

The Society for the Study of Occupation: USA

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

*Durham, North Carolina
October 17-19, 2024*

Proceedings of the Society for the Study of Occupation: USA

11th edition

Twenty-Second Annual SSO:USA Annual Research Conference

The Art of Occupation: Creativity, Critical Theory, and Social Transformation

October 17-19, 2024

Durham, NC

SOCIETY FOR THE STUDY OF OCCUPATION: USA CONFERENCE 2024

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MISSION AND VISION STATEMENTS OF THE SSO:USA

MISSION STATEMENT

The Society for the Study of Occupation (SSO:USA) is a dynamic research society dedicated to advancing occupational science and leveraging its findings for the betterment of humanity. Our mission is to foster the growth and dissemination of knowledge in the field, driving meaningful insights into the diverse ways in which individuals engage in occupations across the lifespan. By promoting interdisciplinary collaboration and supporting rigorous research, we aim to unlock the transformative power of occupation in promoting health, well-being, and social justice.

VISION STATEMENT

SSO:USA:

- Is globally recognized as helping to advance occupational science.
- Is a dedicated partner in a network of international societies collaborating to make a global impact through occupational science.
- Is a leader in mobilizing occupational science knowledge in collaboration with multiple disciplines.
- Empowers communities and individuals to enact occupational health, justice, and reform.
- Fosters the transformative power of occupation and is fully embraced and integrated into every aspect of human life.
- Envisions a world where people flourish by participating in daily occupations that bring them health and fulfillment.

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

RUTH ZEMKE LECTURE IN OCCUPATIONAL SCIENCE

DR. LILIAN MAGALHÃES, PHD

*On Awareness, Dialogue, and Hope:
Interrogating Language to Envision Conciliatory Occupations*



Dr. Magalhães has a background in occupational therapy and occupational science, originally from Rio de Janeiro, Brazil, with a journey that has taken her in and out of Brazil over the years. For four decades, she has been deeply engaged in academia, currently serving as an adjunct professor at the Federal University of Sao Carlos in Sao Paulo, Brazil. Previously, she was an associate professor at Western University in Ontario, Canada, where she now holds the title of professor emerita.

Within the Anglo-American scientific community, Dr. Magalhães has played a pivotal role in challenging the "English-only" publication policy. For the past five years, she has served as an Editorial Board member at the *Journal of Occupational Science*, acting as the Editor for dual-language papers (Portuguese/Spanish/English).

Currently, Dr. Magalhães is involved with the A Coruña team in Spain, collaborating with the European Master of Science in Occupational Therapy, a consortium of five European universities offering a research-oriented postgraduate program.

Methodological innovation has been central to Dr. Magalhães' work, particularly in employing qualitative critical approaches such as decolonial theoretical lenses. She has championed body-map storytelling, disseminating it through research and activism across various projects. Through her efforts, she has established a legacy of art-based research projects and community-led actions aimed at social transformation.

Dr. Lilian Magalhães identifies as a woman of African descent, cisgender, and heterosexual orientation. She is the first in her extended family to attain post-graduate education and is a proud mother to two lovely sons. Surrounded by a wonderful family and a supportive circle of friends, she considers herself fortunate to collaborate with inspiring advocates for social change, whose values shape her worldview and guide her actions within her community.

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 EDUCATION WORKSHOP

Art, Poetry, Occupation: Pedagogy and Creative Expression

**DR. JANE THRAILKILL
DR. CAROLYN ALLMENDINGER**

**Thursday, October 17, 2024
10:00 am – 12:00 pm**

Abstract: Dr. Thrailkill and Dr. Allmendinger will offer the Occupational Science community insights into distinct ways that arts and humanities-based pedagogy affords important entry points into learning about occupation. Thrailkill and Allmendinger, as respected educators and scholars in the fields of Arts and Humanities, specialize in interdisciplinary learning and collaboration, focusing on selected works of art and poetry. They will lead participants through a hands-on experience of the visual arts and expressive language as opening portals to occupational concepts and methods. Participants will engage in reflection, discussion, and creative activity with applications to occupational meanings.



Jane Thrailkill, PhD, Professor of English and Comparative Literature, teaches American literature and health humanities at the University of North Carolina at Chapel Hill's Department of English and Comparative Literature. She is Director of the Literature, Medicine, and English Graduate Program and Co-Director of UNC's [Health Humanities Interactive Venue for Exploration \(HHIVE\)](#). Her most recent book is *Philosophical Siblings: Varieties of Playful Experience in Alice, William, and Henry James* (University of Pennsylvania Press, 2021).

Carolyn Allmendinger, PhD is the Interim Director and Director of Education and Interpretation at the [Ackland Art Museum](#) at the University of North Carolina at Chapel Hill. In her 25 years of work as a Museum Professional, she is known for her leadership and expertise in developing interactive, interdisciplinary experiences with art. She manages the arts-based learning experiences for students of all ages and from numerous disciplines across the university.



PRE-CONFERENCE RESEARCH INSTITUTE

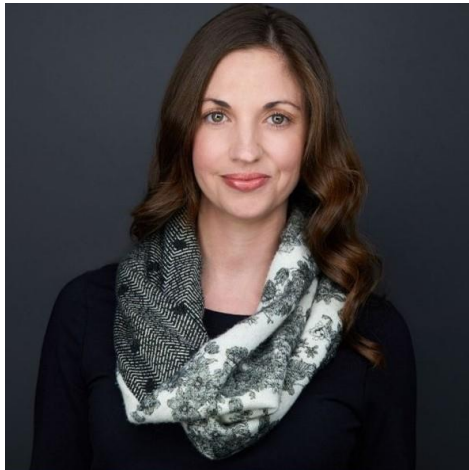
Crafting Social Change: The Transformative Potential of Critical, Creative, and Arts-Based Qualitative Methods

DR. SHANON PHELAN

Thursday, October 17, 2024

1:30 pm – 5:00 pm

Abstract: In the realm of (critical) qualitative research, creative and arts-based methods are increasingly acknowledged as powerful tools for illuminating nuanced human experiences, deepening understanding, challenging research conventions, and improving access and inclusion for research participants and co-researchers across the lifespan. Institute participants will gain insights into adapting these approaches to various research contexts, navigating research ethics, and emphasizing the importance of critical reflexivity. *Designed especially for occupational science researchers and students.*



Dr. Shanon Phelan

Associate Professor, Dalhousie University School of Occupational Therapy
Director, SHIFT Collective: *Shifting How we think about Inclusion For Tomorrow*

CONFERENCE THEME-RELATED ACTIVITIES AND GUESTS

This year's conference theme, "*The Art of Occupation: Creativity, Critical Theory, and Social Transformation*," is expansive, ranging from the notions of art as experience and artistry in everyday occupations to the potential of art for well-being, to heal, and to fuel social change. In alignment with the ethos of occupational science, art expresses human experience and can illuminate societal issues, provoke critical dialogues, and advocate for justice, particularly within and for marginalized communities. We invited a broad range of topics such as arts and humanities-based methodologies, artistry of doing, art forms (visual, dramatic, literary, musical, performance, etc.), interpretations, creativity, critical theory, art and culture, creativity and Artificial Intelligence, beauty, sensory experiences, aesthetics, social transformation, and identity.

Art and Occupation Experiences

These peer-reviewed sessions engaged participants in arts experiences to explore the interconnection of art and occupation in human experience.

Alternative Ikebana Experience as Viable Creative Healthy Occupation
Ricardo C. Carrasco

Doing Kalos, Eidos, And Scopos: Living Zemke Kaleidoscopes
Kyle Karen

The Art of the Shared Meal
Lily Gullion

Calaveras De Azúcar & Cempasúchil: Celebrating Life and Death
Daisy C. Alvarado
Violeta Chavez Serrano

When The Music Ended, I Silenced
Maria Johansson Josephsson

Body Percussion, Sense of Belonging and Togetherness
Nicole L. Konz
John Salgado Maldonado

The Art of Escape: Exploring Immersive Escape Rooms as Occupational Experiences
Jenn Soros
Karla Reese

The Transformative Power of Writing
Kristine L. Haertl

Theme Artist

CJ Suitt



[CJ Suitt](#) is a performance poet, arts educator, and community organizer from Chapel Hill, NC, whose work is rooted in storytelling and social justice. He has performed at many gatherings and music festivals as well as many performance art and theater pieces. He has been recently appointed as the inaugural Poet Laureate of the City of Chapel Hill, NC. He is committed to speaking truth to power and aims to be a bridge for communities who can't always see themselves in each other. CJ Suitt will bring his poetry and facilitation expertise, adding his creative and artistic perspective to the conference discussions. He will also co-lead the Performance Art Share and Synthesis sessions at the end of each day.

The Common Woman Chorus

The [Common Woman Chorus](#) is a progressive musical community made up of women-identifying, gender-nonconforming, and transgender singers based in Durham, North Carolina. Since 1983, when the group formed as a feminist initiative, the Common Woman Chorus has presented concerts that highlight a diversity of experiences, the strength of community, and the local and global events that inspire and inform us all. The group currently identifies as an LGBTQIA+-centered space with members who seek and work toward justice. The chorus is represented at SSO:USA by a small-group ensemble. The Common Woman Chorus is a member of Sister Singers Network and GALA Choruses national organizations.

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

We acknowledge that Durham, North Carolina, stands on the ancestral and unceded territory of the Occaneechi Band of the Saponi Nation, the Eno people, and other Indigenous nations, including the Tuscarora and Shakori. These Siouan-speaking peoples have stewarded this land and its waterways for countless generations, and their histories and cultures remain vital to this region.

The Occaneechi Band of the Saponi Nation continues to actively preserve their cultural heritage and community ties. The Eno people, known for their deep connection to the Eno River, have historically engaged in sustainable practices that honored the land. The Tuscarora and Shakori peoples, too, have rich traditions that reflect their unique relationships with the natural world.

We honor their enduring connection to the land and recognize the richness of their cultural heritage, which includes art, traditions, and storytelling that reflect their spiritual relationship with nature and community. We also acknowledge the painful history of violence and dispossession that Indigenous peoples have faced, which sought to undermine their presence and cultural identity.

Despite these challenges, the resilience of Indigenous communities has allowed their contributions to the arts, culture, and knowledge systems to endure and thrive, enriching our region today. Many traditional practices, such as beadwork, pottery, basket-weaving, and ceremonial rites, are being revitalized as vital expressions of cultural pride.

We commit to recognizing this history, supporting and uplifting Indigenous voices, and learning from the wisdom and creativity of these nations.

SSO:USA 2024 CONFERENCE PROCEEDINGS

THURSDAY, OCTOBER 17: POSTER SESSION 1

A NEW TAKE ON UNDERSTANDING AND ADDRESSING AUTISTIC WANDERING

Svitlana Stremousova, University of Southern California

Amber Angell, University of Southern California

Elinor Taylor, University of Southern California

Brigid Connelly, University of Southern California

Mary C. Lawlor, University of Southern California

Abstract

This forum session intends to collectively discuss and examine the complex impacts of racial and social injustices, health disparities, and COVID-19 on occupations of autistic individuals and their families. We will examine autistic wandering as an occupation and its connection to navigating uncertainty, disruption of routines, and environmental stressors.

Prior to the COVID-19 pandemic, many autistic children and their families already experienced the impacts of racial and social injustices and health disparities (Bishop-Fitzpatrick & Kind, 2017; Durkin et al., 2018). Fragmented autism services, limited access to educational and recreational opportunities, and the necessity to navigate demanding sensory environments brought uncertainty to the daily lives of this population (Brewer, 2018; Kirby et al., 2015; Cardon & Bradley, 2023). COVID-19 brought higher health risks, human losses, interruptions of schooling and services, and financial insecurity, exacerbating the existing struggles of many families (Parenteau et al., 2020; Stadheim et al., 2022). Disruptions to daily occupations can be detrimental to many autistic individuals (Boyd et al., 2014). Autistic children may cope with environmental and routine changes differently, and some choose to wander (Hotez & Giwa Onaiwu, 2023). Wandering, also called elopement, is defined as leaving a safe area or a responsible caregiver (Centers for Disease Control and Prevention, 2019). Many families are still struggling to meet their children's evolved needs while negotiating understaffed education and service systems (Bennett, 2023; Jotkoff, 2022). The full extent of the impact of racial and social injustices, health disparities, and COVID-19 on the occupations of autistic children and their families and wandering has yet to be determined.

In this session, we will initiate a discussion of contextual factors impacting autistic occupations in the modern day. We will explore wandering as an occupation relative to people's managing uncertainty and exploring their sense of self and place (Solomon & Lawlor, 2018; Wherton et al., 2018). We will also discuss neurodiversity-oriented and strength-based approaches that may promote occupational engagement, self-determination, well-being, and quality of life while addressing autistic wandering (Hotez & Giwa Onaiwu, 2023; Dallman et al., 2023). Participants

will engage in a dialogue to reflect on opportunities to facilitate responsiveness to autistic occupations and routines.

1. After this session, participants will identify the structural factors that impact the daily routines and occupations of autistic children and their families.
2. After this session, participants will define wandering as an autistic occupation, and its potential causes and impacts.

Keywords: autism, wandering, occupation

Discussion Questions

How do autistic individuals, their families, and education and social services systems approach wandering presently?

Which structural factors impact autistic occupational engagement and occupations during public emergencies?

What are the ways how occupational science researchers and occupational therapy practitioners can support autistic occupations and routines?

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Funding: n/a

Submission ID: 1736687

(abstract originally submitted as a forum session)

A SITUATED LEARNING-BASED MODEL FOR UNDERSTANDING FAMILY MEALTIME AND EATING BEHAVIOR IN TYPE 1 DIABETES

Yujia Mo, University of Southern California

Elizabeth Pyatak, University of Southern California

Abstract

As no records of combining situated learning and holistic occupational perspectives to understand T1D eating behavior were found in the current research area, the theoretical paper aims to investigate the feasibility of applying situated learning to understand the role of family mealtimes in T1D and to preliminarily explore the potential factors during family mealtimes that influence T1D individuals' eating behavior.

The theoretical article takes family mealtimes as a CoP, analyzes its functions of individual identity formation and family socialization in typical developmental situations, and theoretically investigates potential distinctions in T1D with a thorough integration of the relevant literature. An occupational perspective is applied to articulate the theory and real-life situations.

A Family Mealtime Funnel model is developed to visualize the family dynamics during mealtimes, and the distinction between typically grown children's families and T1D families, involving individual situated identity formation and family identity socialization, has been identified.

