30-years later, Backman and colleagues (2021) identified eleven essential concepts for OS education. These essential OS concepts align well with the concepts in an OA approach. OA provides a structure to describe how adaptive behavior emerges in the face of an occupational challenge. This focus on doing behaviors keeps occupation at the center of all encounters. The Pan Occupation Paradigm that grew out of Wilcock's (1998) reflections on doing, being, and becoming has been compared to occupation-based theory including OA (Hitch & Pepin, 2021). More depth and breadth is possible than what was reported in this earlier analysis which was based on a single case study.

Theory is highly regarded in occupational therapy as a guide to best practice. Scholars of occupation pushed back against early attempts to classify OS as a theory, rather than a science. However, just as the science of astronomy has The Big Bang Theory, biology has Germ Theory, and physics has The Theory of Relativity—perhaps it is time to connect concepts in OS with theory that adds to our understanding and creates a greater press for deep understanding and meaningful application of the health enhancing benefits of occupation.

It was always intended that OS add to the scientific grounding of OT. Perhaps the tension between OS and OT emerged from an intentional separation that was necessary for a budding disciple to stand alone under the scrutiny of the larger scientific community. Perhaps now this tension can be addressed with one or more well-fitting theories to explain typical occupational encounters and provide guidance for intervention when atypical encounters are disruptive or

dissatisfying to the doer. As a 30-year scholar of OA, I propose the fit of this theory as a way to address the relative tension between OS and OT.

**Keywords:** occupational science, occupational adaptation, theory

### **Discussion Questions**

Is there a space and a function for theory in occupational science?

Can explanatory occupational theory/s create a bridge between the science and the therapy?

Is the central concept of an occupational challenge a compelling argument for linking Occupational Adaptation to Occupational Science?

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**Submission ID:** 1215272

## **EXPLORING THE COMPLEXITY OF THE FAMILY OCCUPATION CONSTRUCT: TENSION AND FIT WITH INTER-RELATED CONSTRUCTS**

Jennifer Pitonyak, Pacific University

Émilie St-Arnaud-Trempe, University of Ottawa

Caroline Umeda, Dominican University of California

## **Abstract**

We intend to explore the complexity of the family occupation construct by comparing and contrasting it with inter-related constructs that are more established in occupational science. Through the application of occupational science literature to case examples from previously completed qualitative studies, we will demonstrate the tensions and fit of co-occupation, social participation, and enacted togetherness with experience and meaning in everyday family life and the variability in the use of family occupation.

Family life, subjectively experienced, is complex and still misunderstood (Lacharité & Gagnier, 2009). Several realities, even the most divergent ones, can coexist, simultaneously, and be part of the same experience. There are strong relationships among occupations and family life. Bonsall (2014) suggests that families are constructed and defined through occupations. These occupations, in interaction, take different forms, they can be routine, unpredictable, individual or shared by its members at different levels of intensity. Family occupation is referenced in occupational science literature— often in the context of families of children with disabilities (DeGrace, 2004; Segal, 1999); however, occupational science and occupational therapy key documents have yet to establish family occupation as a distinct construct. We argue that family occupation is a complex construct in need of deeper examination and more comprehensive conceptualization. While co-occupation, social participation, and enacted togetherness each have ‘fit’ with a construct of family occupation, none of these constructs fully capture the nuances and meaning of everyday family experiences.

Examining everyday family experiences through a lens of family occupation may help illustrate the diversity and complexity of subjective meanings in families’ everyday lives. Further, conceptualization of family occupation may illuminate tensions among inter-related constructs often used to describe family experiences and the shortcomings with ‘fit’ when attempting to capture the subjective nature of family living. Establishing a family occupation construct through unpacking its complexity would help build foundations for studies referring to the concept in the future.

In the current body of occupational science and occupational therapy literature, family occupation is a concept interpreted and utilized with great variability. While a singular and precise definition of family occupation may not be possible— or even desirable, it is useful to differentiate family occupation from inter-related constructs often used to examine family experiences. Studies that inform the subjective nature of family occupation are needed to further understand and refine this construct.

**Keywords:** family, occupation, subjectivity

## **Discussion Questions**

How precise can a ‘definition’ of family occupation be and yet be universal? What would be the factors to consider and how would they affect the definition?

How is subjective experience best examined? What approaches may assist with capturing the complexity of family occupation?

What other inter-related constructs may help inform understanding of the complex, subjective nature of family living?

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**Submission ID:** 1215048

## INTRODUCING OCCUPATIONAL SCIENCE TO MUSLIM OCCUPATIONS: TOWARDS DECOLONIAL PRAXIS

Fatima Hendricks, Chicago State University

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### Abstract

The purpose of this article is to introduce Occupational Science to Muslim occupations, offering an outline of a major individual and collective occupation of Salah (prayer) as an illustrative example, from many other Muslim occupations. We deploy an interdisciplinary approach by utilizing classical Islamic sources as descriptive whilst simultaneously exploring core concepts in contemporary academic literature. We build the case for significant research exploration of Muslim occupations to fill the gaping conceptual occupational science and OT void, through a decolonial lens of re-centering the lived experiences of over 1.6 billion people across the globe.

Complexly intertwined in the matrix of colonial powers is the "Muslim Question" (Sayyid, 2014) which are the series of interrogations and speculations in which Islam and/or Muslims exist as a difficulty, a problem, exceptional and external, an outsider or other, encompassing the dynamics associated with the emergence of a distinct political identity that appears to be transgressive of norms, conventions, and structures that underpin the contemporary world (Sayyid, 2014:3). The reflections, debates, and answers directly involve a fifth of the globe's population, who self-identify as Muslim and who have experienced silencing, marginalization, or erasures which can be defined as "a multidimensional attempt to restore Western cultural practices as universal" (Sayyid, 2003:285). Significant historical events from the enslaving of thousands of Muslims who were kidnapped from Africa to become slaves of an empire (Grosfoguel, 2006), an expansive orientalist agenda, multiple wars fueled by the military-industrial complex



(Grosfoguel, 2006, Said, 2014), and the politics of 9/11 good Muslim, bad Muslim (Mamdani, 2004) through the lens of a skewed westernized discourse about Islam have impacted the academy. It is this same academy that produces and reproduces colonial logics in Occupational Therapies and Occupational Science.

Occupational Science is a new discipline that began in 1989 (Aldrich, 2021), hence the necessity to introduce occupational science to Muslim occupations is significant, whilst embracing cultural humility (Tervalon & Murray-Garcia, 1998; Hammel, 2013) as we engage with centuries-old occupations and traditions. The silence in Occupational Therapies of Muslim occupations, and religious occupations at a broader level, is loud – shaped by histories of coloniality.

The decolonial imperative in Occupational Science, and Occupational Therapy is urgent. We need to actively work on delinking from the colonial structure of knowledge (Mignolo, 2011) to reclaim, recover, restore, renew, rediscover and re-articulate various knowledges to build just and equitable (Mignolo, 2017) like introducing Occupational Science to Muslim Occupations.

**Keywords:** Muslim occupations, decolonial OT, critical OT

### **Discussion Questions**

Reflecting on Salah as an illustrative example of a Muslim occupation, what are the barriers to decolonial praxis in Occupational Science that has resulted in these significant knowledge gaps?

What are the tensions between Occupational Science and Occupational Therapy in enacting decolonial praxis?

What are the enablers to enacting decolonial praxis in Occupational Science, and Occupational Therapy?

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**Submission ID:** 1164671

# **PERCEIVED BENEFITS OF PARTICIPATING IN COMMUNITY DRUM CIRCLES: IMPLICATIONS FOR OCCUPATIONAL SCIENCE**

Kristine Haertl, St. Catherine University

Sean Cudd, Points of Stillness

## **Abstract**

Participation in drumming dates back to over 5000 B.C. and has influenced societies globally through music, medicine, and personal expression. This study explored the member perspectives and perceived benefits of participation in drum circles.

