

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

**Conference Proceedings from the  
Twenty-First Annual SSO:USA Research Conference**

*St. Louis, Missouri  
October 19-21, 2023*

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

**10<sup>th</sup> edition**

**Twenty-First Annual SSO:USA Annual Research Conference**

*Envisioning the Future of Occupational Science*

**October 19-21, 2023**

**St. Louis, MO**

# SOCIETY FOR THE STUDY OF OCCUPATION: USA CONFERENCE 2023

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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 fledging 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 LECTURE IN OCCUPATIONAL SCIENCE

DR. ELELWANI RAMUGONDO

*Occupational Consciousness:  
Theorising to Dismantle Systemic Racism and Dehumanization*



Professor Ramugondo is currently Deputy Vice Chancellor for Transformation, Student Affairs & Social Responsiveness at the University of Cape Town (UCT). She has over 20 years of academic experience in a research-intensive university environment, having previously worked as a clinician in rural South Africa and the United States of America. She established the first OT Department at Tshilidzini Special School, in Limpopo Province, South Africa.

She was appointed special advisor on transformation to the Vice-Chancellor at UCT in 2015, following calls for decolonisation by the student-led Rhodes Must Fall movement. She served in this role with remarkable integrity during a turbulent time and an historical moment of change in the higher education sector in South Africa.

Professor Ramugondo is a founding member of the UCT Black Academic Caucus. She has also served as chair of various bodies within and outside the university, including UCT's Academic Freedom Committee and the Rhodes Scholarship Western Cape and Northern Cape Selection Committee. In her role as Deputy Dean for Postgraduate Students in UCT's Faculty of Health Sciences, she served as a member of the executive for the South African College of Health Sciences Deans (SACOHSD). In this role, she played a strategic part in SACOHSD forging effective relationships with national professional bodies for health sciences disciplines/professions.

She has published numerous peer-reviewed research articles and chapters in books, as well as book reviews. She is a long-standing member of the International Advisory Board for the Journal of Occupational Science. She co-edited a book titled Concepts in occupational therapy: Understanding Southern perspectives, as well as two special issue editions on decolonising the academy for Critical African Studies. She has supervised numerous student research projects to completion, including 13 master's dissertations and seven PhD theses. She is frequently asked to present keynote addresses, both within and outside occupational therapy and occupational science.

## **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. AISSETU IBRAHIMA

#### *Decolonizing Epistemologies, Pedagogies, and Methods for Occupational Science*

Abstract: This workshop will assess decolonization as a paradigm, a construct, and an approach that can be used to study and understand humans and their context. The workshop will highlight the importance of decolonizing epistemologies and pedagogies to have a deeper understanding of what we "see" in the world and why these situations / contexts are framed as such. It will also demonstrate how we can use decolonization as a tool for providing space for various tools, approaches, and methodologies that were once misinterpreted, forgotten, misplaced, deleted, or erased.



Aissetu Ibrahima, Ph.D, is an Associate Professor and Director of Master of Social Work Program at Northeastern Illinois University (NEIU). Aissetu is also part of the NEIU team that leads the Center of Genocide and Human Rights Studies in Africa and the Diaspora. Her research focuses on Decolonization, Indigenous social work, community-based grassroots development, international health policies, and maternal health behavior and practices. She is involved in different Afrocentered programs that engage the African Diaspora, immigrants and refugees in the Chicago area. She is on the executive board of the African Diaspora Sixth Region Association of Illinois. She has published numerous articles and book chapters. She has also led various trainings

and workshop on Decolonization, Indigenous methodologies, and Trauma Informed Care. Ibrahima earned her PhD at University of Illinois at Chicago (UIC), MSW at Addis Ababa University, and her BA in Sociology and Social Administration at Addis Ababa University.



**SPECIAL SESSION  
TEACHING OF OCCUPATIONAL SCIENCE**

**PANEL: DR. THOMAS MERNAR, DR. BONNIE KENNEDY,  
DR. SHEAMA KRISHNAGIRI, DR. ASHLEY MASON, DR. KAREN MCCARTHY,  
AND DR. WENDY STAV**

Abstract: In this special session, attendees will learn about the historical and contemporary perspectives of teaching occupational science, the teaching of occupational science compared with the teaching of occupation, and how occupational science has been applied across occupational therapy curricula. After a brief panel presentation, there will be a facilitated exploration and discussion of teaching occupational and occupational science across undergraduate, graduate, and post-graduate curricula. Participants are encouraged to share their experiences learning and teaching occupational science. Participants will leave with strategies to infuse occupational science into the classroom as well as having access to resources that can be applied to courses that center on occupation and occupational science.



Thomas Mernar, PhD, OTR/L is an Associate Professor and Program Director of Gwynedd Mercy University's programs in Occupational Science (Bachelor of Health Science) and Occupational Therapy (Master of Science) in Gwynedd Valley, Pennsylvania. He developed an undergraduate curriculum in occupational science that enrolls many students prior to attending the graduate occupational therapy program. He has infused occupational science within the occupational therapy curriculum so that the complexity of doing, being, belonging, and becoming connects to the health, well-being, and occupational justice for all persons. He currently chairs the SSO: USA subconference committee on the teaching of occupational science. Contact information: [Mernar.T@gmercyu.edu](mailto:Mernar.T@gmercyu.edu)

Bonnie L Kennedy, PhD currently retired from occupational therapy practice and teaching is a founding member of SSO: USA. During her Occupational Science PhD program she pursued a cognate in Diversity and a Certificate in the Study of Women and Men in Society. The perspectives she carried with her from this experience influenced her research methodology and teaching in occupational therapy as well as her community based OT practice. Being mindful of the power dynamics between teacher / student and therapist / patient she is reminded that the Society for the Study of Occupation positions everyone here as a learner who studies occupation in different ways. Viewing teaching as an experience in learning about occupation as well as a role in the university affords opportunities to deepen learning for all participants. Contact information: [bonnielkennedy@gmail.com](mailto:bonnielkennedy@gmail.com).





Sheama Krishnagiri, PhD, OTR/L, FAOTA is an Associate Professor at the University of Nevada Las Vegas in the entry level OTD program. Her PhD is in Occupational Science from the University of Southern California. She has taught occupational science courses at the masters, OTD and PhD levels. Dr. Krishnagiri has conducted research on teaching occupation in curricula, as well as on a variety of social occupations. Contact information: [Sheama.Krishnagiri@unlv.edu](mailto:Sheama.Krishnagiri@unlv.edu)

Ashley Mason, PhD, OTR/L is an Assistant Professor at Ithaca College in the Department of Occupational Therapy. She received her PhD in Occupational Science from the University of North Carolina at Chapel Hill. Her teaching infuses occupation and occupational science concepts into a variety of undergraduate, master's, and doctorate level courses which include content areas such as approaching research, technological intervention, pediatric development, evaluation, and intervention. Contact information: [amason3@ithaca.edu](mailto:amason3@ithaca.edu)



Karen McCarthy, OTD, OTR/L is an Associate Professor of Occupational Therapy at Dominican University of California. She is currently pursuing a PhD in Occupational Science through Queen Margaret University (UK) and University College Cork (UCC). She weaves occupational science into her teaching at the undergraduate and master's level, and is excited to be teaching a newly dedicated Occupational Science course for their entry level OTD program this upcoming summer. Contact information: [karen.mccarthy@dominican.edu](mailto:karen.mccarthy@dominican.edu)

## 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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## LAND ACKNOWLEDGEMENT

St. Louis sits at the confluence of the Mississippi, Missouri, and Meramec Rivers, creating land, waterways, and sources of food and trade for centuries. Before the state of Missouri existed, these lands were cared for and stewarded by generations of Indigenous peoples. The state name is a Siouan word, coming from the tribal name “Missouria” meaning “big canoe people.”

This weekend we gather on the ancestral and traditional of the Chickasaw Nation, Illini Tribe, Ioway Tribe, Kickapoo Tribe, Osage Nation, Otoe-Missouria Tribe, and the Quapaw Nation. The Osage Nation have numerous sacred sites, including Sugar Loaf Mound, the last remaining Native American mound in St. Louis which stands as a defiant reminder of the centuries of colonization. Many other tribes have also lived on or used this land for hunting, trading, sacred practices, or were forced to relocate from their homelands to this region.

This region is also home to complex race relations as it sits in a border state that permitted enslavement of black people but was also home to free blacks. St. Louis was a major auctioning center for enslaved people during the 1850s and subjected the “free” blacks to housing restrictions, curfews, bans on education, and prohibition from testifying in court against white people.

St. Louis is also home to the Dred Scott case in 1857 where the enslaved Scott sued for his freedom, but the Missouri Supreme Court ruled that blacks had no rights under the constitution. Many people who were enslaved in this region helped to build Jesuit-run missions, schools, churches, and farms in Missouri including Saint Louis University. Housing and educational segregation continue in the area long after the Brown v. Board of Education ruling and is still informally present today, encompassing racial disparities, inequities, and poor treatment including Federal government dumping of radioactive toxic waste from atomic bombs following WWII.

For a more detailed account of the enslaved people, and the indigenous people who lived here, the context in which they thrived, and their occupations – you are encouraged to visit the museum on the lower level of the St. Louis Arch, or the Missouri History Museum in Forest Park while you are in town. Admission is free.

## 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

Twentieth: *Occupational Science and Occupational Therapy: Tension and Fit*; 2020 Ruth Zemke Lecture in Occupational Science Lecturer: Staffan Josephsson; 2022 Ruth Zemke Lecture in Occupational Science Lecturer: Gail Whiteford; October 20-22, 2022; San Diego, California

## SSO:USA 2023 CONFERENCE PROCEEDINGS

### THURSDAY, OCTOBER 19: POSTER SESSION 1

#### **BECOMING AND BELONGING: THE IMPACT OF PEER MENTORSHIP AMONG AUTISTIC YOUNG PEOPLE**

Joana Nana Serwaa Akrofi, New York University  
Dora Onwumere, New York University  
Kavitha Murthi, New York University  
Kristie Patten, New York University

#### **Abstract**

There is a growing amount of research where autistic communities have called for more mental health interventions. Occupational scientists have increasingly explored occupation as central to promoting health and well-being (Wilcock, 2007; Turner, 2011; Hammell, 2014). In a strengths-based paradigm, autistic individuals engage in skill development through meaningful and interest-based occupations of their choice (Hough & Patten, 2014). Studies have shown that youth participating in formal mentoring programs experience improvements in various areas, such as academic performance, employment outcomes, relationships, mental health, and broader social-emotional development (DuBois et al., 2011; Herrera et al., 2013; Raposa et al., 2019). This study explores how engaging in the occupation of “mentorship” can improve the mental health and well-being of autistic individuals participating in a peer-mentorship program.

This data is part of a larger ongoing study that aims to connect autistic individuals in tertiary educational institutions with autistic individuals in high schools through a peer mentorship program. The data analyzed in this study comprises verbatim transcripts of semi-structured interviews with five autistic individuals purposively recruited from a large university in New York City before they received training as mentors to autistic high school students. Data were analyzed thematically. Using Wilcock’s (2006) theoretical framework of Doing-Being-Becoming-Belonging, we focused on how participants’ anticipation of “becoming mentors” fosters “belonging” in the autistic community.

Preliminary data analyses led to the following themes; Breaking the cycle; mentors saw the mentoring process as an opportunity to provide social support they were denied as a child to other autistic individuals. Skill development; mentors envisioned the process of mentoring as an opportunity to gain advocacy, social, and communication skills. Personal growth; mentors envisioned mentorship as an additional skill set and an avenue through which they develop their intrinsic values and identify their strengths.

We assert that autistic individuals ‘doing’ peer mentorship will gain an appreciation of their sense of ‘being’ even as they are ‘becoming’ competent in various skill sets. This will lead to an increased sense of ‘belonging’, which acts as a mental health ‘protectorate’ factor (Botha et al., 2022) for autistic individuals who engage in the occupation of mentoring.

Occupational scientists have called for further exploration of how engagement in meaningful occupations centered on belonging promotes health and well-being. By prioritizing occupations that promote belonging, we can foster the inclusion and participation of marginalized



populations, including autistic individuals, in our society.

**Keywords:** belonging, autism, occupation

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Botha, M., Dibb, B., & Frost, D. (2022). “It’s being a part of a grand tradition, a grand counter-culture”: A qualitative investigation of autistic community connectedness. *Autism: the international journal of research and practice*, 26(8), 2151-2164.

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**Funding:** This work was supported by the NSF grant [1850289]

**Submission ID:** 1493822

## **AGENCY AND ADVOCACY: AN OCCUPATIONAL JUSTICE LENS ON REPRODUCTIVE CHOICE**

Paige Atherton, University of North Carolina at Chapel Hill

### **Abstract**

This poster applies an occupational science lens to reproductive justice as a call to action for future research. Previous occupational science literature has explored the impacts of marriage, child rearing, and gender roles on women’s occupations. However, occupational science literature has not yet acknowledged the occupational impacts of unwanted pregnancy on mothering roles and identity.

This poster uses a case study to illustrate the ways in forced motherhood impacts one woman throughout her lifespan. The study uses a Deweyian perspective of transaction to explain (a) One woman’s environment dictated her lived and emotional experience around motherhood (b) How one woman’s unwanted pregnancy modeled Dewey’s “problematic situation” and subsequent dramatic rehearsal of future possibilities (c) Uses this woman’s experiences as a schema and tool for reconstructing future approaches to reproductive justice.

This case study addresses how subject’s limited reproductive freedom continues to impact her roles, occupations, and well-being in older adulthood. This subject’s experiences with limited agency and choice impact her perceptions of past events and enacted narratives. The study also examines the way the subject ‘reclaimed’ her agency through her personal interests, physical

space, and social connections.

In June of 2022, Roe vs Wade was overturned, consequently ending federal protections on abortion. Total and partial gestational limits on abortion are taking effect and women have less access to safe abortion. This case study illustrates how limits on reproductive choice have lifelong consequences. Occupational science has unique opportunities to study policy and its impact on every day occupations. This case study begs the question- Will this subject's experience become the reality of future mothers in the United States?

Addressing reproductive freedom through an occupational science lens is a step towards advocacy and policy change.

**Keywords:** reproductive justice, women's health, transactionalism

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**Funding:** The author no financial support for the research or authorship of this submission.

**Submission ID:** 1492617

### OCCUPATIONAL THERAPY PROGRAM DEVELOPMENT FOR HOMELESS ADULTS IN TENNESSEE

Olivia Black, Lincoln Memorial University  
Rachael Oakes, Lincoln Memorial University  
Rene Martin, Lincoln Memorial University  
Alexis Pack, Lincoln Memorial University  
Grace Haub, Lincoln Memorial University  
Samantha Smith, Lincoln Memorial University  
Taylor Lawson, Lincoln Memorial University

## **Abstract**

Homelessness includes a person or population who live without a permanent place of residence and who reside in a homeless shelter or on the streets. Homelessness poses a threat to an individual's everyday life which will then affect their activities of daily living (ADLs) and routines. The impact on ADLs can potentially be due to a lack of resources and feelings of confidence to succeed. Occupational therapy (OT) can implement interventions within the profession's scope of practice to aid in providing resources that help those who are homeless regain those essential life skills to succeed in their daily routine. The purpose of this study was to determine the need for OT interventions for individuals residing within a homeless shelter in Tennessee.

Data was collected from eight participants using a semi-structured focus group and a structured needs-assessment survey for program development for homeless individuals living in shelters. Focus group data was transcribed verbatim and checked for accuracy. Qualitative data was analyzed using a thematic analysis. Descriptive statistics was used to analyze the structured needs assessment survey that was given to the guests following the focus group.

The thematic analysis and needs assessment results aligned, and seven reoccurring themes were found indicating need for programming in the following areas: routines, leisure exploration, community involvement, ADL retraining, nutrition, communication skills, access to resources, and substance abuse recovery.

These findings suggest the need for programming focused on ADL retraining, adaptive equipment (AE), leisure activities, community involvement, and nutrition. Findings also suggest a need for employee education to improve resources, trust, communication, and delivery of services to shelter guests. To address these needs, community involvement will be implemented through the utilization of the shelter's community garden. This proposed activity for the population is supported by previous evidence. Studies indicate that community gardening can have a positive outcome, which includes improved mental and physical wellbeing as well as improved self-efficacy among homeless populations. Due to the imbalance between occupation and health and well-being seen in this population, future implementation of a proposed program within the shelter is hypothesized to increase quality of life (QoL) and inclusion in the Tennessee homeless population who receive services within shelters.

The implementation of occupational therapy programs within homeless shelters in Tennessee will help to support occupational science within this population by promoting inclusion within society, participation in activities of daily living and leisure activities, and overall health and well-being.

**Keywords:** homelessness, occupational therapy, program development

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## **OCCUPATIONAL THERAPY'S ROLE IN SUPPORTING INDIVIDUALS WITH SUBSTANCE USE DISORDER & HUMAN TRAFFICKING**

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### **Abstract**

A scoping review was conducted to address the following question: “What is occupational therapy’s role in supporting adult females with a history of substance use disorder and human trafficking?” In a preliminary literature search, substance use and human trafficking were correlated in several studies, but the factors of connection and most beneficial courses of treatment were inconsistent.

This review was conducted following PRISMA-ScR and Arskey and O’Malley’s guidelines. The initial search was conducted in PubMed, PsychInfo, and CINAHL, limited to studies published between 2012 and 2022, written in English, and available in full text. Other inclusion criteria were studies including over 50% adult females experiencing human trafficking or sex work along with drug use. After compiling results into Zotero software, 399 titles and abstracts were screened by three pairs of researchers. Discrepancies were reviewed by a faculty research leader, leaving 31 articles for full-text review. Twelve articles were excluded due to content, duplication, or population. The remaining 19 articles were divided and reviewed individually by the research team. Data was extracted into an evidence table that included level of evidence,

participants, professionals involved, outcome measures, and findings.

The scoping review revealed common themes related to the population. The pathways to sex work were identified as coercion or deception and personal choice (Li & Urada, 2020; Gerassi et al., 2017). Two themes emerged on the impact of trafficking, including perceived judgment and decreased cognitive, physical, and mental health (Stoklosa et al., 2017; Chesnay, 2013). Common problems were identified, including violence and negative impacts of social determinants of health (Chesnay, 2013; Iqbal et al., 2021). Common models of care included the stages of change model, trauma-informed care, biopsychosocial model, and self-determination theory (Chesnay, 2013).

Findings demonstrated roles for both interdisciplinary teams and occupational therapy in serving this population. Interdisciplinary teams should build rapport, provide appropriate education, and connect individuals to resources. Specific to occupational therapy, there is a need for advocacy, client-centered care, and occupational support found within this scoping review. Determining which occupations are both supporting and inhibiting this population's integration back into society will enable all health professions to create a more comprehensive, client-centered care plan to meet their needs.

The scoping review furthers occupational science by describing what OT's role should be in working with this population, specifically through client-centered care, occupational support and advocacy.

**Keywords:** occupational therapy, human trafficking, substance use

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## **EXPERIENCE OF LEISURE AMONG ADULTS WHO IMMIGRATED TO THE UNITED STATES FROM LATIN AMERICAN COUNTRIES.**

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### **Abstract**

This study proposes to explore how adults who have immigrated to the United States from Latin American Countries experience and define leisure and the personal, and environmental factors that influence their participation in this occupation.

The present research uses a qualitative descriptive design. The inclusion criteria is adults who immigrated to the United States (U.S) from Latin American countries between 18 to 65 years old. Participants are asked to take part in a 60 minute semi-structured interview centered around identifying their meaning and experience of leisure. Data analysis will be conducted using Braun and Clarke's Thematic Analysis (2021). Dedoose software will be utilized to develop codes and themes from the transcribed interviews.

This IRB approved study is currently in the data collection stage. Data will be analyzed April 2023.

Kaplan (1975) defined leisure as a self determined activity that is pleasant and allows for personal growth. Although the diversity among the population in the United States has continued to increase over the past years (United States Census Bureau, 2019) the amount of leisure research related to race and ethnicity is relatively limited. According to Floyd et al., (2008) only 4.5% of published articles highlighted the impact of race and ethnicity on leisure. Exploring how personal context influences occupational engagement, by examining a specific group's experience engaging in an occupation can help further develop the understanding of how personal factors impact occupational performance and meaning. Adults who immigrate to the United States from Latin American Countries are faced with multiple factors that impact how they engage in leisure such as residing in a new environment, language barriers, cultural disconnect, and high emphasis on work productivity (Stodolska & Shinew, 2015). The results obtained from this research can help promote awareness regarding the lived experience of Latino immigrant adults, and increase understanding of how environmental factors impact immigrant adults' participation and definition in leisure. This information can help support the development of culturally relevant care and increase occupational science literature related to leisure, race and ethnicity.

The present research can help expand the understanding of how occupational performance and meaning is influenced by culture. By conducting this research in English and Spanish linguistic meaning is conserved. The results of the interview questions focused on frequency of leisure

participation can be used to determine whether this population feels they have or can obtain occupational balance.

**Keywords:** leisure, occupational performance, culture

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**Submission ID:** 1473510

## **TELEPRESENCE ROBOTICS IN OCCUPATIONAL THERAPY EDUCATION: USING ROBOTICS TO ENHANCE STUDENT PERFORMANCE IN CLINICAL EDUCATION**

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### **Abstract**

Telepresence robotics are becoming a valuable tool in healthcare within both clinical practice and clinical education (Shaw et al., 2018). This study determined if the use of a telepresence robot was an effective design element and enhanced entry-level Occupational Therapy Doctorate (OTD) students' knowledge of clinical skills founded in occupation.

OTD students (N=85) participated in a quasi-experimental, one-group design study. Students participated in a Fieldwork IA (FWIA) clinical education course without the telepresence robot and within a second Fieldwork IB (FWIB) clinical education course, with the robot.

Student groups rotated between patient simulation scenarios while being required to perform evaluation and therapeutic intervention. The telepresence robot, controlled by faculty observing from a different room, simulated the roles of physician, social worker, and family member, via the robot, spontaneously questioning the students on practice methods used and discharge recommendations. Students completed the Simulation Design Scale [SDS] and Student Satisfaction and Self-Confidence in Learning (SSSL) [National League for Nursing, 2005] instruments after both FWIA and FWIB experiences. Data analysis included compilation of averages on the SDS and SSSL with comparison between FWIA (without robot) and FWIB (with

robot) responses. Paired t-tests were used for the comparisons and non-parametric tests were used.

85 SDS and 79 SSSL instruments were paired and analyzed. Average scores (max 100) on the SDS were  $82.87 \pm 12.43$  for FWIA and  $92.73 \pm 6.52$  for FWIB;  $p < 0.001$ . For the SSSL instrument, satisfaction scores (max 25) yielded  $21.63 \pm 2.92$  in the FWIA course, and  $23.82 \pm 1.87$  within FWIB;  $p < 0.001$ . Specifically, the self-confidence domain (max 40) yielded  $33.34 \pm 4.62$  for FWIA, and  $36.32 \pm 3.6$  for FWIB,  $p < 0.001$ . Overall scores presented as (max 65)  $54.97 \pm 6.80$  FWIA and  $60.14 \pm 4.99$  FWIB;  $p < 0.001$ .

Participants reported high satisfaction with the robot experience. Scores on both instruments were significantly higher when the robot was incorporated. Students reported a stronger learning effect with the robot, and determined it was effective for learning clinical skills. Findings reveal students perceive the use of telepresence technology within OT education has the potential to enhance learning, improve satisfaction, and enrich their experience with occupation-based education.

This study parallels the mission of the Society for the Study of Occupation, addressing the value of student and practitioner development. It also embraces the conference theme, as it specifically addresses the future of clinical education and the value of telepresence robot technology.

**Keywords:** clinical education, occupational therapy, telepresence robot

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# ASSOCIATING OCCUPATIONAL PURSUITS WITH WELL-BEING: PERSPECTIVES OF STUDENT MUSICIANS

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## Abstract

In the past few decades, musician well-being, especially pertaining to playing-related musculoskeletal disorders, has become a well-documented phenomenon and interest of study. However, there is currently limited understanding of musician stakeholders' perceptions of determinants of their own well-being. This study explores student musician perspectives and experiences of a range of well-being contributors.

I am conducting a cross-sectional national survey of student musicians to gain a broad understanding of their perception of factors most important to their well-being and associations with well-being outcomes. Using the newly developed Ecology of Music Performance model as a foundational framework (Bastepe-Gray et al., 2021), the importance of various constructs to student musicians' personal well-being is being surveyed through a series of Likert-type questions. Additionally, student musicians' rating of quality and satisfaction with each construct in the EMP model and general well-being is surveyed through a series of visual analog scales. The outcome variable of well-being is measured through five constructs of well-being based on the PERMA model (positive emotion, engagement, relationships, meaning, and accomplishment) (Seligman, 2011). Analyses will examine association of satisfaction of well-being determinants with well-being ratings, compared to students' perceptions of importance of well-being determinants.

In understanding musician well-being, the physical demands of instrument playing (Kok, Huisstede, et al., 2016), occupational demands (Willis et al., 2019), interpersonal relationships, and intrapersonal demands (Kenny et al., 2004) have all been identified as potential facilitators and barriers, with most literature focusing on the physical aspects of music playing in the context of repetitive strain injuries. Bringing in an occupational science perspective will expand the scope of understanding of this unique occupational group. Findings will begin to illuminate the complex realities that musicians face in their experiences of maintaining both their occupational engagement and well-being, a perspective that is currently missing in the literature.

Supporting musician wellness can be difficult, especially when a musician's desire to engage in their occupation directly conflicts with supporting their well-being (i.e., playing through pain). Findings have implications for expanding occupational science understanding of occupational balance.

**Keywords:** occupational identity, well-being, musician

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## **NEURODIVERGENT EXPERIENCES IN DAILY LIFE: AN AUTOETHNOGRAPHY**

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### **Abstract**

Neurodiversity studies are a needed addition to transformational discourse in occupational science, challenging the "boundaries between predominant neurotypes and 'others,' including dyslexics, autistics, and ADHDers" (Routledge, 2020, para. 1). Historically, neurodivergent people have been left out of conversations pertaining to them in academia and health care. This has contributed to occupational injustices, specifically occupational marginalization in both academia and health care (Townsend & Wilcock, 2004). The purpose of this research is to inform my doctoral capstone project by exploring how neurodivergence impacts the life of an occupational therapy doctoral student. This exploration will inform my research on the health management needs of neurodivergent college students by guiding me to ask better questions and analyze data more effectively. Although my experiences may differ significantly from the target population, my physical and psychological expression of subclinical neurodivergent traits, strong interest, and close associations with many neurodivergent individuals will support this process. This research will sensitize me to contextual issues, foster attunement to the experiences of the population, and shape my doctoral capstone by informing research questions.

Grounded theory strategies will be used to analyze my neurodivergent experiences in the context of academia – part of my daily life. A reflective journal will be kept from June to August of 2023 to gather an autoethnographic narrative on my occupational experiences as a student in both didactic courses and fieldwork level II. Social media posts of neurodivergent people who share their daily experiences and challenges will be purposively sampled and analyzed for thematic categories. These categories will be compared with emerging themes from the journal data.

Outcomes will further my understanding of neurodivergent experiences to inform my doctoral capstone research.

This will increase understanding of occupational justice regarding the experiences of neurodivergent populations, helping OS guide OT as a leading profession in the neurodiversity paradigm shift. Neurodiversity studies have the potential to propel us forward in best practice and in generating solutions to the world's problems (Routledge, 2020). Patten (2022) calls for authentic partnership between occupational therapists and all stakeholders involved in her 2022 Slagle lecture.

OS has the potential to support neurodivergent endeavors by backing occupational therapy practice with new integrated theories in support of occupational justice. This may also facilitate occupational scientists and therapists' dialogue on the why, how, and what for? of including neurodivergent perspectives, opening critical conversation.

**Keywords:** neurodiversity, autoethnography, daily life

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## **ENVISIONING THE FUTURE OF HEALTH MANAGEMENT OCCUPATIONS: FACTORS THAT INFLUENCE INJECTION PAIN**

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### Abstract

There has been no prior research regarding prior injection history, anticipatory pain level, anxiety level, and actual pain level due to medical needle injection in persons with Chronic Low Back Pain (CLBP), the leading cause of disability in the United States, ("Low Back Pain,"2023). A dominant factor that can empower or disrupt occupational participation is following healthcare plans that include receiving medical injections (a healthcare occupation) like those recommended for CLBP and other important healthcare issues, such as COVID-19 and other vaccinations. Fear of medical injection can be so great that it has been reported to prevent individuals from seeking vaccinations (Freeman et al., 2021). The purpose of this study was to determine what variables, such as anxiety level, pain anticipation, and prior injection treatment, correlated with the actual level of pain in participants with CLBP when receiving injections of local anesthetic in

preparation for a spinal epidural injection.

In this cross-sectional design study, 103 participants (57.8% female; 42.2% male, mean age 67.03 years) diagnosed with CLBP, seeking treatment at an orthopedic practice participated. The measures used were visual analogue scale (VAS) for pain and anxiety. Data collected included age, gender, prior injection history, pre-injection pain level, pre-injection anxiety level, anticipatory pain level, and actual reported pain level immediately following injection. Pearson correlations were used to assess the association between measures; P-value was used to determine the significance of the correlations.

Results showed a positive correlation between anxiety level and actual reported pain ( $p < 0.00001$ ), a positive correlation between predicted pain and actual pain ( $p < 0.0003$ ), and a negative correlation between history of prior injection and actual pain ( $p < 0.5$ ).

Adherence to injectable medication recommendation can help patients manage CLBP to improve performance and participation in work, leisure, and social participation. This study showed that there are variables that can predict which patients are more likely to experience more pain during injection procedures.

Envisioning the future of OS should include effectuating discoveries that affect occupation in the most comprehensive ways. Preemptively addressing patients, who may be more likely to avoid important injection procedures, with interventions to reduce injection anxiety, may promote better participation in health care occupations, which is important to overall health and well-being. Like this study, future OS research topics should inform national health initiatives, such as “Increase self-management of chronic pain that...limits life...,” (Healthy People, 2023) to promote successful participation in occupations through non-opioid pain-management.

**Keywords:** health management occupations, chronic low back pain, medical injection

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## **SCOPING REVIEW: WHAT IS THE UTILITY OF THE TERM NEURO-OCCUPATION?**

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### **Abstract**

We performed a scoping review focused on how neuro-occupation has been defined in the literature, applied in the fields of occupational therapy and occupational science, and how the term has evolved over time.

We followed the Arksey and O'Malley (2005) five stage framework for scoping review studies with suggestions by Levac et al. (2010). We conducted both a descriptive and thematic analysis of included publications.

There were 25 published works between 1997-2020 included. In our descriptive analysis, we found that neuro-occupation evolved from primarily a theoretical concept utilized in the United States to a more widespread term applied to many different clinical populations. Through thematic analysis, common threads emerged such as (1) the reciprocal relationship between the nervous system and occupations, (2) the Intention, Meaning, and Perception (IMP) Model of neuro-occupation, and (3) pragmatic implications for occupational therapy practice and interventions.

Neuro-occupation represents the collaboration between neuroscience, occupational therapy, and occupational science. Initially explored theoretically, neuro-occupation has more recently been applied as a theoretical model to improve the study of various clinical populations and occupational therapy interventions. We propose an updated definition of neuro-occupation, which incorporates a holistic approach for considering the relationship between neural activity, contextual factors, and occupational performances at multiple levels. While this term highlights links between neural functioning and occupational engagement, we contend that continued use is not widely advantageous.

In terms of envisioning the future, our intention with this scoping review is to begin to reflectively consider the utility and precision of language being developed and employed in the occupational science literature, especially given the interdisciplinary implications and collaboration.

**Keywords:** neuro-occupation, neuroscience, imp model

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## WHAT'S NEXT? LEARNING FROM THE PAST AND ENVISIONING THE FUTURE OF OCCUPATIONAL SCIENCE

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### Abstract

Since its inception, occupational science (OS) was seen as an evolving discipline, and this is reflected in the literature in terms of topics of interest and methodologic focus. Molke et al. (2004) found that OS publications in 1990 and 2000 were primarily discussion-oriented and qualitative research studies, while Glover (2009), in her examination of literature from 1996-2006, identified increasing empirical and quantitative-based studies. However, an overview of peer-reviewed literature in occupational science has not occurred in recent years. Systematically examining past literature is a crucial step to help occupational scientists envision the future of OS. Therefore, the purpose of this study is to systematically update the field of occupational science on its scientific body of knowledge published between 2007 to 2022.

Based on previous reviews of OS literature, we defined occupational science articles as publications in *Journal of Occupational Science (JOS)* or containing the terms “occupational science” or “science of occupation” in titles, abstracts, or keywords. Our procedures included a database search, abstract screening using Covidence, and we are currently in the process of conducting a combined hand-search and full-text review of articles to extract data. Our database search included: PubMed, PsycInfo, Embase, Web of Science, ProQuest, CINHAL, and Scopus. Exclusion criteria were: books, conference proceedings, editorials, commentaries, opinions, interviews, reports, book reviews, lectureships, and dissertations. Hand searches were conducted in *JOS* and major occupational therapy (OT) journals. To track evolving trends in OS, we will extract: journal name, journal types (*JOS*, OT journals, and non-OT journals), article type (discussion-based or empirical), methodology, population description, authors' countries of affiliation, and funding status.

The database search yielded 2878 articles and after removing duplicates, 1281 papers remained. After initial title and abstract screening through database article acquisition, 640 papers were included for full-text review. Hand search, full-text review and data extraction is planned to be completed by May 2023.

Our preliminary findings suggest that there has been an increase in OS literature over the last 15 years, indicating that the field is growing. This review provides a more complete understanding of the evolution of the discipline by emphasizing areas of focus, highlighting gaps in knowledge, and identifying ways occupation is discussed/considered through scientific discourse as the discipline continues to grow and evolve.

**Keywords:** occupational science, systematic examination, discipline growth

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## UNDERSTANDING OCCUPATIONAL SUCCESS FOR TEEN MOMS: A QUALITATIVE STUDY

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### Abstract

Teen moms often have difficulty accessing resources such as prenatal care, childcare, family planning services, and parenting education which can provide additional challenges as a new parent [1]. During the transition to parenthood, teens must also balance existing occupations with novel occupations associated with child safety, child development, and behavior management. School-based parenting programs can support teen moms with their student and parenting occupations [2,3]. In partnership with a local school-based parenting program, a collaborative program evaluation was conducted to identify best practices for supporting teen moms. The purpose of this study is to understand the lived experiences of teen moms and identify the supports necessary for their academic and parenting success.