The findings have implications for occupational therapy in dealing with food relationships, highlighting the need to assess family mealtime dynamics as an essential component of evaluating and addressing eating-related concerns in clients and conducting focus education at the family level.

The implications related to occupational science involve the theoretical exploration within an interdisciplinary field - applying education psychological theory to everyday life in the developmental stages of type 1 diabetes, which is an expansion of occupational knowledge as sharing an OS perspective to conceptualize the family mealtime phenomenon and its health-related impact.

The theoretical article introduces a novel perspective for understanding the role of family mealtime in Type 1 diabetes (T1D), providing a holistic framework for comprehending the complex dynamics during family mealtimes.

Nuances should be considered, including gender, family setting, diagnosis time, social interactions during mealtimes, and culture, which necessitates the in-depth evaluation of the model as a research implication.

The interdisciplinary practice for theoretical underpinning would bring an creative energy to the occupational science scholarship. Specifically in this proposed abstract, type 1 diabetes and

children with chronic conditions experiencing challenged relationship with food have a potential to benefit from an innovative theoretical model by evidence-informed practice in the future.

Keywords: family mealtime, eating habits, situated learning, type 1 diabetes

Discussion Questions

How does conceptualizing family mealtime as an occupation impact the dissemination of knowledge for clinical health education and the development of academic scholarship?

How do you perceive the intersectionality of occupational knowledge and situated learning theory? Would combining learning theory with occupational knowledge shed light on the dynamics of knowledge generation?

Could the theoretical model of family mealtime be applicable to fields beyond type 1 diabetes?

Learning Objectives

Upon completion, participants will gain a brief understanding of the rationale behind the family mealtime model and its implications.

Upon completion, participants will gain insight into integrating multidisciplinary knowledge to create a theoretical foundation for evidence-based practice.

Upon completion, participants will develop belief that occupational science is the science of everyday life by learning how research questions are formulated and how the literature review process is conducted

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Funding: n/a

Submission ID: 1766587

(abstract originally submitted as a theoretical paper)

ADDRESSING SUBSTANCE USE THROUGH TRANSFORMATIVE OCCUPATIONAL IMAGINATION AND PHOTOVOICE

Lauren Selingo, University of Wisconsin-Milwaukee

Virginia C. Stoffel, University of Wisconsin-Milwaukee

Abstract

Harmful substance use continues to be on the rise in the United States (Arendt, 2023), requiring attention across health and community settings. Approaches to addressing substance misuse often focus on individual intervention, which may water down the importance of addressing societal-level factors that influence substance use behaviors (Godoy-Viera et al., 2018).

Occupational science (OS) and scientists (OSs) can uniquely examine this phenomenon through transformative “occupational imagination” (Laliberte Rudman, 2014).

A transformative occupational imagination lens is needed in addressing harmful substance use, as it calls for OSs to challenge and broaden current conceptualizations and address socially situated occupations to enact broad scale change (Laliberte Rudman, 2014). In applying this perspective (Laliberte Rudman, 2014), a study exploring sexual minority women’s lived experiences surrounding substance use implemented virtual Photovoice workshop sessions, creating photos and adjoining narratives through a participatory action-research perspective (Wang & Burris, 1997) alongside phenomenological interviews (Giorgi, 1997). Reflexive thematic analysis (Braun & Clarke, 2019) was applied in generating themes from the pieces and session transcripts, with co-researcher recommendations for healthcare providers outlined. Co-researchers' Photovoice pieces highlighted numerous societal-level factors impacting their sexual identity and substance use, including discrimination and stigma, internal acceptance, and the importance of physical gender and sexual-identity presentation within the queer community. These factors influenced substance use as an occupation and activity that affected engagement in other occupations.

The co-researchers' Photovoice pieces have implications for how OS addresses rising harmful substance use (Arendt, 2023), particularly in better understanding the broad, systemic factors affecting use. Implementing community-member driven (Wang & Burris, 1997) artistic media such as Photovoice through a transformational occupational imagination perspective, OSs can build our understanding of substance use, critique current perspectives, and identify next steps in outlining our role in addressing harmful substance use collectively (Laliberte Rudman, 2014).

Artistic media like Photovoice (Wang & Burris, 1997) combined with OS approaches emphasizing transformational change (Laliberte Rudman, 2014) have potential for powerful

impacts on addressing nuanced occupations like substance use. This work will explore how the co-researchers' Photovoice pieces and experiences contribute to our occupational imagination surrounding substance use (Laliberte Rudman, 2014), and future applications of Photovoice methods in addressing harmful substance use (Wang & Burris, 1997).

Building occupational imagination related to substance use through artistic media like Photovoice (Wang & Burris, 1997) can enhance understandings of substance use and promote increased discussion of OSs' role in promoting social transformation through community member lenses.

Keywords: participatory action research, photos, reflexive thematic analysis

Discussion Questions

In what ways does occupational science currently conceptualize substance use and have your perspectives on substance use changed from engaging with this work?

What might expand your occupational imagination surrounding substance use and what does that look like in terms of actionable steps?

What value do you see Photovoice methods bringing to your own work as occupational scientists?

Learning Objectives

Participants will be able to define how transformative “occupational imagination” relates to substance use.

Participants will evaluate how Photovoice methods can be used to grow our understanding of substance use and its potential impact on health, wellbeing and everyday life.

Participants will discuss potential next steps for expanding the role of occupational science and imagination in conceptualizing substance use at the personal and societal levels.

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Submission ID: 1749468

(abstract originally submitted as a theoretical paper)

AN EXPLORATION OF INDIVIDUAL DIFFERENCES IN OFFICE WORKER STRESS EXPERIENCES ACROSS CONTEXTS OF DAILY OCCUPATION

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Shawn C. Roll, University of Southern California

Gale Lucas, University of Southern California

Burcin Becerik-Gerber, University of Southern California

Shrikanth Narayanan, University of Southern California

Abstract

Factors within work’s physical, organizational, and social contexts all contribute to stress experiences which can ultimately become a hindrance to participation. While it is well-established that stress can contribute to undesired outcomes, such as overworking and burnout, it is less understood how positive stress can manifest in daily occupations, and how motivating stress experiences can be beneficial. The purpose of this preliminary analysis is to explore individual aspects of office workers’ stress experiences, and factors which they perceive as influencing these experiences.

We obtained insight into 7 office workers’ typical encounters with both work-related and unrelated stress through 30-45 minute interviews. We expect to interview up to 10 additional office workers for the current analysis. Workers were recruited to capture a diversity of positions with varying decision authority and psychological demand, as determined by the Job Content Questionnaire (JCQ). We also strove to enroll office workers engaged in different modalities of work (hybrid and in-person). Interviews focused on the content of participants’ work, participants’ awareness of symptoms and signs related to their stress experiences, specific

sources and dimensions (e.g., interpersonal, environmental) of stress, feelings towards the concept of positive stress, and participants' satisfaction with their current work environment(s).

We will apply an inductive thematic analysis to the interview transcripts. Researchers who led the interviews will engage in reflexive collaboration to contend with overlaps and contradictions across workers' individualized perceptions of stress in their daily lives. We will also attend to the different sources of participants' stress and the significance individuals attribute to different sources across physical and social contexts. In our presented findings, we will introduce the themes constructed across all interview transcripts, as well as explore the individual differences in stress factors and attributions gleaned across our sample.

With most people spending more than one-third of adult life working, stress as an emotional and physical sensation common to work contexts implicates many of our daily occupations. Understanding how stress can be perceived as a positive and negative experience encountered in various occupational contexts is an essential first step towards maximizing helpful stress experiences.

Obtaining detailed insight into daily stress experiences created an opportunity for workers to describe the physical, social, and organizational contexts of stress experienced during daily occupations. Direct consultation with individuals through qualitative approaches produces further opportunities for socially transformative research, as can engagement in the discussion of this research process within a conference setting.

Keywords: stress, lived experience, everyday occupations, worker well-being

Discussion Questions

How might individually-held notions of positive versus negative stress be mediated by other personal factors, such as culture?

How can understanding the ways motivating stress is experienced and perceived by individuals inform future stress interventions and approaches to promote worker well-being?

To what extent are the efforts of occupational scientists studying occupation in work contexts aligned with conceptualizations of work within occupational therapy?

Learning Objectives

Differentiate between the potentially motivating aspects of positive stress compared to the sensations of pressure associated with negative stress.

Consider the role of stress both as a barrier and potential facilitator to desired engagement in daily work and non-work occupations.

Engage in the implications of unique and shared experiences across office workers' stress experiences for occupational scientists interested in worker well-being.

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AN OCCUPATIONAL PERSPECTIVE ON NAVIGATING FOOD-RELATED OCCUPATIONS FOR ADULTS WITH ADHD

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Abstract

Adults with ADHD experience occupational issues during food-related occupations because of difficulties with inattention, hyperactivity, impulsivity, planning, motivation, sensory processing, and emotional regulation (Adamou et al., 2021). Food-related occupations include eating, meal preparation, grocery shopping, cooking, food storage/organization, and cleanup. The literature documents the relationship between disordered eating and ADHD; however, the literature lacks an occupational perspective (Kaisari et al., 2017). This study documents first-person narratives of both the food-related occupational experiences of adults with ADHD and the strength-based interventions they have found helpful.

Using qualitative research methods, we completed a thematic content analysis (Braun & Clarke, 2006) of posts on TikTok (Literat, 2021) by adults with ADHD regarding their experiences with food-related occupations. We used specific search terms about ADHD and food-related

occupations and viewed videos in the order they appeared. Then, we took detailed notes on the content (including video descriptions and caption), comments, and metadata (e.g., date of posting, number of likes, comments). Until saturation, we analyzed content documenting experiences of food-related occupational issues or strength-based strategies. Finally, we thematically coded and sorted the data.

Results include themes of ADHD symptomology leading to disruptions of and challenges with food-related occupations. People report, among other things, overwhelm, executive function challenges, and difficulty with task initiation during all studied food-related interventions. Intervention ideas recommended by the users include cognitive scaffolds and environmental modifications for each food-related occupation.

Due to the lifetime prevalence of ADHD in adults, 8% (USDHHS, 2017), and the importance of food-related occupations as ADLs, it is important to understand the occupational impact of ADHD. This study illuminates the significant challenges adults with ADHD face in food-related occupations, emphasizing the critical need for targeted interventions and further research to enhance occupational well-being and quality of life in this population.

Keywords: adult ADHD, food-related occupations, thematic content analysis, strength-based interventions, occupational perspective

Discussion Questions

How can future research in occupational science further explore the lived experiences of individuals with ADHD in food-related occupations, and what approaches can be utilized to generate new knowledge and advance the field of occupational therapy in this area?

In exploring strength-based interventions used by individuals with ADHD in their food-related occupations, how might these interventions be aligned with or challenge traditional models of occupational therapy, and what implications do these findings have for the development of client-centered, culturally sensitive, and occupation-focused interventions in the field of occupational science?

How can a narrative perspective, such as the personal narratives shared on social media, help us document unmet occupational needs on a large scale for individuals with ADHD? What insights can we gain from these narratives?

Learning Objectives

Describe the impact of ADHD symptoms in adults on experiences with food-related occupations.

Describe strength-based interventions created by individuals with ADHD to support their occupational participation in food-related occupations

Identify areas for further research on the occupational impact of ADHD in adults, specifically in food-related occupations.

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BURPEES & BELONGING: EVALUATION OF AN INCLUSIVE, ADAPTIVE PHYSICAL FITNESS PROGRAM

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Abstract

Individuals who feel a strong sense of belonging within a community perceive life to be more satisfying and meaningful, and maintain better health and higher happiness levels. Unfortunately,

individuals with intellectual and developmental disabilities (IDD) have a heightened risk of social isolation, which adversely influences physical and mental health and negatively impacts quality of life (Reeves et al., 2022). One understudied, yet paramount facet regarding the wellbeing of adults with IDD, is physical health. Power Hour is an inclusive, adaptive fitness class. This study seeks to evaluate the impact of this program on participants with and without IDD. We are looking to understand the physical, mental, and social benefits found through belonging to and participating in this setting, and why the athletes consistently return.

This study used a sequential mixed methods design, using a cross-sectional paper survey of Power Hour attendees and follow up focus groups with a subsample of respondents. This design was selected to quantitatively describe broad perspectives related to Power Hour and to qualitatively explore athlete perceptions in more depth. Participants consisted of individuals who attend Power Hour. 27 participants completed a survey, and 16 participants took part in focus groups. An accessible survey and interview protocol were developed to ensure that all participants could meaningfully contribute to the study.

Themes emerging from surveys and interviews included belonging, physical health, and overall well-being. Belonging was described as the presence of strong social connections, feelings of comfortability and support, and more. As for physical health, enjoyable exercise in an inclusive environment is unique to Power Hour for many participants. Finally, overall well-being has been enhanced by participation in this program by increasing levels of happiness, confidence, and feelings of accomplishment. These three factors lead attendees to consistently return. Limitations to this work, as well as future directions and implications for practice, will also be explored.

The data from the Power Hour participants indicate that a person-centered approach is utilized to promote a community where all can meaningfully participate. It elevates holistic well-being in its attendees and provides a space to build connections between individuals with and without disabilities. Thus, there are implications regarding implementation of these practices in various fitness settings and in other community spaces. Finally, these occupational science principles extend to the research methods used in this study, which can also be replicated to further our understanding of belonging in inclusive fitness programs and beyond.

Keywords: belonging, fitness, Intellectual and Developmental Disabilities (IDD)

Discussion Questions

How does the presence of an adaptive fitness program support the principles of occupational science in promoting belonging for individuals with and without intellectual and developmental disabilities? Consider the effect on engagement, participation, and physical and mental well-being among participants.

Given that individuals with intellectual and developmental disabilities often experience negative health outcomes, how does this study contribute to addressing disparities and promoting equal opportunities in the fitness world? Additionally, explore potential implications for policy and practice in creating more inclusive environments for this population.

How can inclusive research methods be effectively employed in studies involving individuals with intellectual and developmental disabilities? Examine the value of collaboration in the research process, highlighting specific strategies that promote the voices and perspectives of individuals with IDD. Additionally, consider the impact of these inclusive methods on the validity, relevance, and ethical considerations of the research outcomes.

Learning Objectives

Describe the social, physical, and mental benefits of Power Hour, an inclusive, adaptive physical fitness programs for individuals with and without disabilities.

Explore inclusive research methods used to obtain the perspectives of individuals with intellectual and developmental disabilities.