A phenomenological study was conducted with 6 participants from 2 drum circles to explore personal experience and perceived benefits of participation in drum circles. Sub questions provided additional information related to the occupation of drumming, the personal meaning of drum circle participation, the means by which individuals were introduced to drumming, and the social aspects within the drum circle. Data were coded both inductively and deductively (Patton, 2014) and were cross checked between a faculty and student researcher. The dual coding and cross checks provided triangulation in order to enhance reliability and validity. Through participant experiences, this study sought to convey a sense of the “lived experience” of the research participants in relation to drum circles (Price et al., 2017).

Participants reported positive emotional and physiological benefits, prior, during and after participation in drum circles. Positive social interaction, connection with others and personal enjoyment contributed to participant experience. Although there were variations in how individuals began the occupation of drumming in addition to differences between the format of drum circles, the act of drumming itself was perceived as having benefits beyond the listening to drums within a musical context. All participants were open to new learning and experiences, desired to share drumming with others, and experienced drum circle participation as a valued and meaningful activity. Many of the experiences described parallel descriptions of flow (Csikszentmihalyi & Nakamura, 2018). Results suggested that drum circles may be useful as a therapeutic tool to promote, maintain, and restore engagement in meaningful occupations with beneficial outcomes related to physical and mental health.

In line with the conference theme, this study has relevance to both occupational science and occupational therapy. One of the researchers has experience using the occupation of drumming in therapy and has witnessed its therapeutic benefits in working with clients with a variety of health conditions. The study further illuminates an understanding of the ancient practice of the occupation of drumming and the perceived benefits of participation in a drum circle.

**Keywords:** drum circles, occupational participation

## **Discussion Questions**

The present study found participants in drum circles described experiences akin to Csikszentmihalyi’s concept of flow. How do we further utilize flow in our understanding of occupational science and its application to occupational therapy?

The participation in drum circles dates back thousands of years. What can we learn from the sociocultural aspect of drumming that informs occupational science?

In line with the conference theme of occupational science and occupational therapy: tension and fit, what do we see as commonalities in the implications of this study for occupational science and occupational therapy. What differences exist?

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**Submission ID:** 1201134

## SATURDAY, OCTOBER 22: AFTERNOON SESSION

### LEARNING THROUGH DOING: UNDERSTANDING THE COMPLEXITY AND MEANING OF OCCUPATION TO PROMOTE OCCUPATION BASED PRACTITIONERS

Adele Breen-Franklin, University of the Sciences

Karen Atler, Colorado State University

#### Abstract

This occupation balance assignment provided students the opportunity to understand the complexity and dynamics of occupation in one's daily life. Through the use and analysis of the Occupational Experience Profile (OEP), and participation in preferred occupations, students made connections between self, occupation, health, and practice.

Participants were first year, second semester students. This assignment was developed around Pierce's 7 Phases of the Design Process (2003), the Subject-centered Integrative Learning model (Hooper et al., 2020), and learning-centered teaching (Blumberg, 2019). Students completed 2 weekdays and 1 weekend day for the OEP and reflected on their daily experiences. The OEP is a client-centered, occupation-based time use diary in which an individual can become aware of the relationship of occupational performance, experience and context (Alter & Berg, 2018). Through completion of OEP and self-reflection, students examined their daily occupations. Students met weekly in their lab sections to discuss findings and develop semester-long goals, that they followed. At the end of the semester, students completed a 2nd OEP (2 weekdays and 1 weekend day) and reflected on their experiences. During the final lab, each student presented a short power point presentation. Data was collected through the two reflections students completed. Identifiers were removed from the reflections and the content was analyzed by the instructor and co-investigator to examine students' perspectives on their learning related to the nature and dynamics of occupation. Codes emerged from the data and were guided by the questions students answered in their reflections.

Common student goals included health maintenance, cooking, increased time for pleasure and restoration, formal and informal learning opportunities, and rest and sleep. Students also discussed their perceptions of supports and obstacles for their chosen goals. Students indicated that they became more aware of the importance of occupation in their lives, the nature of occupation, perception of time, and writing and working on goals. Students discussed learning about the concept and importance of occupational balance, and tools to make changes. Students valued the reflection, idea of "change" as a process, learning and appreciating the meaningful occupations of a client to plan services. This use of occupation, many students realized, was unique to the profession.

Use of occupational science concepts in an occupational curriculum may ensure that there is a focus on occupation-centered learning. This focus helps that students understand the core concept of occupation and its significance to the profession (Yerxa, 1998).

**Keywords:** occupation, Occupational Experience Profile, learning-centered teaching

### **Discussion Questions**

How can you use concepts of occupational sciences in the courses that you teach?

What does it mean to have an occupation-centered curriculum? What does an occupation-centered curriculum look like?

How can utilize learning-centered teaching to your courses to promote occupational science concepts?

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**Submission ID:** 1192298

## **OCCUPATIONAL DEPRIVATION OF THE FATHER-INFANT RELATIONSHIP IN THE PERINATAL PERIOD**

Nicholas Kasovac, Kids At Play Therapy

### **Abstract**

The transition to fatherhood is an amazing, life-changing event that is wrought with excitement, anticipation, happiness, anxiety, fear, dread, and stress. Within a Life Course Health Development framework “health development enables certain outcomes such as quality of life, wellness, and well-being and that occupational engagement is a key mediator, or determinant, of health” (Pitonyak et al., 2015). In the early stages of this transition, the perinatal period, most fathers (particularly BIPOC & LGBTQA+ fathers) constantly and repeatedly encounter disruptions of the father-infant relationship, as well as barriers/obstacles to their best intentions to be a good father, supportive partner, and responsible parent (Bonsall, 2014). Using an occupational lens to understand the dynamics of this important role can assist to see these obstacles, barriers, and limitations that are imposed on fathers, particularly in the perinatal

period. Unfortunately, the literature in occupational therapy and occupational science provides minimal information or guidance for this important role (White, 2020). As health providers that interface with new families, including fathers, it is crucial that occupational therapists be mindful of both risk and protective factors that are inherent in this role and the intersectionality with other health determinants, such as toxic masculinity.

First, this presentation will provide examples of occupational deprivation in the father-infant relationship during the perinatal period, including professional gatekeeping (Francarolo, 2016), and the most common worries of expectant fathers. Second, the effects of this occupational deprivation ripples beyond the father and his/their role that affects himself/themselves, the infant, the mother/partner, the community, and society as a whole, as described in the Life Course Health Development framework. Third, solutions and suggestions will be solicited from participants to foster dialogue and discussion that will help to shift this vital role from one of occupational deprivation to occupational resilience.

Potential outcomes for participants:

- Describe occupational deprivation experienced by fathers during the perinatal period
- Name 2 risk factors for fathers in the perinatal period
- Identify 2 protective factors for fathers within life course health development

**Keywords:** fathering, perinatal period, life course health development

### **Discussion Questions**

How have you witnessed or experienced occupational deprivation between father and infant?

Using the Butterfly Effect as a model, what is one change that could change everything?

What are 3 ways OTs can promote the father-infant relationship? What are 2 changes that OT educators could employ to make a difference?

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**Submission ID:** 1221084

## **DEVELOPING HEALTH NARRATIVES WITH PEOPLE WITH INTELLECTUAL DISABILITY: TRANSITIONING FROM THEORY TO PRACTICE**

Libby Hladik, University of Wisconsin-Madison

Allison Doerpinghaus, University of Wisconsin-Madison

Karla Ausderau, University of Wisconsin-Madison

### **Abstract**

Access to and participation in health care is a health promoting occupation that is often restricted for people with intellectual and developmental disabilities (IDD) (American Occupational Therapy Association [AOTA], 2020). Reduced participation in health-promoting occupations and healthcare access can lead to poorer health outcomes overall (Meade et al., 2015; Vogan et al., 2017). This is especially critical as individuals with IDD often have unique healthcare needs necessitating use of the healthcare system (McCormick et al., 2020). Health narratives can serve as a therapeutic tool for identifying an individual's ideas and needs around health and well-being. Health narratives can identify health care priorities, facilitate access to specific health care services, and examine impacts of existing systemic health inequities (Pallai & Tran, 2019). The purpose of this paper is to describe how occupational therapy practitioners can use health narratives as a therapeutic tool to address systemic barriers and facilitate inclusive and meaningful healthcare access for individuals with IDD.