A qualitative phenomenological approach was used analyzing semi-structured interviews. Students and alumni (n=18) of a school-based parenting program participated in interviews. An interview guide included topics such as regular education and parenting classes, parenting experiences, skills gained from the program, and challenges/facilitators to success. Interviews were recorded and transcribed verbatim. Transcripts were de-identified and NVivo was used to support development of a coding scheme and thematic analysis. Three independent coders compared their initial coding and synthesized the data into themes. Final themes were presented to the stakeholders for member checking.

Preliminary results indicated that individual support and a supportive culture in the school-based parenting program lead to greater competency in parenting roles and occupations. Students noted strong relationships with peers and staff as key to success. Additionally, teen moms indicated accommodations for parenting, such as mothering occupations (e.g., nursing), transportation, and childcare, were necessary for success in the program.

Understanding the lived-experiences of teen moms balancing the dual roles of parent and student is essential for school-based parenting programs to prepare students for parenting success. This study contributes to occupational science on how school-based parenting programs may improve parenting occupational performance. Study findings reveal insight into the lived experience of teen moms and how the close relationships and supports in the program impact their success. Additionally, this study suggests that the involvement of occupational therapy practitioners (OTPs) in school-based parenting programs may support outcomes for both parent and child.

School-based parenting programs are an emerging area of practice for occupational therapists. Understanding student and parenting occupations allows for OTPs to holistically support teen moms in their transition into motherhood and from high school.

**Keywords:** teen moms, school-based program, parenting occupations

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**Submission ID:** 1492616

## **STUDENT PERCEPTIONS OF OCCUPATIONAL BALANCE WEEK: A MOVEMENT**

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Cara Courrejolles, Eastern Kentucky University  
Claudia Robertson, Eastern Kentucky University  
Susan Skees Hermes, Eastern Kentucky University

### **Abstract**

In order to manage occupational disruption due to the COVID-19 pandemic, forcing individuals towards virtual contextual living, the concept of occupational balance week was explored.

The participants were Occupational Science and Occupational Therapy students and faculty in the years 2020-2022. Data for social media engagement throughout the occupational balance week of 2020 and 2021 were collected using the Slate program for social media engagement. Data were collected in 2022 regarding student perceptions of Occupational Balance Weeks 2020-2022. Further analyses will be conducted using these data to determine trends.

Social media engagement significantly increased throughout the Occupational Balance Week in 2020 and 2021. Results of the Fall 2022 survey suggested that Occupational Balance Week may: 1) increase understanding of occupational balance, 2) decrease perceived stress, 3) decrease perceived anxiety, and 4) increase participation in extracurricular activities. The majority of participants reported that OBW should continue.

As students experience a shift in roles and responsibilities during early adulthood and college, one's understanding of occupational balance is pertinent to making deliberate alterations to support one's occupational participation, as portrayed in prior research (Dür, et al., 2015).

Occupational balance and patterns of daily occupations are related to health and well-being, concepts that are essential to Occupational Science (Eklund et al., 2016). Students' personal satisfaction with roles and responsibilities during college may be improved through implementation of skills acquired through the sponsored Occupational Balance Week. The final implications would be Student Occupational Science Association making a process change among leadership to support expansion of partnership with other student organizations and programs.

The study of student perceptions of Occupational Balance Week is relevant to this year's theme of "Envisioning the Future of Occupational Science". Occupational Balance Week is aimed at increasing understanding of not only occupational balance, but occupations in general. The data retrieved through this process promotes widespread knowledge of Occupational Science

concepts, in this case occupational balance, as tools for promoting wellbeing among students in various academic programs, not just programs pertaining to occupational science. This study may encourage continual support for research into the implications of the promotion of occupational science and occupational balance concepts throughout other institutions and organizations.

**Keywords:** occupational science, occupational balance, wellbeing

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## AGING IN PLACE — CAPTURING “WHAT MATTERS” USING PHOTOVOICE METHODOLOGY

Amy E. McChesney, Rush University Medical Center  
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### Abstract

Most older adults in the United States want to age in place, increasing the need for accessible health promotion and prevention services (e.g., home modification programs) (Sonnega et al., 2017). To create meaningful and effective community-based supports and services, understanding the perspectives of community-dwelling older adults is essential. This study attempts to address the current gap in research describing the lived experiences of community-dwelling older adults (Brim et al., 2021). The purpose of this study was to 1) gather perspectives of community-dwelling older adults regarding the value of aging in place and 2) describe the lived experiences of older adults, including their perceived supports and barriers within the home and their impact on occupational engagement and aging in place.

Participants were recruited through an urban academic medical center. There was a total of 5 participants.

Inclusion criteria: Community-dwelling, older adults, age 62+, residents of Chicago, IL, and English-speaking.

Exclusion criteria: Presence of cognitive impairments.

This qualitative study is guided by photovoice, a visual research methodology, where participants use a camera to capture their experiences and share their stories to promote social change (Wang & Burris, 1997). After obtaining informed consent, data were collected over three 1:1 semi-structured interview sessions and one optional virtual group session. Participants used Photovoice methodology to take photos about their lived experience of aging in place, selecting their favorite photos (up to 4) and creating an accompanied narrative. A six-step thematic analysis of transcripts and Photovoice pieces in conjunction with content analysis to compare participant photos was used to identify themes (Braun & Clarke, 2006).

Analysis in progress.

Findings from this study will contribute to the occupational science research on occupation and aging. This study aligns with the framework of occupational justice by providing a platform for older adults to share their experiences of occupational injustice related to aging in place (Lewis & Lemieux, 2021). This knowledge can be used to facilitate effective interventions and policy changes, including the expansion of occupational therapy community-based services.

This poster supports the future of occupational science by exploring the relevance of the environment on occupational participation in older adults.

**Keywords:** photovoice, aging in place, older adults

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# ADAPTIVE DANCE FOR YOUTH WITH DISABILITIES

Grace Mohr, Saint Louis University

## Abstract

Participation in structured, leisure activities is associated with improvements in academic achievement, mental health, physical skills, and overall well-being for children (May et al., 2019). Children with disabilities have less access to engagement in leisure activities than their non-disabled peers (Carbone et al., 2021). This study aims to explore the experience of doing, being, becoming, and belonging of children and families participating in an adaptive dance class.

The Quantitative and qualitative data collected from existing studies explores the perceived benefits of adapted dance through the lens of doing, being, becoming and belonging (Hitch, Pepin, & Stagnitti, 2014). The participants of the study were students registered in the adaptive dance program at Consuming Kinetics Dance Company. A survey was created to be filled out by students or their caregiver to understand their perceptions and goals through qualitative and quantitative measures.

Adaptive dance programs for children with disabilities have the potential to help enhance the doing, being, becoming and belonging of the individuals. The goal of the adaptive dance program created is to provide children the opportunity to participate in a meaningful occupation that otherwise may not be available to them. It also enhances their being by providing opportunities to form and negotiate their sense of identity and self-concept. Adaptive dance encourages a child's becoming by helping them to reach goals and improve motor capabilities. Finally, adaptive dance gives children with disabilities the opportunity to belong to a group of similar individuals that share an interest.

Incorporation of doing, being, becoming, and belonging in an individual's life is essential to the individual's health and well-being (Hitch, Pepin, & Stagnitti, 2014). There is limited research available exploring doing, being, becoming, and belonging in children with disabilities, particularly in the context of adaptive sports. This study could start to fill that gap in the literature while increasing the scope of future occupational science research. Adaptive dance has the potential to enhance health and well-being for all individuals, but particularly individuals with disabilities, but more research is needed to support this idea.

This study is relevant when envisioning the future of occupational science by it explores an area of research that has limited publications. This opens an area for further research on the topics of individuals with disabilities, the impact of adaptive sports, and the occupational perspective of health model.

**Keywords:** adaptive dance, disability, doing, being, becoming, and belonging

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**Submission ID:** 1492280

## **SOCIAL ISOLATION, THIRD PLACES, AND PRECARIOUS EMPLOYMENT CIRCUMSTANCES: A SCOPING REVIEW**

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Debbie Laliberte Rudman, Western University

### **Abstract**

Third places—physical and/or virtual spaces beyond home and work—are regarded as places marked by accessibility and their capacity for encouraging socialization. However, increasing precarious employment (i.e. gig work, involuntary part-time work, seasonal work, temporary migrant work) and social isolation rates have brought attention to the lack of scholarly knowledge surrounding how third places facilitate social connection and mitigate social isolation amidst precarious circumstances. It is necessary to reexamine the role of third places in promoting or limiting occupational engagement, as unstable workplaces often leave workers lacking resources and social opportunities. This project aimed to understand the current state of knowledge on different types and characteristics of third places and how they facilitate social connectedness and mitigate social isolation for precarious workers.

We conducted a scoping review of full-text English language peer-reviewed journal articles published between 2012 and 2022 that primarily studied adults experiencing precarious employment and exhibited findings pertaining to third places, social connection, or social isolation. The following research question guided our review: What is known about the types and characteristics of ‘third’ places that help maintain social connectedness and ameliorate social isolation in the lives of people experiencing precarious employment circumstances? We identified and reviewed relevant studies, extracted data from included articles, and used a thematic analysis approach to generate themes before collating and summarizing findings.

A database search initiated screening of 2249 titles and abstracts. We reviewed 249 full texts before extracting data from 24 articles. These articles depicted how the roles of third places extend beyond that of pure sociability to include facilitating a sense of belonging within a group; providing temporary refuge from precarious conditions; asserting visibility to counter marginalization; and facilitating exchanges of resources and support to manage effects of precarious employment.

Third places can be leveraged to combat the isolation and exclusion of precarious workers, but access to third places is not always equitable. Precarious workers' diverse uses and creation of third places highlight opportunities for continued occupational science research, policy, and practice surrounding place-informed interventions with people experiencing precarious circumstances.

The COVID-19 pandemic highlighted the importance of access to place-based social connection and belonging, and also revealed evidence of precarity in various sectors beyond employment. By continuing research on this topic, occupational science can help build paths toward more equitable and inclusive conditions for third places that meet diverse needs.

**Keywords:** third places, precarious employment, social isolation

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## LIVED EXPERIENCES OF POSTPARTUM MOTHERS AND THEIR EMOTIONAL WELL-BEING: A WORK OF ASSISTED REPRODUCTIVE TECHNOLOGY

Kayleigh Nolan, Towson University and West Virginia University

### Abstract

The purpose of this research is: (1) To describe and enhance understanding of the lived experiences of postpartum motherhood after conceiving with assisted reproductive technology (ART), (2) to inform all aspects of the occupational experience of motherhood after ART with an emphasis on emotional experiences, and (3) to explore how mothers' perceptions of their emotional well-being shape their occupational engagement and participation, occupational

choices, and perceived occupational balance.

A descriptive transcendental phenomenological qualitative design was implemented in December 2022. This study sought 10-14 mothers who had conceived with reproductive technology, were 0-8 months postpartum, were first-time mothers, gave birth at full-term, and were at least 18 years of age. Data collection methods for the study included (1) a survey composed of questions regarding the experience of reproductive technology, including supports and barriers to conceiving, as well as preparation and type of procedure(s) experienced. The Edinburgh Postnatal Depression Scale was included as a screening measure. (2) One-on-one semi-structured interviews were the primary data collection method, including an (3) observational component where descriptive field notes of emotional responses and non-verbal behaviors were recorded. The survey was analyzed as a support to the qualitative data obtained from interviews. Thematic analysis of interview data followed Moustakas's adaptation of Colaizzi's descriptive phenomenological method. Themes emerged from the data. Field notes were analyzed in parallel to the interview data. A second interview (used as a form of member checking) took place after the initial themes emerged to ensure accurate interpretation of the mothers' stories.

This dissertation study is in progress. Preliminary findings suggest that mothers who conceived with reproductive technology have great hope and resilience that extend into the postpartum period, emphasizing "mind over matter" in achieving optimal emotional health.

The overall needs of mothers who conceive with ART are unique. Many studies have assessed emotional experiences as related to anxiety and depressive symptoms, but have yet to explore the holistic aspects of the mother's experience as an occupational being. Occupational scientists understand that emotional well-being is an extension of mental well-being and a contributing factor to overall well-being. This can provide new insight into how emotions are expressed, felt, coped with, and woven within the lives of new mothers.

Reproductive technology is a rapidly growing treatment for infertility. This fosters hope for many mothers and subsequently, enhances their health and well-being. Occupational scientists have a vital contribution to the future of reproductive and postpartum occupations.

**Keywords:** motherhood, reproductive technology, qualitative research

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**Submission ID:** 1492829

## **EXAMINING BARRIERS TO ADULT PLAY IN GRADUATE STUDENTS**

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Sabrina Solis, Dominican University of California  
Catherine Salomon, Dominican University of California  
Leticia Monelli, Dominican University of California  
Karen McCarthy, Dominican University of California

### **Abstract**

The purpose of this study is to investigate barriers to play experienced by graduate students through focus groups and interviews. This will further our knowledge of the occupational needs for graduate students, so barriers may be addressed in the future.

This research uses a qualitative descriptive approach to generate a focused summary of experiences that shape participants' views (Stanley & Nayer, 2014). The research will analyze the experiences of graduate students and barriers they encounter during play. Qualitative descriptive methodology requires some level of interpretation (Stanley & Nayer, 2014). This approach can be used to answer our current question and identify themes relating to barriers to play. The sample will consist of students enrolled in a full time in-person Masters program. Participants will be recruited by reaching out to professors, sharing fliers in GroupMe and social media posts, as well as reaching out to the head(s) of graduate school programs. Those interested in participating will fill out a Google form requesting preliminary information. Data will be collected during focus groups and interviews through recording, supplemented with field notes, and then transcribed. Through focus groups, participants self-reporting play, and individual interviews, we will gather rich personal descriptions of play, barriers to play, and analyze the content for themes. Participants will define play from their own experiences, identifying types of play that are important to them. Data will be analyzed utilizing reflexive thematic analysis (Braun & Clarke, 2021). Researchers will practice reflexivity through journaling and team discussion to reflect on their biases.

This IRB approved study is currently underway and scheduled to conclude by August of 2023. The results will be documented in a final paper and poster presentation.

Although previous researchers like Blanche (1998) have contributed to the understanding of play as an occupation, including barriers, there has been no occupational science focusing on barriers to adult play in graduate students. This gap in research could be key in examining the occupation



of play and its role in graduate student's quality of life. Blanche (1998) touches on the idea that there can be barriers to play such as "societal pressures", however, research is not focused on a specific group of people. This study brings the research a step further by focusing on barriers that graduate students have during the process of engaging in their chosen play activities.

**Keywords:** play, deprivation, barriers

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**Submission ID:** 1486133

## WHAT IS THE FORM, FUNCTION, AND MEANING OF PLAY FOR ADULTS IN THE U.S.?

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Michelle Lee, Dominican University of California  
Camille Howell, Dominican University of California  
Oscar Rubio, Dominican University of California  
Tillden Tecson, Dominican University of California  
Karen McCarthy, Dominican University of California

## Abstract

This qualitative descriptive research study aims to contribute to the current understanding of adult play as an experiential occupation by analyzing its form, function, and meaning.

Purpose sampling was used to recruit adults (older than 18 years old) living in the U.S. that participate in "play." Adults' primary language is English. Researchers will conduct two semi-structured interviews consisting of questions around the form, function, and meaning of play. The first interview will capture participants' overall experience of play through discussion of the observable aspects of play, the purpose of play, and the meaning of play. After the second interview, researchers will either observe, participate, or be shown a video/photo of participants' play to gain a greater understanding of participants' play in its natural environment. The second interview will occur after observation/participation and will provide an opportunity for participants to reflect on the experience they shared. Data will be analyzed utilizing reflexive thematic analysis (Braun & Clarke, 2021).

Data will be gathered Spring 2023 and analyzed by September 2023 and will be ready to present findings for the conference.

There has been previous research on characteristics of play, but no occupational science research has been conducted that explores the facets of play as an adult occupation. By looking at adult play experiences, we can understand play as a meaningful occupation and expand on the current occupational science literature.

The dimensions of play and the experience of play are still not understood nor are they defined within current occupational science literature.

The psychosocial benefits of play as an occupation is undervalued and unacknowledged within the lives of adults. This research will contribute to the conference theme understanding the current issues surrounding balance and play as an important occupational experience for adults. It is imperative that as we move towards the the future of occupational science we acknowledge that play does not end with childhood, and we continue to explore this valuable occupation across the lifespan to be more inclusive of diverse experiences.

**Keywords:** adult, play, occupation

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## THURSDAY, OCTOBER 19: POSTER SESSION 2

### **PERSISTENCE IN DOING TOGETHER: A MOTHER AND DAUGHTER ESTABLISHING SHARED MEANING**

Susan Agostine, University of North Carolina at Chapel Hill

#### **Abstract**

This presentation will explore the ways a 4.5-year-old child, Savannah, who has acquired complex needs and her mother, Martha, persist in doing together across time and space as they establish shared meaning and understanding. The entanglements between the two showcase how vital persistence is in the journey to make meaning and explore the world together.

This case study, focused on a single family, utilized key stakeholder interviews, participant observations, and video observations to collect data and attempted to answer the primary question: What is the nature of the child's relationship building and meaning making?

Data was analyzed using Charmaz's (2014) constructivist grounded theory. The theme of persisting in doing was supported by codes focused on experiencing and creating joy, justifying and striving. Each will be explored and implications discussed in this presentation.

Humans are social beings and spend much of their time engaged in occupations in the presence of others (Clark et al., 1991). In every interaction, or instance of doing together, there are multiple influences that cannot be separated from one another. Influences can include each individual's past experiences, abilities, and intentions, as well as the relationship between the individuals. Existing relationships support doing together, and, as relationships change, so does the nature of the interaction, with deeper relationships leading to interactions that are more in tune and better coordinated (Fuchs & De Jaegher, 2009). The entanglements of these influences on doing together make each interaction a unique experience for the individuals involved and a unique opportunity to build relationship and establish shared understanding.

Moving into the next generation of occupational science, communication, doing together, and working to establish shared meaning in occupation should be looked at more broadly. Specifically, shared meaning as expressed through non-symbolic forms of communication (e.g., gestures, eye gaze and body language) should be explored. The persistence seen in this case study highlights how these other forms of communication can be used effectively to build relationships and make meaning with the world.

**Keywords:** qualitative methods, doing together, meaning making

#### **Discussion Questions**

How is relationship intertwined with persistence and doing together for this mother-daughter dyad?

What might persistence and doing together look like in other relationships, such as therapist/client or siblings?

How can we, as occupational scientists, improve our understandings of relationship, doing together, and persistence across contexts?

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**Submission ID:** 1465646

## CLINICIANS' EXPERIENCES WORKING WITH FAMILIES WITH AUTISTIC CHILDREN THROUGH THE COVID-19 PANDEMIC

Brigid Connelly, University of Southern California  
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Svitlana Stremousova, University of Southern California  
Mariamme Ibrahim, University of Southern California  
Christal Haynes, University of Southern California  
Emily Ochi, University of Southern California  
Mary Lawlor, University of Southern California  
Erna Blanche, University of Southern California

### Abstract

Little is known about the experiences of clinicians providing services for the autistic community over the course of the COVID-19 pandemic. Many are impacted both personally and professionally and are challenged to tolerate the uncertainty surrounding service delivery during the COVID-19 pandemic (Spain et al., 2021, Hurwitz et al., 2022). This paper aims to discuss the experiences of clinicians bridging home, community life, and service delivery worlds between 2020 and 2023 which will contribute to an understanding of the interrelated service need gaps. With this knowledge, we hope to contribute to enhancing existing services for autistic individuals and their families.

This paper will draw on narrative phenomenological data generated through a current study entitled *Building the Future: Managing Uncertainty in the Lives of Autistic Children, Families, and Clinicians*. Narrative interviewing, individually and collectively, is utilized throughout this project as it is well-suited to gather stories, emic perspectives, and capture the particularities of stories to enhance understandings of lived experiences. We will reflect on ways in which narrative approaches are used to understand the phenomena of lived experiences of families with autistic children (Mattingly & Lawlor, 2000). While this paper will include the

perspectives of clinicians, the data presented is part of a larger study that gathers multiple perspectives including families with autistic children and other service providers.

Qualitative data from individual interviews with clinicians and collective narratives convey themes that provide insight into the lived experiences of clinicians over the course of the COVID-19 pandemic. Throughout these interviews, clinicians reflected on the magnitude and load of the work during the pandemic, new understandings of their clients' family and home life that have impacted service provision, and managing the anxiety and uncertainty surrounding the disruption.

The COVID-19 pandemic and the resultant stay-at-home period have led to significant disruptions in everyday life, particularly for autistic individuals, their families, and service providers. This paper will contribute to envisioning the future of occupational science in discussing the emergent needs that affect the collective capacity to move forward from an experience that has affected the autistic community disproportionately (Pfeiffer et al., 2022, Baweja et al., 2022). Understanding these lived experiences will help us analyze how occupational disruptions have affected this population and enhance scenario-building for the future. This paper will also discuss ways in which the pandemic has provided opportunities to leverage newfound strengths for the autistic community and the clinicians who support this population.

**Keywords:** autism, COVID-19 pandemic, service providers/clinicians

### **Discussion Question**

Have you discovered any aspects of this experience that turned out to be a strength or opportunity in terms of your practice and delivery of services?

What are some lessons learned surrounding managing uncertainty in daily life and in healthcare?

How can communities move forward with what we have learned during the pandemic to better serve autistic individuals and their families?

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**Submission ID:** 1493775

## **INCLUSION OF PROFESSIONAL PARTNERSHIPS WITH THE COMMUNITY AGING IN PLACE—ADVANCING BETTER LIVING FOR ELDERS PROGRAM**

Emma Edwards, Saint Louis University  
Selena Washington, Saint Louis University

### **Abstract**

At the conclusion of this session, participants will obtain knowledge regarding the development of the Community Aging in Place—Advancing Better Living for Elders (CAPABLE) program interprofessional team, and the community partnerships utilized during the implementation of the CAPABLE program.

At the conclusion of this session, participants will be able to explain how the CAPABLE program addresses safety and functional independence within the homes of community-dwelling older adults within low economic residential areas.

More than 75% of older adults aged  $\geq 65$  years have reported at least one physical function difficulty(1). The CAPABLE program utilizes an interprofessional approach (OT, Nurse, and home contractor) to improve safety and function within the home environment for older adults who typically reside within lower income residential areas (2,3). The professional partnerships between community-based programs supported client-centered implementation of the CAPABLE program. The program results included a decrease in self-reported depressive symptoms; an increase in self-reported confidence with completion of I/ADLs; and an increase in the client readiness to change scores.

The purpose of this session is to discuss the implementation of the CAPABLE program with inclusion of community alliances and professional partnerships to provide client-centered services to community-dwelling older adults in urban St. Louis City. This forum session will contribute to understanding of the implementation and outcomes of CAPABLE. We will offer implementation success and challenges encountered, client success stories, and goals to sustain the existing partnerships.

**Keywords:** older adults, community partnerships, aging in place

## Discussion Questions

How does inclusion of community-based professional partnerships impact occupational engagement?

How can community-based professional partnerships be utilized to address occupational injustices?

How can programs like CAPABLE address occupational disruption amongst older adults who live in the community?

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## REPAIR CAFÉ AS CULTURAL RESISTANCE AND COMMUNITY TRANSFORMATION

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### Abstract

The Repair Café (RC) model is a community program started in 2009 in Amsterdam currently with 2,000+ RCs globally. Essentially, the mission of the RC is to reintroduce repair as an everyday occupation in resistance to consumerism. The aim is to increase repair know-how and a sense of community by bringing diverse people together for a common purpose – fixing household items. The act of repairing cherished household items generates aesthetic emotions that contribute to a sense of wellbeing as an outcome of occupation (Karen, 2022). Results of an analysis of the power dynamics in one RC (Schäg et al., 2022) caution that those in the role of expert fixers can create an environment that limits the participation of others and fails to live up to the potential of the RC concept.

The RC model is consistent with shared values and interests of us year-round island residents, providing opportunity to investigate empirically answerable consequential questions about the effects of occupation on a community (Frank, 2022) through participatory action research. The preliminary outcomes of these formative efforts at collective action reveal how voice and access to meaningful occupation impact our community.

I wish to share community efforts to- and rationale for establishing an RC program in our island community and our progress thus far. This small community is committed to overcoming the strain of political divisiveness, social upheaval, and physical isolation imposed by COVID restrictions. The preexisting class and racial tensions have intensified along with the loneliness of the seniors and anxiety of the young people. As a result, islanders' sense of wellbeing has degraded. New opportunities are needed to restore the social fabric of island life.

Occupational scientists have long recognized the link between everyday occupations and the ecological health of the planet. Persson and Erlandsson (2013) promoted occupational actions to be undertaken on micro-, meso-, and macro- levels to increase wellbeing through sustainable actions. They emphasized the potential of the collective results of individuals acting ethically to promote spirituality and sustainability through individual occupational choices. The RC model emphasizes collective occupational actions to produce ethical and sustainable outcomes.

The future of occupational science is in addressing consequential questions, that lead to pragmatic solutions to problematic situations, relevant to people and to disciplines within and beyond occupational science and therapy (Frank, 2022).

**Keywords:** community, PAR, sustainability

### **Discussion Questions**

What are the implications of using occupation to redistribute power by giving authority to individuals with diversity of perspectives and skills?

How does PAR help structure occupation-based community programs that facilitate individual agency?

How and to what degree did this intergenerational programming promote intergenerational connection?

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## **EXPLORING EVENING AND SLEEP ROUTINES AND PRACTICES IN FAMILIES WITH SCHOOL-AGED CHILDREN**

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### **Abstract**

Recent health and wellbeing concerns in children and caregivers relating to lack of sleep (Williamson et al., 2020) and ‘overscheduling’ prior to COVID-19, as well as recent disruptions exacerbated by the pandemic relating to sleep schedules and routines for families with children over the past three years (Kracht et al., 2021). Thus, it is important to determine how families with school-aged children are experiencing their evening and bedtime routines. Our study explores how dual parent families living in the United States, with school aged children, 6-12 years old, with and without disabilities experience and value their evening and bedtime routines and practices during the 2022-2023 school year.

Our qualitative interpretive phenomenological study design examined the lived experience of families’ evening and bedtime routines and practices. Wenger’s (2008) Community of Practice and the Person Environment Occupation Performance Model (PEOP, Baum et al., 2015) supported our study design, aspects of data collection, and analysis. Data gathering methods included two interviews, one using photo elicitation, with children and their caregivers relating to their evening through bedtime routines. The preliminary analysis followed Peat, Rodriguez, and Smith’s (2019) seven step interpretive phenomenological analysis. Following initial analysis, we will conduct one final member check interview to all participants to confirm that our interpretation of data was consistent with their perspectives.

Preliminary findings outline how participants perceived evening and bedtime routines (practices) as important and supportive for all family members (parents) and required to complete

(children). Themes included “familiar yet dynamic routines” and “connecting while doing”, and “little change during COVID” Additionally, parents reported sleep quality as consistent with how they historically slept across their lifespan. Most child participants reported good sleep quality, especially with consistent use of sleep aids and objects (e.g. stuffed animals and noise machines). Minimal to no differences were noted with routines for child participants with disabilities. Solidified themes and nuances will be described upon study completion.

In examining the perspective of families with children, we gain insight into how evening and bedtime practices were valued for all family members when select routinized occupations provided space for co-creating nightly connections within the family unit. Further, parents strived to make connections with their children through evening practices that support overall family health and wellbeing.

**Keywords:** family practices, sleep routines,

### **Discussion Questions**

Given the idea that some families continue to find their routine or practices despite some changes to context or environment, how much change is too much change?

Does where families place value matter in the routine or practice relating to sleep? Why or why not?

When there are more barriers and variables to contend with in the context, environment, or the situation for evening routines in families with children, does the space or time for co-creating nightly connections greatly vary or remain similar?

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## **USING OCCUPATIONAL LENS TO UNIFY BIOMEDICAL AND SOCIAL MODELS FOR OBESITY INTERVENTIONS**

Ngozi D. Nnoli, University of Southern California

### **Abstract**

Obesity is a multifaceted epidemic with serious public health repercussions. The negative energy balance produced by everyday food intake and energy expenditure is one of the primary causes of obesity. The major objective in controlling obesity has been to urge patients to embrace lifestyle modifications, namely dietary and physical activity habits, via individual behavioral change. Despite several behavioral interventions demonstrating success in tightly-controlled trials, there is little evidence to establish the effectiveness of such interventions in effecting sustainable lifestyle changes. Contributions from occupational science are critical for understanding this gap in translation. In response, I propose a new way of thinking about obesity and healthy behavior through an occupational lens, which may lead to new approaches when contemplating obesity lifestyle interventions. I will focus on a World Health Organization-identified obesity-risk population: prime-productive-age adults.

I propose to investigate the nature of occupational beings from a role theoretical perspective. This lens clarifies the following obesity-related problems to be addressed: (a) the potential incompatibility of identity and role-profiles with healthy behavior; (b) the role of fear when taking on numerous duties, highlighting the pressure to meet health-related demands with the fear of failing to fulfill other important roles and responsibilities; and (c) the failure to comprehensively account for an individual's meaningful roles and role behavior as it relates to potentially unhealthy lifestyles that impact obesity risk. Lastly, I will demonstrate an approach for integrating two existing roles that target health and socioeconomic well-being to promote an idea of actively maintaining a healthy lifestyle while taking part in important activities simultaneously.

These considerations have implications for occupational science in terms of our ability to contribute to solutions for the obesity epidemic. Moreover, the framework in this research may highlight the critical factors that should be included in interventions and everyday life. Factors at play could include the connection between one's sense of self and fulfillment through integrated planning for everyday occupations, fear and its indirect role in promoting unhealthy practices, and the importance of understanding the role and role behavior's context to explain why people engage in such practices that increase the risk for obesity.

My hope is that this shift in perspective will inspire more innovative methods of reducing obesity by encouraging discussion about how we communicate the importance of encouraging healthy lifestyle habits among occupational beings through their daily roles, as well as increasing the inventiveness of obesity intervention design.

**Keywords:** obesity, role-theory, lifestyle interventions

## Discussion Questions

Thoughts on utilizing role theory from an occupational science viewpoint as a resource to learn more about obesity and potential solutions.

What role do you believe occupational science can play in combating the obesity epidemic via translational interventions?

Thoughts on the consideration of tackling obesity in a multidisciplinary approach, using occupational science as the foundation?

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## OCCUPATIONAL IMPACTS ON INTERSECTIONAL AUTISTIC AND LGBTQ+ IDENTITIES: A SYSTEMATIC REVIEW

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### Abstract

The overlap between Autistic and LGBTQ+ identities is well documented, yet there is insufficient literature examining the unique impacts on occupational participation for this population. Occupational justice is rooted in equity, including equal access to occupation, places where the occupation occurs, resources, and the benefits and burdens of occupations (Wilcock & Hocking, 2015). This systematic review uses the Occupational Justice Framework to examine the impact on occupational participation of Autistic LGBTQ+ individuals.

This systematic review was conducted from January 2022 through April 2023 utilizing the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) guidelines. Key search terms relating to LGBTQ+ identities, the Autism Spectrum, and occupation were

utilized to search among 13 databases with 9 articles identified for analysis. Two independent reviewers extracted the data, and any disagreements were resolved through discussion or consulting a third reviewer. The quality of the studies included was assessed using the Mixed Methods Appraisal tool. The studies were categorized based on their key concepts, theories, and methodologies.

Our analysis revealed that occupational participation impacts 4 major areas: social participation; health management; activities of daily living (ADLs), with an emphasis on sexual activity and education. Our analysis explored the impact of dual minority membership and contexts on occupational participation. Many participants discussed struggling with social support for both aspects of their identity, feeling removed from Autistic communities due to gender or sexual identity or from LGBTQ+ groups due to Autistic traits (Cain & Velasco, 2021; Cooper et al., 2020; Hillier et al., 2020). Sensory and communication differences and discrimination clinicians made accessing healthcare services distressing. (Cooper et al., 2020; Hillier et al., 2020; Lewis et al., 2021). Occupational injustice was illuminated through inadequate education regarding safe sexual activity, relationships, and gender and sexual diversity, which impacts individuals' social participation and health management. (Cain & Velasco, 2021; Cooper et al., 2020; Hillier et al., 2020, Lewis et al., 2021).

Autistic LGBTQ+ individuals face occupational barriers to participation that can lead to occupational injustices. In looking to the future of occupational science, it is critical to expand research, education, and programming that focuses on the disparities and needs of marginalized populations. In a society where diversity in gender, sexuality, and neurodivergence is becoming more widely known and accepted, it is essential to address occupational injustices and ensure that occupational science is at the forefront of promoting wellness, participation, and meaning in the lives of all people.

**Keywords:** occupational justice, autistic, LGBTQ+

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## **SOCIAL MEDIA COMPETENCE OF HEALTHCARE STUDENTS AND PROFESSIONALS: THE OCCUPATIONAL SCIENCE OF E-PROFESSIONAL BEHAVIORS**

Vikram Pagpatan, State University of New York Downstate Health Sciences University

### **Abstract**

The intent of this presentation is to highlight the importance of understanding the behaviors and actions of healthcare students and practitioners who utilize social media technologies inappropriately through the lens of social media competency in order to fill the gap in research around the science of E-Professionalism and digital citizenship within the health sciences.

Healthcare students and practitioners are violating patient privacy, ethical and legal standards of practice, and are diluting the importance of the therapeutic trust between a provider and consumer through the misuse of social media technologies (Wang et al., 2015; West et al., 2017; Twenge et al., 2020). Healthcare students and practitioners who post and engage in inappropriate actions through social media platforms or weaponize social media networks for personal agendas through the guise of their healthcare roles are also inadvertently impacting the stakeholders of their professions, and thus are contributing to the decline of the digital citizenship of the healthcare workforce (Surani et al., 2017; Smith and Knudson, 2016). The occupational science of this presentation is to better understand the roles of healthcare students and practitioners through the lens of social media competency in order to prepare the future leaders with the knowledge and skills to leverage this growing body of technology.

The aim of this presentation is to highlight the nature of human actions and behaviors that drive the misuse of social media technologies, specifically by the healthcare workforce and how the social media competency model can assist in better understanding how to address this growing problem.

This presentation seeks to evaluate the occupational science of intentions and behaviors of social media users who are healthcare oriented in order to view their actions from a social media competency lens and further highlight the need to integrate education and training on E-professionalism and digital citizenship in academia and practice.