Learn 3-5 strategies used to enhance belonging in Power Hour that have applicability to other community spaces

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CAREGIVING OCCUPATIONS DURING COVID-19

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Abstract

Many individuals have experienced occupational disruptions due to multiple pandemics: racial and social injustices, health inequities, and COVID-19 (Smitherman et al., 2021; Gonzalez et al., 2022; Panjwani et al., 2021). While previous studies examined occupational disruptions among children and families (Dallman et al., 2023; Schmeer et al., 2023), the impact of the COVID-19 pandemic on caregiving occupations remains understudied. This paper aims to contribute to understanding the complexity of caregiving occupations during COVID-19 by sharing interpretations of the perspectives of parents of autistic children as well as clinicians and educators who were parents themselves.

This paper uses narrative phenomenological and thematic analysis approaches to examine the complexity of caregiving occupations during COVID-19. It utilizes data from the ReSPONs (Responding to Society's Post-pandemic Occupational Needs) study that gathered multiple narrative perspectives on the COVID-19 experience. Individual and collective interviews with parents, clinicians, and educators of autistic children are included (n=72).

Data themes from participant interviews reflected the complexity and heterogeneity of caregiving occupations during COVID-19. The pandemic continually disrupted daily routines and changed the contexts of occupations for most families. Human connection and knowledge exchange offered a better understanding of family home life and caregiving work. Participants noted increased pressures on many individuals to juggle caregiving, domestic work, and work-related tasks. Preliminary themes include the sense of loss, shifting and pivoting, intersectional effects of multiple pandemics, and new insights and understandings.

We aim to facilitate a discussion about the intersectional effects of the multiple pandemics on caregiving occupations and the complex interrelationship of human occupations and multifaceted contexts during COVID-19. Perceived sense of loss stemming from spatiotemporal restrictions has impacted many participants' daily lives and perspectives, leading to shifts in occupations, routines, and relationships. Further examination of the long-term impacts of COVID-19 measures on occupational engagement calls for action.

Keywords: family, occupation, occupational engagement, narrative, autism

Discussion Questions

What are the intersectional effects of multiple pandemics on caregiving occupations?

What are various perspectives on the changes in occupational engagement among families during public emergencies?

What role should occupational science take in public emergency preparedness research?

Learning Objectives

After this session, participants will be able to learn various perspectives on the caregiving occupations and family daily routines during COVID-19.

After this session, participants will identify the intersectional effects of multiple pandemics on the caregiving occupations and family daily routines.

After this session, participants will identify new insights and understandings among various population groups related to caregiving occupations and their contexts.

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Children, Families, and Clinicians. Additional support was provided from the Lisa A. Test Endowed Research Award for the project entitled Building the Future: Managing Uncertainty in the Education of Autistic Children, Teachers and Related Support Services.

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(abstract originally submitted as a research paper)

COMMUNITY ARTS ENGAGEMENT AND HEALTH EQUITY: A SOCIAL CAPITAL PERSPECTIVE

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Abstract

Community arts engagement has been shown to enhance the health and well-being of populations across the lifespan (Fancourt & Finn, 2019). Community arts engagement may also be a valuable tool to promote social transformation (Jackson, 2021). Yet, the connection between community arts engagement and health equity is poorly understood (Cunningham et al., 2020). Social capital theories (e.g., Bourdieu, 1986), may help illuminate how social structures impact access and accumulation of resources relevant to health equity. Therefore, the objective of this theoretical study is to examine the role of community arts in promoting health equity through a social capital lens. To do so, we used a theoretical synthesis approach (Jaakkola, 2020), which involved a two-step process: 1) conducting a narrative review using a hermeneutic approach on the topics of community arts in health, and 2) examining the literature through the lens of social capital theories to offer new insights on this topic.

Our theoretical analysis yielded three novel perspectives: (a) the relationships built in community arts programs can act as sources of social capital, (b) the social capital that is accumulated can impact health equity through individual (e.g., social support, material, and informational assets) and collective pathways (e.g., influencing policy decisions, spreading health norms, and creating supportive environments) and (c) the unique contextual nature of community arts engagement must be acknowledged for equitable access and distribution of such resources. Overall, our findings suggest that community arts engagement has a role in promoting social transformation by facilitating relationships that enable access to health resources.

This research offers unique insights for the future engagement of occupational science with community arts initiatives to advance social transformation. Using social capital theories provides a lens to clarify the ways in which community arts engagement can benefit individuals

and communities while shining a light on the social and structural factors that may make it more difficult for certain populations to access such resources.

The transformative potential of the arts is especially critical to consider at a time when health inequities are at an all-time high. Through theoretical and exploratory work such as this one, occupational science researchers can further develop a vision for a more equitable and creative future.

This abstract is highly relevant to the conference theme, exploring topics of arts engagement, meaningful occupation, and social transformation.

Keywords: community arts, social capital, health equity, social transformation

Discussion Questions

How can we continue to expand our understanding of the arts and social transformation based on this theoretical exercise?

How can occupational scientists promote equity in social and creative occupations?

Have you had any other experiences using sociological theories (in this case social capital theories) to examine a topic relevant to occupational science? What do you think are the benefits/drawbacks?

Learning Objectives

Upon completion, participants will be able to describe important aspects of social capital theories and how they relate to topics of interest in occupational science.

Upon completion, participants will be able to identify 3 key ways community arts engagement can influence health equity.

Upon completion, participants will be able to consider the ways in which social and structural barriers may impact access to creative occupations.

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CREATIVITY IN OCCUPATION - CONFRONTATIONS AND TRANSFORMATION: THEORETICAL RESOURCES EXPANDING OCCUPATIONAL UNDERSTANDINGS

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Abstract

To expand occupational understandings of risks and transformative potentials embedded in creative occupational processes through interpretations of prior research informed by developmental and narrative theory.

Increasing numbers of studies have explored aspects of creativity in occupations yet limited theoretical explanatory knowledge about creativity and the processes involved has been developed from an occupational perspective. Interestingly, studies show that creative processes in occupations such as crafts can involve confrontations through which people encounter limitations and barriers. At the same time, the processes can stimulate or provoke transformation. Thus, confrontations can be detrimental or have a more constructive potential. Moreover, depending on individual needs and readiness, people may confront and explore ways to deal with challenging life circumstances through creative processes. Winnicott proposes the ‘potential space’ as a construct for meetings between subjective experiences and the ‘objective outer world’ where the individual can playfully experiment (Winnicott, 1971). In parallel, engaging in creative processes in occupation may be understood as a ‘potential space’, for example, through crafts in which people can confront difficulties and grapple with alternative strategies. Further, understanding narrative as enacted stories including suspense as a driving force for exploration of what ‘comes next’ can complement to understandings of creative processes (Mattingly, 1998). Hence, crafting may be seen as suspenseful stories unfolding by not knowing how the creation will turn out while it is given shape, color and takes form in processes of meaning-making over time.

Creativity in craft occupations can, thereby be understood as composed of vertical and horizontal processes. A vertical aspect of engagement within the ‘potential space’ holding risks and possibilities and a horizontal aspect representing narrative time as the creation emerges driven by suspense.

Accentuating confrontational risk and potential aspects as core to creative processes in occupations extends subtle details to nuanced understandings of transformative processes. This knowledge has implications for theory development and for the conduct of praxis, urging attention to risks as well as potentials in occupational confrontations. Indeed, more systematic research is needed to substantiate these preliminary understandings from an occupational perspective.

Creative processes in craft occupations hold risks of confrontations, which can be detrimental or facilitate the potential for explorative experimentation and transformation. This presentation proposes a nuanced critical understanding of creativity in occupational processes, which can contribute to occupational science and contemporary understandings of creativity.

Keywords: creativity in occupation, occupational confrontations, transformative processes

Discussion Questions

How and in what ways can research extend understandings of the processes and transactions inherent to creativity in occupation?

What are the implications of bringing attention to risks and confrontations in creative occupational processes?

How does creative processes and transformation relate and distinguish?

Learning Objectives

Upon completion participants will gain nuanced insights to confrontational risks and transformative potentials from creative processes in craft occupations

Upon completion participants will be able to consider ways in which theoretical resources like developmental and narrative theory can extend understandings of transformative processes in creativity

Upon completion participants will have knowledge about the creative processes and health related potentials engagement in crafts can vehicle for people dealing with challenging life circumstances

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(abstract originally submitted as a theoretical paper)

CULTIVATING STRENGTHS IN MENTORSHIP: EXPLORING THE JOURNEY OF AUTISTIC COLLEGE STUDENTS

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Kavitha Murthi, New York University

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Abstract

Using a strengths-based approach, autistic individuals actively develop skills by engaging themselves in meaningful and interest-driven activities of their choosing (Hough & Patten, 2014). Current research highlights the significant advantages of autistic-autistic interactions, emphasizing their positive impact on the well-being and sense of belonging of autistic individuals beyond just individual skill development (Crompton et al., 2023; Chen et al., 2021). Despite extensive research recognizing the advantages of mentorship for autistic individuals, there is a noticeable scarcity of studies specifically investigating autistic-autistic mentorship (Hamilton et al., 2016; Locke et al., 2023)

This study seeks to delve into the experiences of autistic college students within a peer mentorship program, specifically exploring how they harness their strengths in this context. The primary focus is on understanding the nuanced impact of the program on their mental health and overall well-being. By examining the dynamics of autistic-autistic interactions within the mentoring framework, the research aims to contribute insights into how peer mentorship can positively influence the lives of autistic college students, providing a deeper understanding of the factors that contribute to their well-being and sense of belonging.

This study is part of an ongoing research study- a peer mentorship program linking autistic individuals in tertiary educational institutions with autistic students in high schools. Autistic college students undergo specialized training, equipping them to identify and harness their unique strengths before being paired with high school mentees. To further enrich their collaborative experience, each mentor-mentee pair collaboratively selects an interest-based

project to pursue during the mentoring period. The data for this study encompasses scores from the Gallup Clifton Strengths assessment and verbatim transcripts from pre- and post-mentoring semi-structured interviews conducted with ten purposively recruited autistic individuals from two prominent universities in New York City. Additionally, the dataset includes reflective logs from mentors, documented during the mentoring process, and field notes from observations of mentoring sessions.

Findings from this study will give insight into the benefits of recognizing and leveraging strengths in promoting occupational engagement and well-being.

The collaborative nature of the mentor-mentee pairs selecting interest-based projects adds a valuable dimension to understanding shared occupational experiences within the context of mentorship (Martin et al., 2017). Furthermore, investigating the experiences of autistic individuals in educational settings has broader implications for occupational justice, providing insights into the equitable opportunities for meaningful occupations and access to supportive resources in these contexts.

Keywords: peer mentorship, autism, strengths

Discussion Questions

How does participating in a peer mentorship program build upon the strengths of autistic college students?

Considering the broader implications for occupational justice, what insights will this study's findings provide into the equitable opportunities for meaningful occupations and access to supportive resources for autistic individuals in educational settings?

How do the experiences and benefits identified within the peer mentorship program align with or challenge existing literature on peer mentoring, particularly in autistic communities?

Learning Objectives

Identify the advantages of engaging in interest-driven, collaborative projects within a mentor-mentee relationship.

Describe the positive impact of autistic-autistic peer mentorship on mental health and sense of belonging.

Apply findings from the study to advocate for equitable opportunities for meaningful occupations and access to supportive resources for autistic students.

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CULTURE, INTERGENERATIONAL TRAUMA, AND OCCUPATIONAL JUSTICE: ASIAN AND EASTERN EUROPEAN IMMIGRANTS IN NORTH AMERICA

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Abstract

We will explore the relations among culture, intergenerational trauma, and mental health services in North American immigrants. Using three distinct perspectives, including immigrants from Armenia, Ukraine, and Asia, we will describe the different regions' histories, cultures, and values. Applying an Occupational Science lens, the intersectionality between these constructs will be examined in these three case examples, describing occupational engagement, justice, balance, and deprivation.

Many immigrant populations, including those from Asia and Eastern Europe, exhibit lower rates of mental health service utilization in North America. Current research suggests that cultural differences (Kessler et al., 1996) and intergenerational trauma (Stewart & Gonzalez, 2023) may influence the access and utilization of these mental health services. For example, the stigma surrounding the seeking of mental health services within various cultures, the lack of perceived culturally appropriate services, and the transmission of psychological trauma due to familial experience with genocide and war may all detrimentally affect the perception, access, and utilization of mental health services (e.g., Byrow, Pajak, Specker, & Nickerson, 2020; Der-Sarkissian & Sharkey, 2021; Fung & Wong, 2007). Cultural stigma and intergenerational trauma disrupt individuals' ability to maintain a balanced lifestyle, leading to increased stress, isolation, and vulnerability to mental health issues. Understanding how cultural stigma and intergenerational trauma impact individuals' ability to engage in occupations is crucial for developing culturally sensitive interventions and support systems.

Occupational Science professionals can help individuals and communities restore harmony and resilience in their daily lives by addressing the unique cultural and historical factors that influence occupational balance beyond the individual level. For immigrant populations, systemic barriers and cultural stigma may limit their access to mental health services and opportunities for social participation.

By recognizing and addressing these barriers, Occupational Science can promote social transformation by advocating for policies and programs that promote cultural humility, inclusivity, and access to culturally appropriate mental health services for immigrant populations. Participants will gain an appreciation of the potential impact of cultural values and intergenerational trauma on stigma and mental health service-seeking behaviors, emphasizing the importance of incorporating cultural humility into all aspects of mental health care, especially for immigrant populations. This approach has the potential to facilitate open dialogue and contribute to evolving perceptions regarding seeking services and resources related to mental health.

Keywords: culture, occupational justice, intergenerational trauma

Discussion Questions

How does the availability of culturally informed mental health services promote occupational engagement, justice, balance, and alleviate deprivation among diverse populations?

What systemic factors impact occupational engagement among immigrant groups?

In what ways can Occupational Science researchers and occupational therapy practitioners contribute to and advocate for supporting culturally informed mental health services?

Learning Objectives

Upon completion, participants will be able to describe barriers and facilitators to accessing mental health services among immigrant groups.

Upon completion, participants will be able to recognize emergent needs within the diverse immigrant community related to mental health services, with a focus on achieving occupational balance, justice, and engagement.

Upon completion, participants will be able to describe ways for researchers and clinicians to evaluate and facilitate responsiveness to the needs of mental health service seekers.