Fifty- four individuals participated in a multi-step process to construct individual health narratives. Participants with intellectual disabilities, ages 15 to 55 years, were identified through convenience sampling from four states. Participants, independently or with 1:1 direct support of a caregiver, constructed a health narrative through a semi-structured interview and feedback process with a trained facilitator. Thematic analysis within and across narratives was completed to identify barriers to health care access and priorities.

Across the entire sample of health narratives, systemic barriers were identified that prevented people with IDD from accessing health care that met their specific needs. Nine themes were identified: Knowledge is Empowering, Need for Accessible Language, Individualized Accommodations, Acknowledgment of Positive Health Behaviors, Recognition of Multiple Identities, Provider Education, Sensory Experience in Facility Design, Telehealth Services, Expansion of Insurance Coverage. Individual health narratives were used to identify individual barriers and challenges encountered when attempting to access health care. Three case studies will be discussed that illuminate the application of health narratives as a therapeutic tool to address existing systemic barriers to healthcare access and utilization for health promotion.

Development of health narratives can be a meaningful tool to support self-advocacy, meaningful

occupation, and health for people with IDD. Utilizing health narrative development as a OT intervention should be further examined considering clinician self-efficacy and outcomes in healthcare access for people with IDD.

**Keywords:** intellectual disabilities, health narratives, health promotion

### **Discussion Questions**

What are other ways that the occupational science perspective of meaningful occupation can provide unique contributions to accessing healthcare and health promotion with self-advocates with intellectual disabilities?

What are possible barriers that clinical OTs may face when trying to implement health narrative as intervention in their practice?

What are the best outcomes to measure, at both individual level and a population levels, to best capture how developing health narratives impacts navigaiton of health and health care systems?

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**Submission ID:** 1221037



## **DISCUSSING “OCCUPATIONAL SCIENCE’S STALLED REVOLUTION AND A MANIFESTO OF RECONSTRUCTION”**

Elizabeth Francis-Connolly, University of Saint Joseph

### **Abstract**

In this 60-minute forum, Elizabeth Francis-Connolly, Chair of the SSO:USA Board of Directors, will moderate a discussion of Professor Gelya Frank’s video address at the 26th Occupational Science Symposium in 2021. The forum will allow a wider audience to view and discuss the 20-minute presentation, which takes a challenging stance on crucial questions: What foundational ideas are essential to occupational science? Has the discipline fulfilled the objectives and aspirations of its founders? How has the discipline’s 30-year research trajectory been narrowed in the neoliberal university? What knowledge has occupational science actually produced? What criteria guide knowledge production in the discipline? Is it a science? How can we tell if occupational science is advancing? And, if occupational scientists are getting grants, publishing papers, and advancing the viability of occupational therapy departments, do the foregoing questions matter?

Gelya Frank urges occupational science scholars to face the philosophical and political contradictions of the discipline’s current situation and self-understanding. At stake, Frank argues, is the question of what occupational science is doing—and not doing—in the neoliberal university. She traces the historical foundations of occupational science that could be used to reconstruct the discipline. Reconstruction is needed, she argues, so that occupational science can better support and fulfill its foundational vision. In Frank’s view, the most revolutionary aspect concerned the vision of occupational science as a discipline focused on helping people to solve their human problems—individually and collectively—through expert knowledge about human capacities, using non-coercive theories and participatory practices.

Building on the 2022 SSO:USA Conference theme examining tensions between discipline and profession, this forum offers participants a solid background of intellectual resources for assessing the discipline’s success in fulfilling its foundational goals. One key objective of the discipline was to support occupational therapy practice. It was anticipated, however, that practice would be changed as the result of generating new knowledge. To what extent has that happened? In other words, the task for the discipline was other than to validate practice as then (or now) known. The potential for the discipline was more revolutionary: Not only would occupational science help the occupational therapy profession to survive, but help humanity solve its problems by producing an substantively new (and not merely “interdisciplinary”) body of knowledge and practice. The conversations and debate provided in this forum may well enable the next generations of occupational science scholars to realize more fully the audacious possibilities of the founders' vision.

**Keywords:** occupational science's foundational vision, history of occupational therapy, prophetic pragmatism

### **Discussion Questions**

What does Professor Frank argue concerning whether occupational science has fulfilled its revolutionary potential? Why or why not? Do you agree?

What does Professor think should be the relationship between occupational science and occupational therapy? What is the tension between them, in her view?

What is neoliberalism? Is Professor Frank's analysis correct concerning the relationship between neoliberalism and the dominance of biomedical research in the university?

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**Submission ID:** 1220698

## **LINKING OCCUPATIONAL SCIENCE TO OCCUPATIONAL THERAPY: UNDERSTANDING THE SENSORY EXPERIENCES OF OCCUPATIONS**

Erna Blanche, University of Southern California

Don Gordon, University of Southern California

Gelya Frank, University of Southern California

Rebecca Aldrich, University of Southern California

## **Abstract**

This paper analyzes the historical links between occupational science (OS) and sensory processing/sensory integration theories (SI), focusing on overlaps and differences in scholarship, research, and practice. It will start with a short historical review of OS and SI at USC. Then, continue with data showing their separate development and the implications this separation

might have had on theory development, occupational therapy practice, and research. Furthermore, conclude by exploring areas of occupational science research that may benefit from incorporating sensory processing and sensory integration principles in the study of meaning and experience.

The first publications to introduce occupational science as a new discipline identify its roots in two main theoretical currents, occupational behavior originally developed by Mary Reilly (1961, 1974) and sensory integration, initially conceptualized by A. Jean Ayres (1963, 1972) both theories emanating from occupational therapy (Clark, 2019; Clark et al., 1991; Frank, 2021; Yerxa, 1990). An illustration of the link between Reilly, Ayres, and Yerxa, as one of the principal originators of occupational science, is evident in an examination of the Eleanor Clark Slagle Lectures by Reilly (1961), Ayres (1963), and Yerxa (1966) as part of a conversation, in which each lecture appears to answer the questions posed by its predecessor. While clearly, the founders sought some synthesis or interconnected development of Occupational Behavior and Sensory Integration in occupational science, the two frameworks mostly decoupled from each other with sensory integration research focusing on sensory processing disorders and autism and occupational science on social issues. As a result, although OS and SP/SI research grew exponentially, they diverged from each other and seldom shared their missions.

Central to occupational science is the importance of the meaning and experience of occupations (Clark et al., 1991; Frank, 2021). Meaning is derived from the experience of doing, hence the sensory characteristics of an occupation play a unique role in how one relates, remembers, enjoys, and values its performance. It would enrich both occupational therapy practice using sensory approaches and OS's understanding of occupation if we discover novel ways to study and apply their shared beliefs.

Exploring the interception between OS and SP/SI principles will enrich our understanding of experience while at the same time contributing to the practice of occupational therapy.

**Keywords:** sensory processing, meaning, experiences

## **Discussion Questions**

Are the sensory aspects of occupations central when studying meaning and experience?

Can we identify other areas of occupational science research applied to occupational therapy that relate meaning and experience to physiological processes? Is this important?

What research methods could be used to expand our understanding of the links between sensory experiences and occupational choices? How can that information translate into occupational therapy?

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**Submission ID:** 1214757

## **CAREGIVING RATHER THAN CAREGIVER: FOCUSING ON THE OCCUPATION DEEPENS AN UNDERSTANDING OF THE PARTICIPANTS**

Jenny Womack, University of North Carolina at Chapel Hill

### **Abstract**

The intent of this paper is to advance the idea that exploring caregiving as an occupation results not only in a richer and more nuanced appreciation of its complexity, but also holds promise for revolutionizing therapeutic interactions involving caregiving situations.