As an occupational therapist clinician, full time academic and researcher, I believe empowering the future of occupational science starts with appreciating the complexity of social media technologies as not just leisure and entertainment pursuits but instead as tools for empowering communication, equity in access, and highlighting the diversity of experience. I am confident this presentation will highlight strategies and research on the concept of social media competence as a foundation for improving and enhancing our human nature through the digital context and beyond.

**Keywords:** social media competency, e-professionalism, digital citizenship

## Discussion Questions

How can student's cultural identities influence their outlook of social media technologies?

Can attention seeking tendencies and social media addiction of social media usage impact other areas of occupational functioning?

How does age and gender impact social media usage?

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## PARENT AND INFANT OUTCOMES RELATED TO ENGAGEMENT IN NEONATAL INTENSIVE CARE UNIT (NICU) CO-OCCUPATIONS

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## Abstract

To explore the impact of sensory-based, co-occupational engagement on parent mental health and infant neurodevelopmental outcomes based on who (parent, volunteer, or healthcare professional) provided most sensory exposures to preterm infants (born < 32 weeks gestation).

Thirty-five parent-infant dyads received the Supporting and Enhancing NICU Sensory Experiences (SENSE) program (Pineda et al., 2021). Parents, volunteers, and healthcare professionals tracked multi-sensory co-occupational engagement on bedside logs throughout the length of hospitalization. Dyads were sorted into two groups based on who completed most of the sensory exposures: (1) parents and (2) others, including volunteers and healthcare professionals. At term equivalent age, infants' neurobehavior was assessed using the NICU Network Neurobehavioral Scale (NNNS) and parents completed self-report measures of mental health. Independent samples t-tests, Fisher's exact tests, and Mann-Whitney U were used to investigate the differences in outcome measures.

Eighty percent (n=28) of the infants engaged mostly in parent-infant co-occupations, while 20% (n=7) participated in caregiver-infant co-occupations with volunteers/healthcare professionals. Infants in the parent-infant co-occupations group had lower NNNS lethargy scores (p=0.036). Parents in the parent-infant co-occupations group had lower state anxiety scores (p=0.047), Parental Stress Scale and Parenting Stress Index (PSI) Stress subscale scores (p=0.003, p=0.012), and lower challenges on PSI parent-infant dysfunctional interaction subscale (p=0.021).

Dyadic co-occupations within the NICU are reported to develop gradually and the characteristics of shared physicality, emotionality, and intentionality may be challenging to capture (Pierce, 2009; Fraga et al., 2019). The role of the parents in co-occupational engagement in the NICU appears important, with better parent and infant outcomes in the group that received the majority of sensory exposures from parents. Parents and infants benefitted from participation in positive sensory interventions in the NICU, however, further investigations should consider how best to support co-occupational engagement and should consider critically the role of volunteers/healthcare providers as surrogate co-occupational partners for preterm infants.

Exploring the conceptualization and measurement of co-occupational engagement offers novel directions for occupational science inquiries in the NICU where dyadic interactions may improve outcomes for parent-infant dyads.

**Keywords:** co-occupation, nicu, sensory exposure

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## **OCCUPATIONAL JUSTICE GUIDING IMPROVED HEALTHCARE FOR HISTORICALLY MARGINALIZED POPULATIONS LIVING IN RURAL COMMUNITIES**

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### **Abstract**

By 2030, nearly one-quarter of Americans will be over 65 years old. The “demographic tsunami” shift will strain healthcare systems for seniors. Evidence of occupational injustice is present in rural regions as access to healthcare is limited, and health disparities run rampant. These implications are substantially more prominent among historically marginalized populations living in rural areas. Culturally-informed, innovative initiatives are needed to improve aging health, well-being, and quality of life within rural communities. Use of occupation-based frameworks can inform the future of occupational science by bridging theory to practice (Nilsson & Townsend, 2010). The objective of this project was to assess feasibility of embedded telehealth services in established and trusted rural community centers for improved access to healthcare.

This study was informed by occupational justice theories and guided by implementation science methodology through use of the Exploration, Preparation, Implementation, Sustainment (EPIS) model. With strengths and needs identified, increased healthcare access was provided in medically underserved communities through technology supported direct-to-consumer telehealth services as a novel approach in community centers. This occupational justice approach to vulnerable seniors allows participation of those who may not have the technology, bandwidth, or technical/cognitive skills to operate telehealth services from home.

Four rural centers were enrolled and serve a combine population of >2000 older adults at high risk of health inequities and disparities. Three factors were critical in overcoming structural occupational injustices related to healthcare access. 1) Partnership among trusted community leaders and healthcare institutions supported trustworthiness of healthcare initiatives. 2) A positive growth mindset was critical among planning committees to anticipate and problem solve a variety of challenges for implementation. 3) Involvement of an occupational therapist facilitated task analyses, culturally-tailored training materials, and interprofessional collaboration.

Occupational justice theoretical models and implementation science methods allowed for community-engaged research while simultaneously improving healthcare access in medically underserved communities that have experienced historical occupational injustices. This initiative has gained recognition and additional funding from state and national agencies. Continued research is needed to demonstrate sustained reach, utilization, and change associated with healthcare outcomes.

**Keywords:** occupational justice, access, technology

### **Discussion Questions**

How can occupational justice theories impact national trends in diversity, equity, inclusion, belonging, and justice initiatives?

How can community-based programming support sustainable change models?

Which type of occupational injustices influence populations you work with and how might these approaches better support determined needs?

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## **EXPLORING THE OCCUPATION OF TAKING MEDICATION THROUGH THE LENS OF PERFORMANCE**

Jaclyn Schwartz, Washington University in St. Louis  
Katherine Aylmer, Washington University in St. Louis  
Sami Tayeb, Washington University in St. Louis

### **Abstract**

The relationship between a person's ability to perform medication management, and how they actually take their medications over time is poorly understood. We used the Tenses of Functioning Framework (Glass, 1998) to understand the relationship between what one "can do" and what one "does do" related to taking medication.

Participants were 60 English-speaking, cognitively intact, community-dwelling adults (> 40 years old) who independently managed one or more antihypertensive medications.

Participants completed a demographics questionnaire. To measure what one “can do”, participants completed two functional assessments of medication management (Executive Function Performance Test Enhanced [EFPT-e] and Performance Assessment of Self Care Skills [PASS] Medication Management Subtest). Afterwards, participants used an electronic Medication Event Monitoring System (MEMS) medication cap for one month to measure medication adherence, or what one “does do.”

Receiver Operating Characteristic Curve Analysis was used to understand how well experimental performance of medication tasks predicted enacted performance, or medication adherence. Data were analyzed using SPSS.

The area under the curve (AUC) for the EFPT-e score was .63 ( $p=.13$ ) and time was .67 ( $p=.041$ ). AUC for the PASS was .65 ( $p=.07$ ).

In the context of medication taking, medication management correctly predicted medication adherence with about 60-70% accuracy, which is consistent with other measures used in medication adherence literature. This finding suggests that there is a relationship between the performance of medication management and adherence. Occupational scientists are well suited to explore this complex phenomenon through further examination of specific barriers and facilitators to taking one’s medications.

Half of adults with hypertension do not take their medications as prescribed resulting in worse mortality and morbidity. This public health crisis is a topic of interest to providers, payers, and people who take medication. As we envision the future of occupational science, it is clear that occupational science approaches can play a large role in helping to understand and devise solutions to one of the largest problems in global health.

**Keywords:** medication adherence, medication management, self-management

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**Submission ID:** 1493669

## **A CRITICAL EXISTENTIALIST PERSPECTIVE OF THE OCCUPATIONS OF LEARNER AND EDUCATOR IN OCCUPATIONAL THERAPY EDUCATION**

Steve Taff, Washington University in St. Louis

### **Abstract**

This theoretical paper will outline a critical existentialist model for teaching and learning in occupational therapy education. The core of this model are the occupations of both learner and educator and how those interact in learning spaces such as classrooms and fieldwork sites. The occupation of learner runs much deeper than simple participation in educational activities. The facets of education as occupation include motivation, attention and communication, as well as the foundational capabilities and conditions of belonging, collaboration, self-efficacy, growth mindset, reflection, critical thinking, and dialogue. The occupation of teaching is also multifaceted, and involves communication, enthusiasm and passion, preparation, curriculum and instructional design, relationship-building, assessment and feedback, and receptivity. Viewing these various factors through a critical existentialist lens can help frame the teaching-learning dynamic as an interactive co-occupation with the goal of shared growth and a greater sense of authenticity and wellbeing.

In this paper, I suggest that a critical existentialist model of occupational therapy education can result in learners who are more engaged, motivated, know more about themselves as learners, more deeply understand content, can see the connections between topics, and more clearly perceive the connections of content to occupation. Such a model would also provide educators with a compass to become more reflective and effective teachers and to become more receptive and inclusive in building communities of learning in which being and belonging have equal importance to the doing of gaining knowledge. Teachers would also better discern the connections of their specific course content to occupational engagement and occupational justice.

The occupations (and supporting mindsets and capabilities) of both educator and learner has not been deeply explored in the literature, and therefore opens new possibilities for the nexus of occupational science and occupational therapy education.

As a novel approach to occupational therapy education, critical existentialism holds promise as a way to address gaps in the contemporary context of higher education, including enduring learning, learner wellbeing, critical reflection, global citizenship, building inclusive learning environments, and prompting a deeper understanding of teaching and learning occupations in academic and clinical education.

In my view, the future of occupational science should include the how, what, and why of teaching and learning in educational programs, and therefore is directly tied to the conference theme.

**Keywords:** existentialism, critical pedagogy, education

### **Discussion Questions**

How can a critical existentialist perspective help us better describe and understand the multifaceted occupations of learners and educators?

How could a critical existentialist perspective enhance inclusive instruction and creating a community of belonging in teaching spaces?

Discuss ideas on how a critical existentialist perspective could inform approaches OT educators use to teach occupation.

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## **THE CALL FOR AN OCCUPATIONAL PERSPECTIVE: INCLUSION FOR INDIVIDUALS WITH EHLERS-DANLOS SYNDROME**

Gabrielle E. Tzin, Rocky Mountain College

### **Abstract**

The purpose of this presentation is to highlight the need for an occupational perspective to better understand and shed light on the unique experiences of individuals with Ehlers-Danlos Syndrome (EDS). This will be accomplished by integrating two theoretical perspectives: 1) the occupational justice framework, and 2) Wilcock's occupational perspective of health.

Ehlers-Danlos Syndrome is a group of connective tissue disorders that affect collagen formation and function (Miklovic & Sieg, 2022). The physical aspects of this disorder include chronic pain, joint dislocations, and fragile tissue, among others (Miklovic & Sieg, 2022). Despite the

significant impact that this condition has on participation in daily activities, a gap remains between individuals living with EDS and access to occupation (De Baets et al., 2022). As occupational scientists, it is important to consider the occupational rights of populations with rare disorders. The lack of occupational therapy involvement for people with EDS serves as an additional barrier to this population's occupational engagement. Wilcock (1993) described the importance of human occupation in relation to health and well-being. This perspective, in conjunction with an occupational justice lens, will allow occupational science to explore the needs of the EDS community.

There is a significant gap between occupational science and the recognition of EDS. An overall lack of knowledge and research in regard to occupational therapy's role with this population has resulted in occupational deprivation. Occupational science can help bridge this gap through increased awareness and research on EDS.

People with EDS would benefit from inclusion in occupational science research as it has the potential to increase inclusivity and occupational engagement. Wilcock's theory on human occupation along with principles from occupational justice describe how essential it is for every individual to have access to their occupations. It is of importance that people with rare disabilities have the same access to occupational therapy as those with more widely recognized conditions. The relationship between occupational science and EDS must be established in order to bring inclusion, equity, and justice to this population.

The future of occupational science includes taking an active role in social justice issues and healthcare disparities. People with EDS struggle with access to occupation as well as awareness of their condition by healthcare professionals. Occupational science has the opportunity to bring inclusivity and justice to this population, which would help accomplish some of their future goals.

**Keywords:** Ehlers-Danlos syndrome, occupational justice, inclusion

### **Discussion Questions**

What are some ways in which an occupational science lens can shed light on the marginalization of people with Ehlers-Danlos Syndrome?

How can occupational scientists address barriers to occupational engagement for people with EDS?

How can occupational science create more access to occupational therapy for people with EDS?

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**Submission ID:** 1489658

## **ASSESSING THE HEALTH NEEDS AND AVAILABLE RESOURCES OF MONTANA VETERANS: A CBPR APPROACH**

Gabrielle E. Tzin, Rocky Mountain College  
Kaila Mattera, Rocky Mountain College  
Stacey Cuff, Rocky Mountain College  
Lauren Frieling, Rocky Mountain College  
Andrew Simon, Rocky Mountain College  
Nicole Arguello, Rocky Mountain College

### **Abstract**

Veterans are more at risk to experience mental health disorders, post-traumatic stress, traumatic brain injuries, and other conditions associated with their time in service (Olenick et al., 2015). Additionally, in Montana access to healthcare can be problematic given the rural nature of the state. Earlier research on Montana veterans found a need for a contextualized and participatory approach with local relevance to veterans. The purpose of this study is to assess the health needs of veterans in Yellowstone County, Montana, the county with the largest percentage of veterans in the state. Capturing veterans' perspectives regarding their own health needs will help to identify areas for client-centered occupational therapy interventions and resources for other health services.

The design of this study is a community based participatory health needs assessment. Multi and mixed methods will be used to collect data from veterans (n=30), aged 18 and above, who receive healthcare services in Yellowstone County. Participants will be recruited via purposive and network sampling using gatekeepers at local service organizations. Veterans will participate in mixed methods focus groups where data will be collected via a quantitative survey of demographic and self-reported perceptions of overall health and local health resources. The survey will be followed by semi-structured focus group interviews aimed at capturing veterans' perspectives regarding their health needs, existing services, and the gaps between their health needs and what is available in the local community. Researchers will also complete participant observations at veterans organizations to understand the local context. Quantitative data will be analyzed using descriptive statistics to capture broad trends in the population and qualitative interviews and participant observation field notes will be analyzed using content analysis and thematic coding.

Results and findings are anticipated by September of 2023 as the study is in progress. It is hypothesized that this study will shed light on available resources and needs of Montana veterans.

Veterans experience barriers to engaging in their occupations and participating in their communities. It is crucial that barriers are identified using a participatory approach to identify occupational participation targets. The perspectives of veterans are essential when designing interventions to support their unique health needs. This study will contribute to the dearth of literature in OS focused on understanding the first person perspectives of veterans as occupational beings and the temporal connections between military service, occupation, and well-being.

**Keywords:** veterans, community based, Montana

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## ENVISIONING AND SHAPING THE FUTURE OF OCCUPATIONAL SCIENCE IN AUSTRIA

Julia Unger, University of Applied Sciences FH JOANNEUM

Mona Dür, Duervation

Magdalena Schlögl, Health University of Applied Sciences Tyrol

Karin Lettner-Hauser, University of Applied Sciences for Health Professions Upper Austria

## Abstract

Occupational science (OS) is a fast-growing discipline worldwide and characterized by constant development over the last three decades (Calhoun, 2020). This development not only took place in OS “roots-based countries” like Australia and USA, but also in Europe. Thus, a recent review



identifies a broad range of different OS research projects in European countries and highlights their increasing critical view when studying occupation and its context (Morville et al., 2022). However, there is a need to strengthen national OS in smaller countries like Austria, which experiences challenges due to institutional, political, and social contexts when implementing OS.

To foster OS in Austria, volunteer work, research activities, co-creation and innovation fostering activities, as well as project management have been important for the establishment of the Austrian Association of Occupational Science (AOS). As the national association of OS in Austria, we now use the method of future thinking which supports us in making informed decisions about our strategic vision and mission, our aims as well as about our project activities and initiatives for the next two years for OS.

An ongoing development of OS can be observed in Austria, a German-speaking landlocked country in the southern part of Central Europe. In Austria, the academization of occupational therapy (OT) due to Bologna declaration was important for the establishment of OS (Prodingler & Stamm, 2012). Thereby, the possibility of doing a master's degree in OT or OS was established. In 2020, the founding of AOS marked a giant step forward towards the future of OS in Austria. Currently, we are facing and dealing with several challenges which are important for the advancement of OS in Austria in the future: (1) being a visible partner on political and societal level and providing solutions for social challenges, (2) achieving interdisciplinarity within OS and support corresponding activities and (3) giving attention to the education of OS and making it comprehensible for occupational therapists working in the field.

The descriptions so far can be seen as an example for the development of OS in smaller non-English-speaking countries with a young history of OT and OS and serves as good practice example for similar countries.

This presentation gives an insight into the ongoing development of OS in a small German-speaking European country, including milestones already achieved as well as thoughts and potential solutions for the further development.

**Keywords:** occupational science, future perspectives, Austria

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## **UTILIZATION OF CAMPUS SENSORY ROOM THROUGH THE LENS OF DOING, BEING, BECOMING, BELONGING**

Gerald Edeson P. Vallo, Saint Louis University  
Jillian K. Vlasak, Saint Louis University

### **Abstract**

The college environment presents unique challenges for students. As students require new habits, roles, and routines in this setting, they regulate their emotions, behaviors, and cognition in response to various social and academic stressors. The purpose of a sensory room is to provide a multi-sensory environment that produces comfort and positive responses through pleasant stimulations in good environments. The objective of this study is to explore students' experience of doing, being, becoming and belonging following use of a campus sensory room to increase well-being.

This study is an on-going research process. The sample consists of 96 students: They are junior and senior students between the ages of 21-23 attending Saint Louis University. The study facilitates participation within an on-campus sensory room and reflects upon the student's experience. Students are to complete a post-qualitative survey through Qualtrics XM consisting of a section instructing participants to rate their level of stress, current challenges applicable to their daily life (academics, family, work), and description of their sensory room engagement.

The transition to college fundamentally promotes "being" through the essence of involvement, but environmental barriers could inhibit "doing" without engaging in self-help behaviors. A stressed college student may face difficulties that begin with rumination and lead to greater emotional disturbances such as negative self-beliefs and heightened self-focused attention. Intentionally designed spaces like the sensory room could facilitate "becoming," and thus, improve student's well-being through self-awareness and identity formation.

U.S. funding efforts are continuing to move towards better understanding the mechanisms of complex health behavior change. With education and knowledge as the primary feature of this national wellness initiative, occupational science has a unique understanding of "doing" to enact occupational changes in wellness-promoting actions, experiences, and routines for the future of students enrolling in higher education. A sensory room promotes this initiative by attending to personal sensory preferences and further encourages self-management habits in anticipated adversity. This research can be applied with other higher education institutions looking for unique solutions to address student wellness by looking at their experience and context in a doing, being, becoming, and belonging perspective.

**Keywords:** sensory room, well-being, college students

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## FRIDAY, OCTOBER 20: MORNING SESSION

### TEACHING OCCUPATION USING THRESHOLD CONCEPTS AND SUBJECT-CENTERED APPROACHES: CHALLENGES AND OPPORTUNITIES.

Pollie Price, University of Utah  
Sheama Krishnagiri, University of Nevada Las Vegas

#### Abstract

The purpose of this forum is to provide a brief overview of the current state of teaching occupation in entry-level programs and to facilitate small group discussion to generate/ develop strategies among educators to further explicate and integrate occupation core concepts into occupational therapy education.

Occupation has recently been identified as one of the core or “big” idea in occupational therapy, and therefore, in occupational therapy education. Several studies have recently emerged examining essential occupational science concepts for entry-level education, principles for teaching occupation, what and how it is being taught, and student, new graduate, and practitioner perspectives. Although occupation, and occupation and health have been identified as core and threshold concepts for occupational therapy education, recent research has shown the explicitness of instruction and assessment ranges on a continuum from explicitly taught related to self and the profession, obscured by and coupled with other topics, to not addressed at all. Subject-centered learning has recently emerged.

Participants may examine their own approaches of incorporating occupation as the core concept of occupational therapy education, identify strengths and areas of opportunity in their programs, and courses, and generate strategies to further explicate and integrate occupation in instructional practices.

Relevance to conference theme: Special Session on Teaching of Occupational Science.

**Keywords:** teaching occupation, occupational science concepts important for occupational therapy, instructional design and andragogy

#### Discussion Questions

Where and how does occupation show up in your curricular design, course design, and instructional and assessment processes?

What are some examples of instructional processes in your program that work well for helping students connect learning to occupation?

What are some strategies or areas of instruction in which you would like to focus to improve explication and integration of occupational science concepts?

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## **WHAT IS THE “MESO” LEVEL?: RECONCILING THE FAMILY UNIT AND THE LEVELS OF OCCUPATIONAL JUSTICE**

Nikhil Tomar, University of New Hampshire  
Ben Lee, University of New Hampshire

### **Abstract**

Occupational justice has long been an area of interest and inquiry within occupational science. The continued interest in this topic has provided credence to better understanding social justice issues from a global and structural/institutional perspective instead of relying on individual level analysis. As the research in this area grows, scholars have deliberated on reconciling the individual level with the larger social-political structures and policies. However, while the scholars are clear on what constitutes the individual- and macro-level, there is lack of clarity about distinction of the meso-level that connects the individuals with the macro, a limitation that severely hinders both the empirical application and the inter-disciplinary applicability of the occupational justice concept.

Clarity and applicability of occupational justice concept is integral for the future of occupational science as a discipline. We argue that, given the lack of clarity of the meso-level and the relatively overlooked family unit as a unit of analysis, occupational justice scholarship needs to seriously examine how the family unit helps connect the individual- and macro-level of occupational engagement and justice. Further, the current conceptualization/s of occupational justice have been relatively unexamined through the lens of family unit, limiting the scope and applicability of occupational justice.

Conceptualizing family unit as a meso-level provides a clear connection of levels (individual/self, meso and macro/society) for action within the occupational justice framework. This approach will not only provide clarity to the scholarship within occupational science but also help occupational scientists to engage in interdisciplinary research with other professions,

such as public health and social work, cementing the utility of occupational science within the future of interdisciplinary scholarship.

Given that the current socio-political climate is wrestling with intimate familial issues, such as abortion rights and same-sex marriage, the ever-evolving and diverse family unit is an integral level of occupational engagement for billions across the world and, thus, should be an integral unit of analysis to pursue within occupational science research, especially for occupational scientists interested in issues of justice.

Occupational science remains well-positioned to address urgent and critical issues in society, as seen by scholarship on social transformation and occupational justice. We believe that studying the family as a unit of analysis has the potential to not only provide the needed critique to the occupational justice framework but also yield insights to advance the occupational science scholarship within the arena of interdisciplinary research.

**Keywords:** occupational justice, family, individualism-collectivism tension

### **Discussion Questions**

What role would cultural norms and values regarding individualism and collectivism in a particular society (or even country) have in influencing the role of the family and implications for occupational justice?

What methods or methodologies can help occupational science scholars examine family-based occupational engagement and its connection with individual- and macro-level issues/factors?

Must there be rigid micro, meso and macro boundaries when studying occupational justice?

Could the family unit also be considered a micro-level unit of analysis?

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**Funding:** n/a

**Submission ID:** 1483242

## **INSIGHTS FROM THE 20 YEARS OF RUTH ZEMKE LECTURESHIPS IN OCCUPATIONAL SCIENCE**

Betsy Francis-Connolly, University of New Haven  
Sandra Rogers, Rutgers, The State University of New Jersey

### **Abstract**

To gain insights from the Ruth Zemke Lectureships in Occupational Science (RZLOS) for the past twenty years, individual interviews were conducted with the lecturers. The RZLOS is an honorary lectureship awarded by the Society for the Study of Occupation: USA to a visionary scholar whose body of work provides new theoretical insights and analysis to the discipline of occupational science. This lectureship, named for one of the founders of occupational science, Dr Ruth Zemke honors her legacy of inclusive and humble mentorship to generations of occupational science researchers.

The authors interviewed the RZLOS lecturers from the past twenty years. Interviewees were provided the interview questions ahead of the scheduled virtual interviews. Each interview lasted between 40 and 90 minutes. Interview questions focused on the current state of occupational science as a discipline, the impact of their lectures on occupational science, and their views on the future directions of the discipline. Themes were then generated from these interviews.

Themes and insights from these interviews will be shared during this presentation. A brief history of occupational science will be shared to frame the presentation. Recommendations for future directions for occupational science research, methodologies, and translation to practice will be discussed.

Consistent with the conference theme of envisioning the future of occupational science, insights from the RZLOS regarding the future of occupational science will be shared. Participants will have the opportunity to reflect on how they would like to contribute to building occupational science's future. Recommendations for future directions for occupational science research, methodologies, and translation to practice will be discussed.

Consistent with the conference theme of envisioning the future of occupational science, insights from the RZLOS regarding the future of occupational science will be shared. Participants will have the opportunity to reflect on how they would like to contribute to building occupational science's future.

**Keywords:** occupational science, future directions,

### **Discussion Questions**

Do the themes from the RZLOS interviews resonate with you? If yes, in what ways?

The RZLOS shared their vision for the future of OS; do you agree with their ideas? Why or why not?

How might you contribute to creating this future of occupational science?

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**Submission ID:** 1491067

## CLIMATE CHANGE AND OCCUPATIONAL PARTICIPATION: PERSPECTIVES OF INDIVIDUALS EXPERIENCING HOMELESSNESS

Kelly Carlson, Washington University in St. Louis  
Madelyn Yoo, Washington University in St. Louis  
Parul Bakhshi, Washington University in St. Louis  
Quinn Tyminksi, Washington University in St. Louis

### Abstract

Climate change continues to threaten human health and perpetuate inequality at an accelerating rate (Intergovernmental Panel on Climate Change [IPCC], 2022). Due to the nature of being unhoused, individuals experiencing homeless (IEH) face significant exposure to resulting weather phenomena; however, their needs and perspectives are characteristically excluded from discussions around climate risk and response (Every et al., 2019). Despite growing recognition of the role of occupational science and therapy with IEH (Marshall et al., 2020) and in climate action (Lieb, 2022), no studies have previously considered the climate change-homelessness nexus through an occupational lens. This study's purpose was to examine the impact of climate-related weather phenomena (including extreme temperatures, poor air quality, and precipitation variability) on the occupations of IEH and potential response strategies.

Six participants were recruited from an organization providing services to IEH in St. Louis, Missouri. Participants engaged in semi-structured interviews, sharing their experiences with climate-related weather phenomena and providing insight into strategies to alleviate climate's impact on IEH. Interviews were recorded, transcribed, and coded followed by thematic analysis.

Emerging findings indicate that climate-related weather phenomena adversely impact engagement in various occupations for IEH such as health management, social participation, community mobility, work, personal hygiene, and nutrition management. Themes also emerged around eco-anxiety, contradicting assumptions that IEH are less concerned with climate change due to more imminent social hazards (Every et al., 2019). Strategies proposed by participants include increased education, accessibility of resources, and public infrastructure.

To effectively (and ethically) respond to climate change, occupational scientists must amplify the voices of those most impacted. For IEH specifically, occupational and therapists must further research and develop interventions to promote occupational engagement and justice amidst the



climate crisis. Given the complexity of climate change's threats, occupational science must embrace transdisciplinary collaborations, integrative understandings of health, and creative thinking (Wicks & Jamieson, 2014).

Climate change is arguably the largest threat to occupational engagement and justice of all time. With its adverse effects felt by vulnerable populations, such as IEH, occupational science must direct the field's unique occupation-centered perspective to engender essential, transdisciplinary climate action for occupational justice.

**Keywords:** homelessness, climate change, occupational justice

### **Discussion Questions**

How should occupational therapy and science respond to the climate crisis?

Should a new framework be developed to support the profession's response to climate change or are existing frameworks sufficient?

How should occupational therapists and scientists extend their work to better meet the climate-related needs of IEH?

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## **ORAL HISTORIES: ADVANCING RESEARCH IN OCCUPATIONAL SCIENCE**

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### **Abstract**

Oral history is a method of gathering and preserving history of people and communities through multiple voices and experiences. This method uses in-depth interviewing through conversational open-ended questions that often target topical stories throughout the life span. These histories, co-created by the narrator and interviewer, hold deep potential for advancing occupational science research.

The panel discussion will explore the complexities of oral histories and their benefits to description and investigation of occupation.

All panelists bring experiences of being engaged with oral history for community work. We will briefly present different experiences using oral histories in community-based occupational science research. Participants will then reflect on the presented projects and consider ways community-driven oral history collections can inform our understanding of interconnected occupations.

The panelists will feature oral history projects and their relationship to occupational science: Oral history-based projects can mobilize stories to capture and honor local culture, belief and values shaped in the context, habits, and routines of everyday life. Researchers can study processes holistically, considering influences of socio-historical context and human agency through the evolving context of the stories. Personal histories link experiences to the macro and systemic levels of everyday doing. The open-ended inductive nature of oral history allows comprehensive understanding of experiences across the life span, allowing story tellers to connect epochs of their own life to their community context. The collaborative process of producing narrative and meaning through interaction between narrator and interviewer itself is a generative occupational experience.

These projects will exemplify ways oral history can benefit the study of occupation: offering an approach to studying the evolution of community occupation; understanding shared occupation that shapes future community building; and highlighting community building that often results from participation in oral history collection.

Oral history collection offers an innovative methodological approach to occupational science that reveals the experiences of people whose voices have been silenced or ignored in historical documentation and storytelling, envisioning an occupational science that amplifies justice. Additionally, this form of interview and approach to story collection offers a methodology that is more inclusive and driven by the narrator rather than the researcher.

**Keywords:** oral history, community, methodology

### **Discussion Questions**

What are other ways oral history can be used in occupational science research?

How can this methodology be understood by research systems like IRBs?

What does oral history offer that is different from traditional interviews?

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## ENVISIONING A PLURILINGUAL OPPORTUNITY FOR OCCUPATIONAL THERAPY AND OCCUPATIONAL SCIENCE EDUCATION

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Ryan Lavalley, University of North Carolina at Chapel Hill  
Violeta Chavez-Serrano, University of St. Augustine for Health Sciences

### Abstract

This paper highlights the potential for utilizing plurilingual resources in occupational science (OS) and occupational therapy (OT) education. The theoretical perspective offers the opportunity to reflect on the lessons learned from OS Spanish literature and the potential expansion of OS/OT by incorporating English and non-English literature.

Academics, researchers, and theorists from the United States and abroad have made distinguished contributions to OS in Spanish, addressing topics of global impact. Several of these contributions highlight the challenges faced in OS/OT from a historically and geographically Spanish-speaking perspective and can expand to issues faced within the United States, such as the pursuits of occupational justice and human rights or the impacts of neoliberal capitalism on service (Bianchi et al., 2017; Lara Riquelme et al., 2015). Additionally, several topics regarded in Spanish literature have gained recognition due to global situations and needs, including the lack of diverse perspectives in theory, occupation in times of conflict and peacebuilding, and difficulties in addressing and preparing future clinicians to address social issues (Olivares et al., 2019; Ospina-Benavides et al., 2019; Ulloa et al., 2016).

The OS/OT community in the United States does not routinely collaborate in dialogue or research with non-English speaking scientists, and most students rarely interact with occupation-based literature in multiple languages throughout their education journey. This results in the missed opportunity of learning and developing a dynamic perspective and definition of occupation.

As the population of the United States increases in diversity, it is necessary to consider occupational contributions from other countries and languages. This theoretical paper holds discussion potential to envision a science in which students, professors, and researchers have tools and resources for involvement in plurilingual study. OS in the United States can benefit from increased dialogue and collaboration with non-English speaking scientists and therapists to acknowledge the lessons learned across global perspectives and recognize that words used to describe occupation-based terms and experiences convey different meanings across languages and can impact the provision of services or interpretation of research results.

To advance diversity, inclusion, and global impact, the future of OS must be plurilingual and recognize the value of work produced by scholars in multiple languages. Through collaboration and vital dialogue, we can begin a discussion on the deficit and importance of contributions from scholars and theorists across languages and imagine a future where occupation is defined from an authentic, dynamic, and multicultural perspective informed by various voices across languages.

**Keywords:** plurilingual, multicultural, education

### **Discussion Questions**

What areas of knowledge/learning would benefit from plurilingual study?

What opportunities currently exist for plurilingual collaboration?

What strategies could be implemented to facilitate the use of plurilingual literature?

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## **LITERACY: AN OCCUPATIONAL JUSTICE ISSUE FOR CHILDREN EXPERIENCING HOMELESSNESS**

Lauren Little, Rush University  
Anne Hoffmann, Rush University  
Kristen Vincent, Rush University  
Laura Pabalon, Rush University  
Karen Lui, Rush University

### **Abstract**

Literacy is a fundamental skill used to navigate everyday occupations (Grajo & Gutman, 2019); yet, extant literature shows that approximately 75% of children experiencing homelessness (CEH) do not demonstrate grade-level reading skills (Walker et al., 2008; Obradović et al., 2009). When children lack opportunities to engage in activities to promote literacy, they experience long-term effects on occupational engagement. The purpose of this was to examine literacy skills among CEH as well as investigate how literacy associated with shelter type.

We recruited n=24 CEH ages 2-8 years (mean=56.4 mos., SD=23.7 mos.). We used the Phonological Awareness Literacy Screening (PALS), a demographic form, and questions related to parental views of reading. Shelter type was coded following SAMHSA guidelines (2022), including emergency and domestic violence shelters.

Sample identified as black (n=16), Latine (n=6) and Black-Latine (n=3). PALS results showed that 83.3% of children were not reading at age level, with 25% identifying 0 letters and 12.5% identifying all letters. Shelter type was not significantly associated with literacy.

Literacy is an integral skill used in everyday activities and occupations; research shows that literacy is associated with long term academic and health outcomes (e.g., Bassuk et al., 2015; Vandentorren et al., 2016). To promote occupational justice, we must partner with communities provide support for those most at-risk populations for long-term disparities in occupational engagement and use our knowledge of occupation to integrate into interventions that promote skills such as literacy.

Fowle (2022) argued for the term racialized homelessness, as over 50% of individuals experiencing homelessness identify as Black, Latine, or Native American. Additionally, Jones et al. (2016) presented substantial differences between racial subgroups of the U.S. homeless population in vulnerabilities, health risks, behaviors, and service outcomes (Jones et al., 2016). While data on CEH is limited, occupational science has the opportunity to characterize how skills that underlie engagement in occupation (literacy) intersect with race, ethnicity, and social determinants of health that may influence long-term child outcomes.

**Keywords:** homelessness, children, occupational justice

### **Discussion Questions**

What are some ways that we can use ideas from occupational science to understand the everyday

lives of children and families experiencing homelessness?

What methodologies may be most useful in conducting studies with children experiencing homelessness?

What are some ways to promote participatory action research and/or community engagement boards in research with families experiencing homelessness?