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DEMOGRAPHIC VARIABLES AND COMMUNITY PARTICIPATION IN AUTISTIC ADULTS: IMPACT ON A CARD SORT TASK

Alison Russell, University of North Carolina at Chapel Hill

Nadya M. Logan, University of North Carolina at Chapel Hill

Dara V. Chan, University of North Carolina at Chapel Hill

Julie Doran, East Carolina University

Abstract

Community participation is a cornerstone of the social life and wellbeing of an individual, but there are often increased barriers to participation for autistic individuals. Though it has been established that autistic individuals often do not engage with the community in the same way as their neurotypical peers due to differences in desire and barriers to access, no study to date has examined how various demographic variables impact community engagement. The Life Interests and Values card sorting task (LIV) affords individuals the opportunity to express how much they do or would like to engage in community activities across four domains: Social, Home and Community, Creative and Relaxing, and Physical. In this study, we examined how demographic variables affect community participation as measured by the LIV card sort task in autistic adults (N=40).

Forty autistic adults (27 male, 13 female) participated in this study. To be included in the study, participants had to have an IQ score of 70 or above, speak fluent English, and be older than 18 years of age. The age of participants ranged between 24 and 65 years old. Participants lived in a large metropolitan area in the southeastern region of the United States.

Results revealed that living situation has a significant impact on total home and community engagement scores ($p=.03$, driven by the differences between those living with relatives and those living with roommates or a spouse), and the desire to start engaging more in physical ($p=.03$) and creative and relaxing ($p=.003$) activities (both driven by differences between those living with relatives and those living independently). Analysis also revealed that IQ was positively correlated with Home and Community total scores, with higher IQ being associated with more engagement ($p<.001$). Finally, employment status had a significant effect on wishing to start more creative and relaxing activities, with those who are employed expressing more desire to start activities in this domain ($p=.02$). Findings suggest that social scaffolding for community activities would greatly increase engagement from autistic individuals, and support their desires to engage in community activities more.

This poster presentation could provide attendees with more insight on the factors that may impact an autistic adult's ability to participate in activities in the community. This presentation can inform highlight some of the implications age, living situation, employment, and SRS scores can have on community engagement for adults with autism.

Keywords: autism, participation, activity card sort, activity involvement, engagement

Discussion Questions

What challenges do autistic adults encounter related to participating in community activities compared to their neurotypical peers?

How can practitioners and parents support autistic adults and help them their desired engagement in their community?

What information can card sorting tasks, such as the Life Interests and Values, provide us about community engagement?

Learning Objectives

Upon completion, participants will be able to describe challenges that may impact community engagement for autistic adults.

Upon completion, participants will be able to describe how the Life Interests and Values card sorting task can be used to evaluate community engagement.

Upon completion, participants will be able to describe the way living situations impact community engagement for autistic adults.

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Funding: This study was made possible through funding from The National Institute on Disability, Independent Living, and Rehabilitation Research (#90SFGE0008-01-00). Recruitment assistance for the project was conducted through the Autism Research Registry, provided by the UNC Intellectual and Developmental Disabilities Research Center (NICHD; P50 HD103573; PI: Joseph Piven). The REDCap data management aspect of the project described was supported by the National Center for Advancing Translational Sciences (NCATS), National Institutes of Health, through Grant Award Number UL1TR002489. The content is solely the responsibility of the authors and does not necessarily represent the official views of the NIH.

Submission ID: 1746435

DOINGS VS. DISORDER: HOW AN OCCUPATIONAL LENS CAN IMPROVE AUTISM MEASUREMENT

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Amber M. Angell, University of Southern California

Abstract

Performativity encompasses how identities are performed through everyday ‘doings’ (e.g., ways of presenting, communicating, and behaving) according to dominant group norms. Autistic intersectional performativity refers to when autistic people with multiple marginalized identities (e.g., autistic and non-White) perform multiple dominant group identities (e.g., ‘mask’ their autism and ‘code-switch’ as White) in response to overlapping oppression (ableism and racism). Autism has primarily been conceptualized through an outsider biomedical lens. As a result, autism measures often lack construct, external, and social validity for autistic communities. In this presentation, I will show how combining an occupational lens with participatory/qualitative approaches can bridge gaps between autism measurement and autistic subjectivity, using the example of autistic intersectional performativity.

To begin, I will argue that qualitative and participatory approaches are essential for developing autism measures with greater validity and relevance to autistic people’s daily lives. To exemplify their application, I will outline my dissertation processes of exploring autistic intersectional performativity narratives and experiences to inform survey co-production with multiply marginalized autistic participants. I will discuss my use of an occupational lens in tandem with these approaches to examine participants’ everyday performative ‘doings.’ I conclude by describing how an occupational lens is uniquely well-suited to bridge autistic subjectivity with autism measurement, with recommendations for future occupational science scholarship.

In contrast to the dominant biomedical outsider-lens paradigm for autism research, the field of occupational science has a rich legacy of centering autistic people’s stories and everyday experiences via an occupational lens. I will demonstrate how occupational scientists are thus conceptually well-positioned to co-produce autism measures with autistic people that reflect the phenomena impacting their daily lives.

To survive overlapping oppression, many multiply marginalized autistic people must engage in daily intersectional performativity. These experiences are not yet reflected in autism measures, which typically center biomedical external observations of autistic people. I will outline my dissertation research methods to exemplify how integrating an occupational lens with participatory/qualitative approaches can address such epistemic gaps. I will provide recommendations and facilitate discourse on how occupational scientists can draw from their unique occupational lenses to better align autism measurement with autistic lived experiences.

My presentation will seek to exemplify how occupational scientists may partner with underserved autistic participants to co-produce tools that have real-world, practical impact. It is

well-suited for this year's conference objective to ignite transformative, critically oriented discourse and advocacy that address the challenges experienced by marginalized communities.

Keywords: autism, occupational science, participatory methods, qualitative methods, autism measurement

Discussion Questions

How has the exclusion of autistic experiences, perspectives, and narratives from autism measure development impacted autism measurement overall?

What are the potential applications of an occupational lens and participatory/qualitative approaches for improving autism measurement?

What steps or methodological approaches may occupational scientists employ in autism studies to facilitate inclusion of autistic stories and lived experiences?

Learning Objectives

Upon completion, participants will be able to describe 2-3 reasons for why incorporating autistic lived experiences into autism measurement can improve measure validity and/or relevance to autistic communities.

Upon completion, participants will be able to list at least two methodological approaches for incorporating autistic lived experiences into autism measurement.

Upon completion, participants will be able to collectively brainstorm 3-4 ideas for integrating an occupational lens with qualitative and/or participatory methodological approaches in future occupational science autism studies.

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(abstract originally submitted as a theoretical paper)

ENABLING OCCUPATION THROUGH CO-CREATION: FAB-LABS AND DESIGN-SPRINTS TO SUPPORT DIRECT SUPPORT PROFESSIONALS

Christophe Wille, Ghent University | Hasselt University | Artevelde University of Applied Sciences

Abstract

People with Intellectual Disabilities depend on their Direct Support Professionals (DSPs) when it comes to being engaged in occupations. However, DSPs are left to fend for themselves which impacts their quality of support. DSPs indicate they need specific training on how to enable occupation for people with intellectual disabilities. Yet little is known about what such training should look like, what methods are most effective and what content focus should be provided.

In order to establish an effective and sustainable training on enabling occupation for people with intellectual disabilities, a unique Human-Centered-Design protocol was constructed that departs from the specific needs of the DSPs. By means of co-creation sessions in the fabrication lab (FAB-lab) and design sprints a specific training was developed.

The training consists of five packages. A package on the basics of intellectual disability, the basics of enabling occupation and a more in-depth package on enabling occupations and elucidating what is meaningful for people with intellectual disabilities. In addition, a specific package was developed for leaders, focusing on innovation and creativity. Finally, the last package focuses on evidence-based practice. All packages consist out of a combination of

theory, intervision, supervision, discussions, hands-on exercises, and presentations. In addition, a game was developed in the FAB-lab that also focusses on learning more on enabling occupation.

By designing with the DSPs in co-creation, the training is truly grounded in their needs and wishes. Consequently, by following the training, DSPs become more self-confident and better in enabling occupation for people with intellectual disabilities.

Human-Centered-Design, co-creation, design-sprints and designing in FAB-labs are closely linked to the theme of creativity. Creativity that is needed to enable occupation, not only in our day-to-day practice, but also in research.

Keywords: Intellectual Disability, human-centered-design, life long learning

Discussion Questions

Creativity is the only thing that can help us when there is no standard answer to a problem, or when we are confronted with new challenges or opportunities?

Enabling occupation is about understanding the needs and wishes of the people we work with?

If we develop specific support for someone, we should always use a co-creative approach?

Learning Objectives

Attendees will discover new and innovative ways of co-creation and co-design in research

Attendees will increase their knowledge on how to enable occupation for vulnerable groups

Attendees establish a more in-depth understanding on how to use creativity in research

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<https://doi.org/10.1136/bmjopen-2022-061736>

Funding: n/a

Submission ID: 1696602

(abstract originally submitted as a research paper)

THE ART OF ACCESSIBILITY: A TEXTILE GALLERY EXHIBIT

Kallie Neumer, Saint Louis University

Selena E. Washington, Saint Louis University

Abstract

Aims/intent:

The objective of this project is to examine the implications surrounding the accessibility of art museums for individuals with visual impairments and to develop an occupational blueprint for enhanced accessibility. Overall, this initiative creates a framework for the implementation of inclusive tactile exhibits designed for the visually impaired, with relevance to museum settings. Our aims include: 1) the review of universal design principles, intuitive design, low physical effort, and consideration of size and space, which guided the development of a straightforward tactile exhibit; and 2) the review of attendee outcomes relevant to demographics, level of ability, and accessibility of the exhibit.

Rationale:

Art is typically not designed to be touched, which makes it inaccessible to nearly 285 million people in the world with visual impairments (Bourne et al., 2021). Our art exhibition consisted of 15 pieces displayed at the Saint Louis University Art Museum, curated for all individuals with or without visual impairments. By providing written and Braille descriptions for each art piece, we sought to enhance the art museum experience for a broader audience. Environmental adjustments, such as contrasting carpets leading to the exhibit and ensuring adequate lighting in the museum, were implemented to facilitate successful engagement.

Potential outcomes for participants:

This project will detail the potential role of occupational science and occupational therapy in contributing to the accessibility of museum exhibits for individuals of all ability groups. Overall, this project established a blueprint for implementing inclusive tactile exhibits for the visually impaired, applicable to museums beyond this immediate context.

Relevance to conference theme:

Social Transformation: the accessibility of art within public spaces.

Keywords: accessibility, art, visual impairment, museums, occupation

Discussion Questions

What is the potential role of occupational science in enhancing accessibility for individuals of all ability groups within museum exhibits, based on the experiences gained from this project?

In what ways can the integration of art and occupational science further leverage artistic occupations to enhance well-being, foster occupational balance, and promote overall health?

How can occupational scientists and therapists work with communities to promote art as a means of occupational engagement and social participation, e.g. organizing art events, workshops, or initiatives that promote education and awareness?

Learning Objectives

Identify the potential role of occupational science in enhancing accessibility for individuals of all ability groups within museum exhibits based on the experiences and outcomes gained from this project.

Identify how the integration of art and occupational science can leverage artistic occupations to enhance well-being, foster occupational balance, and promote overall health.

Identify how occupational scientists and therapists work with communities to promote art as a means of occupational engagement and social participation.

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Funding: n/a

Submission ID: 1768023

(abstract originally submitted as a forum session)

HEALTH MANAGEMENT AMONGST WOMEN OF COLOR IN THE UNITED STATES

Carly Martinez, University of Southern California

Abstract

Statement of purpose:

This poster aims to address the notable void in existing literature by focusing on the experiences of women of color who navigate the challenging terrain of caring for one's own health. It also seeks to examine how deepening understanding of equity-seeking groups as they work towards occupational justice is necessary for furthering comprehension of the meaning of occupation.

Description of methods:

Student-led study of occupation through literature review.

Report of results:

Particularly in light of the complex historical and socioeconomic factors that impact occupational justice with regard to health management (Julliard et al, 2008), it is necessary to examine the occupation of health management for non-pregnant women of color. Unequal treatment and use of health care are important factors contributing to existing health disparities for African Americans (Cuevas et al, 2016), however, little is known about the pursuits of health for women of color, particularly as an area of occupation. While some research into the experience of health management for women of color during pregnancy exists, limited amounts of research have been conducted into the topic specifically for non-pregnant women of color in the United States. Existing literature consists of small sample sizes (Cuevas et al, 2016; Julliard et al, 2008; Rice et al, 2020), or instead consists of recommendations for occupational therapy and other medical practitioners which are theoretical (McConnell, 2022) as opposed to evidence-based.

Implications related to occupational science:

Further research is needed to understand health management as an occupation. In particular, examination of the experiences of non-pregnant or maternal women of color as they navigate personal health management, and its many, complex facets, are necessary for greater health promotion and knowledge of this significant and impactful occupation. Health management for women exists in the continuum beyond motherhood. The future of occupational science is one that continues to promote understanding and well-being for all with consideration given to the complex roles and identities individuals pursue and inhabit.

Relevance to conference theme:

As we delve into the often challenging task of social transformation, a critical lens is needed to illuminate the perspectives that remain concealed to allow for progress. In order to facilitate change and promote health and well-being for all, it is necessary to broaden understanding of intersectional identities and the roles they may play with regard to the pursuit of occupation. It is

not possible to be inclusive and work towards occupational justice until understanding of varying populations as occupational beings is pursued.

Keywords: health management, women of color, intersectionality, occupation

Discussion Questions

How can occupational scientists contribute to understanding of occupational roles that may be undesired or not actively chosen by individuals?

What can occupational science do to deepen the understanding of marginalized and equity seeking groups with regard to occupations like health management?

Does occupational science have a role to play in generating and facilitating concepts of diversity, equity, and inclusion for the medical field at large?

Learning Objectives

Participant will be able to describe the current lack of literature that exists with regards to experiences of health management for women of color in the United States.

Demonstrate understanding of the role of occupational science to further understanding into the area of health management as an occupation, particularly for marginalized and equity-seeking groups.

Describe the impact of intersectionality upon women of color in the US as managers of their health in light of historical and current disparities.

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Submission ID: 1752765

HISTORICAL CONTEXT MATTERS!: MEDICATION MANAGEMENT AND THE PARALLEL LEGACIES OF THE AMA AND THE NMA

Carly Campbell, University of North Carolina at Chapel Hill

Abstract

The intent of this paper is to examine the occupation of medication management through a historical lens. Specifically, this paper will highlight the importance of context, including policies and practices. This paper investigates the root causes of "pharmacy deserts," through the historical lens of segregation and the parallel Black medical institutions that emerged from reconstruction to the civil rights movement.