Informal caregiving, referring to unpaid care provided by friends or family members, is a critical part of the fabric of health and well-being in contemporary society throughout the world. Participants in caregiving situations contribute to sustaining lives, honoring relationships, and undergirding health and human service systems. While the human actors involved in caregiving situations are often engaged in what was an unexpected role transition, the fundamental aspects of caring and the expectations for providing care are instilled over a lifetime and contextually influenced. Caregiving is a reciprocal relationship characterized both by societal and more proximal interpersonal expectations for how it should be conducted; research both within and beyond occupational science is pointing to the need for a much more complex understanding of this occupation. While professionals often conceptualize caregiving as a procedural exchange and caregivers as extensions of their services, those more intimately involved in caregiving situations tend to describe it from a relational and multi-layered perspective. These mismatched perceptions result in tensions in communication, interpersonal interactions, and ultimately actions that affect the lives of everyone involved. For these reasons, understanding the layered nuances of giving and receiving care warrants attention from occupational science and promises also to transform therapeutic efforts to engage with caregiving situations.

Exploring caregiving through the perspective of occupational science has the potential to capture the complexity of situations involving multiple human actors who understand their roles through a culturally-influenced lens that carries both contextually-bounded and individually-influenced expectations. To engage in caregiving is to construct an occupational world that both

taxes and sustains multiple people within it, a phenomenon that warrants an occupational lens.

Caregiving is a complex and nuanced occupation that necessitates exploration by occupational science; undertaking that exploration also promises to inform therapeutic interactions such as those undertaken in occupational therapy.

**Keywords:** caregiving, complexity, occupation

### **Discussion Questions**

How might societal expectations intersect with individual concepts of caregiving to influence how participants in care situations conceptualize and navigate their involvement?

What fundamental moral and ethical principles influence how care for another person is characterized in a given cultural context?

How might an occupational understanding of caregiving influence interactions with care participants in a therapeutic profession such as occupational therapy?

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**Submission ID:** 1219855

## **A JOURNEY MATRIX: NAVIGATING THE COMMUNITY AS OCCUPATION FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES**

Roger Ideishi, George Washington University

Brian Samsell, George Washington University

Ross Edelstein, Indiana University

Tracy Jirikowic, University of Washington

Jennifer Pitonyak, Pacific University

## **Abstract**

The complexity of occupational participation involves navigating through inter-related systems for the person but the systems may not necessarily be inter-related to each other. For a disabled person and their family, the disconnected systems often pose challenges to participation in community life. A qualitative investigation into this community navigation explored the lived experiences, perceptions, and actions of people with developmental disabilities and families with a disabled child.

Personal narratives gathered from disabled individuals and families of a disabled child described their experience preparing for and engaging in the occupation of community navigation. 19 stakeholders (e.g., occupational therapists, disability advocates) participated in a summit meeting to explore facilitators and barriers to community navigation. The meeting proceedings and personal narratives were audio captured and transcribed. Data analysis was an iterative process that employed several approaches for trustworthiness. First, a content analysis of the data was completed to identify preliminary categories. Then 3 individual interviews were done to further examine the emerging concept of community navigation. Finally, a narrative approach was used to analyze the interviews for a coherent and unified lived experience of the occupation of community navigation.

Through the content and narrative analysis of the summit meeting and individual interviews, disabled individuals and families of children with disabilities referred to a complex matrix involving complex physical, social, and emotional activities a person and family must identify, sequence, coordinate, and implement to navigate community life. This journey matrix, as coined by a few participants, involves decisions often dependent on contextual factors a disabled person must reconcile between physical and social-emotional effort and the physical and social-emotional risks involved. A positive community experience often facilitates further community exploration. But a negative community experience often is avoided in the future. Additional supports for safe and successful community navigation were identified.

Magasi (2012) described the unnoticed occupations in negotiating the social service systems for persons with a disability and the complex processes involved. This study examined the unnoticed construction of tasks choices, activity layers and the intersecting and non-intersecting systems disabled individuals and families of a disabled children navigate for community participation. Awareness and knowledge of unnoticed occupations supports practitioners decision making related to the complex systems to community participation rather than merely an individual occupation. This study examines beyond an individualistic focus of occupation and examines occupations as complex transactions between a person and evolving situations and systems (Dickie et al., 2006).

**Keywords:** developmental disabilities, community participation, journey matrix

## Discussion Questions

Dickie et al proposed occupations as transactional across people, situations, and systems. Should and how should we be studying occupations from multiple perspectives in an integrative whole manner?

Unnoticed occupations and the systems that create challenges for productive occupations are often embedded within systems and institutions. How do we examine and address these complex system, organizational, and institutional occupations and challenges for productive occupational engagement for all of those woven within these occupational transactions?

What other opportunities exist for occupational science to examine access to participation in the community (e.g., arts and leisure) to inform occupational therapy intervention addressing disparities in access? Does the OT Practice Framework restrict how researchers and practitioners view occupations (e.g., individualized occupations)?

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**Submission ID:** 1196570

## **SLEEP IN NURSING, OCCUPATIONAL AND PHYSICAL THERAPY STUDENTS IN JAPAN: IMPLICATIONS FOR OCCUPATIONAL THERAPY PRACTICE**

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## **Abstract**

The occupation of sleep is essential to human development, health, and wellbeing. Inadequate sleep or “sleep debt” is a significant health concern, contributing to limitations in occupational performance, especially for university students in Japan (Itani et al., 2016; Pallos, Gergely, Yamada, Miyazaki, & Okawa, 2007). This study explored sleep quantity and quality in college students seeking entry-level degrees in nursing, occupational and physical therapy at a university in Japan. We also explored personal factors that may explain self-reported sleep debt ( $\leq 6$

hours of sleep), such as sleep-related complaints, beliefs, and practices (occupations).

This is a cross-sectional descriptive study of a prefectural university in Japan during October 2021. A total of 369 students completed demographic questions and the Pittsburg Sleep Quality Index (PSQI; Doi et al., 2000). One-way analysis of variance (ANOVA) explored differences in PSQI variables by year in school (1st through 4th year) and by gender (female or male). Logistic regression modeling sought to explain students reporting 6 hours or less of sleep; including demographic factors and well-validated assessments of personality, depression, anxiety, circadian preference, dysfunctional sleep beliefs, daytime sleepiness, and sleep hygiene practices.

Students were on average 20.0 (sd = 1.3) years old, and 86.4% were female. Average sleep duration was 400 (sd = 67) minutes. The mean PSQI score was 4.8 (sd = 2.5) indicating effective sleep on average, though 41.4% of the sample reported sleeping 6 hours or fewer. ANOVA results indicated no differences in sleep duration or PSQI scores by gender. PSQI scores were lower in 3rd year students compared to 2nd. In the logistic model short sleep ( $\leq 6$  hours) was explained by: commuting 30 or more minutes to school, difficulty falling or staying asleep, daytime sleepiness, dysfunctional beliefs about sleep, an agreeable personality type, and indicating a late (“owl”) chronotype (chi square = 56.22(22),  $p < .001$ ; Nagelkerke R-Square = .205).

Sleep debt occurred in two out of five students and was associated with poor sleep quality and daytime sleepiness indicating negative effects upon occupational performance. Greater dysfunctional sleep beliefs were also associated with sleep debt, and educational and behavioral interventions could be used to address these factors in order to improve sleep quantity and quality (Eakman, Schmid, Kinney, Rolle, & Henry, 2022). Chronotype and personality factors could be addressed through time management strategies within occupational therapy-led sleep health initiatives in university settings.

**Keywords:** sleep, chronotype, occupational therapy

## Discussion Questions

Which aspects of the occupation of sleep (or sleep difficulties) in college students could or should be addressed by occupational therapy ?

Which environmental factors supporting or hindering sleep quantity and quality should be studied in combination with personal factors?

How best can the study of sleep in college students inform occupational therapy intervention?