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## DIFFERENCES BETWEEN SELF- AND PROXY-REPORT FOR PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

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Hannah Laufenberg, University of Wisconsin-Madison  
Leann E. Dawalt, University of Wisconsin-Madison  
Karla Ausderau, University of Wisconsin-Madison

### Abstract

People with intellectual and developmental disabilities (PWIDD) are often excluded from research, relying on the perspectives of care partners or proxy reporters (Scott & Haverkamp, 2018; St John et al., 2023). It is critical that research prioritizes the direct perspectives of PWIDD, especially when studying items like safety and quality of life (QOL). The purpose of this presentation is to identify differences in reporters (self vs. proxy) using data from two cohorts from a longitudinal study on long-term care services. This presentation will discuss implications of these findings as well as the importance of inclusive research practices to support full inclusion for PWIDD.

Participants completed an online survey on long-term care service experiences. The survey could be completed by PWIDD or by their care partner. Data from two cohorts, 2017 and 2021, were included. Independent sample T tests were conducted to study reporter status on QOL and safety ratings across both cohorts. Follow up linear regression models were tested to control for covariates of age and sex.

In 2017, 83% (n=289) were proxy reporters and 17% were PWIDD. In 2021, 89% (n=172) were proxy reporters and 11% were PWIDD. Care partners reported higher QOL on a 5-point Likert scale compared to self-reporters in both cohorts. There was also a significant difference in QOL

between cohorts, with higher QOL reported in 2017 ( $p=0.032$ ). A linear regression model revealed, however, that when controlling for age and sex, reporter status no longer predicted QOL. PWIDD reported higher safety concerns than their care partners on a 4-point Likert scale in both cohorts, however, these results were only significant in 2021 ( $p=0.02$ ). When controlling for age and sex, the results were maintained. We were not able to compare overall perceived safety scores between cohorts due to slight wording differences.

Based on these findings, reporter type may produce different results; researchers must consider the appropriate informant for each research question. Meaningfully considering the roles of PWIDD in research allows for elevating the voices of the people studied, not those of their care partners.

The future of occupational science should prioritize the lived experiences of marginalized populations, including PWIDD. We can intentionally include PWIDD in all parts of research, including as participants. This may require flexibility, such as diversifying communication, to allow for full participation. Occupational science is a place that can and should be prioritizing research inclusion for translation into practice.

**Keywords:** intellectual disability, inclusive research

### **Discussion Questions**

Considering the COVID-19 pandemic and current context, how do you think these results would change or not change in the 2023 cohort?

How do we continue to encourage and foster PWIDD participation in the research process instead of or in collaboration with their care partners?

How does the future of your occupational science practice or research incorporate diverse perspectives?

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# IS OS INSTRUCTION A LANGUAGE THAT TRANSLATES? RECONCILING DESIGN AND OUTCOMES IN AN ENTRY-LEVEL PROGRAM

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## Abstract

Four years into an entry-level occupational therapy doctoral (OTD) program that centers occupational science (OS) and explicitly teaches OS content, what is working? This presentation reviews the design, desired outcomes, and indicators for teaching OS to students who intend to become practitioners.

The curriculum design for a new OTD program centered OS as the conceptual core which permeates the course sequence, learning objectives, and development of student-scholars. OS history, leading theoretical orientations, key concepts, and implications were included to teach “the science itself” (Hooper et al., 2016) through two dedicated courses. Challenging paradigmatic shifts (e.g., Transactional Perspectives, Cutchin & Dickie, 2012), were approached as teaching a “language” that could offer students a complex understanding of human occupation, and robust discourse about factors influencing it (Heatwole Shank & Merryman, 2018). Outcomes of an OS-centered curricular design have not been formally evaluated. To assess whether the language of OS has translated in meaningful ways, this presentation shares analyses of student artifacts, including textual products from two cohorts’ final Capstone projects (published articles, submitted abstracts, and final course papers, n=38). First, the focus of each project (e.g., community/social initiatives, program development, education, advocacy) was identified. Second, each artifact was coded for selected terminology introduced during the OS courses to differentiate from traditional language of practitioner or service provision. Findings from both cohorts are integrated to show the impact of curricular design on student outcomes, and to highlight areas where the intent of teaching OS has not been fully realized.

OS is not just for students preparing for careers in research and teaching (Zemke, 2016), and has relevance for practical application. Capstone project artifacts were selected for this inquiry since they were completed in contexts where health practitioners or services do not already exist, and therefore occur in emergent, community-situated and generally non-medical settings. This is a structured opportunity to assess the “local” potential of OS. From a curricular standpoint, it is important to consider and name outcomes that are meaningful and valued within and beyond the academy.

Teaching OS through “explicit instruction independent from therapy” (Krishnagiri et al., 2017) is a valid goal to advance the science. We argue that the next logical step should also occur: teaching OS should have outcomes that are synthesized and integrated in student learning and in application. Ongoing evaluation of these outcomes is critical to address not just how to teach OS, but how to do it well.

**Keywords:** teaching occupational science, application, education

## Discussion Questions

What are the valued student learning outcomes of including overt OS instruction in entry-level curricula?



What are the valued practical/practitioner applications of teaching OS?

How can overt instruction be scaffolded with opportunities to synthesize in curricular design?

How can OS theories be introduced and linked to a paradigm of occupation without relying on frameworks/models of therapy?

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## USING PARTICIPATORY MEANS TO ADDRESS OCCUPATIONAL JUSTICE ISSUES IN A LOCAL THERAPEUTIC PRE-SCHOOL

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Theresa M. Delbert, Hanover College  
Kasey Stepansky, Chatham University

### Abstract

The intent is to share how a participatory action research approach (Baum, 2006) can be utilized to support sustainable partnerships between academic and community partners. A replicable model supporting fieldwork and capstone placements that address occupational justice issues in a community-based setting will be shared. Participants will engage in dialogue regarding the potential use of a participatory approach to address occupational justice in their own practices and settings.

Entry-level occupational therapy programs often seek fieldwork placements for students at sites such as schools and preschools but may not necessarily have the student's focus be on addressing occupational justice issues during these placements. Although experiential learning placements and approaches are often client centered, recognizing the need for participatory population-based needs assessment and collaborative consultation approaches are lacking in the assessment and

intervention process. An eye to the future of occupational therapy and literature calls for the occupation-based practitioner to abandon the hierarchical medical model and non-sustainable interventions in community-based settings and instead address needs through participatory occupation-based action approaches when in community settings (Cockburn & Trentham, 2002; Taylor et al., 2004; Whiteford et al., 2018). Embracing a participatory action approach to supporting site needs can help occupational therapy programs overcome barriers that exist when moving into more sustainable interventions and collaborative models for fieldwork. The purpose of this forum is to describe one entry-level occupational therapy doctorate program's experience in providing level I and II fieldwork experiences, a capstone project, and a follow-up faculty grant and research project in response to an urban community preschool's expressed need for an improved sensory environment to support students with known behavioral and social disadvantages.

Potential outcomes for participants:

1. Discover strategies to address barriers to sustainable occupational justice interventions through a described case/model of environmental interventions in a preschool.
2. Analyze the relevancy of the described case/model to other settings and entry-level occupational therapy programs.
3. Identify one innovative strategy for use in their settings to promote participatory approaches and interventions to address and support occupational justice.

Occupational science is strengthened by the education of entry-level in occupational justice and participatory action methods. This forum describes participatory action frameworks as a pragmatic approach to sustainable occupational therapy interventions for occupational justice outcomes in entry-level education.

**Keywords:** occupational justice, participatory action framework, occupational therapy education

### **Discussion Questions**

How does the participatory action approach support or hinder the development and design of interventions to address occupational justice issues?

What barriers can be identified in trying to move from the hierarchical medical model to a community-oriented and participation action approaches for research or programs?

Should OT students learn about participatory action and this collaborative approach to partnership with sites within an entry-level curriculum?

What is appropriate for entry-level practice?

We presented a case study of how this applied to a community site. Could this apply to clinical settings?

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## **DON'T TAKE YOUR RESEARCH TO THE GRAVE!**

Karla Reese, Cleveland State University  
Jenn Soros, Cleveland State University

### **Abstract**

The purpose of this paper is to explore the importance of disseminating research and to suggest ways in which researchers can move beyond traditional methods of dissemination.

Research plays a critical role in shaping our understanding of the world and informing decisions that impact society. However, all too often, research findings are locked away in academic journals and only accessible to a small subset of experts. This not only limits the impact of research but also means that many of the insights and discoveries made by researchers never reach the people they were intended to help.

There are many ways to disseminate research, but in recent years, social media and podcasts have become increasingly popular platforms for researchers to share their findings with the public. These platforms allow researchers to reach a much wider audience than traditional methods, and to engage with people in new and exciting ways. To support researchers in disseminating their work effectively, the Knowledge Translation Framework can be used as a guide. This model includes publishing research findings in plain language and accessible formats, placing research findings in the context of other knowledge and sociocultural norms, making decisions and taking action informed by research findings, and influencing subsequent rounds of research based on the impacts of knowledge use (Ross-Hellauer et al., 2020; Sudsawad, 2007).

The field of occupational science is concerned with the nature of human occupation and how it impacts well-being. As such, the findings of research in this field have the potential to improve the lives of many people. By disseminating research in new and innovative ways, occupational scientists can ensure that their findings reach the people who need them most. Furthermore, by using the Knowledge Translation Framework, occupational scientists can ensure that their research is translated into action and has a lasting impact on society.

The importance of disseminating research cannot be overstated. By using social media and podcasts, and by following the Knowledge Translation Framework, researchers can ensure that their findings reach the widest possible audience and have the greatest impact. In the field of occupational science, where the focus is on improving people's lives, dissemination is especially critical. By making their research more accessible and relevant, occupational scientists can help to create a better world for all.

**Keywords:** disseminating research, knowledge translation framework

### **Discussion Questions**

Why is disseminating occupational science research important, and how can it impact society?

What are the benefits of occupational scientists using platforms such as podcasts and social media to disseminate research?

How can the Knowledge Translation Framework be used as a guide to disseminate research effectively, and what implications does this have for the field of occupational science?

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## **PARTICIPATION FOR ADULTS WITH INTELLECTUAL DISABILITIES: HOW PARENTS AND SUPPORT STAFF RESPECTFULLY FACILITATE**

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Allison Caudill, University of Wisconsin-Madison  
Karla Ausderau, University of Wisconsin-Madison

### **Abstract**

People with intellectual and developmental disabilities (PWIDD) require unique support for participation in meaningful occupation. Supportive care partners, both family and paid staff, play essential roles facilitating full participation in community, and this was especially highlighted during the COVID-19 pandemic with many community groups and spaces closed or changed. With dramatic changes to well established daily routines of PWIDD, the pandemic exacerbated participation disparities highlighting how vital supportive care partners are for participation. As PWIDD are often excluded and neglected in research, supportive care partner involvement is

also crucial to understand for research participation of this population. The purpose of this study is to examine ways in which supportive care partners facilitate participation in community engagement and research for PWIDD.

A secondary analysis was conducted from a study examining the daily occupations of PWIDD during the COVID-19 pandemic. Secondary analysis examined transcripts from focus groups for how care partners were noted to facilitate participation, either explicitly or implicitly within the research study or at large in the community. Field notes and voice memos from study orientation sessions and focus group sessions were also examined that reflected researchers observations of how care partners uniquely expanded opportunity for participation while centering on the individual's decision-making and self-determination. Thematic analysis of the qualitative data was conducted using NVivo software.

Three primary themes emerged as ways in which respectful facilitation occurred: Logistic and Pragmatics, Individual-level Advocacy, and System-level Advocacy. The theme Logistic and Pragmatics includes transportation to community and research events, serving as communication liaison, and bridging social familiarity with new people or groups. The theme Individual-level Advocacy includes identifying meaningful activities in the community based on the individual's interests and needs; providing appropriate reminders of rules, goals, and processes during research; and scaffolding communication. The theme System-level Advocacy includes creating opportunities for meaningful occupational engagement when lacking (including coaching teams or creating new activities), identifying appropriate candidates for research activities and navigating COVID-19 policies that impact occupational engagement.

Self-determination is an important factor for quality of life for adults with intellectual disability, therefore understanding mechanisms to support and facilitate decision making and participation is important for both parents and support staff. Occupational science views individuals as occupational beings but full participation in meaningful occupations for many individuals requires the support of engaged care partners. Occupational therapists and occupational science researchers should consider both the individual and care partners to support participation of PWIDD.

**Keywords:** intellectual disabilities, participation, care partners

### **Discussion Questions**

How do you involve partners in your research or clinical practice? How can we better support them in our practices?

How do you see this type of work applying to other settings or populations?

What are some of the particular occupations for PWIDD and their care partners that have a need for further occupational science research?

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## **REFOCUSING OCCUPATION: INCLUDING ENVIRONMENTAL AND CONTEXTUAL FACTORS MORE EFFECTIVELY**

Leon Kirschner, Touro University-Manhattan Campus  
Nancy W. Doyle, Boston University College of Health and Rehabilitation Sciences  
Brigitte Desport, State University of New York Downstate Medical Center

### **Abstract**

We will describe a new typology, the TECF- Typology of Environmental and Contextual Factors (Kirschner, Doyle, & Desport 2023) extracted from multi-disciplinary peer-reviewed literature, providing detailed language of environmental and contextual factors. This typology can be used to identify the factors that support or impede participation for both individuals and groups. Looking beyond the factors that are traditionally considered, we can consider factors that act ecologically (on the choices to attempt participation) as well as the factors that act directly upon participation in occupations.

By providing the language for those working in the field of occupation to describe factors on the environmental level with the same detail and conciseness that is available for body-level impairment, we believe that the influence of the environment and context on occupation can be fully considered for the justice of all people (Magasi et al., 2015).

Using the typology will increase focus on how the environment and context affect participation and facilitate inclusion and occupational justice at individual, community, and population levels (Periera, 2017). This typology is a tool providing universal terminology that furthers the specificity, consideration, and impact of addressing environmental and contextual factors in our science, research, education, and practice.

Potential outcomes for participants:

Participants will use the typology to facilitate comprehensive environmental evaluations and interventions that address the participation of more people in society.

Participants will conduct more multiple and cross-disciplinary research on how environment or context can affect participation.

We envision a future for occupational science where we are truly considering the transaction and interaction among the person, the occupation, and the environment/context. Aligned with the Occupational Therapy Practice Framework-4 (AOTA, 2020) and the International Classification of Function (WHO, 2001), the TECF enhances focus on the environment and context with the level of detail that harmonizes with our professional language to describe personal and occupational factors.

**Keywords:** environment, context, participation

### **Discussion Questions**

What is an example of how the typology can assist in intervening at the environmental level to achieve occupational justice for people?

How will using the TECF advance your practice, education, or research on occupation?

How can increasing our capability to assess environmental factors enhance the profession's impact on a societal level?

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## **RACISM: A DISRUPTION IN DOING, BEING, BECOMING AND BELONGING IN OCCUPATIONAL THERAPY EDUCATION**

Tyra M. Banks, Columbia Universtiy

### **Abstract**

The purpose of this forum session is to discuss concepts of racism and its influence on belonging in Occupational Therapy Education.

In occupational therapy education, occupational performance has been tied to individualistic motivation to successfully perform roles. Historically, marginalized students have been directed to change themselves to fit into the White-centric mold of a student within the context of occupational performance (Laliberte Rudman, 2013). Fitting in requires the student to engage in an internal process to assimilate within the classroom's white normative culture. Thus, students of color rely on coping strategies to thrive in an environment that supports these inequities (Banks, 2020).

Contrary to this individualistic notion, there are structures and processes that provide barriers to successful occupational performance and participation in the classroom. (Laliberte Rudman, 2013). Race and racism are fundamental structures that underpin how US society functions and perpetuates racial inequities (Bell, 1992). These elusive yet powerful structures influence society by defining "normal" participation according to a white-centric point of view. Relying on resiliency or coping mechanisms does not remove the structural barriers to successful participation; however, perpetuates and cements the inequity into the classroom's normative culture. Therefore, reinforcing structural racism and limiting one's ability to have autonomy in their academic experience to optimally perform their role as a student. Essentially, disrupting the doing, being, becoming, and belonging cycle that is expected in the classroom.

This forum will allow participants to understand how racism is an institutionalized practice that provides barriers to full participation for marginalized people in classroom settings.

Racism perpetuates the occupational marginalization of students within the classroom environment. Students of color rely on coping strategies to perform in an environment that supports these inequities. The future of Occupational Science must acknowledge racism as a paramount form of injustice that affects marginalized people from fully engaging in occupations.

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



## Discussion Questions

How can we advance occupational science scholarship using an anti-racist lens?

What implicit assumptions do we bring into scholarship that can perpetuate racism in our research?

How is racism reinforced in everyday occupations?

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## SCHOOL PARTICIPATION AND RACISM: WHAT FEMALE HIGH SCHOOLERS HAVE TO SAY ABOUT IT?

Maria Grazielle A. Araújo, Federal University of Pernambuco  
Marina A. Rosas, Federal University of Pernambuco  
Adriana G. Queiroz, The University of Kansas Medical Center

### Abstract

To identify, in the perception of Brazilian black female high schoolers, the impact of racism on social and school participation.

A qualitative study with descriptive and exploratory design. Four female self-identified black high schoolers, between 15 and 18 years old, in Recife, Pernambuco, Brazil, answered an approximately 20 minutes semi-structured interview. Students spontaneously sought the researcher in the school environment. Only the main researcher had access to the collected data which was checked by the participants. Some data was removed from the research at the participants' request. Content Analysis was performed by two researchers independently and verified by a third.

The resulting categories were the Impact of racism on social participation (1) and the impact of racism on school performance (2). They explain how racism influences the participants' daily activities, limiting their access to education and participation in other contexts of life. In category 1, the participants went beyond the school space and referred to how they are perceived with criticism focused on the phenotype, hair, and clothing appearance. In category 2, they feel like a second choice to participate in school events even when their school performance is considered

good. The categories show that racism presents itself as social and occupational injustice, and calls, from a young age, on black women to be occupationally aware. Participants move from ‘making an effort’ to fit in, to understanding the role of the hegemony of relationships in educational institutions and its impact on learning, social participation, and the process of their own identity as young black women and on their future. Both categories show that it is important for these young women to seek solutions in favor of a promising future so that they can recognize racist actions and outline strategies to deal with them on a daily basis, including combating them.

Racism and its impact on black communities is still a very delicate and hard topic to discuss, and much support is needed to help black female young students to deal with it on a daily basis in all settings.

This abstract is directly correlated to the conference theme. Understanding the perception of young black girls about their environment and what impacts their social participation and school performance is not just important but essential to help them to find strategies to strive in life while dealing with hegemonic setbacks, such as racism.

**Keywords:** racism, school participation, youth

### **Discussion Questions**

If, occupation is influenced by the dynamic relationship with what happens in society, how do you see racist actions being presented in nowadays society?

Even with all the DIVERSITY, EQUITY, and Inclusion actions in various settings, racism is still very much alive. How can occupational scientists be alert to the subtle influences of racism in occupation in places where DEI actions take place when conducting research or intervention?

Considering the fragile, although powerful, moment in life as adolescence, how do you see the interaction between the increase in occupational consciousness and teenagers' mental health?

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## **THE ROLE OF OCCUPATIONAL SCIENCE IN ENRICHING HUMAN-COMPUTER INTERACTIONS**

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### **Abstract**

This paper will examine how occupational science can contribute to existing gaps in the human-computer interaction (HCI) literature, specifically to synthesize theoretical concepts which enhance the practical implementation of HCI, focusing on the user/ human.

The growing influence of digitization and technology is transforming every aspect of our lives. Technology contributes to how humans engage in occupations and impacts human behavior (Hoehe, 2020). Human-computer interaction (HCI) has been defined as the study of the way in which computer technology influences human work and activities (Dix, 2009).

Practice-based research poses challenges to generalizing context-specific findings, such as theoretical knowledge generation, in a diverse field like HCI. Amon Rapp (2023) proposed a framework considering the ‘first-person’ impact of wearable technology and HCI on the user, and their internal experiences, to address this gap in theoretical investigation. Core constructs in occupational science, exploring justice, identity, engagement, and performance, can contribute to further such a theoretical backdrop for HCI research.

Implications related to occupational science:

- HCI, wearable technology and other digital derivatives can cause potential disruption to occupational engagement (Donnelly, 2022) and exacerbate societal inequities in accessing technologies, leading to experiences of occupational injustice among specific populations (Holthe, 2020).
- Exploration of how technologies can shape occupational identity, enhance occupational performance, and add a transactional layer to the human-computer interaction, can provide a new direction of knowledge generation to supplement the occupational science, and HCI literature, alike.
- Occupational science has the potential to guide ethical considerations in the development of newer technologies.
- Understanding how the use of technology and the human-computer interaction can be an occupation in itself.

This session will help to facilitate dialogue on how occupational science can contribute to the human-computer interaction and establish itself as a relevant science within the evolving world of technology, with the goal to further interdisciplinary connections with other disciplines.

As the world adapts to rapidly changing, improved technologies, the future of human-computer interaction stands to benefit from occupational science’s contributions, much like the human-

computer interaction will inevitably be embedded into the future of occupational science.

**Keywords:** human-computer interaction, occupational engagement, knowledge generation

### **Discussion Questions**

How do we envision OS to contribute towards the enrichment of the human-computer interaction?

Can human-computer interactions be a potential barrier to/facilitator of occupational engagement?

How can we make human-computer interactions more occupation-centered, in a way that promotes health and well-being?

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## **PERFORMING ‘NORMAL’: AUTISTIC SELF-ADVOCATE INSIGHTS ON MASKING AND INTERSECTIONAL PERFORMATIVITY**

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Dani Floríndez, University of Southern California  
Jessica Rios, University of Southern California  
Ash Liszewski, Columbia Memorial Hospital

## **Abstract**

Masking refers to the conscious and implicit strategies that autistic people use to appear neurotypical. In this presentation, we intend to provide insights from autistic lived expertise on how masking intersects with gendered, sexual orientation, and racial/ethnic performativity. We discuss how compounding stigma (e.g., ableism and racism) forces many autistic people to engage in intersectional performance (e.g., masking and racial ‘code-switching’) for survival. Our presentation centers underrepresented autistic perspectives and is developed by an autistic first author and three autistic co-authors. We draw from autistic self-advocate narratives to help inform our arguments.

To support our analyses, we will present relevant published quotes, stories, and other narrative mediums from autistic self-advocates. First, we will assess how interlocking forms of systemic oppression mandate autistic intersectional performativity for basic safety and resource access. We will summarize how self-advocates describe experiencing compounding stressors from these performance demands. For example, autistic women convey profound exhaustion from facing dual pressures to perform both neurotypicality and conventional femininity. Second, we outline how many self-advocates with multiple marginalized identities report severe occupational consequences for resisting intersectional performance. For instance, people of color express risking police brutality for ‘failing’ to appear non-threatening via openly exhibiting autistic traits. Finally, we will argue that occupational scientists can pursue a socially transformative future through assessing and addressing the disparities necessitating autistic intersectional performativity. We propose recommendations for relevant research approaches, including participatory and co-consultation paradigms.

Masking is typically framed as singular and autism-specific. The intersections between masking and additional forms of performativity are under-explored. Occupational analyses would be conducive for examining the impacts of intersectional performativity on everyday participation. In addition, occupational scientists can explore how intersectional performativity results in occupational injustices. As the field increasingly highlights how structural inequities engender social disparities, occupational scientists are well-positioned to address these gaps.

Autistic self-advocates have articulated the complex interrelationships between masking and other forms of performativity. However, their relevant narratives are academically underrepresented. Occupational scientists have the timely opportunity to forge novel, multi-faceted masking understandings and to enact social change. Including lived expertise and collaborating with diverse autistic communities represent key steps towards achieving this transformative aim.

We envision the future of occupational science as deepening its commitment to diversity, equity, and inclusion by analyses such as these that provide a more complex understanding of how structural inequities engender social disparities.

**Keywords:** autism, occupational justice, intersectionality

## **Discussion Questions**

What relevance and/or implications do autistic masking and intersectional performativity have for occupational participation?

What occupational injustices can arise from autistic intersectional performativity?

How can occupational scientists address the occupational injustices linked to autistic intersectional performativity to promote social transformation and increased participation for autistic people?

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## PRACTICING OCCUPATIONAL JUSTICE: EDUCATING STUDENTS ON INCORPORATING OCCUPATIONAL JUSTICE IN TRADITIONAL OT PRACTICE SETTINGS

Julia Henderson-Kalb, Saint Louis University

### Abstract

**Aims/Intent:** To increase awareness of how occupational justice concepts can be threaded into OT curriculum, including practice classes, so that future occupational therapists are more justice-oriented in their approach to client care.

The Canadian Medical Association found that social determinants of health, such as where a person lives, works and plays, may account for 50% of health outcomes (Gerlach, 2015). However, these social determinants are experienced differently within the human population, leading to disparity, marginalization, and occupational injustice. Conversely, occupational justice promotes fairness and empowerment to enable opportunities for participation in occupations in order to promote health and quality of life (Durocher, Rappolt, & Gibson, 2014). Therefore,

occupational justice is a critical concept for the OT profession, and it would benefit practitioners to be educated on the subject (Hocking & Townsend, 2015).

The Participatory Occupational Justice Framework (POJF) (Whiteford & Townsend, 2011) and the Occupation-Based Community Development (OBCD) Framework (Galvaan & Peters, 2016) are guides for including occupational justice in both individual and population-based/community occupational therapy practice. However, as a relatively new concept, occupational justice lacks research to support its specific use in daily occupational therapy practice.

For these reasons, it seems critical for OT education programs to introduce students to these concepts so that future OT practitioners have the tools to more easily incorporate occupational justice into their everyday practice (Bailliard & Aldrich, 2016).

Potential outcomes for participants:

Understand that occupational justice can be a part of traditional OT practice settings in order to train students to apply these ideas to their future practice.

Examine ways that occupational justice concepts can be incorporated into OT curriculum, particularly OT practices classes.

Formulate ideas on how to apply the above outcomes to their specific educational programs.

Relevance to conference theme: For occupational justice, a critical concept in occupational science, to be regularly incorporated into OT practice, students (i.e. future practitioners) need guidance to understand and feel comfortable with these concepts and how they apply to everyday practice.

**Keywords:** occupational justice, education

### **Discussion Questions**

In what ways is your program already incorporating occupational justice concepts into the OT curriculum?

From both a course level and from a program level, what specific ideas do you have to add concepts of occupational justice into the curriculum?

What strengths does your program have that will help with incorporating these concepts? What roadblocks do you see that could cause issues? How can you overcome these roadblocks?

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## **A CRITICAL EXAMINATION OF AUTHENTIC BELONGING IN OCCUPATIONAL SCIENCE: EXPLORING THE EXPERIENCES OF UNDERREPRESENTED STUDENTS**

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Camille Parchment, University of Southern California  
Quinn Tyminksi, Washington University in St. Louis  
Karla Reese, Cleveland State University  
Linn Wakeford, University of North Carolina at Chapel Hill  
Khalilah Johnson, University of North Carolina at Chapel Hill  
Amber Angell, University of Southern California

### **Abstract**

This panel presents two papers on the experiences of underrepresented groups in higher education, in order to critique and advance 'belonging' theory in occupational science.

Situated within the current climate of increasing diverse representation in higher education, this panel seeks to interrogate and problematize current occupational science literature on belonging by: 1) Analyzing the historic experiences of Black, Indigenous and People of Color (BIPOC) students in the Antebellum South and on Indigenous reservations, in the Jim Crow era; and 2) Critically examining the unique challenges that BIPOC women face when pursuing PhDs.

This panel brings together diverse approaches to examine belonging in the context of higher education. First, we will review belonging theory in occupational science scholarship. Next, we present two papers. 1) Using critical theory, we will present a literature review and examination of artifacts and documents related to the origins and evolution of the U.S. educational system, with a focus on the inclusion/exclusion of BIPOC populations. 2) We will examine with an intersectional lens the lived experiences of BIPOC women in doctoral programs, using case examples from *Elevating Marginalized Voices in Academe* by Templeton et al. (2021). With these examples, we will show the paradox between our discipline's conceptualization of belonging and the experiences of underrepresented students in higher education. Finally, we close with a facilitated discussion to engage participants in a critical examination of belonging theory in occupational science.

The history of discriminatory practices in educational settings in the United States has contributed to the current climate where students from underrepresented groups lack a sense of



authentic belonging in occupational science education. Our analysis of case examples of the experiences of BIPOC women in academia yielded four themes: Imposter syndrome, survivor's guilt, palpable fatigue, and cultivating a social network. We also denote the resiliency among BIPOC women pursuing PhDs, highlighting how they cultivate belonging within an isolated community.

Given the recent shifts in academia that underscore justice, equity, diversity, and inclusion (JEDI) efforts, our analysis provides implications for occupational science to reflect critically on authentic experiences of belonging at multiple levels, i.e., micro, meso, and macro. In order for occupational science to authentically realize current JEDI efforts, we argue that addressing authentic belonging for students is critical for a more equitable future for occupational science.

**Keywords:** belonging, higher education, diversity

### **Discussion Questions**

We have argued that belonging theory, as currently conceptualized in occupational science, is insufficient for understanding the experiences of unrepresented students. Given this, what is needed in terms of modifications or additions to current belonging theory in occupational science?

Do these scenarios/arguments apply to your institution or resonate with your experiences? If so, how?

What are some ways we can promote authentic belonging among occupational science students broadly?

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# **TOWARDS HUMANISTIC AND ENCOMPASSING UNDERSTANDING OF HUMAN OCCUPATION, THE CONCEPT OF VULNERABILITY**

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Rebecca Aldrich, University of Southern California  
Margarita Mondaca, Karolinska Institutet

## **Abstract**

The aims/ intent is to discuss and challenge existing discourses in occupational science on healthy and positive occupations and lifestyles and introduce the concept of vulnerability as a resource for a more humanistic and encompassing understanding of human occupation.

We argue that more nuanced discourses acknowledging human vulnerability can be a resource towards grounded understanding of human occupation. Vulnerability can be seen as an integrated part of humanity during life span associated with exposure to harmful influence but also with emotional and relational resources. We will draw on philosophical resources from Paul Ricoeur, Judith Butler and John Dewey in search for alternative concepts and language.

Participants will have opportunity to discuss and problematize current discourses within occupational science by testing inclusion of the concept of human vulnerability as resource in connecting human occupation with emotional and relational resources.

One key factor for the future of occupational science is how well our community will be able to matter and stay relevant for people and societies and contribute to equity, participation, and human values. This forum challenges current occupational science discourses and discusses ways to stay relevant in future challenges and needs.

**Keywords:** human occupation, vulnerability, conceptual discussion

## **Discussion Questions**

The forum will be introduced by a presentation of the problem, the concept of vulnerability its core functions and relevance for studying human occupation followed by dialogues in groups and identification of perspectives in larger group.

Discussion Questions:

- How can more nuanced concepts and language within occupational science encompassing human vulnerability be a resource for a humanistic and relevant occupational science?
- What are potential benefits and dangers with more encompassing language in occupational science?

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## **VISION BOARDS, NOT SCRAPBOOKS: ANALYZING THE CONSTRUCT OF "GROWTH" THROUGH OCCUPATION FOR AGING ADULT POPULATIONS**

Meagan L. Downey, Towson University  
Amanda C. Jozkowski, Towson University

### **Abstract**

In this presentation, we will explore how occupational science and other social sciences have defined and studied the construct of "growth." We will discuss how the term should be further explored by occupational scientists and present a working definition, applying it to the case of older adults.

Aldrich & Cutchin (2013) argued that John Dewey's position on the term "growth" was important for understanding occupation because it placed people in a constant process of becoming something new and improved. This transactional perspective of growth through occupation should further be explored by occupational scientists as it relates to occupational justice. A person's growth through occupation can only occur when they are provided the right external inputs like physical access, affordability, appropriate level of challenge and social acceptance. This is particularly important as humans reach an advanced age when they are often expected to reflect back on their lives rather than to look forward.

Occupational Scientists should establish a solid definition for the construct of growth as we continue to expand our knowledge base related to healthy aging. Providing clearer insight into what occupations and contexts help older adults "grow," rather than simply maintain their current level of function, is important for the field's goal of exploring occupation through the life course.

It is expected that this discussion will help occupational scientists consider current definitions of "growth" in multi-disciplinary literature and how that term might further be explored in occupational science research.

This theoretical paper addresses the conference theme through exploring the construct of growth and how it could be utilized in future occupational science research.

**Keywords:** occupation and aging, occupational justice, transactional perspective of occupation (TPO)

### **Discussion Questions**

How does the construct of growth, as presented here, relate to other terms you are familiar with

from occupational science?

Can you identify any recent occupational science studies that measure or demonstrate how growth shaped the performance of occupations by a specific population?

What contexts do health care professionals create or endorse that might hinder growth in an aging population?

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## IMPACT MATTERS: OCCUPATIONAL SCIENCE AS A GENERATIVE FORCE FOR SOCIAL CHANGE

Lynn E. Shaw, Western University  
Debbie Laliberte Rudman, Western University  
Gail Teachman, Western University  
Meredith Dash, Western University

## Abstract

The key aim of this forum is to facilitate dialogue regarding how occupational science (OS) can be leveraged to disrupt the status quo and generate new concepts and strategies for enacting social change. Such impacts matter (Aiello et al., 2021; Briggs et al., 2015) because they support diverse peoples and communities in engaging in occupations that enable well-being and

flourishing. Dialogue will be sparked through three brief evocative presentations; the first addressing contemporary framings of ‘impact’ in the field of knowledge mobilization (KMb), and the second and third providing illustrative examples of strategies for expanding the impact of OS concepts and scholarship. Following these presentations, participants will engage in small group dialogues to consider how they might take up innovative KMb strategies to amplify the social impact of their scholarship.

To expand the impact of OS scholarship in ways that align with the values of OS and are contextually attuned, it is vital that scholars employ KMb strategies across sectors and disciplines to influence those whose actions shape opportunities for people to thrive (Cunningham et al., 2022; Laliberte Rudman et al., 2019).

Participants will be provided opportunities to 1) share examples of KMb strategies and impacts from their own scholarship, 2) engage in dialogues to consider KMb innovations aimed at increasing impact by disrupting and driving social change, 3) diversify and expand their understandings of impact and how to generate impacts that matter, and 4) contribute to discussions that will inform a one-page brief for use in envisioning the future of OS and ways forward in advancing the social relevance and impact of OS. (Forum presenters will compile the brief; participants will be provided a copy following the conference)

One way to advance OS is to increase the uptake of OS knowledge and compelling research where it has value in social transformation at the societal or community level in addition to individual transformation (Laliberte Rudman et al., 2019). Part of the agenda for the future of OS is to build resources and networks within the field for optimizing impact. This is a foundational step that acknowledges the role of researchers, and research institutions in tapping a wider range of KMb that aligns with the values of OS and that specifically targets audiences where OS scholarship can be a generative force for social change.