I argue that it is critical to name the history of inequities in our medical system that impact everyday occupations, in this case, medication management, rather than just stating that inequities exist. It is also important to name the histories of advocacy and resistance by marginalized people that have led to improved access to medication, which ultimately can improve health and well-being.

Medication management may seem like a simple occupation as described in the Occupational Therapy Practice Framework-4, but given the context of pharmacy deserts and the unequal landscape of access to medication, it becomes more complicated. The occupation is further complicated by examining the history of access to medical care. This paper contributes to the calls in occupational science to take a critical stance and acknowledge how the history of racism in the United States impacts occupation.

The legacy of the National Medical Association and Black medical institutions throughout history is often overlooked, even though they have contributed to social transformation and the transformation of our medical system. The advocacy of the National Medical Association, a society of Black doctors, in support of Medicare and Medicaid (which was opposed by the white-led American Medical Association) is an overlooked example of how Black leadership has transformed our healthcare system, and how far there is to go.

Keywords: medication management, James McCune Smith, National Medical Association, Hayti

Discussion Questions

What happens when we talk about inequity in occupational science or the healthcare field but don't talk about root causes?

How do we reckon with the past, and use it to move forward in a more just healthcare system, and in more just relationship with one another?

What are the complicated histories of other occupations that might at first glance seem simple and straightforward?

Learning Objectives

Upon completion, participant will be able to describe the advocacy of the National Medical Association from reconstruction to the passing of Medicare and Medicaid.

Upon completion, participant will be able to explain the impacts of segregation, and the parallel institutions that emerged in response to segregation, on occupational engagement in medication management today.

Upon completion, participant will be able to critically examine other occupations that seem simple at first glance, like medication management, through a historical lens.

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Submission ID: 1752319

(abstract originally submitted as a theoretical paper)

THURSDAY, OCTOBER 17: POSTER SESSION 2

HOLISTIC APPROACHES TO EDUCATION UTILIZING OCCUPATION-BASED CURRICULUM MITIGATING OCCUPATIONAL INJUSTICE IN CHILDREN

Ashleigh Burn, Duke University

Lindsay Durdle, Duke University

Abstract

Integration of occupation-based experiences into elementary education aims to foster ecologically relevant learning environments to address the diverse talents and sensory needs of students while promoting inclusivity and reducing marginalization. Dewey's philosophy regarding experiential aspects of learning to promote a deeper understanding of concepts guides this review (Ye, 2021).

There are limitations in the public education system in meeting the needs of children (Nodding, 2005). The lack of universal design for learning in public education results in failure to provide diverse learners with equitable access to educational experiences (Ralabate, 2024).

Holistic education programs include diverse learning options but still experience limitations. The Montessori Model limits self-expression and community, Reggio Emilia places focus on aesthetic environments and visual arts, leaving gaps in curriculum for core subjects (Aljabreen, H. 2007). Traditional schools assert that they encompass various dimensions of emotional, social, and ethical aspects into their curriculum, but teaching methods fall short. Dewey argued that educational activities should mirror real-world environments (Dewey, 1896). Traditional classroom settings do not account for students' sensory needs (Howe et al., 2016), and variability of sensory patterns have been found across all children (Dean et al, 2022). Alternative teaching methods are needed to address differences in sensory needs across children. Occupation-based curriculum can nurture children's innate interest in life, avoiding passive or static developmental experiences (Dewey, 1896).

Developing an occupation-based curriculum that addresses practical challenges supports students' meaningful participation in education. Ecologically relevant core subjects are addressed through health promoting, occupation-based curricula. Examples of occupation-based curricula include cooking and gardening to teach transferable skills regarding mathematics, science, and literacy.

Fostering an occupation-based perspective in elementary education mitigates long-term impacts associated with increased mental health concerns and overall student well-being. Increasing youth's desire for higher academic standards has positive impacts on mental health. Encouraging students to participate in their education, promotes critical thinking and problem-solving. "Education is not preparation for life; education is life itself" (Dewey, 1896).

Dewey argues everyday life is considered art, and incorporating everyday occupations within education will allow us to integrate with our environments (Dewey, 1896).

Keywords: occupation-based curriculum, elementary education, adolescent well-being

Discussion Questions

How do occupation-based educational models foster meaningful engagement and learning opportunities in adolescents?

How do sensory experiences in the classroom impact student health and well-being?

How could occupation-based education mitigate the public health concern of youth dropout rates?

Learning Objectives

Current holistic educational models are not expansive enough to teach transferable life skills through occupation-based experiences.

Have a clear understanding of how occupation-based schools will enhance children's learning experiences to better prepare them for the future.

Practical life skills can be used to teach elementary core subjects and promote health and well-being.

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HOW DO MIDDLE SCHOOL STUDENTS' SELF-SELECTED RECESS OCCUPATIONS AND POST-RECESS EMOTIONAL STATE IMPACT LEARNING ENGAGEMENT?

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Kalia Xiong, University of Wisconsin-Madison

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Abstract

This school-wide project uses mixed methods to characterize the patterns of occupations selected and feelings identified post-recess by groups of students who increase, stay the same or decrease engagement in learning post-recess.

All students of a low-income diverse middle school were invited to complete surveys pre- and post-recess over one week's time in October. The survey asked them to rate their engagement (on a scale of 1 a little - 10 a lot) in learning on three dimensions (enjoyment, focus, and enjoyment), describe their current feelings, name their "zone" (Kuyper, 2011) and after recess to also identify what they did for their wellness during recess. School staff shared the data with the research team who compiled and cleaned the data, matching pre-/post-surveys via assigned numbers. Change scores were calculated using pre-post engagement in learning ratings. Using Norman and colleagues (2003) approach, that considers clinically meaningful change as at/above .5 SD of the initial group mean, we grouped students into worsened or non-responders/same/ and improved or responder groups. Students' narrative responses were coded qualitatively and grouped into categories of occupations and feelings. These data were integrated to create descriptions of the occupations and emotional states for all groups.

245 students completed both pre- and post-surveys. We will describe the most common patterns of occupations selected and feelings experienced by the "responders", no change and non-responder student groups.

This study illustrates the impact of students' self-selected occupational participation during recess on engagement in learning.

Keywords: learning engagement, occupational participation, students

Discussion Questions

What approaches/methods can we use to develop evidence of the power of occupation on student outcomes?

How can we capture both the experiential and meaningful elements of occupation in community-based studies?

What is meaningful change in outcomes? What do you think of Norman's approach for occupational science research?

Learning Objectives

Upon completion, participants will be able to describe patterns of occupational participation and emotional states of students who increased engagement in learning post-recess

Upon completion, participants will be able to describe a statistical approach to identifying responders and non-responders

Upon completion, participants will be able to describe common self-selected recess occupations of middle school students

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INTERNATIONAL STUDENT'S ABILITY TO ENGAGE IN CHOSEN OCCUPATIONS FROM OCCUPATIONAL JUSTICE PERSPECTIVE

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Abstract

Approximately 1.1 million international students enrolled in universities in 2017-2018 (Halpern & Aydin, 2020). The research question for this study is to explore international students' lived experiences and their impact on their ability to engage and succeed in chosen occupations in a higher education setting from an occupational justice perspective. This study explores the issues international students could face daily, which might affect their health and well-being.

The factors that could lead to difficulty coping in a country's new environment are spatial and temporal, physical and economic, social and cultural, and educational differences from their home country.

By relating to what specific activities international students dislike or like to do, they either hinder or facilitate their engagement in life in the US when faced with unfamiliar social settings. The knowledge from occupational science can help strengthen occupational therapy by providing more language and description of lived experiences about the disruptions or satisfaction depending on the person's journey (Pierce, 2014), utilizing occupational science and occupational therapy to describe the student's meaningful occupations undergoing interruptions. Due to the life changes resulting from immigration, it is essential to explore the impact on one's health and well-being.

Describing the everyday practices in the life of an international student can provide the reasoning for how occupational injustice could impact the occupations of an international student. The occupational science literature offers an in-depth understanding of the multidimensional impact of occupation on individuals' daily lives in changed life situations and environments. All these changes in roles, identity, and academic environment can create occupational injustice and affect a person's health and well-being. The maladaptive experiences can risk a person's ability to take challenges and live a productive life, especially in a new country away from home. An occupational justice perspective framework can help understand culturally sensitive everyday occupations. International student engagement in educational and non-educational day-to-day activities in a typical teaching environment can be researched. Culturally informed student interactions with the teacher and the peers can be studied to understand engagement in chosen occupations in international students and its impact on health and wellness, satisfaction, inclusiveness, and academic success.

The topic addresses social transformation using the social injustice lens to embrace the knowledge gained about lived experiences with international students. The researcher will be able to go beyond one individual student and help inform teacher-student relationships, power dynamics, and engagement occurring in different university spaces in higher education.

Keywords: occupational justice, international students, higher education, occupational science, lived experiences

Discussion Questions

Understanding international students' lived experiences with an occupational justice perspective

What impacts international students' ability to engage and succeed in chosen occupations in a higher education setting?

What social and cultural factors should be considered during day-to-day experiences in student-teacher interactions?

Learning Objectives

Upon completion, the participant will be able to define the concept of occupational justice in the context of international students in higher education.

Upon completion, the participant will be able to articulate knowledge about the impact of social, spatial, temporal, and cultural factors on day-to-day experiences in the student-teacher and student-peer interaction.

Upon completion, the participant will be able to understand what is affecting international student's ability to engage in chosen occupations in higher education.

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MIND-MADE MUSIC; EXPLORING INDEPENDENT PLAY OPPORTUNITIES FOR CHILDREN WITH MOTOR DELAYS

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Abstract

This study is funded by the Edward Guiliano Global Fellowship at New York Institute of Technology. The purpose of this research is to use existing technology to allow children with severe motor impairments the opportunity to experiment with producing musical tones independently. This study aims to determine the feasibility of this approach.

Up to 15 children affected by Canavan Disease, an inherited degenerative brain disease which causes significant motor impairment (Bley et al., 2021) and their caregivers will be recruited to participate in this study. It will be conducted under the supervision of Dayton Children's Hospital's Institutional Review Board. The children will learn to use a Muze headset connected to proprietary software to engage in musical play independently. This brain-wave sensing headset will allow them to produce specific sounds by engaging different thought patterns and accessing different emotional states.

Data collection will include semi-structured interview with caregivers, before and after engagement in the activity. Child participants will be interviewed as well, using their personal methods of communication to relay responses.

Data collection will occur in April, 2024. Analysis will occur subsequent to data collection. Results to be included in the poster.

Bailliard et al., 2022 posit that to fully engage in occupations, one needs to consider the unity of the body/mind relationship and its' effect on occupational engagement. Children with Canavan Disease have severe motor impairments resulting from a progressive loss of myelin. However, their cognitive abilities are not affected at the same levels. The disparity leads to difficulty in engaging fully and independently in the most important occupation of childhood, the occupation of play.

This study explores the highly innovative use of technology in creative play.

Keywords: Canavan disease, embodiment, independent play

Discussion Questions

How will the experience of playfully manipulating sound independently affect the participants motivation to engage further in this activity?

How will the experience of playfully manipulating sound independently affect the participants problem solving abilities in other areas?

How will the experience of playfully manipulating sound independently affect the participants self-efficacy?

Learning Objectives

Upon completion, participant will be able to present a unique musical arrangement made independently with brain-wave sensing technology

Upon completion, participant will be able to access 2 distinct emotional states to produce different tones.

Upon completion, participant will be able to choose autonomously whether to engage in the activity further.

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Submission ID: 1768015

OCCUPATIONAL FACTORS AND SOCIAL NETWORK CHARACTERISTICS ASSOCIATED WITH HIGH-RISK DRINKING AMONG WORKING MOTHERS

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Abstract

Excessive drinking and alcohol related deaths are on the rise among women in the U.S., particularly among reproductive aged women. In recent years, there has been a parallel rise in the popularity of mom drinking culture which often venerates alcohol use as means to cope with the challenges of balancing mothering, working, and other life roles. Social networks and identities coalesce around attitudes, behaviors, and occupations that cement group ties. Social Network Analysis (SNA) is a research methodology that enables the characterization of individuals' social networks, and has been used to describe social ties associated with drinking behavior. Existent research, however, has tended to focus on younger adults within bounded group settings, such as the college setting. An egocentric SNA approach is used to characterize the social environment of individuals within a target population, and has shown to be a useful approach to revealing social network similarities and influences among those who frequently consume alcohol. SNA, and the egocentric approach in particular, coupled with narrative inquiry appears to be an underutilized yet promising approach for researchers in occupational science to explore and understand occupation as socio-contextually situated. The primary aim of this mixed methods pilot study is to examine occupational factors and social network characteristics associated with high-risk drinking among working mothers.

Egocentric network data will be collected via an online survey from a minimum of 50 members of a working moms group on Facebook. Analyses will be conducted to uncover significant social network commonalities and occupational factors, specifically occupational balance, that may be associated with high-risk drinking. A subset of respondents will be invited to participate in interviews and provide further context to findings obtained from SNA and performance on a measure of occupational balance.

Outcomes from this pilot study will serve to inform the design of upcoming dissertation work.

Research aimed at examining substance use and abuse, including high-risk drinking, as occupations is limited in breadth. However, the findings to date underscore the enmeshment of these occupations within an individual's social context. The transactional perspective on occupation might suggest that using and abusing substances, including alcohol, reflects individuals' coordination with and embodiment of their social networks. Occupational science has a unique perspective to offer regarding substance use and abuse, and in-depth exploration of these occupations will enable the discipline to provide pivotal insights to help individuals build the skills and social networks they need to thrive.

Keywords: high-risk drinking, working mothers, social network analysis, mixed methods research, occupational balance

Discussion Questions

While occupational imbalance is the occupational risk factor of interest for this pilot study, what other occupational risk factors could be at play within this population?

How might findings from this pilot work serve practitioners?

Generally consider and discuss the advantages and disadvantages of using social network analysis in occupational science research. Similarly, how could the methodological approach of this pilot study be improved upon for future study?

Learning Objectives

Upon completion, participant will be able to describe how egocentric social network analysis used in tandem with narrative inquiry is a promising methodological approach for occupational scientists.

Upon completion, participant will be able to summarize how social network factors and the concept of occupational balance play a role in high-risk drinking among working mothers.