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**Submission ID:** 1212328

## **MATERNAL-INFANT TRANSACTIONS AND OUTCOMES OF SOCIAL-EMOTIONAL COMPETENCE**

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Barbara Thompson, Michigan State University

Pat Levitt, The Saban Research Institute, Children's Hospital Los Angeles, University of Southern California

Grace Baranek, University of Southern California

### **Abstract**

Transactions within occupations reflect relationships within a situation, and the active agents continuously influence and change each other to form a comprehensive system that can influence development (Dickie et al., 2006; Sameroff, 2009). Early transactions between mothers and infants are critical for optimal development of child well-being, as these transactions may facilitate or hinder healthy development. Engagement in co-occupations, such as play, is often where these transactions occur between mothers and infants, but little research in occupational science exists that quantitatively investigates the importance of transactions during engagement in co-occupation and its relationship to facilitating healthy child development. The main goal of this study was to test an innovative quantitative model of transactions between mothers and infant engagement in the co-occupation of play and their influence on well-being in toddlerhood with advanced statistical models.

This longitudinal study used a community convenience sample of 56 mother-infant dyads who were primarily Latino followed across seven timepoints from 2 to 36-42 months of age. Videos of maternal-infant play from 2 to 24 months were retrospectively coded for infant engagement (e.g. mother-looking) and maternal engagement (e.g. maternal responsivity) at 2, 6, 9, 12, and 18 months, and co-occupational engagement (e.g. joint engagement) at 24 months. A measure of strength-based child well-being (e.g. social-emotional competence) was collected at 36-42

months. Given sample size and model complexity, alpha was set at  $p < 0.10$ . Growth trajectories of infant engagement from 2 to 18 months were estimated. We then modelled mediational transactional pathways between infant and maternal engagement from 2 to 18 months, co-occupational engagement at 24 months, and subsequent child well-being at 36-42 months.

The model showed significant indirect effects from baseline of infant mother-looking through baseline maternal responsivity, change in infant mother-looking change in maternal responsivity to joint engagement at 24 months ( $-3.06, p=0.07$ ), meaning there were transactional processes between infants' and mothers' engagement during co-occupations across 2 to 18 months which influenced development of co-occupational engagement when the child was 2 years of age. Additionally, joint engagement at 24 months predicted later social-emotional competence, so that children who had more co-occupational engagement with their mothers also had higher child well-being ( $0.05, p=0.05$ ).

This study provides preliminary evidence that transactional processes during the co-occupation of play between infants and caregivers across the first 18 months of life can be quantified, and that these transactional processes that occur during co-occupations can shape development of later child well-being.

**Keywords:** transaction, co-occupation

### **Discussion Questions**

To discuss how quantitative longitudinal modeling can further our occupational science understanding of maternal-infant transactions.

To explore tensions and fits with incorporating developmental concepts of transactions into occupational science.

To discuss the interplay of engagement and transactional concepts in occupational science

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**Submission ID:** 1214541

## **DECOLONISING OCCUPATIONAL SCIENCE, TIME TO OWN UP TO RECYCLING INSTITUTIONAL INJUSTICE TO THEN DISRUPT IT**

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## **Abstract**

The discussion forum is to improve audience understanding of decolonising occupational science and to develop actions in areas to start applying the decolonising methodology.

Sipos et al.'s (2008) 'head-heart-hands' framework for transformative learning will be applied, that is:

head = identify what you want, you need to (un)learn and learn; critically reflect on what you have learnt. Change your thinking.

heart = deepen understanding and how it relates to you and your positionality. Change your behaviour.

hands = develop praxis, practical action and measures. Change through action.  
Only then can praxis surface to engage in decolonising occupational science.

It has been a long time coming for occupational scientist in the Global North to notice that its concepts are not fit for global purpose. The special edition of the *Journal of Occupational Science* 2020 volume 27 issue 4 tried to educate regarding the systems of racism embedded in Euro/Western centric occupation therapy ideologies and philosophies which are recycled through research, education, and practice (Simaan, 2020). They identified a pledge to antiracism (Hocking, 2020)

However, decolonisation is wider than racism, it refers to systems of oppression that continue from colonial legacies. To understand decolonisation we need to understand colonial history to then understand its contemporary manifestations and outcomes in the discipline. This is about the occupational science community as Ramugondo (2015, p. 488) would term as having occupational consciousness which is "ongoing awareness of the dynamics of hegemony and recognition that dominant practices are sustained through what people do every day, with implications for personal and collective health."

To reflect, review and reframe the importance of decolonising occupational science to disrupt institutional racism, discrimination, injustices and inequities in the profession.

**Keywords:** decolonising occupational science

## **Discussion Questions**

What is the meaning of decolonising occupational science?

What actions can be taken to start decolonising occupational science?

What is your personal pledge of action to start decolonising occupational science and why?

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**Submission ID:** 1213097

## **OCCUPATION THROUGH COMPLEX RELATION - A HUMAN CENTERED DESIGN PROTOCOL**

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Dominique Van de Velde, Ghent University

Patricia De Vriendt, Ghent University - Vrije Universiteit Brussel

### **Abstract**

Since the UN Convention on the Rights for People with a Disability, society is more and more convinced that People with an Intellectual Disability (PID) are unique people with abilities contributing to society. However, PID are still dependent on the quality of support of their caregivers, mostly because it is difficult for PID to articulate their needs and wishes. The complex relationship between both the caregiver and PID is essential to enable occupations for PID. In addition, caregivers also are in need for support. However, little is known about how caregivers enable occupations and which support needs they have.

This study established a unique Human-Centered-Design (HCD) protocol, which is enriched with traditional research methods, to investigate what caregivers need, and to develop appropriate supportive materials or tools. The HCD protocol encompasses three phases (inspiration, ideation, and implementation). The inspiration phase uses both qualitative and quantitative research methods. The ideation phase uses the world café methodology and co-creation sessions. Ultimately, in the implementation phase, a tool or service will be tested and refined in living labs, using a realist evaluation approach.

By applying this HCD protocol, the PID and his caregiver are really at the centre of the development process, which ensures the end product or service is grounded in the needs and wishes of the person for whom one is researching/designing/developing. Consequently, caregivers should be more supported while enabling occupations, and PIDs are expected to become more engaged in occupations, and by extension in society.

HCD has the potential of being a unique approach in enabling occupations. To realise that, a reference protocol as this is needed to guide future researchers to empathise, co-create and implement sustainable solutions to real occupational problems.

**Keywords:** intellectual disability, co-creation, implementation

## **Discussion Questions**

What approaches are most suitable for enabling occupation?

Why is co-creation a powerful tool in enabling occupation?

Why is it so hard to implement new tools or services to enhance participation in occupations

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**Submission ID:** 1214922

## VIRTUAL POSTER SESSION

(Online Only)

### DEVELOPMENT OF IDENTITY IN FIRST & SECOND GENERATION BORN AFRICAN CHILDREN

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Margaret Carr, Eastern Kentucky University

Sarah Cox, Eastern Kentucky University

King Keely, Eastern Kentucky University

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#### Abstract

Topic: Refugee & Immigrant Resettlement

This study aimed to: 1. Describe the occupational identity of African children resettled in America compared to American-born children of African parents. 2. Understand the impact of acquired American culture on a refugee/immigrant child's daily occupations. The research questions were:

1. Which factors influence the embedment of African culture in identity formation of refugee/immigrant children from Africa?
2. How does the development of occupational identity of first vs. second generation born children differ?

Semi-structured open ended interviews were conducted either at a local Swahili Camp or by Zoom for 30 minutes . Participants were five 5-14 yr old children. who were either first or second generation refugees/ immigrants from Africa. A qualitative approach was used for data analysis, employing open and axial coding. A word frequency check was used, and a parent member checked was used to add rigor to the findings.

Emergent results were that there were differences noted in affiliation of one's cultural identity. Children who recalled experiences and situated living in Africa were more likely to express an African part of their identity, desire to continue a relationship with Africa, and were more involved with family members still living there. Children who were born in the USA or who immigrated as young children and did not remember experiences of Africa were more likely to identify as American and speak of their parents as 'immigrants'. Similar differences were noted in themes of leisure play interests, social participation with African and American peers, and an educational mindset to their school studies. A common theme for both groups was the centrality of family life in their lived experiences in the United States.