**Keywords:** knowledge mobilization, social transformation, innovation

### **Discussion Questions**

What are examples of research having a social impact – from within or outside of occupational science – that excites you and/or that can serve as exemplars for occupational science scholars?

What ways of thinking about impact – particularly social impact - align with values underpinning occupational science?

What key KMb approaches for impact align with OS values? How can we use these to enhance the impact of occupational science research and concepts?

Where can we start to think about impact in and through the design and implementation of our research?

What are the challenges for OS in generating impact?

At local to global scales, what do we need to do more of to value and recognize impact within OS? How do we capture what is working well and what we need to focus on?

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**Submission ID:** 1490532

## **A LOGIC MODEL TO INTENTIONALLY DESIGN DE&I, JUSTICE, AND ANTI-RACISM CHANGE IN OT EDUCATION**

Lenin Grajo, Washington University in St. Louis  
Stacy West-Bruce, Washington University in St. Louis

### **Abstract**

There have been calls to take up antiracist practices in the occupational therapy profession as increasing and sustained experiences of inequities and race-based violence and injustices permeate everyday life (Johnson et al., 2022). These calls require intentional and strategic initiatives directly from the educational pipeline to create meaningful and sustained changes in the occupational science (OS) and occupational therapy (OT) professions.

The aim of this presentation is to share and open conversation on the methodology and process that one research-intensive occupational therapy program is undergoing to redesign and assess its approaches in integrating and further strengthening its commitment to diversity, equity, inclusion, justice, and anti-racism. This process is outlined by assertions of Kishimoto (2018) that anti-racist pedagogy should (1) incorporate the topics of race and inequality into course content, (2) teach from an anti-racist pedagogical approach, and (3) organize anti-racist efforts within the campus and linking those efforts to the surrounding community.

In the wake of the murder of George Floyd and many others before and after him, there has been increased conversation, trainings, and “embedding” of diversity, equity, inclusion, justice, and anti-racist principles in many OS and OT education programs. While critical mass is growing, there needs to be an intentional, strategic, and purposeful methodology in how DEI and anti-

racist principles are integrated, not just embedded, in how we do occupational therapy education. This includes curriculum design, professional development of faculty and staff, program evaluation, and outcome measurement of the effectiveness of this intentional design.

In Wilcock's Framework for Health, belonging is highlighted as an important aspect of promoting successful and valuable participation in occupations and is defined as having the need and opportunity to contribute to social interactions, engage in mutually supportive relationships, and possess a sense of connectedness (Talero, 2017). For occupational science and occupational therapy students from under-represented minority (URM) groups, this sense of belonging may be impacted by the lack of intentionally integrated diversity, equity, inclusion, justice and anti-racist principles into OS and OT educational programs, which are often largely influenced by white, Westernized values and ways of belonging. This lack of belonging may impact the well-being and educational success of URM student populations.

This presentation aims to open dialogue and meaningful sharing of resources, methods, and ideas to strategically and intentionally integrate DEI and Anti-Racism principles in occupational science and occupational therapy education.

**Keywords:** anti-racism, inclusive education, DE&I

### **Discussion Questions**

What are your programs doing to intentionally and strategically integrate DEI and anti-racist principles in OS and OT education?

How are you assessing impacts and outcomes of your initiatives?

What barriers did you encounter into fully integrating DEI and anti-racist principles in your program?

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**Submission ID:** 1486420

## IN OR OUT OR IN-BETWEEN: CONCEPTUALIZING UNBELONGING

Stacy Smallfield, University of Nebraska Medical Center  
Wanda Mahoney, Washington University in St. Louis

### Abstract

The intent of this session is to highlight the shortcomings of the current conceptualization of belonging in occupational science literature and prompt consideration for broadening the concept to a complex continuum that includes unbelonging.

The feeling of belonging connects people. Occupational science literature recognizes belonging as a core dimension of occupation (Wilcock, & Hocking, 2015). However, we argue it is insufficiently conceptualized for a range of experiences across inclusion-exclusion continua, including unbelonging.

We suggest criteria to differentiate belonging, not belonging, and unbelonging include membership status, internal factors, external factors, and the interaction between them. Belonging to a group includes group membership, desire for group membership, the extent to which one feels they belong to the group, and the group accepting the person as a member of the group. Not belonging to a group means that the person does not meet membership criteria, there is no desire for group membership or the person is unaware of the group, and/or the group is unaware of the person. Unbelonging occurs with either type of membership status, and includes a conflict between the internal and external factors. Intensity of these factors and engagement in occupations consistent with the group also contribute to the belonging-unbelonging continuum.

Implications related to occupational science:

- Scholars have discussed identifying as occupational scientists since the beginning of the discipline (e.g., Wilcock, 1998; Yerxa, 2000). Beyond self-identification, conceptualizations of unbelonging may illuminate additional considerations for promoting and strengthening belonging in occupational science.
- Occupational science needs to consider complex aspects of occupation, such as unbelonging, and reflect neutral and negative experiences in addition to positive ones.
- Beyond occupational science, unbelonging relates to systemic racism and may serve as another example of how injustice is perpetuated and may be dismantled through occupation (Lavalley, & Johnson, 2022).

One core dimension of occupation is belonging. Current definitions of belonging fall short of fully capturing the nuance of occupations and experiences involved in unbelonging. We theorize potential criteria for defining belonging, not belonging, unbelonging may include membership status, internal and external factors, and the interaction between them.

Strong and evolving theoretical explanations of core dimensions of occupation are fundamental for the future of occupational science. Discourse about the belonging-unbelonging continua that can occur at a conference is crucial to understand and reflect multiple voices and ideas in the theorizing process. Inclusion of knowledge users in conceptual formation is a critical step in translating theoretical knowledge to action.

**Keywords:** theorizing, belonging, unbelonging



## Discussion Questions

How does this proposed conceptualization of belonging to include unbelonging resonate with your experiences and research?

How does one's sense of belonging or unbelonging in occupational science fit with identifying oneself as an occupational scientist?

How do each of us, as members of a group, potentially contribute to another person's sense of unbelonging?

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## MIDDLE SCHOOLERS' PANDEMIC PERSPECTIVES THROUGH THE LENS OF DAILY LIFE

Susan Szendrey, University of North Carolina at Chapel Hill

### Abstract

Middle school is a critical time in early adolescence characterized by rapid development in a variety of contexts, especially academic, social, emotional, and physical contexts (Vroman, 2015). The COVID-19 pandemic created even more drastic shifts in these contexts for middle schoolers throughout the United States. This study focused on exploring how middle schoolers navigated school and daily life during the pandemic. While in research there is a tendency to prioritize adult perspectives as more valid ways of knowing about young adolescent issues (Pincock & Jones, 2020), this study intentionally centers middle schoolers' perspectives.

Data were collected from six participants who attended public middle school (6th grade, n=1; 7th grade, n=2; 8th grade, n=3) during the 2021-2022 school year. Caregivers completed a brief open-ended questionnaire about their middle schooler's background. Five adolescents completed six, ~30-minute semi-structured interviews over Zoom. Interview sessions included ongoing member checking, and the researcher completed weekly memos during data collection and analysis. Using an iterative, reflexive thematic analysis approach as outlined by Braun and Clarke (2020), initial codes were developed and informed construction of themes.

The primary themes included: 1) the relentlessness of “change,” 2) the harsh realities of bigger worlds, and 3) the freedoms and limitations of our own perspectives. In discussing how daily occupations shifted over the course of the pandemic, participants detailed their dynamic relationship to the experience of change itself. Sometimes change was called “exasperating,” other times participants noted acceptance of its perpetuity. The pandemic connected middle schoolers with the broader, “adult” world in a new way. Participating in group acts and discourse (e.g., getting vaccinated) showed adolescents that “not all adults are good.” They encountered feelings of insecurity when they realized that trusted adults (e.g., parents and teachers) did not have all the answers. Lastly, participants recognized the difficulty of having an important life stage dominated by the pandemic. But, many acknowledged they could not get stuck thinking about what they missed out on because they had no other comparison for what middle school “should” be like. While prolonged disruptions to daily occupations had a profound impact on young adolescents, they emphasize an appreciation in their ability to both adapt to new occupations and return to old ways of doing.

Occupational science has the opportunity to support the meaning-making of past pandemic experiences and the potential to help inform preparedness for future large-scale disasters through the study of daily life.

**Keywords:** middle school, pandemic, adolescent perspectives

### **Discussion Questions**

How can researchers in OS continue to explore the impacts of middle schoolers' COVID-19 experiences as those middle schoolers continue into young adulthood?

How do we negotiate conflicting perspectives of adolescents and their caregivers or teachers in research?

What are ways OS can support creating better preparedness for future large-scale disasters?

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## **SOCIAL MEDIA AND OCCUPATIONAL ENGAGEMENT AMONG OLDER ADULTS - ENVISIONING THE FUTURE**

Cami Balog, Saint Louis University  
Kendall Kieltyka, Saint Louis University  
Emma Edwards, Saint Louis University  
Selena Washington, Saint Louis University

### **Abstract**

The intent of this study is to synthesize the literature related to older adults and their occupational engagement with social media, and to review the authors' current program addressing social media engagement with older adults.

Recent studies highlight older adults experiencing higher levels of isolation and loneliness and lower levels of overall well-being compared to other age populations (Jee, 2020). Older adults' routine use with social media demonstrated improvement in social engagement, life satisfaction, loneliness, and well-being (Lelkes, 2013); and made health resources (e.g., therapy and doctor visits) and education more accessible (Cao, et al., 2022). However, barriers such as digital literacy and accessibility to electronic devices influence older adults social media engagement (Wilson et al., 2023). There is limited research on how to improve older adults' occupational engagement with social media. The older adult population is one of the fastest growing age groups worldwide with 45% reporting use of social media, it is important to study and understand the motivation and scope of the needs within this population (Faverio, 2022).

The construct of occupational engagement is utilized to focus on older adults' relationship with social media platforms (Polatajko et al. 2013); and the attributes and barriers which influence older adults' ability to engage with the content on social media. We will utilize Morris and Cox (2017) Descriptive Framework for Occupational Engagement to discuss the content of this project.

We envision the future by: (1) reviewing the existing literature on how older adults utilize social media to address their occupational, social, emotional, and physical well-being; and (2) reviewing the outcomes of our study project and partnership with Oasis St. Louis senior services-focused on our dissemination of social media posts over the past year under the themes of occupation, education, advocacy, health, and social events with the older adult population.

Social Media and Technology use among older adults and its influence on occupational engagement.

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

### **Discussion Questions**

What features on social media platforms promote social and occupational engagement?

How does social media engagement improve participation in occupational activity and community engagement?

How can technology accessibility be improved to increase self efficacy and utilization among older adults?

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**Funding:** n/a

**Submission ID:** 1493601

## **FRIDAY, OCTOBER 20: AFTERNOON SESSION**

### **BUILDING AN OCCUPATIONAL FOUNDATION WITH AN UNDERGRADUATE DEGREE IN OCCUPATIONAL SCIENCE**

Wendy B. Stav, Saint Louis University  
Sarah Zimmerman, Saint Louis University  
Eli Stav, Saint Louis University

#### **Abstract**

This session will present a curricular model for an undergraduate degree in occupational science as a foundation and contribution to professional training in occupational therapy. The cohesive collaborative coursework will be presented along with discussions of the influence on professional training.

Yerxa (1998), Hooper and colleagues (2015), and Price and colleagues (2017) have touted the importance of infusing, centralizing, and prioritizing occupation in the professional training of occupational therapists. However, the complexities of occupation can be lost and reduced to lists of activities in the absence of the theoretical and philosophical ideologies of occupational science. Just as children learn the foundational knowledge and skills associated with shapes and letter formation before mastery of reading and writing is expected; the establishment of foundational occupational science knowledge is a requisite building block prior to occupational therapy education. A strong understanding of occupational science ideologies is integral to infusing occupation into practice in a way that supports clients as occupational beings.

Participants will prioritize occupational science content deemed essential as a springboard for occupational therapy training.

Participants will recognize the value of undergraduate occupational science education and be able to advocate for opportunities to infuse occupational science as a prerequisite for occupational therapy at their own institutions.

Core educational content in occupational science will contribute a philosophical base in occupation with recognition of clients as occupational beings and respect for the health promoting characteristics of occupation. Infusing occupational science as a preliminary phase of occupational therapy education will generate future practitioners who are grounded in occupation and practice in a way that is uniquely occupational and distinct from other health and community practitioners. This educational approach has the potential to secure a distinct role for occupational therapy in health care settings as well as carve a path for occupation in new and yet to be imagined arenas. On a more global level, building an occupational core among a whole generation of practitioners would evolve the occupational renaissance suggested by Whiteford and colleagues (2000) to an occupational revolution in which occupation is recognized and respected for its potential to influence health and well-being.

**Keywords:** undergraduate, foundation, collaborative coursework

## Discussion Questions

Which occupational science content do you see as critical and which would you prioritize in student learning to develop occupation-based practitioners?

Students always desire more hands on and clinical learning. In what ways do you see offering these experiential learning opportunities while remaining true to OS and not encroaching on clinical practice?

How do you see enculturating students in occupational science before initiating professional and clinical education beneficial to their professional training?

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**Submission ID:** 1468647

## **‘THIRD PLACES,’ PRECARITY, AND OCCUPATION: FOCUSING FUTURE PLACEMAKING RESEARCH ON INCLUSION, DIVERSITY, AND EQUITY**

Rebecca Aldrich, University of Southern California  
Debbie Laliberte Rudman, Western University

## Abstract

Physical and virtual ‘third places’ beyond home and work have been studied across multiple disciplines as sites of socialization; however, existing research does not explore the ways in which people (re)make third places through occupational engagement. Further, despite the narrow referent group – white, middle-class males from the Global North – that inspired the concept of third places, little scholarship has addressed third places’ exclusionary potential. This limited attention to exclusion is surprising given concurrent social and economic transformations causing more people to experience precarity-related marginalization in work and social life. This presentation reports on the state of knowledge regarding third places with these topics in mind,

proposing potential occupational science contributions to future research in this area.

To inform an ongoing funded ethnographic project, we conducted a five-step scoping review based on the guiding question: What is known about the types and characteristics of ‘third’ places that help maintain social connectedness and ameliorate social isolation in the lives of people experiencing precarious employment circumstances? The review included English-language full-text peer-reviewed articles published in academic databases that: were published between 2012 and 2022; reported empirical research focused on adults aged 18+ in precarious employment circumstances; and shared findings related to third places, social connection, or social isolation. After screening 2249 title and abstracts, we reviewed 249 full texts and extracted data from 24 articles. Thematic analysis informed by critical theories addressing occupation and place complemented research quality appraisal and critical interpretative synthesis.

Scoping review findings showed that people facing precarious employment circumstances created and used a diversity of third places (e.g., alleys/curbs, parking lots, town squares, churches, stores, cars, social media groups, application message boards) to address needs related to social connection and sense of belonging; refuge or respite from precarious conditions; countering social invisibility and marginalization; managing social risks and obligations; and facilitating resource and care exchanges.

As precarity increases in work and life, occupational scientists can leverage their understandings of occupation to support collaborative, community-engaged placemaking. In this work, occupational scientists must foreground the ways in which the structure and design of third places can both counter and reinforce experiences of exclusion, calling out issues of diversity and equitable access among third place users.

Occupational science placemaking research can address pressing social issues such as social exclusion and precarity by mobilizing research to inform advocacy and policy.

**Keywords:** third places, placemaking, precarity

### **Discussion Questions**

What knowledge is needed to support (re)making ‘third places’ in ways that support diversity, equity, and inclusion?

How might placemaking research with a focus on diversity, equity, and inclusion contribute to the future development of occupational science?

What existing research on place and placemaking in occupational science can contribute to expanding the conceptualization of ‘third places’?

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## **LIVED EXPERIENCES OF FAMILIES WITH AUTISTIC CHILDREN DURING THE COVID-19 PANDEMIC**

Svitlana Stremousova, University of Southern California

Mariamme Ibrahim, University of Southern California

Tritney Nguen, University of Southern California

Brigid Connelly, University of Southern California

Christal Haynes, University of Southern California

Erna Blanche, University of Southern California

Mary Lawlor, University of Southern California

### **Abstract**

The recency of the COVID-19 pandemic may limit public understanding of its consequences for families with autistic children. While the COVID-19 pandemic has impacted the general population, autistic individuals have been disproportionately affected due to the pandemic (Pfeiffer et al., 2022). The disruption in everyday life created by COVID-19 has lasted longer than initially anticipated. There has been fairly limited attention in the literature on the effects of the pandemic on lived experiences of families with autistic children, as many were dislocated from their narrative by spatial-temporal disruptions. This paper aims to contribute to the understanding of such experiences by sharing interpretations of multiple narrative perspectives.

This paper draws on narrative phenomenological research methods to explore how families with autistic children experience occupational disruptions and encounter emerging needs that affect the collective capacity to move forward and find opportunities to leverage newfound strengths. The paper utilizes a subset of data that is a part of the larger study that gathers multiple narrative perspectives on the COVID-19 experience. Individual interviews with family members of autistic children aged 2 through 18 will be included.



Data themes from participant interviews reflected the significance and heterogeneity of the lived experiences in the first twenty months of COVID-19. Families reported that COVID-19 caused disruptions in their routines and occupations, leading to some caregivers taking over additional roles and dealing with deep emotions about the uncertainty in daily life and missed opportunities. Participants also shared their experiences with returning to community spaces, positive outcomes, newly found capacities, and strategies to optimize recovery and build scenarios for the future.

This paper shows the merit of narrative approaches used to understand the phenomena of lived experiences of families with autistic children (Mattingly & Lawlor, 2000; Mattingly, 2017; Lawlor & Solomon, 2017). In presenting this data, we aim to facilitate a discussion about the intersectional effects of health and social inequities on lived experiences of the autistic population across the first twenty months of COVID-19. In managing uncertainty and tolerating ambiguity, families rely on applicable narrative strategies to enhance scenario-building for the future (DeGrace, Hoffman, Hutson, & Kolobe, 2014).

**Keywords:** autism, COVID-19, family

### **Discussion Questions**

What are the intersectional effects of health and social inequities and racial injustices on the lived experiences of autistic populations?

How did the COVID-19 pandemic limit or create occupational opportunities for families with autistic children?

What strategies do caregivers of autistic children rely on to enhance scenario-building for the future?

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**Submission ID:** 1493644

## **CULTURAL HUMILITY IN OCCUPATIONAL SCIENCE: CONCEPTUALIZING A HEALTHY LIFESTYLE IN THE CHINESE POPULATION WITH DIABETES**

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Elizabeth Pyatak, University of Southern California  
Amber Angell, University of Southern California

### **Abstract**

Intent:

To provide a multicultural perspective on defining the healthy lifestyle.

To investigate the general embedded assumption of a healthy lifestyle for chronic condition management.

To conceptualize the culturally sensitive idea of a healthy lifestyle in the Chinese with type 2 diabetes.

China has a large burden of diabetes, one in four people with diabetes worldwide were in China in 2013 (Chan et al., 2014). Informed by occupational science theories, Lifestyle Redesign-Occupational Therapy® (LR-OT®) has been demonstrated as an effective treatment for people with chronic conditions, including type 2 diabetes (Pyatak et al., 2019). The study population for the first Well Elderly Study applying LR-OT® was 47% Asian, and the intervention was offered in Mandarin (Clark et al., 1997). The author, as an international Ph.D. student in the USC Chan Division with an educational background in occupational therapy and occupational science, holding a multicultural lens, perceives distinctions between Chinese and western culture, especially in defining a healthy lifestyle. Therefore, cultural humility should be a significant focus if considering LR-OT® as a potential adaptable intervention in Chinese with diabetes.

This theoretical paper aims to increase the cultural sensitivity and humility of occupational science. Furthermore, it may facilitate the role of occupational science in knowledge globalization and provide adequate evidence for further translational research to mobilize OS knowledge into real-world OT practice, especially in preventive medicine and lifestyle intervention for people with chronic conditions.

Assumptions of what comprises a healthy lifestyle influence the selection of lifestyle-related measurements and intervention components. Social media searching in the context of China indicated that internet publications aiming at health education for people with diabetes frequently mention five lifestyle aspects: physical activity, diet, stress management, smoking cessation, and weight management, which are consistent with a healthy lifestyle in western culture. Still, some of social media with public audience highlights the importance of Chinese traditional medicine, which aligns with the conceptualization of a healthy lifestyle with harmony (Liu et al., 2021) and balance under Chinese philosophy. An identified gap exists between scientific research and real-life application in Chinese diabetes management, including the lack of cultural integration and inadequate focus on minute daily occupations.

While originating in Western culture, OS continues to evolve toward greater inclusivity, given the global trend of knowledge mobilization. Adopting a stance of cultural humility will enable authentic OS knowledge to be disseminated more appropriately and promote dialogue to refine existing knowledge frameworks.

**Keywords:** cultural humility, occupational science, lifestyle

### **Discussion Questions**

How should we balance individual flexibility with substantial theoretical knowledge when conceptualizing a healthy lifestyle for people from different cultures and delivering occupational therapy services?

What are the barriers and strengths for occupational scientists of intercultural knowledge mobilization under globalization?

What role should occupational science play in a lifestyle intervention and preventive medicine for people with chronic conditions?

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## **ENVISIONING SYNERGY BETWEEN HEALTH SERVICES RESEARCH AND OCCUPATIONAL SCIENCE**

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Camille Parchment, University of Southern California

Lucía Floríndez, Cedars Sinai  
Khalilah Johnson, University of North Carolina at Chapel Hill  
Marshae Franklin, University of Southern California  
Elinor Taylor, University of Southern California

## **Abstract**

### **Aims/Intent:**

Provide an overview of health services research (HSR) for the occupational science research community.

Discuss and debate the relevance of HSR for occupational science priorities and scope, using provided case examples and other examples from the authors' scholarship.

Generate ideas for future occupational science research related to the occupations of navigating, obtaining, organizing, providing, and receiving health care.

**Rationale:** Occupational science has much to contribute to understanding how patients and clinicians engage in healthcare systems and services, as well as insight into systemic questions about how the healthcare delivery system is organized. Health service research (HSR) is a field of study that examines how social factors, financing systems, organizational structures and processes, health technologies, and personal behaviors affect access to health care, the quality and cost of health care, and health and well-being (Agency for Healthcare Research and Quality, 2011). While there is a small but growing body of HSR led by occupational therapy researchers, HSR has yet to be explicitly developed in occupational science. We argue, however, that HSR has relevance for occupational science, and that occupational science can make important contributions to HSR (e.g., Frank, 2014). In this forum, we build from Aldrich et al.'s (2017) and Magasi's (2012) work, arguing that seeking healthcare and navigating health systems is occupational activity that can have great meaning and importance for one's occupational roles and identities. Further, we argue that there is an opportunity for occupational science to contribute a unique lens to the current discourse around healthcare worker burnout, a critical topic since the beginning of the COVID-19 pandemic (U.S. Department of Health and Human Services, 2022). With this foundation, we will provide a brief introduction to HSR and present case examples to illuminate the potential for occupational science to make major contributions: (1) autistic individuals and their families navigating access to healthcare services, (2) burnout among healthcare providers; and (3) black adults with intellectual and developmental disabilities access to community care. Our team will then engage participants in a rich discussion about potential occupational science contributions to HSR.

### **Potential outcomes for participants:**

Participants will define HSR and understand the scope of this area of scholarship.

Participants will critically discuss and debate the potential congruence of occupational science and HSR.

Participants will identify future objectives and priorities for an occupational science/HSR synergy.

**Relevance to conference theme:** We envision the future of occupational science in a dynamic synergy with health services research, opening up new possibilities for both disciplines.

**Keywords:** health services research, occupational science, synergy

## Discussion Questions

What barriers and/or facilitators do you see to the joining of occupational science and HSR that we propose?

What theories or frameworks from occupational science do you think would be useful to apply to HSR-oriented research?

What key points were most salient for you from our case examples? How might some of your current or past work be viewed through a HSR lens?

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## **#MeTooOT: IMPLICATIONS OF SEXUAL HARASSMENT ON THE FUTURE OF OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY RESEARCH**

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Jaclyn Schwartz, Washington University in St. Louis  
Rachel Proffitt, University of Missouri-Columbia  
Samantha N. Shea Lemoins, University of Missouri-Columbia  
Jessica Kersey, Washington University in St. Louis  
Rachelle Brick, National Cancer Institute  
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## **Abstract**

Sexual harassment is pervasive in academic health fields. Although occupational therapy is female-dominated, early-career academics and students are vulnerable to sexual harassment. Through transactionalism, we conclude that the occupational elements of performing one's roles as an academic or trainee are inherently tied to the context of academia, and therefore any sexual harassment that may occur within it. This study aimed to describe the experiences of female-identifying academic OT practitioners with sexual harassment. We began our exploration of this under-studied topic with a qualitative approach, to generate a rich understanding of the experiences of those affected by sexual misconduct with the following research questions:

- (1) What are the experiences of female-identifying academic OT practitioners who have been sexually harassed?
- (2) To what extent have the experiences of these individuals affected their roles and routines?

Researchers conducted semi-structured interviews using Interpretive Phenomenological Analysis (IPA) to examine participant experiences. We sought to generate shared understanding through IPA with participants of the experience of enduring sexual harassment as an early-career academic or trainee in OT.

Ten participants completed the survey and/or interview. Four themes (blurred lines, unbalanced consequences, "how did I get here?" and "we don't talk about it") emerged based on participant responses. Power dynamics and the cultures and values of the OT profession were underlying elements of all themes. The consequences of sexual harassment were severe and affected personal and professional growth.

As one of the primary degree-granting disciplines producing both OT educators and researchers, Occupational Science has a vested interest in working to prevent sexual misconduct perpetrated toward trainees and early career scholars. Understanding the transactional relationship of the academic context with academic occupations, it is then imperative to further recognize sexual harassment's impact on those who experience it, and on the fields of OT and OS as a whole.

For the future of OT and OS research, education, and missions to support occupation to thrive, the insidious nature of sexual harassment must be addressed. As a relatively young field with a documented shortage of qualified candidates for teaching and research positions, OT and OS cannot risk losing individuals with doctoral and/or research training. Losing them is a loss to the integrity of our professions, a loss to the contributions of the fields' scientific growth, and a loss of academic rigor. We envision a future where OT and OS researchers are safe to do the necessary work propelling the professions forward.

**Keywords:** qualitative research, education, context

## **Discussion Questions**

How would you like to see professional organizations and institutions improve support and transparency around sexual harassment in occupational therapy and occupational science, and as advocates of occupation, how can we approach the presence and eradication of sexual harassment in OT/OS academia?

What do you think contributes to the pervasive nature of sexual harassment in higher education, particularly occupational therapy and occupational science?

How can an occupation-based perspective help us to better understand the unique and complex nature of sexual harassment within our field and beyond?

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**Submission ID:** 1471676

## **BENEFITS AND CHALLENGES OF A TELEHEALTH FEEDING INTERVENTION FOR AUTISTIC CHILDREN**

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### **Abstract**

COVID-19 required a rapid shift of intervention from in-person to telehealth with limited consideration for impact on intervention participants or therapists' experiences<sup>1</sup>. Without understanding the changes in experiences when engaging with telehealth interventions, the effectiveness and quality of a telehealth feeding intervention is not well understood<sup>2,3</sup>. The purpose of this study was to examine the implications of transitioning from a caregiver-mediated,

in-home feeding intervention for autistic children to a telehealth delivery model due to COVID-19 on intervention accessibility, challenges, and benefits.

This study used a mixed methods convergent design with caregivers of autistic children (2 - 7 years) with feeding challenges. Each caregiver-child dyad participated in the Engaged Eaters program (EEP), a family-engaged caregiver-mediated feeding intervention that consists of 24 weekly intervention sessions and 8 parent training modules. Thirteen caregiver-child dyads completed the EEP-In Home and 14 dyads completed the EEP-Telehealth. Occupational therapy practitioners (OTPs, n=4) who implemented the intervention were interviewed to understand their experience of delivery via telehealth and identify key differences in the two delivery models. Thematic analysis was used to identify themes that emerged. Child and family characteristics between telehealth and in-home intervention groups were compared using independent-sample t-tests and chi-square tests of independence. Quantitative and qualitative data were explored simultaneously and merged.

A significant difference was found between the means of miles to research center for In-home and Telehealth ( $p = .003$ ), with a large effect size ( $d = 0.841$ , 95% CI: -95.03 to -2.21). The proportion of families living in Urban areas and Rural/Urban cluster areas were significantly different between groups,  $\chi^2 (1,27) = 4.52$ ,  $p = .33$  with a large effect size ( $\phi = .48$ ). Three primary themes emerged from interviews: Intervention Adaptations, Challenges for Interventionists, and Benefits of Telehealth with further sub-theme explanations.

This study provides preliminary evidence for telehealth delivery to increase access to specialized services, such as feeding therapy, with clear benefits and challenges to implementing with families and young autistic children. Interviews with OTPs revealed that caregiver coaching and empowerment became an essential feature of intervention sessions for EEP-Telehealth.

This study is a first step in identifying how telehealth technology can be used to increase intervention accessibility, specifically for autistic children and their families. Beginning to understand the role of telehealth in the delivery of occupation-centered interventions will guide research for increasing accessibility for underserved populations.

**Keywords:** autism, family-centered practice, accessibility

### **Discussion Questions**

How can we further develop telehealth services to facilitate access to occupation-center interventions for underserved populations when considering access to technology resources?

What are important factors that should be considered when determining the benefits or downsides of telehealth compared to in-home interventions for children with intellectual and developmental disabilities?

How can we support current and future occupational therapists to deliver family- and occupation-centered interventions via telehealth when working with autistic children and their families?

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**Submission ID:** 1493800

## **LET'S GET IT: EXPLORING HIP-HOP CULTURAL LEISURE, IDENTITY, AND BLACK EXCELLENCE**

Jian Jones, Florida Agricultural and Mechanical University  
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### **Abstract**

Let's Get It is an autoethnography that explores the progression of Hip-Hop maturation through the lenses of artist Jeezy's Let's Get It album and musical consumers who attended the one-night-only event 'Classically Ours featuring Jeezy' with The Atlanta Symphony Orchestra in Atlanta, Georgia, on January 27, 2023. This autoethnography demonstrates theoretical grounding in sociocultural theory on identity (Olsen, 2012) and critical race theory (Kohl & Halter, 2021). Let's Get It presents the author's and a focus group's perspectives while expounding on Jeezy's musical influence while coming of age into adulthood. Additionally, the study defined Hip-Hop cultural leisure (Tuisku et al., 2016) and Black Excellence (Olsen, 2012) as occupational science constructs (Beagan, 2021). Finally, Let's Get It discussed how these definitions assisted in forming the identity and occupational statuses of participants in the study.

The autoethnography methodology was utilized for the study. The study included internal data from the author and external data from a focus group. The recruitment of focus group participants incorporated social media. Participants included four subjects (n=4), two female and two male identifying individuals. After careful analysis of data obtained from participants using NVivo, themes were established for sense-making. Sense-making guided the results of the study.

Thematic analysis revealed contributing assets from Jeezy's Let's Get It album on participant's coming of age who participate in leisure that combines rap, formal engagements, and social

participation with successful Black individuals who identify as Black excellence. Themes included lyrics utilized as motivation while maturing in age, commonalities in Hip-Hop cultural experiences while coming of age, and phrases associated with Black Excellence thought.

As occupational science envisions the future of science and the profession's roles, we must take a microscopic look at what currently exists (Beagan, 2021). The inclusion of historically excluded races and cultures can be considered in a concerted effort to decolonize the profession. In terms of balance and play, this study allows occupational scientists and therapists to imagine Hip-Hop play as cultural leisure participation and inspiration to improve occupational status through an autoethnographic study.

This presentation offers a thought-provoking approach to how the profession can re-envision the future of occupational science.

**Keywords:** Hip-Hop, cultural leisure, black excellence

### **Discussion Questions**

Based on information presented, name and describe Hip-Hop cultural leisure activities.

How does understanding one's participation in cultural leisure activities align with occupational status?

How can the discussion of Hip-Hop culture related to occupation and identity progress the field of occupational science and occupational therapy?

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**Submission ID:** 1482566

## **THE PHD IN OCCUPATIONAL SCIENCE: SUPPORTING KNOWLEDGE GENERATION AND INTELLECTUAL VITALITY**

Nancy Bagatell, University of North Carolina at Chapel Hill  
Khalilah Johnson, University of North Carolina at Chapel Hill  
Ryan Lavalley, University of North Carolina at Chapel Hill

### **Abstract**

The aim of this presentation is to share one program's approach to the PhD in occupational science. Specifically, this presentation will consider how to best prepare students to become occupational scientists who have a deep understanding of the construct of occupation, can generate knowledge critical to the growth of an intellectually vital science, and contribute knowledge to society-at-large.

Despite the growth of the discipline, there are very few programs in the United States that offer a PhD in occupational science. The PhD, a research degree, aims to prepare students to generate knowledge in the field and thus is critical for vitality and sustainability of an academic discipline. Although a PhD in occupational science has been offered since in the United States since the late 1980s, there has been little dialogue how best to prepare students to be occupational scientists.

In this presentation, we offer our insights regarding the PhD program based at the University of North Carolina at Chapel Hill. This PhD program began in 2005 and to date 27 PhD degrees have been awarded. Graduates of our program have taken different career paths including academic, clinical, and policy positions. In describing our curriculum, we draw on Hooper et al.'s (2016) work that distinguishes teaching concepts generated from occupational science from focusing on knowledge generation and teaching the science. We also draw on Clark's (2006) discussion of intellectual vitality (based on Johnston, 2002) which includes: coherent epistemological and ontological views, interdisciplinarity, a global perspective, conceptually linked coursework, intellectual adventurousness, and collaboration. We highlight the evolution of our PhD program which reflects the growth of occupational science, shifts in our faculty configuration, and our own vision of the future of occupational science.

Dialogue within the discipline regarding pedagogical and curricular approaches is vital for continued growth. This presentation will offer an opportunity for faculty and students who are both currently administering PhD programs or who are interested in developing one to discuss varying approaches to occupational science education at a PhD level. This dialogue will contribute to a stronger scientific community and overarching educational conversation within the field.

This presentation highlights one program's thoughts about and experiences with educating occupational scientists and opens up a dialogue regarding the knowledge and experiences needed to support the future generation of occupational scientists.