Upon completion, participant will be able to identify limitations and gaps within the pilot study's methodological approach that require consideration for future research studies.

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OCCUPATIONAL IDENTITY SHIFTS IN INDIVIDUALS WITH LONG COVID

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Abstract

People with Long COVID face particular challenges due to the disability's novelty and varying nature from person to person. This presentation will share insights about the experiences of individuals living with Long COVID and the disability's impact on their occupational identities. The presentation is part of a study exploring the facilitators and barriers within the return-to-work (RTW) process for people with Long COVID.

Semi-structured interviews were conducted with adults aged 18-60 years old experiencing prolonged post-COVID conditions (n=11). Interviews occurred via Zoom video conferencing software and lasted 60-120 minutes each. Interviews addressed participants' illness and recovery experiences, job position and duties, RTW expectations, and rehabilitation experiences, as well as how their daily occupations changed due to their COVID-19 diagnosis, symptoms, and recovery process. Interview transcripts generated by Zoom software were corrected by a research assistant and uploaded into Atlas.ti software for thematic data analysis. An iterative approach to identify themes within and across interviews was used in the analysis process.

The analysis process is at the beginning stage at the time of abstract submission. The presentation will share findings related to the impacts of Long COVID on the professional, familial, social, and personal lives of individuals with the condition, with a discussion of how these impacts shape participants' occupational identity. In particular, the presentation will describe participants' delicate balance of trying to increase participation abilities while avoiding a 'crash' (i.e., a worsening of symptoms that puts them back at a lower level of function) as well as the link between new needs for resource-seeking occupations and occupational identity shifts.

Similar to transitions observed in people who acquire other chronic diseases or experience other major illnesses or injuries, people with Long COVID may experience shifts in participation abilities that impact occupational identity. Better understanding of the experience of Long

COVID and its implications for occupational identity shifts will add to a core conceptual understanding in occupational science.

The COVID-19 pandemic has an ongoing impact on individuals who emerge with significant shifts in occupational participation abilities. Such shifts require creative approaches to live everyday life in ways that maximize function while minimizing potential relapse. By highlighting these creative responses, this presentation contributes to broader efforts to recognize the ways in which occupational participation constitutes a response to emergent situations.

Keywords: disability, resource seeking, transition

Discussion Questions

How do experiences with Long COVID influence individuals' occupational identity?

What individual, social, and structural factors shape occupational participation for people experiencing Long COVID?

How do identity disruptions relate to broader life transitions for adults managing Long COVID?

Learning Objectives

Describe the varied lived experiences associated with Long Covid.

Explain how accounts of chronic health condition management can augment conceptual understandings regarding occupational identity.

Discuss how creativity is imbued in occupational responses to experiences of transition.

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PILOT MOBILE CLINIC FOR PEOPLE FORMERLY INCARCERATED: FACILITATING HEALTHCARE ACCESS AND PROMOTING HEALTH THROUGH OCCUPATION

Brianna M. Brewster, Drake University

Lisa Jaegers, Saint Louis University

Abstract

The U.S. has the world's highest incarceration rate, with 11 million people cycling through jail and 1.9 million people in prison each year (1). Approximately 95% of people incarcerated will return to the community (1). An estimated 80% of people released from prison have a chronic condition or psychiatric or substance use disorder (2). Occupational injustice is salient as people formerly incarcerated experience disparate health outcomes exacerbated by structural barriers that impact health management and access to care (2); and social transformation is needed. This poster aims to provide an overview of the development of a transdisciplinary mobile health clinic serving people after incarceration. In the mobile health clinic, occupational therapy was embedded within a primary care model to identify and address barriers to engagement in health-promoting occupations.

Guided by the Participatory Occupational Justice Framework (3), a literature review was completed to identify best practices in primary care and mobile clinics and to identify gaps in care for the formerly incarcerated population (1; 4; 5). A needs assessment was conducted with key community partners, including correctional and healthcare workers and system-impacted individuals. A transdisciplinary team, which included primary care physicians, community health workers, and occupational therapy practitioners, implemented the mobile health clinic with a focus on building trust, reducing trauma or harm, and hearing the voices of the people they serve. Assessment of the program is ongoing, and outcomes of interest are the clinic's reach, the type and frequency of intervention delivered, facilitators and barriers to engaging in health-promoting occupations, and occupational performance related to health management.

Initial results from pilot testing the project include primary care physician collaboration with occupational therapy during intake and follow-up; and occupational therapy to address health

occupations related to carrying out doctor recommendations (e.g., medication management, community mobility, and use of adaptive equipment).

Developing a mobile health clinic for people formerly incarcerated provides an opportunity to examine the impact of occupational therapy in a primary care model, identify interventions for health management, and provide insight into occupation as a tool for health promotion amongst people formerly incarcerated.

Social transformation: The mobile health clinic initiative strives to advance occupational justice by reimaging healthcare delivery for historically underserved populations.

Keywords: community health, health promotion, incarceration, occupational justice

Discussion Questions

How can occupational science inform the development of health promotion interventions for the system-impacted population?

How does the experience of incarceration impact occupational performance related to health management?

What is the role of occupational therapy in primary care models?

Learning Objectives

Identify the barriers and facilitators for providing occupational therapy services within a primary care model.

Describe the process of developing a mobile health clinic for people formerly incarcerated.

Discuss occupational therapy interventions related to health management and health promotion.

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PRE-RELEASE OCCUPATIONAL THERAPY PROGRAM FOR INCARCERATED PEOPLE WITH COGNITIVE DISABILITIES AND LONG-TERM SENTENCES

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Abstract

There are approximately 2 million people incarcerated in the U.S. experiencing occupational deprivation, and more than 600,000 are released from U.S. prisons per year (1). People with long-term sentences experience community reentry challenges such as unemployment, homelessness, and high risk for re-incarceration, thus social transformation is needed (2). Additionally, there is an overrepresentation of incarcerated people with learning disabilities, attention deficit disorder, and other cognitive disabilities (3). Occupational therapy practitioners are positioned to support engagement in meaningful occupations, and furthermore, have extensive training to support people with cognitive disabilities (4). The purpose of this study is to expand upon an established post-release occupational therapy program to determine evidence-based pre-release programming for people with cognitive disabilities and long-term sentences.

A needs assessment was conducted through a targeted literature review and informal interviews with collaborators to develop the pre-release program. The literature review included topics such as prison programming, population needs, cognitive disabilities, and group facilitation in prison. Collaborators included correctional educators, occupational therapy practitioners, and system impacted people (those incarcerated and formerly incarcerated).

Occupational areas gleaned from needs assessment include instrumental activities of daily living, health management, and employment. From these areas, group session topics aimed to address related skills that can relate to individual goals. Group topic areas included emotional regulation, social skills, and cognitive strategies. Individual session materials were created to be tailorable to individual goals. The pre-release program was designed in a 16-week format to fit necessary content for interventions. Clients will be referred for occupational therapy through existing

programs in a state correctional system, report a history of demonstrating cognitive challenges, and be less than 6 months away from release following a 10+ year sentence. Program fidelity will be measured through reentry services delivered, services received, and facilitators and barriers to participation. Occupational performance will be assessed through the Canadian Occupational Performance Measure, employment and housing status, duration of community living without re-arrest, and client perceptions of the program.

Based on needs assessment, evidence-based programming designed to address occupations, deprivation, injustices, and community living are necessary and feasible to create with a state department of corrections and key stakeholders.

This study aims to address societal challenges and ignite essential discussions relating to occupational justice for marginalized communities.

Keywords: occupational therapy, cognitive disability, long-term incarceration, pre-release reentry program

Discussion Questions

How can occupational therapists support occupational justice for people in the carceral system?

How can occupational therapy expand services in the carceral system to address key occupations for community living?

How can occupational science contribute to the formation of research methodology related to reentry from prison to the community?

Learning Objectives

Upon completion, participant will be able to identify prevalent occupational needs of people with cognitive disabilities and long-term sentences transitioning from prison to the community.

Upon completion, participant will be able to advocate for occupational therapy's role in reentry services.

Upon completion, participant will be able to identify how to conduct a client-centered needs assessment for incarcerated people.

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RAINBOW TREES PROJECT, KNITTING TOGETHERNESS THROUGH COMMUNITY-BASED OCCUPATIONAL THERAPY IN TIMES OF PANDEMIC

Nicole L. Konz, Purpose Artisans | State of Minnesota

John Salgado Maldonado, Purpose Artisans

Abstract

An initiative called the “Rainbow Trees Project” was carried out by Purpose Artisans, a community-based OT non-profit in a rural city in the United States. Since WHO declared a global health emergency in January 2020, isolation and social distancing have become part of our “normality,” impacting the mental wellness of entire communities. This situation affected people’s community participation, and they could not engage in culturally valued activities outside their household roles. This occupational deprivation can influence a sense of purpose and occupational identities, potentially impacting their mental wellness and long-term ability to participate in the community. This project aimed to promote community participation through “Knitting Togetherness” sessions, using “Yarn bombing,” a technique that could be adequately applied across people’s cultures and abilities. Community-based OT considered the need for varying levels of social participation while bringing people together.

This qualitative study follows an exploratory design based on semi-structured interviews, referring to community participation, with 6 participants in the knitting sessions. The participants attended the sessions voluntarily. These meetings followed the social restrictions recommendations. In total, there were three sessions.

The structure for the sessions was options to be inside the building (knitting at different skill levels) and outside of the building (putting up the yarn fabrics).

Based on this research, two categories were determined: 1.) how meaningful occupations were interrupted by the pandemic, finding family/friend gatherings most prevalent, and 2.) how this project allowed the participants to feel connected to their community, mainly identifying that interacting with others was important.

The pandemic social restrictions negatively affected community people's meaningful occupations and community participation. Therefore, they could not fulfill some of their social roles in the community, impacting their occupational identities.

Through this project, OT based in the community demonstrated the capacity to address this occupational deprivation, being resourceful and responsive to community issues. Therefore, occupational therapy is essential in promoting mental wellness in our communities.

The implications related to occupational science are the necessity of developing a community occupational therapy conceptual and practice models that have the "community" at the center of the model instead of the "individual," meaning that the interaction between person, occupation, and environment highlight the community as a living system in which every person can contribute to its sustainability through their occupations, therefore a more organic and inclusive community.

This project used art as a catalyst to promote mental wellness and positive social change.

Keywords: community participation, occupational identity, community based OT, community art project and OT

Discussion Questions

How far are we from developing a community-centered OT model?

What is the relationship between social roles, occupational identities, and marginalized populations (migrants)?

How community art projects can promote inclusiveness and a sense of belonging in a community?

Learning Objectives

Recognize how events such as COVID-19 impact the community and the mental health of its members from an occupational point of view.

Identify arts community projects as a critical intervention tool for OTs and how to get resources to develop them.

Describe how community participation (with others) is vital to OT practice.

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Submission ID: 1752675

RELATIONSHIP BETWEEN SENSORY REGULATION AND OCCUPATIONAL ENGAGEMENT OF AUTISTIC CHILDREN AND DOGS

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Abstract

The proposed study seeks to explore and evaluate the relationship between engaging in occupations with a dog and the sensory regulation of children diagnosed with Autism Spectrum Disorder (ASD). Despite the growing popularity of using dogs therapeutically with this population, the impact of a dog on a child's sensory processing and regulation has been largely unexplored in peer-reviewed research. This area specifically warrants examination, since sensory processing difficulties are an extremely common challenge for autistic children that frequently present as a barrier to successful occupational engagement and participation.

The overall goal of this study is to explore the interaction between children with ASD and dogs while engaging in occupations. Additionally, the study will examine how the child's sensory profile relates to the occupations they engage in with their dog and what impact the dog may have on the child's sensory regulation.

1. Conduct a literature review on interaction between autistic children and dogs, and the sensory impacts of dogs on autistic children.
2. Recruit a sample of families that have at least one child diagnosed with ASD and at least one dog and obtain their consent to participate in the study.
3. Distribute and obtain a completed mixed methods survey filled out by each child's caregiver aimed at exploring the activities the child engages in with their dog, and how the dog impacts the child's sensory processing and regulation. In addition to survey questions developed by

the researcher, the survey will also ask parents to complete the Lincoln Autism Pet Dog Impact Scale (LAPDIS) (Hall, et al., 2016) for the researcher to better understand the relationship between the child and dog, and a Sensory Profile Caregiver Questionnaire (Dunn, 2014) on each child for the researcher to understand each participant's unique sensory profile.

4. Analyze the quantitative data to determine if there is a relationship between the child's sensory profile and the occupations they engage in with their dogs.
5. Analyze the qualitative data to explore possible themes related to the impact of the dog's presence on the children's occupational engagement.

Study is currently in proposal phase.

Occupational scientists are uniquely situated to explore the nuance in how people engage in their activities of daily living, work, and leisure and what factors may complicate or facilitate occupational engagement. Sensory processing and regulation are client factors that commonly impact the ability of children with ASD from successfully engaging in occupations.

Keywords: autism, dogs, sensory

Discussion Questions

Describe how sensory processing difficulties can impact the occupational engagement of autistic children and explain the relevance of understanding this connection is to understanding of the occupational lives of this population.

How can occupational science theories, in particular the Transactional Perspective of Occupation provide a useful lens through which to view the relationship of autistic children and dogs?

How do you think a child's individual sensory profile might influence the occupations they engage in with their dogs?

Learning Objectives

Explain how difficulties with sensory processing and sensory regulation can act as a barrier to occupational engagement for autistic children, and how improving regulation can positively impact engagement.

Identify and describe the occupations that the children engage in with their dogs and how this can contribute to their overall occupational engagement.

Describe the possible impact that participating in occupations with a dog might have on the child's ability to maintain optimal regulation for engagement in occupations.

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Funding: n/a

Submission ID: 1752576

SOCIAL AND ENVIRONMENTAL DETERMINANTS OF HEALTH: AN INTERSECTIONAL APPROACH TO OCCUPATIONAL JUSTICE AND PARTICIPATION

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Abstract

In this presentation I propose the identification and use of the concept of social and environmental determinants of occupation (SEDO) to examine the complex issues, using an intersectional lens, that influence people's experience and affect their access to participate in culturally meaningful and purposeful occupations, resulting in occupational injustices.

Although there is a focus in occupational science (OS) and occupational therapy (OT) research on social, policy, and physical issues that limit participation, there needs to be continued emphasis on populations and global worldviews. SEDO are defined as broad (and intersecting) social and environmental factors that increase or limit an individual, community, or population's participation in culturally meaningful occupations of their choice. Unique to SEDO and supported by OS and OT research and practice is the consideration of intersectionality, or how these global factors intersect in a multiplicative manner to influence participation.