Implications for occupational science are to consider identity development for child refugees/immigrants that may be different than the cultural identity assumed by their parents. As well, it may be worthwhile in future studies to consider that the ambient experience of refugee/immigrant children may be experienced differently than African-American children, even though both may face challenges based on discrimination. Development of dual identity is an important consideration in American culture and in occupational science as refugee resettlement increases and American society will influence and be influenced by its immigrants.

**Keywords:** refugee resettlement, dual identity, African children

### **Discussion Questions**

How might cultural identity affect how a child navigates their educational, social, and familial environments?

What seems to be unique about how children may acclimate to a new country and enter that society as opposed to their refugee/immigrant parents?

Does dual identity formation seem to be a support or a barrier to everyday interactions?

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**Submission ID:** 1162478

# **I AM A CAREGIVER BUT CAN'T SEE MY PARENT! COVID-19 VISITOR RESTRICTIONS IN LONG-TERM CARE**

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Mary Egan, University of Ottawa

## **Abstract**

To limit spread of COVID-19, long-term care and retirement homes across many American states and Canadian provinces, adopted lockdown restrictions throughout 2020 and 2021. Residents could not leave the home; family members and other non-staff individuals (e.g. friends, clergy, rehabilitation professionals) were barred from entering. These restrictions were a public health approach to limit spread of the virus, however, they also resulted in many unintended serious consequences for the health, well-being, function and autonomy of older adult residents, and had important implications for their family members and staff (Avidor & Ayalon, 2022; Veiga-Seijo et al., 2022). In this study we take a critical occupational approach (Njelesani et al., 2013) to examine the impact of the restrictions for family caregivers of older adults in long-term care and retirement homes.

In this qualitative study, forty family caregivers of older adults in long-term care and retirement homes across Ontario Canada participated in semi-structured interviews. The analysis was guided by the critical occupational approach informed by concepts of relational autonomy and caregiving, and followed a thematic analysis process as outlined by Braun & Clarke (2021).

Participants reported experiencing distress in relation to five areas: how much the pandemic exacerbated losses in function for their parent and not knowing what “could have been”; their perceptions of loss of quality of life for their parent; challenges attempting to enact their caregiver role given the restrictions and changed processes; inconsistencies and lack of rationale for how restrictions were interpreted and applied; and anger at how their role was perceived and how they were treated by various levels of policymakers including at provincial and home levels.

The role of caregiver can be highly meaningful for family members (Avidor & Ayalon, 2022). Being cut off from their parent and this meaningful caregiving occupation had significant implications for family member caregivers and caused great distress leaving family members with unanswered questions and regrets. More research needs to be done to identify ways in which caregiving roles could be adapted in various situations and how institutions could better work with individuals to facilitate caregiving roles in various contexts and circumstances.

**Keywords:** caregiving, older adults, critical occupational approach

## **Discussion Questions**

How might the role of caregiving be adapted in times of isolation?

How did the critical occupational approach guide the analysis?



How might a focus on relational autonomy better enable facilities and informal caregivers to work together to provide the best care under various circumstances?

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**Submission ID:** 1214917

## **FAMILY-CENTERED SUPPORT THROUGH STORYTELLING: A CHILDREN'S BOOK FOR HYPOPLASTIC LEFT HEART SYNDROME**

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Adam Cassidy, Boston Children's Hospital, Harvard Medical School

Katherine Campbell, St. Catherine University

## **Abstract**

There are many challenges associated with parenting children diagnosed with hypoplastic left heart syndrome (HLHS). The unique educational and psychosocial needs of these parents are often overlooked and significantly influence parent and child health outcomes. Most children with HLHS undergo a series of three operations called the Norwood, the Glenn, and the Fontan. Care teams often provide specific guidelines and routines to follow between surgeries, but after the Fontan, parents are left without a clear roadmap for the future. The widespread demand for an intervention specific to this parent population led to the development of a children's book called "Flynn and Flora Prepare for the Fontan".

"Flynn and Flora Prepare for the Fontan" was created as a component of a doctoral capstone project. A scoping review was initially completed to identify evidence-based routes of education delivery. Existing literature supported the use of storytelling as a tool for family education. The content of the book was informed by the perspectives of an interdisciplinary team of clinicians who work closely with this parent population at Mayo Clinic as well as survey responses from 39 parents of children with HLHS. The book was disseminated to volunteer participants and a follow-up survey was sent to gauge satisfaction and recognize suggestions for future direction. Changes were made to the book based on stakeholder feedback and it currently awaits review for publication by Mayo Clinic.

Overwhelmingly positive feedback was provided by a variety of stakeholders whose input was incorporated throughout revisions of the book. The community support for this tool indicates that it has the potential to make a difference in the lives of people affected by HLHS. [Please note: excerpts from the book can be shared in this section]

This book offers a unique approach to occupation-based education for families and children with HLHS. The combination of separate child and parent pages allows for clinicians to support parental roles while providing pertinent educational material in an engaging way that supports the bond between parent and child. Sharing this resource with parents prior to the surgery may empower them by consolidating information about the diagnosis and psychosocial resources all in one place. Based on stakeholder feedback, this resource is expected to be well-received by both care team members and HLHS parents alike.

**Keywords:** HLHS, hypoplastic left heart syndrome, congenital heart disease

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**Submission ID:** 1167561

## USING SOCIAL COGNITIVE THEORY TO PROMOTE OCCUPATIONAL PARTICIPATION IN CLIENTS POST BRAIN INJURY

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## Abstract

Social cognitive theory (SCT) is a commonly applied framework to modify health behavior (Bandura, 2004; Glanz, Rimer, & Vinswanath, 2015). SCT incorporates constructs of self-regulation, self-efficacy, social support, and environmental supports in health behavior modification (Bandura, 1998). These constructs align well with the fundamental occupational therapy (OT) practice guidelines (AOTA, 2021), but are not well researched within OT to date. The current study is an initial exploration of the feasibility of using SCT in guiding an intervention promoting occupational participation in clients post brain injury.

Data were collected from three trials of an occupational behavior change intervention targeting individuals post brain injury. The program (ActivOT) was delivered in a structured format with each session providing an educational component related to a specific SCT construct known to be associated with behavior change, and an activity participation component in which Master's of Science in Occupational Therapy (MSOT) students led participants through identification, adaptation, and modifications of a preferred occupation. Each trial collected data pre- and post-intervention on anxiety and depression (Hospital Anxiety and Depression Scale), and self-efficacy related to traumatic brain injury (TBI Self-Efficacy Questionnaire). Data were also collected on confidence with participation in chosen occupation at pre- and post-intervention, and satisfaction related to quality and frequency of participation.

Due to low sample size ( $n=7$ ), effect size calculations were conducted and indicated the ActivOT program had a large effect on anxiety change ( $d=0.7$ ), depression change ( $d=0.9$ ) and TBI self-efficacy change ( $d=-0.9$ ). All clients increased confidence with chosen occupation (pre: 1.5, post: 4.8), satisfaction of quality (pre: 1.2, post: 4.9), and satisfaction with frequency (pre: 1.9, post: 4.2). Mean scores of questionnaire data indicated symptoms of anxiety and depression decreased after intervention when compared to pre-intervention scores (anxiety change- 1.4 units,  $p=0.002$ ; depression change: -2.6 units,  $p=0.06$ ). TBI self-efficacy increased at post-intervention (+1.8 units,  $p=0.06$ ).

A small intervention study utilizing SCT and student coaches in promotion of occupational participation reduced symptoms of anxiety and depression, and increased feelings of self-efficacy. Additionally, all clients reported increased confidence and satisfaction with chosen occupational participation. Clients reported the biggest motivator for participating was the student involvement, and not the SCT constructs necessarily. Thus, more research is required to understand the role of social support from therapists/students in promoting occupational participation in clients post brain injury.