We consider the future of occupational science as we modify our PhD program.

**Keywords:** PhD, knowledge generation, intellectual vitality

## Discussion Questions

Are knowledge generation and intellectual vitality the critical elements in a PhD program?

What are ways to incorporate pressing societal concerns (e.g., climate change, structural racism) into occupational science coursework?

How can we foster intellectual adventurousness in occupational science while managing the realities of academia in the US?

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## A TRANSACTIONAL PERSPECTIVE OF CITIZENSHIP FOR SOCIAL INCLUSION AND COMMUNITY PARTICIPATION IN MENTAL HEALTH

Tessa L. Boston, Towson University

### Abstract

The purpose of this paper is to integrate a theoretical framework of citizenship for mental health with a transactional perspective on occupation to illuminate the complex associations that shape belonging in communities.

Across contexts, people with mental illness exist on the margins of their communities (Rowe, 2015). While approaches like homeless outreach and assertive community treatment have improved access to resources and care, and the recovery model has emphasized empowerment in mental health, there are still persistent barriers to achieving full membership in society.

Some social scientists have examined membership in society through citizenship, a theoretical framework of social inclusion and community participation. Citizenship is defined as a person's connection to the "five Rs": rights, resources, responsibilities, roles, and relationships (Rowe, 2015). These aspects of citizenship are overlapping, and their realization leads to a sense of belonging. Citizenship challenges and supplements individualistic perspectives that are otherwise foregrounded in mental health by calling for greater attention to the systems and structures that shape how people participate in their communities (Rowe, 2015).

In occupational science, a transactional perspective has catalyzed a similar push to explore participation and occupation through a lens that transcends the individual (Cutchin, Dickie, & Humphry, 2017). Through this lens, citizenship promotes a community where people with mental illness are woven into the social fabric in a way that enables them to actualize their potential and be recognized as full members. People with mental illness have highlighted the significance of daily social exchanges, reliable and meaningful relationships, and recognition for their contributions to society as enhancing their experiences of citizenship (Harper et al., 2017). These transactions reveal how growth towards citizenship and belonging occurs when the five Rs are embodied through occupation.

A transactional perspective of citizenship deepens interdisciplinary discourse on participation and belonging for people with mental illness. It provides a lens to examine occupation at the community level (Lavalley, 2017) and explore the connections that support growth towards citizenship and community transformation (Aldrich, 2018).

This integration centers occupation as the mechanism for enabling citizenship. With citizenship as a collective goal, a transactional occupational science perspective can inform community-level interventions as well as contribute to policies and systems that support belonging for people with mental illness.

This paper mobilizes occupational science forward by offering a new approach to thinking about social inclusion and community participation for a population with a long history of marginalization.

**Keywords:** citizenship, belonging, transactional perspective on occupation

### **Discussion Questions**

How does a framework of citizenship in mental health align with the transactional perspective on occupation?

How are the five Rs of citizenship reflected in the principles of occupational science?

How might a citizenship framework be employed in occupational science research at the individual, community, and societal levels?

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## **SCHOOL-BASED OCCUPATIONAL THERAPISTS’ PERCEPTIONS OF CLINICAL PRACTICE PATTERNS TO SUPPORT CHILD PARTICIPATION AT SCHOOL**

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### **Abstract**

The International Classification of Functioning, Disability and Health (ICF) defines the health outcome of participation as ‘involvement in a life situation.’ For children with disabilities, life participation includes education, which may require support from school-based occupational therapy practitioners (SBOT). Participation is a complex and multidimensional concept with interactions of intrinsic and extrinsic factors slowly being operationalized in the evidence. Supporting children’s participation in school occupations is seen as the role of SBOTs, yet little is known about the perspective of SBOTs’ understanding and practice related to childhood participation at school. Therefore our purpose was to understand the practice patterns of SBOTs related to their definition of participation for children at school, what participation in action looks like, and how SBOTs assess and intervene to support participation for children at school.

A qualitative design using semi-structured interviews. Participants were SBOTs (OT and OTA), working in school settings for at least one year, at least 21 years of age, and English speaking. Data collection included a demographic screener and virtual video recorded semi-structured interviews using a script developed from literature and content expert’s review. Deductive coding analysis of transcripts against the family of Participation-Related Constructs framework with data triangulation and coding saturation established by study staff was used.

Participants’ definition of participation was seen as both a process and outcome. Definitions, descriptions, assessment of and intervention of participation aligned with the construct of attendance with less reported consideration of involvement. Internal factors related to activity competence were emphasized with a notable absence of the sense of identity element. Participants reported assessment methods within natural contexts, but predominantly used activity competence-focused tools emphasizing assessment of impairments. No knowledge or use of evidence-based interventions for participation was reported by participants.

Elements of participation need to be more widely understood, guidelines for participation observations developed, and strategies for assessment and intervention operationalized to reduce emphasis on less evidenced-based practice and increase uptake of participation evidence within SBOT practice. Children’s capacity to participate in their required and preferred occupations at school has implications for quality of life and social participation beyond the context of the

classroom. Shifting practice patterns of SBOTs beyond interventions aimed at changing the child to greater emphasis on all aspects of participation through knowledge translation is needed.

Future research to support SBOTs' translation of knowledge within practice is needed to measure outcomes addressing participation and inclusion for children with disabilities at school.

**Keywords:** school-based occupational therapy, school participation, practice patterns

### **Discussion Questions**

Participation is a relational and context-influenced phenomenon that can be addressed at the individual, community, or population level. As a practicing clinician what would facilitate your translation of this participation knowledge to practice within your own context when addressing the occupational participation needs of your clients, particularly children and youth with disabilities?

How might we shift the practice of school and community therapists to begin to translate the evidence to utilize participation-focused interventions and assessments when addressing the school occupational participation of their clients?

What contextual barriers may we need to consider when trying to increase the uptake of the evidence for participation and inclusion for children and youth with disabilities and their families within the school context?

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## **OCCUPATIONAL SCIENCE AND IMPLEMENTATION SCIENCE: AN EMERGING AND SYNERGISTIC RELATIONSHIP**

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### **Abstract**

This paper aims to (1) identify complementary practice and research priorities between occupational science and implementation science and (2) propose areas of contribution from the implementation science field and collaborations between the two disciplines to enhance the scope and pragmatic value of the science of occupation.

Occupational science and implementation science are relatively young scientific disciplines that have established complementary research agendas. Implementation science seeks to systematically close the gap between what we know and what we do by putting evidence into action. This is achieved by identifying and addressing barriers and facilitators to inform implementation strategies to increase the uptake of knowledge and interventions into community and clinical settings (Bauer et al., 2015). Occupational science and implementation science have shared focuses on stakeholder engagement, equity, and access by examining context (e.g., sociopolitical, environmental, organizational) (Aldrich & Rudman, 2016; Pérez Jolles et al., 2022). Occupational science has a strong theoretical and empirical basis for social transformation and engagement (Laliberte Rudman et al., 2019), while implementation science has a strong methodological basis for systematically examining context, executing implementation efforts, and evaluating outcomes (Bauer et al., 2015). I argue that drawing on implementation science methods and frameworks in occupational science and collaborating with implementation scientists will enhance the efforts in both disciplines to address health-related, social, and occupational inequities.

Developing the relationship between occupational science and implementation science has the potential to advance the reach of occupational science findings, particularly related to the complex contexts affecting access and equity among marginalized groups. Reducing health inequities and partnering with communities are priorities in both implementation science and occupational science agendas. A relationship between these disciplines can facilitate knowledge mobilization into global and local communities.

Occupational science and implementation science can mutually benefit from interdisciplinary collaborations to address shared priorities. Knowledge generated through occupational science inquiry has transformative potential, and leveraging implementation science approaches can facilitate translation of this knowledge into societal change.

As occupational science evolves with the needs of society, we require methods of inquiry that can support the examination of increasingly complex contexts that affect access to health, social, and occupational opportunities. Implementation science has robust frameworks, approaches, and



measures to systematically study context, develop and execute plans for knowledge translation, monitor contextual changes, track intervention adaptations, and evaluate those efforts. Occupational science can leverage implementation science methods to ensure that we meaningfully and systematically address issues of equity and access.

**Keywords:** methods, implementation, equity

### **Discussion Questions**

Are there occupational science initiatives that have fallen short of their intended reach? What gaps need to be addressed to maximize this reach and how might implementation science address these gaps? Have you relied on the field of implementation science for your work? How did it go?

Occupational science has often drawn on methods and frameworks from other disciplines. How have these mutual relationships benefited or thwarted our discipline?

The field of implementation science monitors contextual changes, fidelity, and adaptations, among other factors that influence the sustained uptake of evidence. How are we tracking the uptake of evidence in occupational science? How might implementation science approaches support these efforts?

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## **EXPLORING PRACTICAL OPTIONS FOR CRITICAL KNOWLEDGE DISSEMINATION OF OCCUPATIONAL SCIENCE BEYOND FORMAL PUBLISHING**

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Matthew Schwartz, University of Buffalo  
Timothy Dionne, University of New Mexico  
Susan Burwash, Independent Academic

### **Abstract**

The aim of this forum session is to engage in collaborative dialog to explore practical options for Occupational Science academics and educators to creatively disseminate insights of their work to audiences beyond those traditionally reached in formal academic publishing venues, academic and association conferences, formal education settings, and textbooks.

Contemporary developments in the field of Occupational Science offer meaningful insights into addressing pressing global challenges, however, there are many systemic barriers present in traditional academic publishing and dissemination formats that limit access to and dissemination of these insights in partnership with key stakeholders in the international community. For example, formally published academic literature, textbooks, and research conferences are often inaccessible and cost-prohibitive to communities researched, field clinicians, interprofessional/interdisciplinary colleagues, and communities of diverse languages and abilities throughout the globe. Maximizing accessibility to Occupational Science insights will require engagement with mechanisms for knowledge dissemination beyond those currently offered through formal academic publishing and dissemination venues.

Occupational Scientists will gain practical insight into simple options currently available to maximize the accessibility of their research with a demonstration of case examples and collaborative peer exploration of strategies to share their work beyond formal publishing for enhanced accessibility and field translation of OS insights.

The future of Occupational Science will be enhanced by efforts explored to increase the accessibility of its insights into mediums that are easily disseminated to and engaged with by key stakeholders in the international community.

**Keywords:** knowledge dissemination, open science, accessible occupational science

### **Discussion Questions**

What strategies have you considered using to disseminate awareness of your work and feedback on your work beyond mechanisms of formal publishing and conferences?

What key barriers tend to limit the consideration of disseminating knowledge beyond traditional mechanisms?

How can we build strategic partnerships in the field internationally to maximize the accessibility of and engagement with the insights and development of Occupational Science?

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## **EMBODIED PRACTICES IN RESEARCH AND INTERVENTION: INSIGHTS FROM PEER SUPPORT IN BEHAVIORAL HEALTH**

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Paul Marvin, University of North Carolina at Chapel Hill

Julie C. Herrick, Utah State University

### **Abstract**

This session will explore the lived experiences of Peer Support Specialists from two federally funded studies who must regularly integrate their embodied practices within the disembodied objective structures that dominate behavioral health. Our aim is to draw lessons from their lived experiences navigating the tensions of disembodied care in the medical system to empower forum participants to integrate embodied practices into their own research and clinical practices.

In research and clinical practice, there is a tension between objectified, disembodied, and repeatable protocols and more holistic approaches that integrate the lived experience. Although both approaches are useful, objective and disembodied practices have dominated mainstream clinical practice and research. There is a need to explore how to overcome barriers to further integrate embodied practices into dominant objective structures to redress the reductionist tendencies of disembodied practices in research, clinical practice, and knowledge dissemination.

In behavioral health, Peer Support Specialists use their lived experiences to provide non-clinical, strength-based, person-centered support that departs from the objective and standardized norms

of clinical practice. Peers have considerable experience infusing their embodied practices in traditional clinical settings and therefore have a unique and important perspective in navigating challenges and tensions of providing embodied care. This session will explore examples from their lived experiences so that forum participants can identify opportunities and barriers toward implementing embodied ways of knowing into research and practice.

Forum participants will engage in discussions and activities to understand how to:

1. Identify embodied practices in research and clinical practice.
2. Distinguish embodied practices from traditional disembodied practices in research and practice.
3. Identify barriers for integrating embodied practices into research and practice.
4. Identify strategies for integrating embodied practices into research and practice.

Occupational scientists can significantly influence future research and clinical practice by researching and embracing embodied practices. As a discipline, occupational science is uniquely positioned in relation to the social and medical sciences to lead advancements in studying, understanding, and incorporating embodied practices in research and interventions to enhance inclusion, belonging, and occupational justice for all people.

This forum will reflect on the history of embodiment in both occupational science and the peer support worker movement and the occupational science literature to stimulate discussions regarding how embodiment could be addressed in future occupational research, theory, and practice.

**Keywords:** embodiment, peer support

### **Discussion Questions**

Where do lessons from peer lived experience point the field regarding future wholistic integration of embodiment into theory and practice?

Is the embodied nature of experience adequately informing our research, theory, and practice?

Is there sufficient evidence undergirding mechanisms of embodiment to support future research in this area?

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## **USING CRITICAL PARTICIPATORY ACTION RESEARCH TO ADVANCE THE EQUITY AGENDA IN OCCUPATIONAL SCIENCE RESEARCH**

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Rebecca Parkin, University of North Carolina at Chapel Hill

Seth Mitchell, University of North Carolina at Chapel Hill

Courtney Chavis, Autism Society of North Carolina

Kylah Comer

Alicia Jones

Tajze Johnson, Methodist University

### **Abstract**

The purpose of this presentation is to engage in critical dialogue concerning equitable approaches that align to emancipatory action when conducting research with multiply marginalized groups. In particular, we will discuss the use of critical participatory action strategies with Black adults with intellectual and developmental disabilities and their care communities to interrogate the impact of structural racism on "doing healthcare" in North Carolina.

The enactment of anti-racist and anti-oppression research toward equity and justice have become markers of social consciousness for academic disciplines and professional organizations (Johnson, under review). Occupational science scholars, too, have "called in" researchers to critically examine their conceptualizations and theorizations of occupation, and re-imagine the discipline's role in an evolving global society (e.g., Farias & Laliberte Rudman, 2019; Ramugondo, 2015; Wijekoon & Peter, 2022). Parallel to eliciting scholars to rethink their epistemic positioning (Kronenberg, 2021), occupational scientists have been charged to employ research methodologies that illuminate the nuances of occupation particularly for multiply marginalized identifying communities. We propose that critical participatory action research (PAR) is an appropriate approach for occupational scientists as it creates the conditions to name, frame, and transform contextual factors that cause harm, and develop forms of emancipatory action that meet the occupational needs of multiply marginalized identifying communities. Using examples from a research study with Black people with intellectual and developmental disabilities and their care communities, we will demonstrate how critical PAR offers scholars a framework to better theorize and apply approaches toward equity and justice in occupational science research. We will describe the critical PAR process, challenges to implementing PAR methods with the target population, and collaborative strategies to overcome pitfalls.

To provide a more nuanced understanding of critical and intersectional methods that make visible micro-, meso-, and macro factors that shape how multiply marginalized groups access and participate in occupation.

Congruent to the conference theme, occupational science scholars have envisioned a more equitable, anti-racist, decolonized, and just science in service to all humankind. Scholars have taken up critical theories and approaches towards these aims; however, we contend a realized equity agenda for occupational science requires the use of critical and intersectional methods that move the discipline from critical inquiry to critical praxis (Johnson & Lavalley, 2021).

**Keywords:** action research, equity, participatory

## Discussion Questions

In what ways are critical participatory action research methods in dialogue with the philosophical tenets of occupational science? In what ways does it move the science forward?

How can critical and intersectional methodologies provide a more nuanced understanding of occupation?

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## IMPACT OF AN ENRICHED OUTDOOR ENVIRONMENT ON MIDDLE-SCHOOL STUDENTS' WELLNESS-PROMOTING OCCUPATIONS & PHYSICAL ACTIVITY

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Tori Johnstone, University of Wisconsin-Madison

## Abstract

Working with middle-school students via Zoom focus groups during the COVID-19 pandemic we asked them to envision a wellness-promoting outdoor space for their school. Ideally, this new outdoor space would include walking paths, gardens, art-creation spaces, low-competition game

spaces, and play structures. In this presentation, we will describe changes over one year's time, as new playground elements were added, in the boy's and girl's physical activity levels, and wellness-promoting occupations engaged in during recess.

**Participants:** 648 students attending a Midwestern urban middle school (72% minority & 65% eligible for free/reduced lunch) were observed during recess and asked to complete surveys. **Methods:** Over a year's time, once monthly for 4-5 days we used the SOPLAY, a standardized in-the-moment scan to sample activity levels (sedentary, walking, vigorous) in different areas of the outdoor space during lunch recesses. During that same week students were sent pre- and post-recess surveys that queried their current Zone of Regulation (red, blue, yellow, or green), three dimensions of engagement (focus, enjoyment, effort) in learning, feelings, and asked them to describe "What did you do outside that helped you be well? ¿Qué hiciste afuera hoy en el recreo que te ayudó a estar bien?" **Analysis:** To describe changes in levels of activity overall and by gender, we compiled data for each month for each playground area and overall. We used graphs and descriptive statistics to describe trends and changes. We also compiled, qualitatively categorized, and calculated frequencies of student's answers to the wellness question to identify patterns of change in choice of recess activities/occupations.

With environmental changes that provided more opportunities for occupational engagement, there were changes in levels of activity over time that were influenced by seasonal and weather changes, and varied by gender. Students reported engaging in a range of wellness promoting occupations including enjoying nature, relaxing, walking, socializing and playing games. Trends and frequencies of participation in these wellness promoting occupations will be described.

A public health approach, rooted in occupational science principles, can promote participation in wellness promotion for middle school students. Providing an enriched environment with an array of occupational choices for play, socialization, rejuvenation and creativity allowed students to address their current physical and mental health needs.

Occupational science principles can be drawn on to guide development of community spaces that enrich wellness by providing a range of occupational opportunities.

**Keywords:** wellness, middle-school students, public health

### **Discussion Questions**

What kind of research/evidence do occupational scientist need to produce to counter the prevalent cultural narrative that emphasizes student productivity to promote achievement over needs for rejuvenation?

What would occupational balance look like during a school day for middle-school students and their teachers?

How can we enrich other public spaces, using a similar public health approach? Is it necessary to begin with stakeholders and tailor spaces or are their universal elements that promote wellness?

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## **ENHANCING THE METHODOLOGICAL CAPACITY OF OCCUPATIONAL SCIENCE: THE VALUE OF MIXED METHODS**

Amanda Carroll, Rocky Mountain College

Aaron Dallman, Rutgers University

Kathryn Williams, Towson University

Ben Lee, University of New Hampshire

### **Abstract**

The purpose of this presentation is to evaluate the potential contribution of mixed methods research towards advancing a more socially responsive discipline.

From the discipline's inception, occupational scientists have acknowledged the need for multiple research methods (Zemke & Clark, 1996). However, the majority of research published in occupational science remains qualitative in nature (Jarus et al., 2023). This presentation argues for the importance of mixed methods to advance the discipline's methodological capacity to engage in socially responsive research and answer recent calls to rethink its characterization of disabled individuals (e.g., autism; Taylor, 2022). We will present an overview and key principles of rigorous mixed methods research approaches, explain how they align with particular occupational science theories, and discuss challenges to dissemination. We will then demonstrate the value of mixed methods through two examples from our own research: (1) enhancing the neurodiversity perspective of autism and (2) collaborating with people living with serious mental illness. We will then discuss potential challenges and future directions related to adopting a mixed-methods approach for the study of occupation.

Mixed methods research holds great potential to investigate the complexity of occupation and uncover the nuances of participation. In particular, mixed research methods are necessary for the discipline to become more socially responsive. Mixed methods approaches can help researchers challenge taken for granted assumptions about occupation, thereby promoting reflexivity and



cultural humility as a key skill in research. Furthermore, mixed methods can support collaboration and a team science mindset which is vital for addressing issues of justice that are relevant for marginalized populations and advancing society forward.

Mixed methods are an important methodological possibility for the future of occupational science as a socially-responsive discipline. Knowledge generated from this approach has the potential to broaden understandings of occupation, advance the discipline's standing through collaboration with other disciplines, and increase the impact of occupational science in society. However, there are still several barriers for the field to address to disseminate mixed methods research and more fully realize its potential.

The future of occupational science as a socially-responsive discipline requires that researchers utilize methods that can embrace the complexity and nuances of participation in occupation. Mixed methods approaches offer a useful way to advance the field forward and accomplish these goals.

**Keywords:** mixed methods

### **Discussion Questions**

What are some novel research questions that can be addressed using a mixed methods approach?

What are some challenges to embracing mixed methods research in occupational science?

In addition to the examples mentioned, what other populations may benefit from a mixed methods approach when studied by occupational scientists moving forward?

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## **HOW DO YOU KNOW?**

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Susan Agostine, University of North Carolina at Chapel Hill  
Seth Mitchell, University of North Carolina Chapel Hill  
Rachel M. Vaughn, University of North Carolina at Chapel Hill  
Rebecca Parkin, University of North Carolina at Chapel Hill  
Zhaoying Li, University of North Carolina at Chapel Hill  
Sayoko Kawabata, University of North Carolina at Chapel Hill  
Kendra Oliver-Derry, University of North Carolina at Chapel Hill

### **Abstract**

Our aims are to explore expressions of knowing through an interactive, experiential session. In our session, we will challenge participants to investigate one's own cultural beliefs regarding knowledge co/creation in the context of a national academic conference. In doing this together, we will consider the occupations of knowledge construction and dissemination and provide a space for non-traditional methods to be utilized and highlighted.

Scholars across disciplines have challenged the neo-liberal format of knowledge production which prioritizes certain kinds of knowledge while oppressing others. Research has shown us how important it is to acknowledge and value the mind/body/environment (Pink, 2011), and yet conferences, papers, and posters continue to rely on literacy and cognition based formats. We aim to utilize art to assist with communicating complex processes (Dew et al., 2018) and incorporate other senses into narratives in order to enhance communication about bodily experiences (Hunter & Emerald, 2016). Additionally, we value co-construction as an epistemological frame and want to provide an opportunity for the group to experience this collaborative method of knowledge. Harnessing embodied modes of knowledge co-creation and challenging ways to best disseminate knowledge will help bring new insights into the field of occupational science.

Potential outcomes for participants:

Engage critically and collaboratively around knowing, knowledge generation, and knowledge dissemination as scholarly occupations.

Utilize non-traditional methods (video, photo, music, movement, etc.) to explore knowing.

Experientially co-create knowing during the session.

As we move into the new generation of occupational science, we argue that using solely neoliberal methods to generate and disseminate knowledge of occupation omits nuance and prioritizes formal higher education traditions. By putting movement, visual arts, and sound in conversation with "formal" language-based ways of knowing, we can move the profession forward through new ways that are culturally responsive, accessible, and inviting to all.

**Keywords:** embodiment, knowledge generation, co-construction

### **Discussion Questions**

How do you conceptualize "knowing"?

How can we (as attendees of this conference) prioritize non-traditional ways of knowing?

How do we negotiate different ways of knowing in practice? And how do we demonstrate/express it?

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## INFLUENCE OF CRAFTING ON OCCUPATIONAL WELL-BEING

Cynthia L. Evetts, Texas Woman's University

### Abstract

Active duty personnel and veterans of military service are at high risk of injury, trauma, and potentially chronic conditions. Help Heal Vets (HHV; 2023) is a charitable organization providing crafting kits to military personnel and veterans since 1971 with the idea that crafting has therapeutic value for the recovery process. Anecdotal evidence related to satisfaction exists in the form of thank you notes from vets, but no formal study of the efficacy of the craft kit enterprise existed. We explored relationships between crafting and occupational well-being (OWB) as defined by Doble and Santha (2008).

A cross-sectional study used survey data to answer the research questions. HHV included the paper survey in every craft kit they sent for 6 weeks. Data collection yielded 407 complete surveys. The respondents were primarily male (77%) veterans (99.2%) over the age of 60 (57.4%). Descriptive statistics were used to describe the sample and summarize the data. Ongoing analysis will use multiple correlations to look for relationships among the 7 constructs of occupational wellbeing.

Most participants were repeat customers— only 7.4% indicating their survey corresponded with their first craft kit. Participants did crafting at home (85.6%) alone (72.2%). There was no significant difference between type of craft and overall well-being, which was consistently high. Mean scores range from 5-20 for each OWB subscale. Crafting contributed to veterans' need for pleasure ( $m = 17.77$ ), affirmation ( $m = 17.01$ ), agency and renewal (both  $m = 16.94$ ), accomplishment (16.69), coherence ( $m = 16.1$ ) and companionship ( $m = 14.21$ ).

We attempted to determine occupational needs contributing to OWB as met by crafting. Measuring the impact of specific occupations on OWB could guide individuals to health

enhancing occupations.

Occupational Therapy grew out of applying biological, social and psychological sciences to challenges in daily living. Occupational Science then grew from the idea that occupation itself required scientific inquiry, contributing to the more recent call for occupational therapists to be true to the distinct nature of occupational therapy. So occupational science has both its past and its future deeply entwined with occupational therapy. Without applying occupational science to challenges that threaten well-being and quality of life, it is at risk of dissolving back into merely a philosophical musing or theoretical exercise—the science and the therapy are co-dependent.

**Keywords:** wellbeing, crafting

### **Discussion Questions**

Occupational therapy emerged during the arts and crafts movement, and a recent surge in crafting (especially noted during the recent pandemic) raises the question of what it is in arts and crafts that seems to inherently provide a therapeutic experience.

Can the value of occupational choices be measured by impacts on personal wellbeing?

Can fulfilling occupational needs guide occupational choices and therefore enhance wellbeing?

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**Funding:** This work was conducted in collaboration with Help Heal Veterans who printed and distributed the survey for the researchers.

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## **THE RELATIONSHIP BETWEEN SENSORY SUBTYPES AND ADAPTIVE BEHAVIOR IN AUTISTIC CHILDREN 6-18 YEARS OLD**

Sabrina A. Kabakov, University of Wisconsin-Madison  
Brittany Travers, University of Wisconsin-Madison  
Karla Ausderau, University of Wisconsin-Madison

### **Abstract**

Sensory processing differences are common in autistic children and are associated with lower adaptive behavior skills required for daily participation [1]. Autistic children's sensory response can be categorized into four patterns: hyporesponsiveness; hyperresponsiveness; sensory interests, repetitions, and seeking behaviors (SIRS); and enhanced perception [2]. However, an autistic child's sensory responses may co-occur benefiting from a more comprehensive methodology to better understand co-occurring responses. Sensory patterns were categorized into

four sensory subtypes [3]: mild (low sensory responses), sensitive-distressed (high expression of hyperresponsiveness and enhanced perception), attenuated-preoccupied (high expression of hyporesponsiveness and SIRS), and extreme-mixed (high sensory responses). The goal of this study was to better understand how the four sensory subtypes were associated with adaptive behavior influencing daily participation.

A retrospective cross-sectional observational study was conducted using data collected from 119 autistic children ages 6-18 years old (mean = 10.6 years old). Sensory subtypes were created using confirmatory factor analysis with the Sensory Experience Questionnaire (SEQ-3) [4] including age and autism traits as covariates. To measure adaptive behavior all participants completed the Vineland [5], which created an adaptive behavior composite (ABC) score and daily living skills, communication, and social skills subdomain scores. Non-parametric Kruskal Wallis Test with post hoc tests was used to determine statistical significance (p-value < 0.05).

Autistic participants were unequally categorized into the four sensory subtypes: mild (45.4%), sensitive-distressed (37.8%), extreme-mixed (9.3%), and attenuated-preoccupied (7.6%). The extreme-mixed had significantly lower ABC, daily living skills, and social skills compared to the mild group. The sensitive distressed had significantly better daily skills compared to the extreme-mixed subtype and lower social skills compared to the mild subtype. There were no significant differences in the attenuated-preoccupied subtype or within the communication subdomain across subtypes.

This study found sensory subtypes had differential relationships with adaptive behavior skills. Identifying autistic children in the extreme-mixed subtype who had the lowest adaptive behavior would benefit from targeted occupational therapy to support their participation in daily activities in the home and community. Future research should continue to investigate the benefits of applying sensory subtypes within clinical evaluation to better target interventions and identify potential strengths related to specific sensory differences to support autistic children's daily participation.

The application of sensory subtype classification for autistic children could improve clinician understanding of a child's co-occurring sensory differences to increase engagement in meaningful childhood occupations.

**Keywords:** sensory, adaptive behavior, participation

### **Discussion Questions**

What are ways to identify the link between sensory subtypes and childhood occupational performance?

How might sensory subtypes support clinicians in understanding sensory differences in autistic children that are strengths?

How might capturing co-occurring behaviors be applied to other areas of occupational performance in children?

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**Submission ID:** 1493728

## **CENTERING OCCUPATIONAL IDENTITY IN INJURY PREVENTION: PERSPECTIVES IN UNDERSTANDING THE MUSICIAN**

Yoko E. Fukumura, University of Southern California  
Shawn C. Roll, University of Southern California

### **Abstract**

Musician health has become well-studied, with studies demonstrating the majority of musicians suffering performance-related injuries. However, there is a paucity of research related to aspects outside the physical health of musicians, which involves concerns for artistry, future career, and sense of identity. Few frameworks consider how these aspects contribute to the unique occupational nature of the musician. This has real-life consequences, as practitioners often fail to understand musicians’ needs as performing artists (Guptill & Golem, 2008). This session will provide an overview of benefits and limitations of three predominant ways musicians are viewed and discuss opportunities for new ways of considering musician well-being using occupational science constructs.

Because there are no validated frameworks, researchers and clinicians often borrow from athlete, worker, and artist literature. Individually, these perspectives contribute partial understanding of musicians. Worker wellness frameworks provide insight into complex extrinsic factors impacting working musicians (i.e., physical ergonomics, organizational policies). However, critical differences exist, including interpretations of music performance as different than “work” related to occupational balance. Applying sports medicine’s use of complexity and systems theory to view injury development as fluid, cyclical, complex phenomena can be beneficial. Furthermore, biomechanical frameworks support understanding of tissue strain to inform training regimens; yet, transferring these regimens to musicians is difficult, as music practice sessions are often iterative and creative. Viewing the musician as an artist incorporates the fundamental nature of the occupation of music-making, but literature is limited to theory and descriptive work, without development of applied models related to well-being.

A core construct currently missing is the occupational identity of musicians. Occupations both inform and are informed by individuals’ occupational identities (Laliberte-Rudman, 2002). Understanding of musicians’ occupational identities and their relationship to health and behaviors will inform tailored approaches to supporting musicians.

Musician well-being is an area of inquiry and practice with a plethora of research, but lacks an occupational perspective. A primary opportunity for occupational science is to examine facets of musician occupational identity and intersections with behavior and health outcomes. This can inform more tailored supports for musicians, including injury prevention and health promotion.

Establishment of musicians as a unique occupational population will facilitate translation of research and intervention methods from other perspectives to more effectively promote musician well-being (Stanhope et al., 2020).

As occupational scientists with frameworks for understanding humans as occupational beings, we have a unique ability to provide frames of references for study of diverse occupational groups.

**Keywords:** occupational identity, musician, well-being

### **Discussion Questions**

Is it necessary to create a unique framework for musicians or are the current frameworks being used (e.g., athlete, worker, artist) adequate for understanding and supporting musician well-being?

How might occupational identity also inform existing injury and well-being frameworks, interventions, or research in workers, athletes, and other artists?

What occupational science constructs other than occupational identity can inform research and interventions to support the well-being of either general or unique occupational groups?

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**Submission ID:** 1493751

## **HOW AN OCCUPATIONAL SCIENCE LENS CAN BE USED TO INFORM MEDICAL DECISIONS: A CASE STUDY**

Beth Ekelman, Cleveland State University

Anne Bryden, The Cleveland FES Center; Case Western Reserve University

Jane Keehan, Cleveland State University

### **Abstract**

The purpose of this qualitative case study is to explore how and why clients with tetraplegia decide to pursue implantation of an upper limb neuroprosthetic application (device).

Recruitment partners invited persons to participate in the study if they they had a SCI resulting in tetraplegia, received an implanted neuroprosthesis from our clinic partner, completed the active phase of neuroprosthetic training, were 18 years of age or older, cognitively competent, English speaking, and a resident of the State of X. Two persons meeting the inclusion criteria participated in the study. Research question was what experiences and factors influenced participants to pursue implantation of a device. Data collection occurred during a two-month period for each participant. Using a semi-structured interview format, the PI conducted individual interviews asking them the research question. Co-investigators conducted a 2 to 4 hour observation of the participants at their location of choice as they participated in their daily routines. The participants were asked to take, choose, and describe 10 photographs that they felt best represented their lived experiences after receiving a device. All interviews were audiorecorded and transcribed verbatim. Data analysis followed the process used for case studies (Creswell & Poth, 2018). Pseudonyms were assigned. Trustworthiness was established through triangulation (multiple methods and investigators), an audit trail, constant checking of biases, and use of rich quotes.

Daisy wanted to be able to do valued occupations to her liking, be able to do things with precision again, be able to do occupations that she enjoys, and reclaim her identity as a left handed and creative person and her role of daughter and advisor to others. Steve wanted to reclaim his identity as a physically fit person and athlete and roles as a father and pet-owner. Steve noted experiences of vulnerability also influenced his decision to obtain a device. Both wanted to feel more natural while doing valued occupations, and trust in the medical team was important to both. They also weighed the benefits and risks.



Occupational participation, roles, and identity (Christiansen, 1999; Kielhofner, 2008) and the meaning of these to the person are important concepts to consider when a client is deciding whether to pursue surgical procedures such as implantation of neuroprosthetic applications. These concepts are not currently part of any shared decision-making models (Anderson et al., 2019; Heggland & Hausken, 2014).

Occupational science concepts can become part of a multi-directional shared decision making model.

**Keywords:** decision-making, tetraplegia, neuroprosthetics

### **Discussion Questions**

How else can OS be used to facilitate medical decision making?

What strategies can Occupational Scientists use to help others on the team understand the value of occupational participation, occupational identity, and occupational roles as these relate to medical decision making?

How can this study be expanded to move beyond qualitative inquiry?

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## SATURDAY, OCTOBER 21: AFTERNOON SESSION

### UNDERSTANDING THE NEED TO ADDRESS MEN'S ISSUES IN THE FUTURE OF OCCUPATIONAL SCIENCE

Don M. Gordon, University of Southern California

#### Abstract

In 1999 Lionel Tiger published the provocative book titled “The decline of males” asserting that our culture possesses many elements antithetical to males and their roles in society. This presentation will take a look at this thesis and examine recent evidence that supports, refutes, and further clarifies the challenges facing men in modern society.