The use of an intersectional approach affirms the necessity to consider all the contexts that influence each other and ultimately, a person's ability to participate in meaningful and purposeful occupations.

This paper will highlight health and non-health related examples of the ways intersecting SEDO identify disparities and occupational injustices that affect access to occupations for populations who experience these injustices.

The need for continued research and consideration of proposed SEDO is imperative to further OS research, OT practice, and education supporting occupational justice through program and policy development and advocacy. In addition to the effect on research and practice, these considerations provide a strategy for occupational scientists and occupational therapists to monitor and evaluate the impact of policies and programs developed to address these issues and increase participation in culturally meaningful occupations for marginalized populations.

Although SEDO is represented by a Venn diagram, artistic interpretations, based on a person's individual intersectional influences would be appropriate and welcomed!

Keywords: occupational injustice, intersectionality, social determinants of health, inequity

Discussion Questions

In addition to the Venn diagram that represents the social and environmental determinants of health, what are some other examples of how these intersecting influences could be represented artistically (e.g., drama, narratives, sculpture)?

How might the narrative represented by SEDO influence the additive lens which is typically used in OS and OT when considering occupational participation?

Provide an example of how SEDO could be used in a non-health example to address occupational injustices?

Learning Objectives

Describe the possible SEDO that could influence occupational participation in meaningful and purposeful occupations.

Discuss how SEDO aligns with the concepts represented by occupational injustices..

Develop strategies for use of SEDO in educational and policy environments.

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(abstract originally submitted as a theoretical paper)

SOCIAL TRANSFORMATION THROUGH FAMILY GROUP ACTIVITIES FOR CHILDREN WITH MEDICAL COMPLEXITY

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Sayoko Kawabata, University of North Carolina at Chapel Hill

Abstract

The number of children with medical complexity requiring continuous medical support has increased in Japan in recent years with improvements in the quality of medical care and systems. Caregiving responsibilities primarily fall onto the mothers and they cannot leave their child unattended for 24 hours a day. The Act to Support Children with Medical Complexity was enacted in 2021 but the issue of limitations in the family's social participation remains. The purpose of this presentation is to review the activities in the community conducted by a self-help group of families of children with medical complexity in the community and to discuss how social transformation through occupation was observed in their activities.

We employed ethnography (Angrosino, 2007) as a methodology for data collection. We conducted participant observation, interviewed five parents who were regular participants and organizers, and reviewed documents from past events for descriptive analysis. The institutional review board of the first author provided ethical approval.

A core team of mothers called themselves ‘staff’ and organized the events. The activities were based on their mission statement: “For the smiles of children with medical complexity and their families” which created connections, provided a safe space for children to play, and provided parents time away from their children and exchange information. Volunteers consisted of various medical professionals, university students and faculty, city council members, and employees. Examples of events were coffee time, study sessions, aroma massage, and meals.

The staff chose the activities to provide time for interaction and fun. As an interviewee explained: “The concept is to have fun events that supporters will become interested in, and from there, everyone will know more and more about us”. Ten years after its commencement, the group has grown into a service provider in the community. The staff incorporated and established a home-visit nursing station and respite care.

The group’s evolution has resulted in significant changes in the lives of families with children with medical complexity, but their activities were not intended to make a direct appeal to the government or the local community. In fact, they grew through establishing connections, learning from each other, and seeking out ways to participate in society through occupations.

The example suggests enjoyable occupations sustain group activities, promoting interactions of diverse populations and creating opportunities for social participation.

This study provides an example of social transformation through occupation observed as the families engaged in their preferred occupations.

Keywords: children with medical complexity, social transformation, social participation

Discussion Questions

How should we balance power between the researcher and practitioners in the community?

What are our roles as occupational scientists in promoting social transformation?

In what ways can social transformation through occupation be discovered and explained?

Learning Objectives

Upon completion, participants will be able to recognize the value of engagement in occupation to promote social participation

Upon completion, participants will be able to discuss the balance of power between the researcher and community practitioners.

Upon completion, participants will be able to identify social transformation in community activities

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SOCIO-SPATIAL METHODS PRIMED FOR APPLICATION IN OCCUPATIONAL SCIENCE

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Abstract

This paper aims to identify methods in research that effectively capture and interlink physical environments, engagement in occupations, and social connection.

Foundational perspectives, theories and models in occupational science, such as the person-environment-occupation model and transactionalism, recognize the pivotal role that place plays in relation to occupation. However, methods and measures to analyze occupational engagement often overlook spatial patterns and social connectedness, or exclusively assess them qualitatively. This methodological gap hampers our ability to assess the impact of environmental features on human occupation. To address this gap, we conducted a scoping review of socio-spatial methods, which encompass spatial data, social connection, and engagement. We analyzed them using the following criteria: 1) individual or collective focused, 2) socially interactive, 3)

place-based, and 4) perception or behavior. Additionally we examine strengths, limitations, and potential applications in occupational science. We found 11 unique socio-spatial methods from various settings primed for application in occupational science, and related disciplines, to examine the relationship between engagement, physical environments, and social connection. Sociograms, for instance, visually represent communication networks within groups, shedding light on team dynamics and interaction patterns. Community Maps and Activity Spaces offer a glimpse into individuals' subjective experiences of their environment by mapping places significant to them and capturing personal narratives. Time-lapse Photography offers a means to evaluate space utilization over time, while Dot Map pinpoints areas of interest or concern within a community. Behavioral and Occupational Mapping methods identify locations, activities, and engagements, showcasing spatial-behavioral patterns or routine occupations that may be overlooked in traditional interviews. Photovoice, Geocaching Games, and Participatory Photo-mapping empower participants to share their perspectives through photography, fostering community engagement and providing insights into participants' perceptions of their environment through visual storytelling and spatial mapping.

As explored, each method offers distinct advantages in capturing the relationship between engagement, physical environments, and social connection. By incorporating these methods, occupational scientists can gain deeper insights into the iterative nature of these three constructs.

These methods can enhance the integration of person-environment interactions in contextually situated occupational science research. We anticipate that these methods will be useful for advancing the study of occupation, as well as development and analysis of occupation-centered interventions, while capturing the interplay between occupation, people and space.

Keywords: socio-spatial methods, occupational science, social connection

Discussion Questions

How can occupational scientists effectively address the challenges of integrating socio-spatial perspectives into their studies, considering factors such as methodological rigor, ethical considerations, and interdisciplinary collaboration?

What are some occupational science concepts and ideas that can benefit from the application of socio-spatial methods? Can we use socio-spatial methods to analyze occupational injustice, for example?

How can researchers ensure meaningful collaboration with communities and stakeholders throughout the research process? What strategies can be employed to empower participants and ensure their voices are accurately represented in the data collected?

Learning Objectives

Gain a deep understanding of the intricate connections between occupation, physical environments, and social connection to critically evaluate socio-spatial methods primed for application in occupational science research.

Explore how the integration of socio-spatial methods can advance research methodologies in occupational science; how these methods provide new insights into the dynamic relationships between occupation, space, and social connection.

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SOCIAL TRANSFORMATION THROUGH AN ADAPTIVE SPORTS PROGRAM FOR CHILDREN AND ADOLESCENTS WITH DISABILITIES

Mindy MacRone-Wojton, Gwynedd Mercy University

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Abstract

Children with disabilities, when compared to typically developing peers, engage in less physical activity and demonstrate decreased social participation due to personal and environmental factors (Stanton-Chapman & Schmidt, 2018). Personal factors include children's negative life experiences during physical education classes (Asbjornslett & Bekken, 2016). Environmental barriers to participation include social stigmas and stereotypes, decreased awareness and knowledge of disabilities, and lack of community programs that meet children's specific needs. The exclusion and marginalization of children with disabilities in sports occupations constitutes an occupational injustice. Social transformation requires a transaction of research and practice to promote occupational justice (Farias et al., 2019). The purpose of our study is to examine a community-based adaptive sports program's ability to address personal and environmental barriers to children with disabilities' participation in sports occupations.

Participants will be recruited through Activities for All Abilities, a free, community-based adaptive sports program, created by the principal investigator two years ago. Occupational therapy students, middle school and high school community volunteers and adults with disabilities support the children and adolescent participants throughout the program.

Data collection includes:

1. emails of parent-identified occupational therapy goals for their children,
2. occupational therapy students' weekly reflections on interactions with the children and adolescents',
3. interview of children and adolescent participants,
4. interviews of middle and high school volunteers and
5. interviews of adult volunteers with disabilities.

Data will be analyzed using qualitative methodology such as an iterative process of coding and developing themes.

The study is currently in progress, we do not have any results to report.

This study addresses the occupational injustice of exclusion of children and adolescents with disabilities from sports occupations and community participation. Our program seeks to establish inclusive attitudes and practice by promoting supportive relationships, emphasizing participation over performance, and creating a safe environment for participants to explore sports occupations.

Participation in community adaptive sports is associated with heightened well being and quality of life (Brown, et al., 2021). Our program represents a shift away from the "dominant health science and individualistic paradigm" (Cunningham et al., 2022, p. 612) and uses an adaptive sports program to transform attitudes and practices at a community level.

Keywords: social transformation, adaptive sports, occupational injustice, children and adolescents, disabilities

Discussion Questions

How did context in environment shape interactions and influence inclusion of children with disabilities?

How did agency serve as a source of power in this community based adaptive sports program?

How is adaptive sports occupations used to enact social transformation for children and adolescents with disabilities?

Learning Objectives

Identify personal and environmental barriers for children and adolescents with disabilities to participate in sports occupations.

Describe multiple perspectives on inclusion of children and adolescents with disabilities in sports occupations.

Evaluate the impact of the adaptive sports program on addressing occupational injustice.

References

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Submission ID: 1752626

THE KAWA MODEL: A MEDIUM FOR CULTIVATING SELF-DISCOVERY AND LIFE FLOW IN MSOT STUDENTS

Jill Brown, Saginaw Valley State University

Abstract

To discuss the cultivation of self-awareness using the Kawa Model to express life flow and occupational balance in entry-level MSOT students.

Entry-level MSOT students benefited from the infusion of the Kawa Model into course curriculum to discover perceived life flow while engaging in artistic self-expression. This opportunity nurtured self-discovery and cultivated awareness of current life energy that was connected to self, the environment, and perceived balance in daily occupations. Students used acrylic paints and canvases to illustrate lived experiences while being immersed in a university environment. Students constructed the flow of their water (mizu) or life flow to illustrate current states of harmony and balance. Students depicted current riverbed walls and bottoms as supportive or restrictive to the flow of their occupational lives. Students illustrated rocks (iwa) as challenges to their river flow (such as past trauma or anxiety), that were difficult to maneuver. Students constructed driftwood to represent both assets and liabilities in their occupational lives, which functioned to unblock water flow, or add to greater disharmony of life flow energy.

The Kawa Model serves to support the profession of occupational science by illuminating the powerful interconnection between the self, environment, and occupational engagement. There is a need for future collaboration between occupational science and occupational therapy to measure the utilization of the Kawa Model as an artistic avenue for gaining self-awareness on life flow, harmony, and balance through meaningful occupational engagement.

The Kawa Model can serve as a valuable medium for helping students cultivate self-discovery, occupational balance, and meaningful expression of life flow while participating in an entry-level graduate school program.

The Kawa Model is a culturally inclusive medium that supports the powerful transformation of artistic self-expression that occupational engagement and offers an avenue to connect occupational therapy and occupation science to empower future healthcare leaders.

Keywords: Kawa Model, self-awareness, self-expression, harmony, occupational balance

Discussion Questions

How can occupational science and occupational therapy collaborate with the Kawa Model constructs to better understand the occupational nature of students in academia?

What other art-based mediums can foster enhanced self-awareness and occupational balance of students in academia?

Can the Kawa Model translate into a greater role transition for students entering healthcare professions?

Learning Objectives

Discuss how the constructs of the Kawa Model can serve to help empower students to gain self-awareness and harmony in daily occupations.

Discuss how artistic expression enhances conscious awareness and self-acceptance of current life flow and the role the environment plays in human occupational engagement.

Dialog future areas of study to infuse occupational science into occupational therapy curriculums to support student learning outcomes, professional development, and occupational balance.

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Submission ID: 1752697

THEORY AND THEORIZING: A CALL TO ACTION

Susan Agostine, Western New England University

Abstract

In this session, I will outline the differences between theory and theorizing. I will describe strategies, including visual methods, that assist in theorizing based on my dissertation research study. Finally, I will call occupational scientists to engage in theorizing.

Theory is an argument that explains the world and relationships within it, theorizing is “a practice. It entails practical activities of engaging the world and of constructing abstract understandings about and within it” (p. 233). In other words, theory is a product and theorizing is a process (Charmaz, 2014). By theorizing and being open to possibilities, new understandings and relationships emerge that could otherwise not be identified.

To illustrate this, I turn to my own dissertation study. 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 participatory sense making in occupation with her parents? I engaged in theorizing using coding, memoing, reflections, cluster charts and multiple drawings. This led me to theorizing around the concept of doing together. This process and the end result will be described in the presentation.

I argue that there is a need for more theorizing in occupational science. Engaging in the practice and process of theorizing through constructivist grounded theory methods, as suggested by Charmaz (2014), I was open to all theoretical possibilities. I applied, combined, and added to established theory in ways that singular methods (i.e., only using parental interviews or only doing participant observation) would not have supported. This openness and exploration through analysis (Charmaz, 2014), was central to the conclusions of this study and thus I argue, strengthened the results.

Overall, theory and theorizing have a place in occupational science. While theory is established, theorizing is not. I call on the discipline of occupational science to engage in theorizing as theorizing works towards "seeing possibilities, establishing connections, and asking questions" (p.244, italics in original) that can then expand understanding of occupation and occupational beings in context.

The use of visual methods (cluster charting, drawing, etc.) allowed me to see connections and take parts of theories that would otherwise not been connected if I was only trying to fit my results into a theory conventionally. By demonstrating strategies beyond written words, data analysis becomes art that illustrates our participants experiences more vividly.

Keywords: theory, theorizing, research

Discussion Questions

What other ways can you see theorizing assist in research?

How can theorizing impact dissemination?

How can theorizing be used to collaborate with others?

Learning Objectives

Upon completion, participants will be able to describe the differences between theory and theorizing.

Upon completion participations will be able to identify multiple methods to engage in theorizing.

Upon completion, participants will have a starting point to theorize.