**Keywords:** social cognitive theory, occupational participation, brain injury

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## **EXPLORING THE OCCUPATIONAL TRANSITION OF LEAVING A NEW ALTERNATIVE RELIGIOUS MOVEMENT (NARM)**

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### **Abstract**

After leaving a new alternative religious movement (NARM), many former members experience psychological distress. Tops et al. (2018) identified four major categories of psychological distress: emotional difficulties, cognitive difficulties, relational and social integration difficulties, and other specific problematic behaviors. Many research studies have addressed the psychological impacts of NARMs, but no occupational science research has been conducted to examine the impact that NARM's have on former members' occupations. This study will identify common themes within first person narrative accounts of leaving a NARM, and examine how former members navigate this significant life change. It will illuminate how former members experience the occupational transition of leaving a NARM, providing better insight to professionals who serve this population. As a result, former members may have access to better support when leaving. By adding an occupational lens to this phenomena, this research can deepen the understanding of this population's lived experience, expand occupational science literature, and broaden the understanding of occupational transitions.

For the purposes of this study, we will use interpretive description as the basis of our methodology (Thorne, 2016). Qualitative thematic analysis will be used as our method (Braun & Clarke, 2012). This study will include analysis of primary sources by self-identified former members. Sources will include published works, documentaries, podcasts, or other verified sources which include information that is relevant to the research questions and provide the level of depth required for substantive analysis. All sources must be open to the general public and the member must be at least 18 at the time of sharing their story. Analysis will exclude sources that require membership for access and materials that were published more than 20 years ago. Data analysis will include both inductive and deductive coding. Deductive coding will utilize Wilcock's theory of 'doing, being, becoming and belonging' (Wilcock, 1998). This research study has been approved by the Dominican University of California IRB.

Findings for this study have not been completed to date. Data will be analyzed by May of 2022 and will be ready to present for conference by October 2022.

While there is a large body of interdisciplinary research that has been conducted regarding NARMs, there has been little to no research that has been conducted within the field of occupational science. Gaining an understanding of the occupational transition of individuals who leave new alternative religious movements (NARM) will add to foundational occupational science knowledge within this population.

**Keywords:** cult, transition, content analysis

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## SSO:USA 2022 CONFERENCE SCHEDULE AT-A-GLANCE

### Thursday 10-20-2022

<b>Registration</b>	<b>Thursday: 11:30am-12:45pm; 5:00pm-7:00pm – Mission Ballroom Foyer</b>	
	<b>Friday: 6:30am-7:00pm -- Mission Ballroom Foyer</b>	
<b>Session Time</b>	<b>Session Title, Speakers</b>	<b>Location</b>
9:00am-12:00pm	SSO Board Meeting (Board Members)	Cabrillo
1:00pm-5:00pm	Preconference Institute: “A Workshop on Participatory Action Research Methods” Dr. Joy Hammel and Dr. Amber Angell	Belmont
6:00pm-9:00pm	Welcome Reception & In-person poster session	Regatta Pavilion

### Friday 10-21-2022

Time	1	2	3	4
7:00am-8:00am	Breakfast: Mission Terrace			
8:00am-9:45am	Ruth Zemke Lecture in Occupational Science: Staffan Josephsson. Mission Ballroom			
9:45am-10:10am	Coffee Break - Mission Terrace			
Locations	Mission Room I	Mission Room II	Mission Room III	Belmont
10:15am-10:45am	1 Forum 30 min: “Occupational Justice and Occupational Therapy Education: A Student Perspective” (Lass, McGregor, & Gallagher)	2 Forum 30 min: “Cross-Cultural understanding of occupation: A Middle Eastern study” (Ahmad & Akbar)	3 Paper 30 min: “Occupational Science’s Contribution to Critical and Responsive Community Occupational Therapy Practice” (Lavalley, Garcia Wilburn, & Webb)	4 Forum 60 min ‘Contact zones’ to broaden dialogues: Collective planning for bridge building across occupation-focused communities (Baranek, Aldrich, McLaughlin Gray, & Lawlor)

10:50am-11:20am	5 Paper 30 min: “Understanding Academic Teaching Trends of Occupation in Occupational Therapy Curricula” (Mernar)	6 Forum 30 min: “East Asian vantage points towards occupation and global collaboration” (Lee, Kawabata, Li, & Syu)	7 Forum 30 min: “The promise of occupational science to occupational therapy: Has it been accomplished?” (Gordon & Blanche)	
11:25am-11:55am	8 Paper 30 min: “International Service Learning Programs in Occupational Therapy Education: Lessons from Occupational Science” (Gullion & Lavalley)	9 Paper 30 min: “Exploring the transactions between identity disruption and occupational identity disruption following traumatic brain injury” (Brown, Barth, & Grigg)	10 Paper 30 min: “Factors influencing the use of complex telerehabilitation technologies for post-stroke upper extremity rehabilitation at home” (Donnelly)	11 Paper 30 min “Meeting the Occupational Needs of a Frontier State: Infusing OS into OT Education in Montana” (Carroll & Krichen)
12:00pm-2:00pm	Occupational Balance Break: <a href="#">Barona Museum</a> , with curator Laurie Egan-Hedley (on site) Meet the Board Social Event, Pelican’s on the Bay (Restaurant on site)			
2:00pm-2:30pm	12 Paper 30 min: “Occupational adaptation and disruption when facing a covid-19 lockdown” (Van de Velde)	13 Paper 30 min: “Exploring Female Autistic Young Adult Perspectives: Navigating Daily College Occupations” (Mason)	14 Paper 30 min: “Sexual activity of young adults with cerebral palsy: A quantitative study” (Soros)	15 Panel 60 min “Synergizing Occupational Science and Occupational Therapy for Knowledge Mobilization: Theory-building, Research and Education” (Baranek, Aldrich, Lawlor, & McLaughlin-Gray)
2:35pm-3:05pm	16 Paper 30 min: “Pandemic places: A life course perspective on place, space, and occupation” (Vaughn)	17 Paper 30 min: “Occupational Science Foundations for Neurodiversity-Affirming Care of Autistic People in Occupational Therapy” (Williams)	18 Paper 30 min: “The Effects of Experienced Sexual Trauma on Occupation and Performance in Social Relationships During Adulthood” (Mullaney, Hursh, Johnson, & Raines)	
3:10pm-3:40pm	19 Paper 30 min: “Relationships Between Military Service, Occupation, Resilience, and Successful Aging for Older U.S. Military Veterans” (Carroll)	20 Paper 30 min: “Contributions of an occupational perspective to intersectionality theory: Experiences of families of children with autism” (Choi)	21 Paper 30 min: “Using Critical Sexuality Studies to Deepen Sexuality, Gender, and Disability Work in Occupational Science” (Ghasseminia)	22 Forum 60 min: “Mobilizing Occupational Science Knowledge in Everyday Occupational Therapy Practice” (Bagatell & Gallagher)

3:45pm-4:15pm	23 Paper 30 min: “Experiences of Student Service Members and Veterans who are Mothers” (Yeager)	24 Paper 30 min: “Camouflaging and Intersectionality Among Autistic Girls and Women: Rethinking Belonging in Occupational Science” (Franklin & Angell)	25 Paper 30 min: “An Occupational Rights Perspective on the Occupation of Work within the Transgender Community” (DiDino)	
4:20pm-4:50pm	26 Paper 30 min: “Meaningful occupations and the observable processes in the brain: A systematic review.” (Van de Velde, Cruyt, & De Vriendt)	27 Forum 30 min: “Engaging Stakeholders in the Autism Community in Knowledge Co Production: Lessons Learned and Paradigm Shifts” (Lawlor, Baranek, Blanche, Ochi & Lisle)	28 Paper 30 min: “Relationship of Transgender and Gender Non-Conforming Young Adults’ Mental Health to Occupational Engagement in Music” (Maloney)	29 Paper 30 min “The Form and Function of Multi-Species Occupations Involving Equines” (Pugh)
6:00pm -7:00pm	Ruth Zemke Reception: Silent Auction (cash bar)			
7:00pm-9:00 pm	Celebration Dinner (awards and recognitions, silent auction, cash bar) Banyan Court & Lawn			
9:00pm-10:30pm	Bring Your Own Talent (BYOT!) and Sing-a-long (cash bar) Banyan Court & Lawn			