Tiger (1999) argued that there is an atmosphere of anti-maleness that pervades much of American culture. While the Women’s Rights movement has built up the confidence of women it has unfortunately eroded the confidence of many men (Tiger, 1999). Changing work and educational demands have created new challenges to the adaptation of males.

This has particular importance in relation to family life, where men once played a vital role in the financial support of the family. However, men in the middle, struggle to keep up with the women from the same social class who tend to perform better in school, have higher graduation rates, and are more likely to move into high skill jobs (Autor et al., 2018; Carbone and Cahn, 2014; Johnson, 2017). In 2014 57% of college graduates were women, with projections for 60% of graduates being female by 2024 (Johnson, 2017). This is also an issue of growing concern in the lower third of the socioeconomic ladder, where increasing disparities have made both men and women more likely to give up on each other (Carbone and Cahn, 2014). To summarize, approximately 20% of working age men have moved to the sidelines of society (Yarrow, 2018). This has significant social implications not just for men, but for women and children as well. Occupational science should be understanding and potentially addressing the occupational implications.

This is a topic that has major implications for occupational science given that occupations related to work, child-rearing, and the family generally form the core of any society. Significant changes in roles, relationships and expectations have a profound occupational impact.

The role of men in society has changed in many ways that are often overlooked. This presentation will examine sociocultural changes from an occupational perspective to better understand the unique occupational challenges facing men in the twenty-first century.

Issues related to gender and society play a significant role in occupational science. Men’s issues should not be overlooked and deserve consideration as occupational science looks to the future.

**Keywords:** men's issues, gender issues

#### Discussion Questions

Are you persuaded by this argument? What further evidence that you are aware of either refutes or substantiates this perspective?

How might occupational science take a unique perspective on the problem?

How does this impact the family structure moving forward? How will family structure continue to change in the future and how will this continue to shape occupational engagement?

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**Submission ID:** 1493058

## HUMAN OCCUPATION AS REPARATIVE PRAXIS: EXPLORING COLLECTIVE OCCUPATIONS IN POST-CONFLICT SOCIETY

Siseko Mkalipi, Alex Forbes Pty (Ltd)

### Abstract

The policy of national unity and reconciliation in Rwanda mandated victims and perpetrators to live together again in the aftermath of the 1994 genocide. This process was aimed at facilitating national unity and social cohesion and is guided by the programs of the National Unity and Reconciliation Commission (NURC). There is limited literature on what is involved in the process of victims and perpetrators living together as neighbours in these local communities and villages although various programs exist to facilitate recovery, reconciliation and rebuilding of relationships. Along with the NURC programs and as a part of living together, victims and perpetrators in local communities and villages perform activities such as farming and handcrafts together and are engaged community development projects. These activities can be referred to as collective occupations. This paper discusses the potential value and role of collective occupations in post-genocide Rwanda and discusses how local communities and villages, victims and perpetrators live and perform activities together, and explicates how these collective engagements navigate the process of living together again in the aftermath of the genocide.

It makes the case for post-genocide Rwanda as ‘site’ for exploring collective occupations in relation to the process of victims and perpetrators living together in local communities and villages through collective participation in activities.

This paper seeks to contribute to existing reconciliation literature by explicating the role of collective and collaborative engagement in activities in communities in Rwanda.

It will further contribute to the theoretical literature on collective occupations by demonstrating the nature of these occupations and the role that they play in the context of the aftermath of political violence where victims and perpetrators live together.

**Keywords:** victims, perpetrators, collective occupations

### **Discussion Questions**

This paper seeks to ask following two main questions and related sub-questions:

- What are the processes and programmes that are involved in bringing families of victims and perpetrators to live together in a local community or village in Rwanda?
- What are the elements of these processes and programmes that characterise them as collective occupations or collaborative engagements?

Sub-questions

- What are the victims and perpetrators’ perceptions of how these activities promote community cohesion and what role do facilitators have in strengthening the impact of the programmes on community cohesion?

Sub- questions?

- What are some of the challenges of these programmes that victims and perpetrators have observed?

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**Submission ID:** 1493788

## **IS ERGONOMICS ENOUGH? APPRECIATING MULTILAYERED TRANSACTIONS WITHIN WORK SYSTEMS TO SUPPORT WORKER HEALTH AND WELL-BEING**

Shawn C. Roll, University of Southern California  
Yoko E. Fukumura, University of Southern California  
Carolyn Sommerich, The Ohio State University  
Kevin D. Evans, The Ohio State University

### **Abstract**

Occupational health focuses on minimizing harmful effects on workers' health as they participate within work environments (physical, cognitive, organizational ergonomics). Research and interventions have traditionally focused on isolated components within the worker-work-workplace system. For example, within sonography, valiant attempts have supported worker health by improving poor equipment design, increasing worker training, and developing workplace guidelines (AIUM, 2023; SDMS, 2011). Yet, prevalence rates of negative work-related health outcomes among the working population persist (i.e., 85%-90%; Evans et al., 2009). A community-engaged approach is needed to understand healthy participation as part of a complex multilayered work system.

3659 sonographers enrolled in a registry and were invited to complete three questionnaires over 2 years that included forced-choice and open-response items to explore physical, social, and organizational workplace factors, work processes, and worker health outcomes. First, logistic regression analyses examined associations and interactions among the worker-work-workplace system components. The second questionnaire examined social components of occupational participation and the effects of the COVID-19 pandemic; follow-up interviews confirmed the survey data. Finally, respondents rated the significance of system factors relative to their health, prioritized factors for action, and described solutions useful for maintaining health in their workplace.

86% of the registry reported work-related discomfort. Factors across multiple levels contributed to a final model of protection from discomfort, including being male, using adjustable equipment, taking work breaks, minimizing workflow interruptions, having a positive workplace culture, and enacting ergonomic policies. Social support and work-related burnout were critical data points, and open-response comments and interviews illuminated how COVID-19 changed work processes. Importantly, respondents' experiences were incongruent with the public perception of 'heroes,' which led to role strain and post-traumatic stress. The top ten prioritized factors crossed multiple layers, including equipment and furniture design (physical), co-worker/supervisor support and workplace culture (social), and scheduling, breaks, and productivity requirements (organizational).

Integrating findings across questionnaires has allowed for the emergence of a worker health framework unique to this occupational group. Sonographers' health results from participation in a complex multilayered sociotechnical system with influences ranging from individual to societal levels (Moray, 2000). Transactional approaches to understanding complex systems (Fritz & Cutchin, 2017) well-position occupational science as a meaningful contributor to expanding the scope of worker health.

Opportunities exist to expand OS's impact by contributing to areas of inquiry/practice that must adapt to our changing society. This is an example of integrating OS perspectives on human occupational participation and health within an interdisciplinary investigation.

**Keywords:** participation, occupational health, transactional systems

### **Discussion Questions**

What opportunities exist and where are there disciplinary or professional gaps in research and practice within occupational health that OS could fill?

What can OS do to promote change in the ideology of organizational leadership to create positive workplace cultures that incentivize and promote healthy participation among increasingly diverse workforces?

How can we accelerate the integration of OS into interdisciplinary investigation and interpretation of complex transactions within sociotechnical systems, and how can OS theory benefit in return from those interdisciplinary partnerships?

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**RECONCEPTUALIZING SPACE AND TIME IN OCCUPATIONAL SCIENCE:  
LESSONS LEARNED DURING THE PANDEMIC(S)**

Erna Blanche, University of Southern California  
Svitlana Stremousova, University of Southern California  
Mariamme Ibrahim, University of Southern California  
Emily Ochi, University of Southern California  
Mary Lawlor, University of Southern California

**Abstract**

Time and space are central concerns of occupational science.. When Clark, Wood, and Larson (1998) discussed orchestration of daily occupations, they were including the organization of spatial and temporal aspects in occupational performance. Zemke (2004) states that we perceive time within occupations and disruptions in occupations impact our perception of time. The orchestration of actions and occupations encompasses the ability to organize time and space in increasingly larger horizons.

The COVID-19, racial and social injustices, and health inequities pandemics provide a unique opportunity to analyze conceptualizations of time and space in occupational science. We will draw on narrative phenomenological data generated through a current study entitled Building the Future: Managing Uncertainty in the Lives of Autistic Children, Families, and Clinicians. There has been limited attention in the literature on the effects of the pandemic on the narrative and temporal restructuring of life from a multiperspectival approach. This panel aims to contribute to the understandings of time and space in occupational science by discussing the theoretical implications of these findings. We will present a paper on findings related to time and space followed by a paper that proposes reconceptualizations of theory.

Through our individual and collective narrative interviews (n=75), we have come to gain a deeper understanding of the temporal and spatial dimensions of lived experiences and the effects of dislocations from our narrative sense of time and space on occupational engagement. Narrative interviewing is particularly well suited to eliciting emic perspectives and examining intersectional constructs. Our analytic approach incorporates strategies to enhance scientific rigor and integrates narrative, thematic, and interpretive approaches.

Qualitative data from individual interviews and collective narrative interviews convey themes that provide insight into how participants experienced this period of disruption. People's sense of time varied widely and the impact on daily routines contributed heavily to this displacement of time and space. We will present findings that illustrate the need to expand conceptualizations of space and time. in occupational science. Themes such as "chasing time" and "making up for lost time" in this period of disorganization are examples of findings that warrant theory development.

Although occupational scientists have emphasized the centrality of spatial and temporal aspects of occupations, there is a need for empirical studies focusing on shifts in the perception of these concepts. This study focuses on the impact of the pandemic on daily life and implications for theory development related to space and time.

**Keywords:** occupational science theory, time, space

### **Discussion Questions**

How did the pandemics disrupt our narrative sense of time and use of space?

How are occupational disruptions in time and space interrelated?

How can we reconceptualize occupational science theoretical foundations of space and time to accommodate new understandings?

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**Submission ID:** 1493813

### **JAIL AND PRISON HEALTH PROMOTION: CONSIDERING OCCUPATIONS AMONG CORRECTIONS WORKERS AND PEOPLE DETAINED**

Lisa A. Jaegers, Saint Louis University  
Christine Hayes Picker, Saint Louis University  
Paige Craig, Saint Louis University  
Jessica Neff, Drake University  
Karen Frank Barney, Saint Louis University



## **Abstract**

Two percent (5.4 million) of adult residents in the U.S. were supervised by 492,000 correctional workers in jails, prisons, or community probation or parole systems in 2021 (1,2). More than 600,000 people are released from prisons and nine million people cycle through jails each year (3). Incarceration negatively affects community health and drives poverty (3). The impact of the corrections workplace has shown disproportionate burden on workers including fatalities and non-fatal injuries from violence, and mental ill-health from stress and trauma including depression and post-traumatic stress disorder.

The purpose of this panel is to provide an overview of our occupation-based inquiry in correctional workplace health and reentry services for people incarcerated. An introduction and conclusion to this panel will thread the following three 10-minute papers followed by a 20-minute interactive discussion. Papers include: 1) supporting community occupations with people who have cognitive challenges; and occupational goal setting with people in prison for over 30 years, 2) diversity, equity and inclusion (DEI) needs assessment among correctional workers, and 3) understanding available resources designed to reduce stress and trauma among correctional workers through a national survey of jails and prisons. We will share our experiences working with individuals incarcerated and people working in jails and prisons to explore barriers and facilitators to their occupational performance.

Paper 1 includes retrospective analyses of client goal setting, occupations of focus in reentry, and employment, housing and re-arrest outcomes (4,5). Focus groups were conducted in Paper 2 to determine worker concerns and related solutions to address DEI. A national survey across jails and prisons was used in Paper 3 to assess available resources to reduce workplace stress and trauma among corrections workers.

Ninety-five percent of occupational therapy clients achieved or maintained employment and remained in the community. Furthermore, Paper 1 explores 84 distinct occupations in client goal setting. Paper 2 indicates belonging was the greatest concern expressed by corrections workers. Paper 3 shows major disparities between leadership and frontline workers in perceptions of available resources to combat stress and trauma in prisons and jails.

By exploring the occupational needs of workers and detainees in corrections settings, we have the opportunity to identify occupation-based interventions to address health promotion and community living.

There is unlimited opportunity for exploring occupational deprivation, need for occupations that promote health, and meaningful occupations in correctional settings. Occupational science is needed to inform criminal justice reforms to improve this system.

**Keywords:** incarceration, criminal justice, occupational justice

## **Discussion Questions**

What are the primary occupations of interest expressed by people incarcerated and what are the barriers and facilitators that prevent or support their ability to perform meaningful occupations after returning to the community?

Why is it important to consider the occupations of correctional workers in relationship to their impact on people detained in jails and prisons?

How can occupational science assist with bridging our understanding of the occupational needs of workers and people detained in prisons and jails to support their health and well-being?

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## OCCUPATION: ENVISIONING AN EMERGING FACTOR IN PRENATAL PROGRAMMING

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### Abstract

Development begins before birth, and development in the prenatal period along with postnatal life shape individual differences in neurobehavioral and health trajectories (Monk et al., 2019). Frequently referred to as the developmental origins of health and disease hypothesis (DoHD), or prenatal programming, it asserts that fetal origins are relevant to future development and health risk. The intent of this presentation is to argue that occupation and occupational engagement

should be considered a factor in prenatal programming.

The occupations pregnant individuals engage in change dramatically across pregnancy and after birth of the child (Horne et al., 2005). Habits and routines change during pregnancy, and occupations are modified to accommodate the progression and growth in pregnancy. Other occupations emerge as a pregnancy continues and preparations for the birth and arrival of a child begin. This intense period of occupational transition and disruption may have important implications for health of the parent, prenatal programming, and long-term development of the child (Whitcomb, 2012). Changes and nuances related to occupation and occupational engagement during pregnancy may contribute to prenatal programming in at least two areas. One, prenatal stress plays a significant role in the prenatal environment and subsequent fetal programming (Walsh et al., 2019), and certain occupational engagement may contribute or mitigate prenatal stress across pregnancy. Two, certain occupational experiences could impact the intrauterine environment and subsequent fetal programming. For example, physical activity is linked to the intrauterine environment and fetal well-being (Dietz et al., 2016). However, other types of occupation and occupational engagement have not been well-considered, despite evidence that meaningful occupational engagement contributes to overall health and well-being.

Further understanding of occupation during pregnancy and its impact is needed. Using a DoHD framework, the dynamic prenatal period provides occupational scientists an opportunity to probe unique contributors to health and well-being for both pregnant individuals during pregnancy and their offspring during and after pregnancy.

Future insights from occupational science could inform a translational pipeline to improve pregnancy, birth, and developmental outcomes and address continued health disparities that exist for pregnant populations.

**Keywords:** occupation, pregnancy, occupational engagement

### **Discussion Questions**

Are there additional pathways in which occupational science concepts may be relevant to the DoHD / prenatal programming hypothesis?

What are considerations of utilizing a medical framework like DoHD / prenatal programming within occupational science as we move forward?

Are there other conceptualizations of occupation related to the prenatal and/or perinatal periods to consider within occupational science?

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## **MAPPING CULTURE AND OCCUPATION: EXAMINING PAST TO INFORM FUTURE EXPLORATION OF CULTURE WITHIN OCCUPATIONAL SCIENCE**

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### **Abstract**

The lens of culture has enabled occupational scientists to challenge conventional wisdom and examine occupations from a global perspective. However, occupational science (OS) continues to examine culture from a rudimentary lens of geographical location (e.g., Brazil), as a proxy for group-based occupations (e.g., cooking), and/or as an identity marker (being an Indian immigrant in the United States). Using the lens of intersectionality, inter-disciplinary research at large is moving towards a more nuanced understanding of culture and its relationship with identity and agency, which are core concepts for OS. Therefore, we aim to conduct a mapping review of how culture is studied and examined within OS and occupational therapy (OT) research.

For the review, we defined culture as shared norms/values/ways of life within a group of people that have a common background, be it geographic, ethnic/racial, and/or linguistic. To keep the review focused: 1) non-English language studies or 2) studies using culture as proxy for institutional groups/processes will be excluded. Studies of any design and student theses or dissertations are included. The review will include studies published between 01/01/1990-12/31/2022. The review is being conducted by two faculty and three graduate students using Covidence. All abstracts will be screened by at least one faculty and three graduate students, and the selected abstracts will be read completely by at least one faculty and a graduate student. Any conflict will be resolved via discussion with two faculty and three graduate students. Findings related to mapping of the concepts will be undertaken through thematic analysis.

Our search of OS/OT journals has yielded 3411 articles that meet the review criteria. We are currently screening abstracts to select articles for full review and will present our findings during the conference.

It is integral for occupational science to generate questions that helps occupational scientist to better reconcile concept of culture with occupational engagement and provide an avenue for future scholars to establish meaningful collaborations with scholars outside of occupational science.

It is no longer viable for a profession to simply echo evidence or questions of the past and examine broad concepts, such as culture, identity and agency, within its professional boundaries. Thus, to envision and enact a better future for occupational science, occupational scientists need to take a more critical look at the concept of culture and generate evidence that helps occupational science grow within an increasingly interdisciplinary arena of social science scholarship.

**Keywords:** occupational science, culture, mapping review

### **Discussion Questions**

Is the idea of intersectionality currently employed within the occupational science scholarship? If yes, how so?

To what extent does occupational science engage with research involving one cultural group situated in its “native” location and the broader diasporic group (e.g., Chinese in mainland China compared to Chinese-Americans)?

Migration has paved the way for examples of cultural “hybrids” that combine objects and norms from two or more cultures together (e.g., Chinese Cuban cuisine). What are some potential contributions occupational scientists could make towards studying such phenomena?

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## **PRACTITIONERS PERCEPTIONS OF THE USE OF MEANING IN PRACTICE: AN EXPLORATORY STUDY**

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Sarah Miller, The University of Toledo  
Libby Ball, The University of Toledo  
Jamie Jastatt, The University of Toledo

### **Abstract**

Meaning is an essential part of an occupation and an important construct within Occupational Science. Despite its importance, there is not a consensus about how it is defined. This increases the challenges with researching meaning or meaningful engagement (ME) and/or its use within OT practice. Questions examining current practice patterns can shed light into how meaning and meaningful engagement is infused into everyday practice.

Data were collected as part of a larger study using a survey methodology and examined occupational therapists' knowledge, attitude, and use of (ME) in practice pre, post, and four weeks after an educational session discussing meaning, ME, and introducing the Engagement in Meaningful Activity Survey (EMAS). Questions presented pre and post the educational session were examined using Wilcoxon-Signed Rank test, while questions about practitioner's use of meaning or ME were analyzed using descriptive statistics to gain insight into how meaning is used within the OT Process.

Data from pre and post surveys were analyzed. Eighty-four participants provided informed consent; however, six participants did not complete the post-survey. Most participants were women (96.4%) and had 0-9 years of experience. Four questions designed to capture change revealed statistically significant ( $p < .05$ ) increases in knowledge, use of the concept, and the importance of ME in OT practice. Descriptive data pertaining to practice revealed practitioners (82.%) agreed that they seek information about what is meaningful to clients during the evaluation and accomplish this by asking clients what activities are meaningful or interesting and/or inquiring about a typical day. Twenty-nine percent also reported using a tool to assess ME, but 99% had never used the EMAS. Additionally, 79% of practitioners reported they usually or always ask which activities are meaningful but inquire less often about why activities are meaningful. Data regarding the use of ME during interventions revealed that 68% of practitioners infused ME/activities into everyday practice 75-100% of the time and 84% agreed that they could use aspects of meaning identified within the EMAS to improve the effectiveness of their use of ME in practice.

Meaning while central to occupation is still difficult to define and is often overshadowed by performance or the task itself. However, the meaning within an activity is valuable as contextual or personal factors can limit engagement in specific activities. Refining the way meaning is conceptualized and used in practice can advance the benefit of using occupation as a means to enhance health and well-being.

**Keywords:** meaning, meaningful engagement, practice

### **Discussion Questions**

How can occupational scientists contribute to teaching strategies that help future and current occupational therapists use the power of meaning more frequently and effectively?

Would additional assessments that capture aspects of meaning or engagement in meaningful activities help define meaning and thus improve its use in research and practice?

How can occupational scientists create evidence that links the benefits of using meaning and meaningful engagement to health outcomes?

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## **PANDEMIC INFLUENCES ON THE LIFE OF A PROFESSOR: ROLES, HABITS, ROUTINES, AND OCCUPATIONAL PATTERNS**

Kristine L. Haertl, St. Catherine University

### **Abstract**

The Covid-19 pandemic changed the world. This study explored temporal and lasting occupational changes in the daily life of a professor. This presentation will demonstrate the utility of heuristic methodology for case-based research along with wider applications to include additional participants as co-researchers.

Heuristic research, as developed by Moustakas (1990), focuses on an internal search of a particular construct of experience for an individual and later explores implications for greater understanding. Heuristic methodology has been used to study the occupation of personal writing (Haertl, 2014), occupational roles (Ikiugu et al., 2012) and other areas relevant to occupational science. The present study analyzed over 150 weeks of a professor's personal journal and occupational observations and patterns through the pandemic. Heuristic methodology was used to code and understand temporal and permanent shifts in occupational patterns in daily life.

Findings included a) adaptive processes to continue favored social, leisure, and health related occupations, b) required occupational shifts due to health changes secondary to excessive online work, c) an increase in solo occupations along with occupations with pets, family and spouse, and d) permanent shifts in occupational patterns that continued post-pandemic. Results of the study will be presented along with potential expansion to include another phase incorporating additional participants as co-researchers.

In line with the conference theme looking to the future of occupational science, this study demonstrates the utility in heuristic methodology for studying topics pertinent to occupational science. The methodology is underutilized and has potential for exploring topics that may not be suitable for traditional quantitative methods. The study also contributes to existing literature on the effects of the pandemic on occupational engagement.

Implications for heuristics to the future of OS will be discussed.

**Keywords:** heuristic methodology, occupational patterns

### **Discussion Questions**

The present study found both temporal and permanent shifts in occupational routines and patterns, how might this differ depending on the vocation, culture, or context of the individual?

In line with the conference theme looking to the future of occupational science, what contributions can heuristic methodology make to OS?

What are potential future directions this research could take and how would that inform occupational science?

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## **DESIRING OCCUPATION: EXPLORING THE PASSION, CREATIVITY, AND SOCIAL PRODUCTION OF EVERYDAY LIFE**

Tim Barlott, University of Alberta

### **Abstract**

This paper explores a postmodern conceptualization of desire to re-imagine occupation as a passionate, creative, and productive process that is entangled with the social world. We aim to theorize how passionate impulses are socially constructed and shape the occupations of everyday life.

Employing the philosophy of Gilles Deleuze and Felix Guattari, we use the concepts of assemblage and desire as conceptual tools for thinking about occupation. The concept of assemblage refers to the dynamic webs of interconnection that make up the social world. The social and material elements within an assemblage (human, non-human, physical, non-physical) are continually shaping and being shaped by each other, entangled in an ongoing process of social production. Occupation can be understood as an assemblage, a dynamic social process and complex configuration of socio-material. The concept of desire refers to the creative impulse and passion that stirs individuals to act within the assemblages of everyday life. Desire is a social force that produces (and is produced by) the assemblages of everyday life. When we desire occupation we desire an assemblage, we desire a social landscape that is enveloped in the 'doing' of occupation.

The concepts of assemblage and desire offer a way for occupational scientists to think about occupation as a passionate and entangled social process.

Stirred by creative impulses of desire, occupational scientists can work to destabilize constraining assemblages and re-image liberating social landscapes.

**Keywords:** philosophy, postmodern, situated nature of occupation

### **Discussion Questions**

How does the concept of assemblage encourage you to think differently about occupation?

What is it that you desire?

How might the concept of desire offer creative possibilities to engage in political elements of your work?

### **References**

n/a

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## **IS THE COLLECTIVE DEFINITION OF OCCUPATION-BASED THERAPY EXCLUSIONARY?**

Katherine J. Loomis, University of Southern California  
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### **Abstract**

Occupation-based treatment has long been considered a foundational element of best-practice occupational therapy (OT; Gray, 1998). Yet, it is unclear if therapists' conceptualization of 'occupation-based' has kept pace with evolving occupational science (OS) knowledge. This session will consider OS theoretical advancements as part of a critical reflection on the current definition of 'occupation-based.' We will discuss whether this label is unnecessarily exclusionary and debate its continued merit as the distinguishing feature of OT practice.

Theoretical understandings of occupational constructs such as action, purpose, and meaning have progressed from observable and individual to experiential and intersubjective, blurring the lines between tasks, activities, and occupations (Hammell, 2009; Kiepek et al., 2014). Indeed, OS literature has begun to reconsider many previously excluded activities as valid occupations (e.g., Aldrich et al., 2017). Simultaneously, OT practice literature has embraced hierarchical distinctions that preemptively designate certain treatments (e.g., strengthening) as not 'occupation-based,' though individual patients may consider them meaningful occupations (AOTA, 2020). These hierarchical distinctions are incongruent with contemporary OS theory, as they do not adequately consider context or intersubjectivity that may qualify activities as occupations. By preemptively assuming the value of certain activities, therapists risk imposing professional biases on patients' experiences, discarding meaning-making opportunities, and inhibiting successful recovery. Focusing less on what is or is not 'occupation-based,' and instead exploring alternative tenets that foreground contextualized patient experiences, might better support rehabilitation.

There is a growing disconnect between theoretical understanding and the application of 'occupation-based.' This disconnect limits the ability to successfully translate, implement, and investigate the benefits of OS theory in OT practice. Therefore, collaborative efforts are needed to update or replace the construct of 'occupation-based.'

Evolving OS conceptualizations of occupation promote inclusivity and broad applicability, while the construct of occupation-based practice has remained relatively stagnant. There is a need to facilitate optimal therapeutic processes that consider the contextualized, intersectional nature of patient experiences across all OT activities, rather than relying on predefined priorities or categorizations of 'occupation-based' approaches. Integrating updated OS theory into OT application to expand the scope of 'occupation-based' or to develop entirely new assumptions that drive OT can promote optimization of overall patient experiences and more harmoniously unite the two fields.

A renewed partnership between OS theory and OT practice can improve each field's ability to adapt to evolving societal values and needs, particularly through ongoing critical reflection on core OT practice assumptions.

**Keywords:** occupation-based practice, knowledge mobilization

### **Discussion Questions**

Is the collective definition of 'occupation-based practice' congruent with contemporary understandings of occupation in occupational science?

Does the exclusionary nature of the concept of occupation-based practice outweigh its usefulness in promoting client-centered holistic occupational therapy care?

How can occupational science help reimagine this concept based on evolving theory to promote a more inclusive and comprehensive approach to occupational therapy care?

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## **REVISIONING ASSESSMENTS USED IN OCCUPATIONAL SCIENCE RESEARCH AND IN OCCUPATIONAL THERAPY PRACTICE**

Aaron Dallman, Rutgers, The State University of New Jersey  
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## **Abstract**

Occupational scientists are compelled as ethical researchers and practitioners to reexamine the instruments we use to collect data and to ensure that our tools represent the needs of heterogenous and diverse groups (Kiepek et al., 2019). Too often the assessments that we utilize in research reflect heteronormative, white, middle-class, societal norms that marginalize and incorrectly characterize those who do not conform to such norms. Events in the recent past have forced the US to confront marginalization of Black and Brown communities; the discrimination of gender diverse people and members of the disability community; and the presence of unequal pay, and occupational gaps between women and men in the workplace. Thus, it is imperative that we examine the tools we use in research and practice to understand whether they represent the heterogenous, culturally rich, diverse, population we purport to study.

The process of decolonizing assessments must begin with scrutinizing assessments intended for use in our occupational science research (Gutman et al., In Press). Reflected by research conducted on illicit occupations (i.e., sex work & substance use), occupational science is obligated to examine occupations not sanctioned by a heteronormative society (Huglstad et al., 2022; Taylor, 2022). Therefore, we must have accessible research tools that reflect these new inclusive standards. Here we demonstrate the transformation of an assessment that measures participation in occupations. The Visual Activity Sort (VAS) provides individuals with visual images that can facilitate discussion about participation in daily life activities. Activity card sort assessments are efficient methods to help researchers and practitioners identify the strengths and barriers to occupational participation.

We hope that this research is the first of a new wave of occupational science scholarship that critically examines assessments both within and outside occupational science. We anticipate that scholars can employ the unique perspectives that have emerged through occupational science (e.g., transactionalism, embodiment theory) to better capture occupational participation in outcome measures. Designed for adolescents and young adults, we show how we expanded the VAS to be more inclusive of the occupational participation needs of diverse groups within our society.

We highlight the detailed process of decolonizing this assessment so that this process can be applied to other assessments (Gutman et al., In Press). Additionally, we advocate for this process so that researchers and practitioners have a greater array of assessments that reflect diversity across race, ethnicity, socioeconomic level, gender, gender orientation, ability status, and sanctioned and unsanctioned occupations.

**Keywords:** diversity, inclusion, assessments

## **Discussion Questions**

How can the diversification of assessment tools promote the study of occupation?

What other assessment tools would be a high priority to apply this diversification lens?

What other methods would you recommend for decolonizing methods of data elicitation in occupational science research or occupational practice?

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## TRANSFORMATIVE EXPERIENCES OF THERAPY SESSIONS DURING THE COVID-19 PANDEMIC: A TRANSACTIONAL PERSPECTIVE

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Marshae Franklin, University of Southern California  
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Shona Maher, Total Education Solutions

### Abstract

The COVID-19 global pandemic required a sudden shift in health service provision. For patients and providers, this necessitated an abrupt transition from 'being together' in a clinic environment, to learning to 'be together' virtually. This 'situation' provides a unique opportunity to examine the experiences of caregivers of autistic children, occupational therapy clinicians, and pediatric clinic administrators, as routine occupations, i.e., taking a child to therapy, conducting a therapy session, and overseeing a therapy clinic, appeared to be significantly, if not radically, altered.

We used purposive sampling to recruit from 3 Los Angeles county community-based pediatric clinics. We conducted semi-structured narrative interviews with 3 clinic administrators, 6 occupational therapists, and 4 caregivers of autistic children. We first used thematic analysis to code the entire dataset, then, to better understand an unexpected finding about the "transformative" experience of the 'situation,' we drew upon occupational science

transactionalism theory to further frame and analyze a data subcorpus related to this “transformation.”

We describe three themes. 1) Transformed Ways-of-Being-Together: ‘Being together’ in therapy sessions took on a whole new depth and meaning in the reconfigured ‘situation,’ facilitating mutual support and co-regulation. 2) Transformed Therapy: The therapy session itself was transformed as a result of the imposed new structure and context, redefining, for example, what a “successful session” looked like, from multiple perspectives. 3) Personal Transformation: Participants described unexpected personal and professional growth, including recognizing their own implicit biases and realizing their full potential.

The dramatic turn of events triggered by the global pandemic was surprisingly powerful in altering everyday ways of doing and being together. The pandemic ‘situation’ enabled us to examine the ways in which it reconfigured the occupations of the participants (parents, therapists, administrators) related to telehealth therapy participation/management. This analysis contributes to transactionalism theory in occupational science by providing rich descriptive data to highlight how functional coordination kept the transactional unit intact.

Occupational scientists are calling for the discipline’s re-engagement with occupational therapy such that occupational science can have greater impact on occupation-based practice. Additionally, virtual participation has become the norm for many activities that were previously only conducted in-person. We therefore envision the future of occupational science as engaging complex theoretical perspectives on occupations carried out by multiple actors in therapeutic settings, and in understanding the fundamental ways that telehealth and other technologies impact the ‘transactional whole.’

**Keywords:** transactionalism, telehealth, autism

### **Discussion Questions**

How does a transactional perspective on occupation during the COVID-19 ‘situation’ further occupational science theory and scholarship?

How can we center justice and equitable access in conversations about technological advancement and virtual ways of doing?

What is the impact of transformative experiences (such as described from our findings) on social connectedness, belonging, and inclusion?

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## **HEALTHCARE DELIVERY SERVICE AS A CO-OCCUPATION**

Valerie Tapia, University of Southern California  
Yujia Mo, University of Southern California  
Elizabeth Pyatak, University of Southern California

### **Abstract**

Last year, the Society for the Study of Occupation hosted its 20th annual conference titled *Occupational Science and Occupational Therapy: Tension and Fit* in the spirit of “nurturing productive relationships” between professionals within the discipline (DePrimo, 2022). The lack of rationale regarding the “tension” between the professions in conjunction with the 21st conference title, *Envisioning the Future of Occupational Science*, motivated this forum session presentation and discussion. We explore how the origins of OT and OS created an academic culture that limits knowledge organization and mobilization. Then propose solutions to facilitate a relationship between OS and OT that will (hopefully) promote cohesion between the professions.

A review of history demonstrates the development of our professions and highlights how OT emerged as a practice that conducted research before the organization of OS doctoral programs. Powerfully charged political debates ensued about the establishment of OS Ph.D. programs that largely centered around the distribution of resources, personnel, and funding (Clark, 2014). They divided the field between people who believed that OT and OS should be segregated entirely (Mosey, 1992) and that dichotomizing OS and OT would limit knowledge development and eventually stagnate the field (Clark et al., 1991). We argue that ontologically occupational therapy is a clinical practice and that occupational science is the generation of knowledge relating to occupation that is currently systematically limited because OT practice research is not considered OS. We envision a reorganization of knowledge in OS that allows for healthcare delivery service to be considered a co-occupation.

Frank (2022) calls us to "Confront the contradictions [and] imagine that [we] are free." We envision a strategic organizing session focused on discussing the future OS and how it can branch out into different areas of specialization to facilitate mutual recognition and collaboration between OT and OS.

This forum session be relevant to the conference theme, as it aims to be a solution-focused strategic session to envision the future of OS.

**Keywords:** occupational therapy, occupational science, solutions

## **Discussion Questions**

What do you think about the current relationship between occupational therapy and occupational science?

What is the ideal relationship between occupational science and occupational therapy looks like?

What are your hopes and expectations about how knowledge is organized and mobilized within our discipline?

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## **SLEEP AS A RACIALIZED OCCUPATION**

Nancy Bagatell, University of North Carolina at Chapel Hill

### **Abstract**

Within occupational science, many scholars have encouraged exploring specific occupations, such as sleep. Additionally, scholars have illuminated the need to recognize occupation as a vehicle for justice and injustice and to acknowledge the links between occupation, race, racism, and racial discrimination. The purpose of this study is to bring these calls together and explore sleep as a racialized occupation. The specific questions addressed are: Why is it that Blacks in the United States have the highest risk and prevalence of poor sleep patterns than any other racial or ethnic group? How and why did this sleep gap develop?