**Saturday 10-22-2022**

<b>Time</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
7:00am-8:00am	Breakfast & Annual Business Meeting Mission Ballroom			
8:15am-10:00am	Ruth Zemke Lecture in Occupational Science: Gail Whiteford. Mission Ballroom			
10:00-10:25am	Coffee Break - Mission Terrace			
<b>Locations</b>	<b>Mission I</b>	<b>Mission II</b>	<b>Mission III</b>	<b>Belmont</b>
10:30am-11:00am	30 Paper 30 min “Critical discourse analysis: An occupational science methodology necessary for occupational therapy practice” (DePrimo)	31 Paper 30 min “Tension and Fit: The Missed Autistics” (Hernandez)	32 Paper 30 min “Understanding para surfing competition participation from a belongingness perspective: A qualitative study” (Johnson)	33 Forum 60 min “The study of occupation through Wicked Action Learning Teams; Strengthening occupational science translation for action” (Bucey, Todd, Delbert, & Stepansky)
11:05am-11:35am	34 Paper 30 min “What was missing from occupational therapy? The concerns and ideas that created occupational science” (Gordon & Blanche)	35 Paper 30 min “Beyond 'bad' behaviors: What can autistic lived experience teach us about participation and equity?” (Taylor)	49 Paper 30 min “Using an OS Lens to Understand an Holistic Approach to Women’s Postpartum Health and Wellness” (Martin)	
11:40am-12:10pm	37 Paper 30 min “Occupational Adaptation: A theoretical bridge between Occupational Therapy and Occupational Science” (Evetts)	38 Paper 30 min “Exploring the complexity of the family occupation construct: Tension and fit with inter-related constructs” (Pitonyak, St-Arnaud-Trempe & Umeda)	39 Paper 30 min “Introducing Occupational Science to Muslim Occupations: towards decolonial praxis” (Hendricks, & al-Ninowy)	40 Paper 30 min “Perceived Benefits of Participating in Community Drum Circles: Implications for Occupational Science” (Haertl)
12:10-2:00pm	Occupational Balance Break			

2:00 pm-2:30 pm	41 Paper 30 min “Learning through Doing: Understanding the Complexity and Meaning of Occupation to Promote Occupation Based Practitioners” (Breen-Franklin)	42 Paper 30 min “Occupational Deprivation of the Father-Infant Relationship in the Perinatal Period” (Kasovac)	43 Paper 30 min: “Developing Health Narratives with People with Intellectual Disability: Transitioning from Theory to Practice” (Hladik & Doerpinghaus)	44 Forum 60 min Discussing ‘Occupational Science’s Stalled Revolution and A Manifesto of Reconstruction’ (Frank & Francis-Connolly)
2:35pm-3:05pm	45 Paper 30 min “Linking Occupational Science to Occupational Therapy: Understanding the Sensory Experiences of Occupations” (Blanche & Gordon)	46 Paper 30 min “Caregiving rather than caregiver: focusing on the occupation deepens an understanding of the participants” (Womack)	47 Paper 30 min: “A Journey Matrix: Navigating the Community as Occupation for People with Developmental Disabilities” (Ideishi, Edelstein, & Pitonyak)	
3:10pm-3:40pm	48 Paper 30 min “Sleep in nursing, occupational and physical therapy students in Japan: Implications for occupational therapy practice.” (Eakman)	52 Paper 30 min “Maternal-Infant Transactions and Outcomes of Social-emotional Competence” (Holland)	50 Paper 30 min “Decolonising occupational science, time to own up to recycling institutional injustice to then disrupt it” (Ahmed-Landeryou)	51 Paper 30 min “Occupation Through Complex Relation - A Human Centered Design protocol” (Wille, Van de Velde, & De Vriendt)
3:45pm-4:15pm	Justice, Equity, Diversity, and Inclusion: Update and Recommendations from the SSO E&I Committee Mission Ballroom			
4:30pm-5:30pm	Community Forum Hors D’oeuvres/ Wine Mission Ballroom			

**Poster Sessions:**

All posters will be accessible online through our Whova portal. Attendees will be able to login to Whova view recorded posters and submit questions asynchronously to the authors.

**Online Only Posters**

<b>Poster Title</b>	<b>Presenters</b>
Development of identity in first & second generation born African children	Geela Spira, Eddy Ngeranya
I am a caregiver but can't see my parent! COVID-19 visitor restrictions in long-term care	Evelyne Durocher, Janet Njelesani
Family-centered support through storytelling: A children's book for hypoplastic left heart syndrome	Alissa Cooper
Using Social Cognitive Theory to Promote Occupational Participation in Clients Post Brain Injury	E. Morghen Sikes
Exploring the Occupational Transition of Leaving a New Alternative Religious Movement (NARM)	Baylee Chelossi, Justine Thompson, Emily Osborn, Christian Quitariano

**In-Person Posters (recorded videos also available online)**

<b>Poster Title</b>	<b>Presenters</b>
Resilience through Engagement – A Telehealth Program for Older Adults	Selena Washington
Leaving minoritized students behind: Equity and inclusion as essential to facilitate belonging	Tyra Banks
The Development of a Community-Based Occupational Therapy Retirement Transition Program for First Responders	Bo Syrotiak
Occupation in the Primary Care Setting	Lydia Royeen
Understanding praxis impairment in autism spectrum disorder	Lisa Aziz-Zadeh
Enhancing Field Clinician Literacy of Occupational Science Through Clinician Lead Asynchronous Online Education	Josephine Jarvis
Interweaving art activities to increase occupational engagement	Janet Njelesani
Disgust and life satisfaction outcomes in children with Autism Spectrum Disorders	Aditya Jayashankar
Exploring the Impact of Ehlers Danlos Syndrome on Occupation: Supports and Barriers to Engagement	Elena McLaughlin
Operationalizing Occupational Science in Occupational Therapy Practice	Wendy Stav
Nourishing Danger of Nesting; Occupational Science, Occupational Therapy, and the Uncomfortable Connection	Shelby Surfas

Profile of activities of daily living limitations in people with Parkinson's disease	Kayoko Yokoi
Occupation-based virtual support group for new mothers in rural areas.	Shauna Larson, Idelene Medrano, Alexia Wilson, Hannah Uhler, Alayna Karas, Mackenzie Michels
Using an Occupational Science Lens to Explore Mental Well-Being within Rural Culture	Madalyn Martin, Bailey Hyatt, Kyra Beane, Brooke Jones
Exploring the Benefits of Occupational Therapy with Native American Adolescents	Taylor King, Emmy O'Connell, Morgan Nafziger, Kiki Schild, Jennifer Piazza
Tensions in Occupational Role Balance for Occupational Therapy Students During the Coronavirus Pandemic Using Photovoice	Lauren Selingo, Virginia Stoffel
Exploring the Relationships Between Health and Well-being, Military Identity, and Social Participation of Montana Veterans.	Kyra Wood, Justyn Juhl, Kendra Munsterman
Critical narrative inquiry and discourse analysis on meaning making during the COVID-19 pandemic	Valerie Tapia
Cultivating Wellbeing and Connectedness: A University-based Therapeutic Sensory Garden Study	Theresa Delbert, Janet Bucey, Kasey Stepansky
Impact of floor sitting on health: The transactional nature of sitting and consideration of alternatives	Loree Pham
Improving and promoting music listening occupation to reduce anxiety in adults with cancer undergoing treatment	Marcel Nazabal Amores
Toward More Effective and Efficient Search and Retrieval Strategies	Kathlyn Reed
Occupational Balance in daily life at work, home, and community: A concept analysis	Sapna Chakraborty
Subjective meaning of jewelry during occupational engagement as communication about self	Charlotte Royeen
A life course perspective on sleep experiences in autistic young adults	Ya-Cing Syu