To understand sleep as racialized, two methods were employed. First, I reviewed the literature from the past 10 years on sleep disparities in Blacks to identify structural factors found to impact sleep. Findings from each study were recorded and patterns were identified. Next, I reviewed historical documents and artistic and literary works to identify practices and narratives of Blacks and sleep to highlight the history of structural and systemic racism and sleep. I noted themes about sleep in each document/ work of art and then constructed two narratives.

Current research studies indicate numerous factors impact sleep and confirm that race is not a risk factor for poor sleep but racism is. Factors found to impact sleep include: socioeconomics, inflexible work schedules, neighborhood characteristics, and stress. Racial stereotypes, microaggressions, and extreme, direct experiences of racism, especially those that are violent, are associated with poor sleep. Analysis of historical documents revealed two main, contradictory narratives of sleep in Blacks perpetuated by Whites: 1) Black nonsomnia, and 2) Black indolence. The results will be presented using folk stories, paintings, drawings, and literature.

The findings illuminate the need for occupational science to continue to grow as a socially responsive, reflexive, and critical discipline that acknowledges occupation can be used to promote both justice and injustice. Sleep, while acknowledged as an essential occupation to health and wellbeing, also needs to be studied as an occupation impacted by racism. Finally, the methods used, particularly the use of historical documents, art and literature, should be recognized as a powerful means to understand occupation in minoritized populations,

By looking at the past and present— and how occupation and racism have been inextricably linked – this paper supports the vision of occupational science as a discipline willing to take a crucial stance and address structural and systemic issues of racism.

**Keywords:** sleep, race, disparities

### **Discussion Questions**

Given these findings, what can be done to address racialized sleep disparities?

What other racialized occupations need to be explored?

What other methods could be used to understand historical links to current racialized occupations?

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## **DECOLONIZING OCCUPATIONAL ADAPTATION: QUESTIONS AND CRITIQUES OF AN OCCUPATION-BASED THEORY**

Lenin Grajo, Washington University in St. Louis

### **Abstract**

Decolonization is a movement which seeks to identify colonial histories that inform knowledge content in a discipline, the theories that inform them, and the pedagogical practices that support and challenge them (Banerjee 2021). Eckhardt et al (2022) asserted that decolonizing is not about assimilating new material from non-Western locations into existing theories. Rather, it is about questioning the underpinning of those theories and acknowledging that there may be multiple ways of knowing and doing. In occupational science and occupational therapy, Hammell (2019) contends that “occupational therapists perpetuate colonialism when theories, assessments, interventions, outcome measures and models of practice that are informed by culturally-specific, Western neoliberal assumptions about what is valuable and desirable are promoted and applied; and argues that occupational therapy practices informed by these assumptions may be inadequate, inappropriate, irrelevant and oppressive. (p.13).”

While there is yet rigorous methodology to decolonize many occupational therapy theories, the authors first attempted this approach with the Occupational Adaptation (OA) theory in 2021 (redacted for peer review). In this process, scholars attempted to critique and apply a broader and more global view on how critical concepts in OA need to be defined, understood, measured, and applied in the teaching and clinical use of the theory. The key concepts that have been examined include: occupation, effective participation in occupation, efficient participation in occupation, satisfaction in occupational participation, adaptive and dyadaptive responses, and the client as an agent of change.

This presentation aims to continue the philosophical discourse by proposing key questions on how we can move Western underpinnings of the OA theory and ground it with culturally-diverse perspectives. Some of these key questions for discussion include:

Are occupations that do not hold meaning or joy to the person but absolutely need to be done (e.g. work) still occupations?

When the client’s highest goal for participation is for a caregiver to assist or complete the occupation for them, is this still effective participation?

If systemic and structural injustice and lack of infrastructure and resources drive the way people efficiently perform occupation, how is efficiency in participation assessed?

Some cultural perspectives may have stronger affiliation for self-determination and independence in making choices while some culture are more inter-dependent with decision making. How does this affect the notion of the “client as an agent of change?”

This topic aims to advance discourse about inclusion and belonging in occupational science and occupational therapy.

**Keywords:** decolonization, occupational adaptation, occupational therapy theory

### **Discussion Questions**

Are occupations that do not hold meaning or joy to the person but absolutely need to be done (e.g. work) still occupations?

When the client's highest goal for participation is for a caregiver to assist or complete the occupation for them, is this still effective participation?

If systemic and structural injustice and lack of infrastructure and resources drive the way people efficiently perform occupation, how is efficiency in participation assessed?

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## **CHILDREN'S DOING, BEING, AND BELONGING DURING COVID-19, FUTURE IMPLICATIONS FOR BECOMING, WELLNESS, AND OCCUPATIONAL IDENTITY**

Ashley Lankford, Towson University  
Amanda C. Jozkowski, Towson University

### **Abstract**

The purpose of this research was to examine the experiences of students with disabilities who utilize AT and their caregivers during emergency remote instruction. Students discussed how their doing, being, and belonging impacted their occupational engagement in the classroom environment.

Interpretive phenomenological analysis (IPA) was used to explore experiences of students as they utilized AT in remote instruction environments as well as the meaning students and families attached to the participation. Nine dyad pairs of students with disabilities and their caregivers participated in semi-structured interviews. Interviews were transcribed and reviewed by caregivers for accuracy. Data was analyzed individually into codes and emerging themes. Emerging themes were review across dyads to develop final themes, which were reviewed by an auditor familiar with IPA and OS.

Four final themes were identified: “School Mom is Evil Mom;” “It Really Affected Me;” “It Still Really Wasn’t Very Meaningful;” and There Was No Boundary. But most powerful was the finding that it was not the accessibility of AT that impacted occupational engagement, but rather social isolation and changing occupational demands. COVID-19 created new occupational roles, role confusion, and contextual overlap. The “doing” or the activities and occupations students do abruptly shifted in the transition to emergency remote instruction. Further, the expectations to “Be” a successful student changed. As students consumed images on screens, reporting that they were unable to build the relationships needed to establish a sense of belonging.

The context of a global pandemic is novel, and hopefully avoidable in the future. However, the discipline of OS must acknowledge and investigate the impact this phenomenon has had on occupational function and identity. This study, which focused on children with disabilities, inclusion, and occupational identity, is one example of how OS can be used to explore the future implications of policy, contextual changes, and societal norms on daily individual and collective occupational choice. Occupational science can describe whether there are new implications for occupational justice, and how pandemic-related changes in doing, being, belonging may shape who we will become.

We know a person’s doing, being, and belonging impacts who they become, what occupational choices are made, and shapes occupational identity and wellness. As occupational science moves to the future, we must be certain to consider the long-term implications of COVID on occupational choices and occupational identity.

**Keywords:** belonging, COVID-19 pandemic, occupational engagement

### **Discussion Questions**

We have observed in post Covid a difficulty with resiliency. In what ways could this experience and lack of belonging impact resiliency?

How can the discipline of OS continue to utilize the concepts of doing, being, belonging, and becoming to support the population of students with disabilities to reach the goal of occupational engagement and wellness?

This research and many others reflect an individual’s sense of belonging. Is there importance for occupational science to investigate societal or population groups sense of belonging?

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## **IMPACT OF COVID-19 PANDEMIC ON DAILY OCCUPATIONS OF ADULTS WITH INTELLECTUAL DISABILITIES: A PHOTOVOICE STUDY**

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### **Abstract**

The lives of people with intellectual disabilities were greatly disrupted by the COVID-19 pandemic, including complex systems of daily occupations and having intellectual disabilities being the greatest risk factor associated with a COVID-19 related death [1]. People with intellectual disabilities already experience disparities in access and participation that was further exacerbated by the pandemic restrictions and precautions [2]. With many community-based services suspended, social participation, health behavior, and relationships dramatically changed daily activities and routines that supported the wellbeing of people with intellectual disabilities. People with developmental disabilities reported increased mental health problems and loss of disability-related services [4]. The purpose of this study is to understand the daily lived-experience of adults with intellectual disability during the COVID-19 pandemic.

Adults with intellectual disabilities (n = 20) participated in a Photovoice method with photo data collected of daily activities during the pandemic. Methods were adapted to meeting the needs of adults with intellectual disabilities. Participants worked with a research partner to brainstorm ideas, take photos, and caption their photos. Focus groups with 2 to 4 participants elicited discussion to understand the context and meaning of the photos. Thematic analysis of photos, caption text, and transcripts from the focus group identified themes of what had changed during the COVID-19 pandemic.

A primary theme of Meaningful Occupations emerged with activities relating to three categories: Occupations Lost, Occupations Changed, and New Occupations. Occupations Lost included occupations relating to social programming, employment, and social networks. Occupations Changed included occupations relating to transportation difficulties, understanding COVID regulations including masking and handwashing, virtual church and meetings, and living situations. New Occupations included hobbies, outdoor activities, and virtual social engagement. Barriers and facilitators specific to the unique needs of the participants with intellectual

disabilities will also be discussed. Findings indicate that strong social supports and advocates that emphasized the individual's self-determination were important for engagement in meaningful occupations. Focus groups provided a collective space for social connection and the development of collective narrative of the lived-experience during the pandemic.

Understanding the impact of the pandemic on the daily occupations of adults with intellectual disability highlights unique needs, necessary resources, and resilience of this population. Additionally, understanding the impact of interrupted daily occupations for adults with intellectual disability could lead to program and intervention development to minimize future disruptions.

**Keywords:** intellectual disabilities, inclusive research, photovoice

### **Discussion Questions**

How can these results inform future research thinking about other interruptions and disruptions (eg. illness, public health crises, natural disasters, etc.) in the lives of people with intellectual disabilities?

Photo data in this project encompasses information that is not always represented in traditional forms of research - how might Photovoice or other inclusive research methodologies be used to inform occupational therapy practice and/or public understanding?

An adapted Photovoice methodology was used in this study that included structured planning and individualized support for person-centered data collection. What other practices support engagement of people with adults with intellectual disabilities in occupational therapy and occupational science research?

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## **CAPTURING THE COMPLEXITY OF OCCUPATIONAL ENGAGEMENT**

Ashley Lankford, Towson University

### **Abstract**

To improve understanding of the concept of occupational engagement by discussing clear distinctions between occupational engagement, occupational participation, and occupational performance, and the relationships between each.

Occupational Science (OS) accepts the idea that occupational engagement is critical to well-being, yet does not have a clear definition that captures the complexity of this concept. Often occupational engagement is used interchangeably with participation and performance. I argue these three concepts are uniquely different but interdependent. To be engaged in an occupation, participation in an occupation must be meaningful. This can be a conscious or unconscious process, and meaning is based on intrinsic or extrinsic, individual, and environmental/societal factors. Occupational engagement becomes the just right fit of meaningfully participating in a meaningful occupation. An outcome of occupational engagement is occupational performance, which creates meaning associated with participation in the occupation. I hypothesize occupational engagement and the resulting performance leads to well-being, belonging, and occupational balance.

It is pivotal for OS to consistently define occupational engagement. This will help future scholars to make connections between concepts without questioning if their interpretation is consistent with the literature. Moreover, the consistent understanding of occupational engagement and acceptance of its complexity will help to investigate factors which support or hinder meaning, occupational engagement, and well-being.

Occupational engagement is critical to OS in promoting well-being and health, yet it is not clearly defined in the literature. Although related, it is important to make clear distinctions between occupational engagement, occupational participation, and occupational performance. Previously, OS examined the numerous factors, at individual and societal levels, which contribute to occupational engagement. I posit OS should continue to investigate these factors but identify how these factors impact meaning associated with engagement. Further, the continued interchangeable use of occupational participation, occupational engagement and occupational performance ignores the complexity of occupational engagement and how all three concepts are unique and dependent upon each other. It is important for the discipline of OS to clearly define these concepts for improved understanding and implications on well-being.

As OT moves to the future, it is vital to adopt a consistent understanding of occupational engagement to explore factors influencing the concept. As technology advances and our society changes, it is important for OS to investigate how novel and changing factors may influence engagement and ultimately well-being at an individual and societal level.

**Keywords:** occupational engagement, occupational performance, belonging

## Discussion Questions

How does occupational engagement relate to burnout? Can an individual be fully engaged in all occupations without experiencing burnout?

As the sense of belonging is highly meaningful, with the increase usage of technology and social media to build and foster a sense of belonging, is there a difference in value between virtual and in-person relationships? How may this impact engagement and well-being?

From an inclusive and equity perspective, is opportunity for occupational participation meaningful enough to lead to occupational engagement? How can we build opportunities for all to experience occupational engagement and ultimately individual and societal well-being?

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## OCCUPATIONAL INJUSTICE TO JUSTICE- EVOLUTION OF CHANGE: REVIEWING HOST COMMUNITY ATTITUDES TO REFUGEE/IMMIGRANTS RESETTLEMENT

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## **Abstract**

This pilot study investigated host community perceptions of refugee/ immigrant resettlement (RIS) into their local US communities.

1. To view RIS as a co-occupation shared by residents of local communities and the refugee/immigrants that move there and thereby spotlight the side of local communities who are welcoming refugee/immigrants to their communities. 2. To foster knowledge of host community concerns, perceptions regarding RIS, and consider factors that might support smoother transitions for a unified cohesive community. 3. To showcase a model for ethical inclusive research.

A mixed methods design with 1. Descriptive statistics of a self-perception attitudes questionnaire regarding refugee/immigrants and 2. A qualitative descriptive design using principles of participatory action research and grounded theory via a semi-structured interview coded for emerging themes (Nayar & Stanley, 2015). N=7 participants, ages 25-70 years, American-born citizens which included four females and three males, who had minimal contact with refugee/immigrants in the past ten years.

Quantitative results of the Cultural Competence Self- Assessment Checklist: Of three categories, participants rated themselves as having knowledge and skills (mean = 3.30 , mean = 3.35). They self-rated lower on awareness of other cultures (mean= 3.18).

Qualitative results included 9 group codes which were further analyzed with four central themes emerging: Barriers to interacting with Refugee/Immigrants, An internal struggle between Humanitarianism and Fears regarding resettlement, Exposure to refugees/immigrants promoting awareness of that population, and finally, Building a cohesive community.

RIS contains many embedded occupations, grocery shopping in a supermarket, financial management through institutions, or even crossing the street. Social participation with one's new host community can seem daunting and overwhelming. By viewing RIS as a co-occupation, affecting both refugee/immigrant and their local community/hosts, occupational scientists can research sub-domains of this complex topic while providing useful direction to OTs working in this area.

OS strives towards occupational justice and considers the global community as its future. Furthering knowledge regarding RIS can contribute to building a cohesive inclusive environment where all participants feel safe, supported and comfortable with the ‘

**Keywords:** occupational justice, refugees, host communities

## **Discussion Questions**

How does occupational justice relate to members of the 'host community' into which

refugee/immigrants resettle?

What is the value of social interaction/ participation between the two cultural group typings? Is it enough to have superficial positive encounters, or do we strive for more?

Morality in OS: Does occupational science have a moral imperative to facilitate and assist in RIS, or is publication of research sufficient. How can moral research principles be integrated into refugee/immigrant research?

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## USE OF OS CONCEPTS FOR PROGRAM DEVELOPMENT IN NEW PRACTICE AREAS

Kathlyn L. Reed, Texas Woman's University (Retired)

## Abstract

Envisioning the future by demonstrating use of OS concepts to facilitate program development for a newly recognized condition in which little published literature or established evidence is available regarding how occupational loss has impacted affected persons. An example is Long COVID, first identified in 2020, described as symptoms lasting beyond 12 weeks from initial infection and having the potential to relapse when triggered by intensive exercise, physical or mental activity, and stress (Wilcox & Frank, 2021).

OS has traditionally been viewed as an academic discipline focused on philosophical explanation of human occupation. The purpose of the presentation is to suggest that OS concepts can be used

to describe the rationale for practice-based programming development when new conditions appear. For purpose of illustration, seven OS concepts have been identified and organized to provide a rationale for Long COVID program development based on descriptions provided in Backman et al., 2021. Persons with Long COVID have reported statements consistent with loss of valued occupations (occupational meaning), loss of identity as a provider (occupational identity), loss of access to occupation due to symptoms (occupational deprivation), loss of specific types of amounts of occupation (Occupational imbalance), loss of capacity to choose which occupations to perform (occupational choice and agency), loss of occupational scheduling (habits, routines and temporal patterns) and loss of capacity to actually do certain occupations (doing occupation) (Michel, 2020; Turner, 2021; Wilcox & Frank, 2021). Reorganizing the OS concept into therapy concepts suggests the following program objectives/outcomes: assist person to identify valued occupations, reestablish occupational identity, reconnect with lost occupations, organize occupations into personally perceived balance, actively choose type/amount of occupation to perform, and create a daily schedule of occupations. Practitioners have available a wide variety of assessments and techniques to fulfill the program objectives and goals. Assessment could include a version of the COVID-19 Yorkshire Rehabilitation Scale which focuses on the Long COVID symptoms (O'Connor et al., 2022).

OS concepts can be used to identify parameters to guide practice and research.

OS can be used to provide practitioners with useful guidance in program development for working with persons with symptoms of a new condition with minimal evidence of effective guidelines, standards, or research.

Expanding the use of OS concepts to facilitate program development in therapeutic environments, is consistent with the envisioning the future of occupational science as both an academic discipline and supportive rationale for application in therapeutic environments.

**Keywords:** concept analysis, program development, COVID-19

### **Discussion Questions**

Can major OS concepts be grouped together to create a generic questionnaire to guide program development and translate theory into practice?

Can OS concepts be organized to evaluate effectiveness of programs based on OS theory?

What are the major OS concepts that most relate to program development?

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**Submission ID:** 1470859

## **THE OCCUPATIONAL SINGULARITY: A THEORY OF ACCELERATING TECHNOLOGICAL DISRUPTION OF HUMAN OCCUPATIONS**

Pedro H. Albuquerque, Aix-Marseille Université  
Sophie Albuquerque, Université de Sherbrooke & Aix-Marseille Université

### **Abstract**

In this article we develop a transdisciplinary occupational singularity theory of technological disruption of human occupations with the help of complexity theory, cybernetics science and occupational science.

Our theory of technological disruption of human occupations leads to the phase transition concept of occupational singularity, which is defined as the unique point in time when cybernetic technology innovations become dominant and as such capable of producing fast and accelerating destruction, disruption and creation of human occupations. Our theory is supported by American Time Use Survey (ATUS) data, and explains socio-economic stylized facts such as: the rising power of cyber-entrepreneurs, the Great Resignation and the Big Quit, rising patterns of income inequality, and a declining labor share of income.

We suggest that, with the help of occupational scientists, policymakers should urgently broaden their attention beyond the productivist and economic views on the impacts of technological disruption on labor productivity and labor markets, and consider instead how technological disruptions affect occupational justice and well-being by fully acknowledging the complex interactions between cybernetic technology innovations and meaningful human occupations.

We conclude that technological disruptions, if left unregulated, are potentially detrimental to occupational justice and well-being, and that this process of social change cannot be properly understood and managed without the transdisciplinary combination of cybernetics science and occupational science.

We propose that in the future occupational science should become the central scientific paradigm in the understanding and management of the fast and accelerating socio-economic effects of technological disruptions.

**Keywords:** technological disruption, technology innovations, occupational singularity

### **Discussion Questions**

How can occupational scientists help humans to adapt to fast and accelerating destruction, disruption and creation of human occupations?

How should governments and policymakers regulate technology innovations in order to improve occupational justice and well-being?

What are the best strategies for occupational scientists to succeed in replacing the current economic and productivist paradigms with an occupation-centered paradigm in the public debate about technological disruptions?

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**Submission ID:** 1459631

## **OS AT WORK: TRANSDISCIPLINARY OPPORTUNITIES TO IMPROVE HEALTH AND OCCUPATIONAL PERFORMANCE IN TECHNOLOGY-ENABLED WORKPLACES**

Madeline Parga, University of Southern California

Yiyang Fang, University of Southern California  
Shawn C. Roll, University of Southern California

## **Abstract**

Increasingly complex workplace technologies can pose challenges to workers' health and well-being when humanistic considerations are omitted. Transdisciplinary perspectives are critical to designing and implementing technologies tailored to workers' needs in real-world contexts. Given our multifaceted approach to understanding occupational engagement (Rudman, 2008), occupational scientists are uniquely equipped to engage in transdisciplinary teams to improve human-technology interactions.

This panel will focus on how transdisciplinary collaboration between OS and other disciplines (e.g., engineering, computer science) can facilitate innovation to address real-world challenges of technology implementation within a variety of work settings. We will describe how ongoing collaborations have integrated occupation-centered thinking to develop workplace technologies for monitoring health and well-being and promoting successful occupational performance. We will discuss the opportunities for OS perspectives to inform technological innovation and promote safe, healthy, and positive occupational engagement in the work environment.

Two ongoing federally-funded projects will be presented to demonstrate the role of OS in designing stakeholder-informed technologies that support worker health and performance. The first project aims to develop a sensory-enhanced teleoperation workstation for demolition robots in the construction industry that is safe and effective. The transdisciplinary team leverages a community-engaged approach to identify proper sensory requirements of demolition work through workers' lived experiences. Community partners engage in ongoing dialogue with researchers to inform technology design and evaluate implementation. The second project investigates individualized experiences of office worker stress using data collected from wearable and environmental sensors combined with worker experiences obtained through interviews, daily surveys, and focus groups. This study aims to pair these data streams using novel machine learning techniques to develop predictive, transactional models of the multidimensional experiences of positive and negative workplace stress.

We will facilitate a discussion regarding the ways in which OS informs technological innovations that support the health and performance of an increasingly diverse workforce. The discussion will consider opportunities and challenges related to the transactional nature of technology within work contexts (Fritz & Cutchin, 2017).

This panel illustrates the potential of OS in supporting technological development that optimizes occupational engagement and occupational performance. Exploration of ongoing and future collaboration opportunities amplifies the voice of OS as a naturally transdisciplinary and action-oriented discipline (Aldrich, 2014).

The improvement of emerging technologies relies on an understanding of human occupations. Occupational scientists have a key role to play in the development of health-optimizing technologies.

**Keywords:** workplace technology, transdisciplinary research, community-engaged research

## Discussion Questions

What primary challenges and opportunities are emerging due to the rapid increase in the uptake of workplace technologies?

In what ways can occupational science inform the development and implementation of technologies in the workplace that support occupational pursuits?

How can occupational scientists engage in meaningful transdisciplinary collaboration beyond health and social science to design and implement occupation-centered technologies for the workplace?

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**Submission ID:** 1452393

## MEANING & INTERSECTIONALITY: EXPLORING WAYS TO EXPAND MEANING THROUGH AN INTERSECTIONALITY FRAMEWORK

Kierra Peak, University of North Carolina at Chapel Hill

### Abstract

From Covid-19 to civil unrest, recent major events are impacting the development of young adults world wide. Occupation and meaning are shaped based on the demands of an individual's environment and their multiple roles and identities (Huot & Veronis, 2018).

As the occupational science discipline further investigates diverse ways of meaning and knowing, researchers should consider conducting research that incorporates and recognizes intersectionality to aid in our understanding especially when centering people who have been systematically underrepresented (Crenshaw, 1991).

Conducting more occupational science research with an intersectionality framework will help us as researchers not to solely focus on what people do but how the intersections of their identities

affect what choices and opportunities are available to the systematically oppressed (Hammell & Beagan, 2017).

I am proposing ways to better incorporate intersectionality into OS research. Using my dissertation research as a reference, I will highlight how an intersectional framework was implemented into my study with young Black college student activists. Specifically, I will also discuss other examples in which intersectionality can be utilized as a framework. My hope is to contribute to the conversations at this conference by highlighting how others understand their meaning and knowing and discuss how OS could aid in this discovery as well.

The future of OS research will likely result in expanding how we as occupational scientists understand knowing.

**Keywords:** intersectionality

### **Discussion Questions**

What are some ways you can think of how to better incorporate intersectionality into OS research?

What are some benefits of using this framework in OS research?

Are there some hindrances to using intersectionality as a tool in OS research?

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**Submission ID:** 1491070



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## 2023 CONFERENCE SCHEDULE-AT-A-GLANCE

Pre-Conference: Thursday, October 19, 2023 Location: Saint Louis University	
10:00am – 12:00pm	Education Special Session Multipurpose Room
12:00 pm – 1:00 pm	Boxed Lunch Education Union
1:00 pm – 5:00 pm	Pre-Conference Institute: <i>Decolonizing Epistemologies, Pedagogies and Methods for Occupational Sciences</i>
5:00 pm – 5:30 pm	Occupational Balance Break: Mindfulness and Sound Meditation Allied Health Building 2066
5:30 pm – 9:00 pm	Silent Auction & Welcome Reception Multipurpose Room
6:00 pm – 7:00 pm	Poster Session 1 Multipurpose Room
7:00 pm – 7:30 pm	Official Welcome and SSO Traditions Multipurpose Room
7:30 pm – 8:30 pm	Poster Session 2 Multipurpose Room
8:00 pm	Silent Auction Ends

**Full Conference: Friday, October 20, 2023**  
**Location: St. Louis Union Station 1820 Market St, St. Louis, MO 63103**

Time	Colorado Eagle	New York/Illinois	Texas Special	Missouri Pacific	Frisco/Burlington
7:30 am-8:00 am	Breakfast & Mentoring Meet-up				
8:00 am – 9:00 am	Business Meeting & Conference Welcome Orientation				
9:15 am – 10:15 am  Session 1 & 2	Teaching Occupation using threshold concepts and subject-centered approaches: challenges and opportunities.  Price	What is the “meso” level?: Reconciling the family unit and the levels of occupational justice.  Tomar	Insights from the 20 years of Ruth Zemke Lectureships in Occupational Science  Francis-Connolly	Climate change and occupational participation: Perspectives of individuals experiencing homelessness  Carlson	Oral Histories: Advancing Research in Occupational Science  Kawabata
	Envisioning a Plurilingual Opportunity for Occupational Therapy and Occupational Science Education  Alvarado	Literacy: An Occupational Justice Issue for Children Experiencing Homelessness  Little		Differences Between Self- and Proxy-Report for People with Intellectual and Developmental Disabilities  Caudill	
10:20 am – 11:20 am  Session 3 & 4	Is OS instruction a language that translates? Reconciling design and outcomes in an entry-level program  Heatwole Shank	Using participatory means to address occupational justice issues in a local therapeutic pre-school.  Bucey	Don't take your research to the grave!  Reese	Participation for Adults with Intellectual Disabilities: How Parents and Support Staff Respectfully Facilitate  Hladik	Refocusing Occupation: Including Environmental and Contextual Factors More Effectively  Kirschner
	Racism: A Disruption in Doing, Being, Becoming and Belonging in Occupational Therapy Education  Banks	School participation and racism: what female highschoolers have to say about it?  Queiroz	The role of occupational science in enriching human-computer interactions  Chakraborty	Performing ‘normal’: Autistic self-advocate insights on masking and intersectional performativity  Taylor	

**Full Conference: Friday, October 20, 2023**  
**Location: St. Louis Union Station 1820 Market St, St. Louis, MO 63103**

Time	Colorado Eagle	New York/Illinois	Texas Special	Missouri Pacific	Frisco/Burlington
11:30 am – 12:30 pm  Session 5 & 6	Practicing Occupational Justice: Educating Students on Incorporating Occupational Justice in Traditional OT Practice Settings  Henderson-Kalb	A critical examination of authentic belonging in occupational science: Exploring the experiences of underrepresented students  Franklin	Towards humanistic and encompassing understanding of human occupation, the concept of vulnerability.  Josephsson	Vision boards, not scrapbooks: Analyzing the construct of “growth” through occupation for aging adult populations  Downey	Impact matters: Occupational science as a generative force for social change  Shaw
	A logic model to intentionally design DE&I, justice, and anti-racism change in OT education  Grajo	In or Out or In-between: Conceptualizing Unbelonging  Smallfield	Middle Schoolers’ Pandemic Perspectives Through the Lens of Daily Life  Szendrey	Social Media and Occupational Engagement among Older Adults - Envisioning the Future  Balog	
<b>12:30 pm – 2:30 pm Occupational Balance Break</b>					
Time	Colorado Eagle	New York/Illinois	Texas Special	Missouri Pacific	Frisco/Burlington
2:30 pm – 3:30 pm  Session 7 & 8	Building an Occupational Foundation with an Undergraduate Degree in Occupational Science (50-min)  Stav	‘Third places,’ precarity, and occupation: Focusing future placemaking research on inclusion, diversity, and equity  Aldrich	Lived Experiences of Families With Autistic Children During the COVID-19 Pandemic  Stremousova	Cultural Humility in Occupational Science: Conceptualizing a healthy lifestyle in the Chinese population with Diabetes  Mo	Envisioning synergy between health services research and occupational science (50-min)  Cogan
		#MeTooOT: Implications of Sexual Harassment on the Future of Occupational Science and Occupational Therapy Research  Jozkowski	Benefits and Challenges of a Telehealth Feeding Intervention for Autistic Children  Drew	Let’s Get It: Exploring Hip-Hop Cultural Leisure, Identity, and Black Excellence  Jones	

**Full Conference: Friday, October 20, 2023**  
**Location: St. Louis Union Station 1820 Market St, St. Louis, MO 63103**

Time	Colorado Eagle	New York/Illinois	Texas Special	Missouri Pacific	Frisco/Burlington
3:35 pm – 4:35 pm  Session 9 & 10	The PhD in Occupational Science: Supporting Knowledge Generation and Intellectual Vitality  Bagatell	A Transactional Perspective of Citizenship for Social Inclusion and Community Participation in Mental Health  Boston	School-based occupational therapists' perceptions of clinical practice patterns to support child participation at school  Costello	Occupational science and implementation science: An emerging and synergistic relationship  Donnelly	Exploring Practical Options for Critical Knowledge Dissemination of Occupational Science Beyond Formal Publishing (50-min)  Jarvis
	Embodied Practices in Research and Intervention: Insights from Peer Support in Behavioral Health  Bailliard	Using Critical Participatory Action Research to Advance the Equity Agenda in Occupational Science Research  Johnson	Impact of an enriched outdoor environment on middle-school students' wellness-promoting occupations & physical activity  Larson	Enhancing the Methodological Capacity of Occupational Science: The Value of Mixed Methods  Carroll	

**4:35 pm – 5:15 pm      Snack Break & Networking**

**4:45 pm – 5:15 pm      Speed Networking & Meet the Board**

Time	Colorado Eagle	New York/Illinois	Texas Special	Missouri Pacific	Frisco/Burlington
5:20 pm – 5:50 pm  Session 11	How Do You Know?  Guillon	Influence of Crafting on Occupational Well-being  Evetts	The relationship between sensory subtypes and adaptive behavior in autistic children 6-18 years old  Kabakov	Centering occupational identity in injury prevention: Perspectives in understanding the musician  Fukumura	How an occupational science lens can be used to inform medical decisions: A case study  Ekelman

**6:00 pm – 6:30 pm      Cocktail Hour (Cash Bar)/Shark Viewing**

**6:30 pm – 9:30 pm      Celebration Dinner  
(Awards and Recognition)**

**9:30 pm – 10:30 pm      Bring Your Own Talent and Sing-a-long – [SIGN UP HERE](#)**

**Full Conference: Saturday, October 21, 2023**  
**Location: St. Louis Union Station 1820 Market St, St. Louis, MO 63103**

7:00 am – 10:30 am		Occupational Balance Break			
10:30 am – 11:45am		Ruth Zemke Lecture in Occupational Science			
11:45 am – 1:00 pm		Ruth Zemke Lecture in Occupational Science Lunch Celebration			
<b>Time</b>	<b>Colorado Eagle</b>	<b>New York/Illinois</b>	<b>Texas Special</b>	<b>Missouri Pacific</b>	<b>Frisco/Burlington</b>
1:00 pm – 2:00 pm  Session 12 & 13	Understanding the need to address men's issues in the future of occupational science.  Gordon	Human Occupation as Reparative Praxis: Exploring Collective Occupations in post-conflict society  Mkalipi	Is Ergonomics Enough? Appreciating Multilayered Transactions Within Work Systems to Support Worker Health and Well-being  Roll	Reconceptualizing Space and Time in Occupational Science: Lessons Learned During the Pandemic(s)  Blanche	Jail and prison health promotion: Considering occupations among corrections workers and people detained (50-min)  Jaegers
	Occupation: Envisioning an Emerging Factor in Prenatal Programming  Holland	Mapping culture and occupation: Examining past to inform future exploration of culture within occupational science.  Tomar	Practitioners' Perceptions of the Use of Meaning in Practice: An Exploratory Study  Schmelzer	Pandemic Influences on the Life of a Professor: Roles, Habits, Routines, and Occupational Patterns  Haertl	
2:05 pm – 3:05 pm  Session 14 & 15	Desiring occupation: Exploring the passion, creativity, and social production of everyday life  Barlott	Is the Collective Definition of Occupation-based Therapy Exclusionary?  Loomis	Revisioning Assessments Used in Occupational Science Research and in Occupational Therapy Practice  Dallman	Transformative Experiences of Therapy Sessions During the COVID-19 Pandemic: A Transactional Perspective  Angell	Healthcare delivery service as a co-occupation (50-min)  Tapia



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Time	Colorado Eagle	New York/Illinois	Texas Special	Missouri Pacific	Frisco/Burlington
	Sleep as a Racialized Occupation  Bagatell	Decolonizing Occupational Adaptation: Questions and critiques of an occupation-based theory  Grajo	Children's Doing, Being, and Belonging during COVID-19, Future implications for Becoming, Wellness, and Occupational Identity  Lankford	Impact of COVID-19 Pandemic on Daily Occupations of Adults with Intellectual Disabilities: A Photovoice Study  Hladik	
<b>3:10 pm – 3:30 pm</b>	<b>Snack Break</b>				
<b>3:30 pm – 4:30 pm</b>  Session 16 & 17	Capturing the Complexity of Occupational Engagement  Lankford	Occupational Injustice to Justice- Evolution of change: Reviewing host community attitudes to refugee/immigrants resettlement (50-min)  Spira	Use of OS Concepts for Program Development in New Practice Areas  Reed	The Occupational Singularity: A Theory of Accelerating Technological Disruption of Human Occupations  Albuquerque	OS at Work: Transdisciplinary opportunities to improve health and occupational performance in technology-enabled workplaces (50-min)  Parga
	Meaning & Intersectionality: Exploring ways to expand meaning through an intersectionality framework  Peak				
<b>4:40pm – 5:30pm</b>	<b>Closing Panel</b>				