References

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Submission ID: 1736459

(abstract originally submitted as a theoretical paper)

WHAT'S YOUR VIEW OF THE ART OF MELDING METHODOLOGY WITH THEORY TO NAVIGATE AMBIGUITY?

Abigail Carroll, Duke University

Abstract

Aims/intent:

To invite participants to join in a process of learning about changing criterion design research methodologies from a transactional perspective of occupation (Dickie et al., 2006). From this point of entry, the aim is to engage in a dance of dialogue to share and exchange ideas in a process of collaborative moral artistry (Fesmire, 2003) to discover future directions for growth in the field of occupational science.

Rationale:

In 2021 I presented a theoretical paper titled 'Theory is Alive in Practice' with Nancy Bagatell at the virtual SSO conference. The paper offered an example of how the transactional perspective of occupation (Dickie et al., 2006) informed intervention research and supported translation of occupation-centered and contextualized intervention research in occupational science. I aim to reengage the community with the topic exploring new insights from the original work to explore future directions.

The presentation portion will review how changing criterion design (CCD) methodologies were used in the initial innovative study to explore the value of doing together during an occupation-centered and contextualized intervention (Carroll, 2019). The pilot study examined a family with a toddler at risk of autism spectrum disorder as they navigated the uncertainty of receiving an autism diagnosis for their son. The family was analyzed as the unit of analysis during their engagement in play together as they learned evidence-based practices to integrate into family playtime routines.

Emerging applications of the methodology will be discussed focused on evidence-based teaching practices in occupational therapy and interdisciplinary courses. An emphasis on educational pedagogy has revealed potential applications of changing criterion designs to research with

organizations and knowledge communities. Connections with new constructs in occupational science are considered, such as to prerequisites of health, being, belonging, becoming (Wilcock et al., 2015), identity, inclusive learning climates (Lovett et al., 2023) and ambiguity tolerance.

Potential outcomes for participants:

1. Understand changing criterion designs (CCDs)
2. Understand one new application of CCDs in educational contexts
3. Discover opportunities in occupational therapy educational settings (masters, doctorate, PhD) or interdisciplinary education to use CCDs to engage in quality improvement or research advocating for an occupational perspective of health at group, organization, and community levels.

Relevance to conference theme:

Engagement in a process of collaborative moral artistry with participants.

Keywords: changing criterion design methodologies, transactional perspective of occupation, prerequisites of health, ambiguity, DB3

Discussion Questions

What opportunities do you see in occupational therapy or educational settings for using changing criterion designs to engage in quality improvement or research advocating for an occupational perspective of health at group, organization, or community levels?

How can changing criterion designs be used to investigate engagement at the family, group, organization, or community level to explore patterns of occupation that support sustainability of our broader ecology?

How could the CCD methodology and other culturally affirming occupational therapy models be used to examine participation in daily activities of other groups to explore what components of action have the greatest influence on human experience during participation?

Learning Objectives

Describe the changing criterion design research methodology

Describe how changing criterion designs can be used to explore the value of doing together for client constellations, groups, organizations, or communities

Identify opportunities in occupational therapy educational settings (masters, doctorate, PhD) or interdisciplinary education to use changing criterion designs to advocate for an occupational perspective of health at multiple levels.

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(abstract originally submitted as a forum session)

EXPLORING THE OCCUPATIONAL EXPERIENCES OF DRAG PERFORMERS IN CALIFORNIA

Anna Ranario, Dominican University of California

Lilibeth Rosales, Dominican University of California

Nathan Gelman, Dominican University of California

Alicia Montes, Dominican University of California

Eileen Spahle, Dominican University of California

Karen McCarthy, Dominican University of California

Abstract

The literature reveals various motivations for engaging in drag, including financial gain, identity exploration, and finding happiness through performance. Drag performers resist societal norms, defy the gender binary, and create a sense of collective identity within the LGBTQ+ community. However, within occupational science and occupational therapy literature, the exploration of drag as an occupation is limited (Lavalley, 2017), presenting a gap that this study aims to address. This research seeks to apply an occupational lens to understand the experiences of

individuals who perform drag in California. The study aims to explore the form, function, and meaning of drag as an occupation, delving into the motivations, identities, and resistance embedded in the drag community.

The participants are selected through purposive sampling, emphasizing inclusivity and diversity within the drag community by establishing inclusion criteria that consist of all drag performers across the state of California, of English and Spanish speaking. This study utilizes a descriptive phenomenological approach and data collection includes two semi-structured interviews per participant, aiming to capture the holistic experiences of drag performers. The second interview will be conducted through photo elicitation allowing the participants to explain details of their lives using photographs (Clark-Ibanez, 2004). Reflective thematic analysis is utilized to interpret qualitative data gathered from interviews (Braun & Clarke, 2021). This process involves coding the data to identify patterns and generate themes that encapsulate the diverse experiences of drag performers. Rigor and trustworthiness are ensured through team meetings and member checking.

The following research is currently ongoing. Results will be completed by the end of Spring 2024.

This research contributes to understanding drag as an occupation, shedding light on the formative experiences of drag performers. By exploring the motivations, identities, and resistance within the drag community, the study aims to fill a gap in occupational science literature and provide insights for future research and practice in creative self-expression.

Drag is a multifaceted art form that challenges societal norms and provides a space for self-expression and creativity. By delving into the motivations, identities, and resistance within the drag community, this study contributes to the growth and sharing of knowledge in the field of occupational science, enriching our understanding of the transformative power of occupation within this community.

Keywords: drag, identity, photoelicitation, experience

Discussion Questions

How does the interaction between performer and audience contribute to the occupation of drag?

What is the experience of a drag audience member?

How might an OT or other professions promote inclusion in drag?

Learning Objectives

Upon completion, participants will be able to reflect on the experiences of those who do drag.

Upon completion, participants will be able to appreciate how drag can be seen through an occupational lens.

Upon completion, participants will be able to consider the implications of drag as a creative form of self-expression.

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Funding: n/a

Submission ID: 1744139

THE INTERPLAY OF EMBODIMENT, EMPLACEMENT, AND TRANSACTIONALISM: EXPLORING THEIR APPLICATION IN UNDERSTANDING OCCUPATION

Loree Pham, University of Southern California

Abstract

This abstract presents an exploration of three central concepts in occupational science - embodiment, emplacement, and transactionalism - and their application in understanding human occupation. By examining these concepts, the poster aims to deepen our understanding of how individuals engage in daily activities and occupations, particularly focusing on how these constructs interact and influence human experiences.

The poster argues that embodiment, emplacement, and transactionalism, while distinct, are interconnected and essential in comprehending the complexity of human occupations. Embodiment emphasizes the inseparable connection between mind and body, focusing on sensory and physical experiences. Emplacement highlights environmental influences, including cultural, social, and ecological factors. Transactionalism explores the dynamic, interdependent relationship between individuals and their surroundings. The paper utilizes examples of floor sitting and dog walking to demonstrate the practical application of these concepts in everyday life.

The exploration of these concepts has significant implications for occupational science. It advances our understanding of human occupation by providing a more holistic view of the factors influencing engagement in activities. This perspective is crucial for developing

interventions and practices that support individuals in participating in meaningful occupations, enhancing their well-being and quality of life. Furthermore, it contributes to the field's theoretical knowledge, offering a nuanced view of the dynamics of human occupation.

The poster concludes that a comprehensive understanding of embodiment, emplacement, and transactionalism offers valuable insights into the multifaceted nature of human occupation. For occupational science researchers, considering these concepts both individually and collectively can uncover intricate dynamics of human engagement in various activities, enhancing both research and practice in the field.

This paper aligns with the conference theme “The Art of Occupation: Creativity, Critical Theory, and Social Transformation” by demonstrating how the artistic elements of human occupation, such as creativity and sensory experiences (embodiment), environmental aesthetics and cultural influences (emplacement), and dynamic interactions in everyday life (transactionalism), contribute to our understanding and transformation of human experiences.

Keywords: embodiment, emplacement, transactionalism

Discussion Questions

How can the integration of embodiment, emplacement, and transactionalism in occupational science research foster creativity and social transformation?

In what ways can understanding these concepts help in addressing and advocating for marginalized communities within the context of occupational science?

How can occupational scientists employ these concepts to critically analyze and enhance the artistry of daily occupations and their impact on individual and community well-being?

Learning Objectives

Define the concepts of embodiment, emplacement, and transactionalism and articulate their distinct yet interconnected roles in understanding human occupations and experiences.

Analyze and apply these concepts to everyday activities, demonstrating an understanding of how they influence sensory, cognitive, emotional, cultural, and social aspects of human occupation.

Identify ways in which the integration of embodiment, emplacement, and transactionalism can enhance occupational science research and practice, particularly in fostering a holistic understanding of human engagement in meaningful activities.

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Funding: n/a

Submission ID: 1751290

FRIDAY, OCTOBER 18: MORNING SESSION

DO EVERYDAY AESTHETICS PLAY A ROLE IN SOCIAL PROBLEMS?

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Abstract

To further the discussion of everyday aesthetics from an occupational perspective.

Aesthetic emotions are produced in response to stimuli in daily life – feeling awe gazing at the stars, disgust at rotten food, or nostalgia hearing an old song. Arguably, everyday aesthetics play a role in solving social problems. Naukkarinen (2021) stated that aesthetic experiences in everyday life are important because they can “improve wellbeing... offer emotional gratification, open up creative new perspectives, and strengthen communities... [thus] they can contribute to solving social problems” (p. 162). Contrarily, what follows is a consideration of social problems, to which everyday aesthetics may contribute.

Occupational scientists research the relationship between social problems and occupation (Rudman et al., 2020). Social problems can be understood as complex situations harming certain populations, resisting change, and often reoccurring over time (Naukkarinen, 2021). Racism and global warming are examples of social problems to which Western policies and practices contribute. Everyday aesthetics are under-recognized factors in these policies and practices (Naukkarinen, 2021).

Social relationships are enhanced by experiences of shared aesthetic emotions (Dissanayake, 2017). Wohl (2015) theorized that communities share and communicate an intersubjective aesthetic sense to reinforce belonging. That is, people violating a community’s aesthetic ideal may be excluded from that community. For example, Western aesthetics, upon which standards of beauty in the United States are based, historically rejected the textures and styles associated with African hair. This resulted in discriminatory policies and practices towards African Americans in schools and workplaces that persist today (Mbilishaka et al., 2020).

The clothing industry is a major producer of waste and pollution contributing to global warming. Consumers' relationship to clothing and fashion extends to behaviors in everyday life (Heinze, 2021). Goodman et al., (2007) recognized the power of fashion and meaning of clothing through its connection to “achiev[ing] social change and identity aspirations” when doing dress as an occupation (p. 103). Rapid changes in style encourage consumers to over consume clothing to gratify their social and aesthetic desires (Heinze, 2021).

This theoretical paper introduces social problems to the nascent discussion of everyday aesthetics from an occupational perspective. Aesthetics related to prevailing styles and fashion can impact occupation with notably negative effects.

From an occupational perspective of everyday aesthetics, factors not commonly recognized as contributing to or helping resolve social problems are recognized and explored.

This extends the theme of art illuminating social problems to everyday aesthetics in relation to social problems.

Keywords: everyday aesthetics, social problems, occupation

Discussion Questions

What other social problems related to occupation can be analyzed in relation to aesthetic emotions and their positive or negative contributions?

What groups share an aesthetic that defines group membership and creates identity and belonging?

By naming these groups, are we engaging in stereotyping, or are we simply acknowledging, even honoring, distinctions among the larger society?

Learning Objectives

Define everyday aesthetic emotions.

Describe how everyday aesthetic emotions may contribute to complex social problems.

Describe how shared aesthetic emotions contribute to group cohesiveness and sense of belonging, yet contribute to social problems.

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Funding: n/a

Submission ID: 1751834

NARRATIVES-IN-ACTION: PARTICIPATION IN OCCUPATION FOR YOUTH WITH NEUROLOGICAL DISABILITIES

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Abstract

The purpose of this paper is to understand participation in occupation for youth with neurological disabilities. “Disability” and “participation in occupation” have been units of study in occupational science since its inception. However, there is little research that addresses participation in occupation as experienced by people with disabilities (Hocking, 2012). Notably, there has been a focus on studying what occupation is for adults, resulting in limited exploration into experiences of participation in occupation for youth. This ongoing project is grounded in the life course perspective (Elder, 1998) and is using narrative inquiry (Garro & Mattingly, 2001; Riessman, 2008) to tell the story of participation in occupation for youth with neurological disabilities. This project intends to understand the fundamental nature of occupation for youth with neurological disabilities. Specific aims: 1) investigate the experiences of participation in occupation for youth and 2) describe perceptions of youth’s participation in occupation using multiple perspectives.

This study included four participants, consisting of two youth with neurological disabilities (ages 15-17 years; 1 female, 1 male) and one parent for each youth (1 mother, 1 father). Narrative-in-action methodology (Josephsson & Alsaker, 2014) was used, encompassing participant observation and narrative-interviewing (photo-elicited and semi-structured narrative interviews). Data collection with one family is complete and included four interviews and six observation visits. Separate interviews were conducted with both youth and a key-adult, providing rich details from multiple perspectives to complement narratives-in-action. Data for this ongoing study will result in narratives from observations, interviews, and photographs. Analysis of narrative data will be two-fold and will be analyzed using narrative analysis and thematic analysis of narratives.

Anticipated results will address knowledge gaps and improve understanding of participation in occupation across contexts for youth with neurological disabilities. I will share two key narratives for each youth and themes within and across narratives. Preliminary themes from narratives of the first youth include that participation in occupation: 1) is driven by opportunities, 2) is not a solo endeavor, and 3) holds different meanings for youth and their parents.

This study will expand knowledge of occupation and help understand the fundamental nature of occupation for youth. Findings will elucidate the complexities of participation in occupation for youth with neurological disabilities.

Data from this project will be presented as narratives, conveying meaning through storytelling. Themes will be represented with the use of photographs provided by participants.

Keywords: youth, disability, participation in occupation, life course perspective, narratives-in-action

Discussion Questions

What other methods might be used to capture multiple perspectives?

What other arts-based methods could elucidate meaning in participation in occupation for youth?

Are there other theoretical frames/theories that could be used to explore the complexities of participation in occupation for youth with neurological disabilities?

Learning Objectives

Upon completion, participants will be able to describe how multiple perspectives can be captured using narrative-in-action.

Upon completion, participants will be able to describe two themes across narratives of participation in occupation for youth with neurological disability.

Upon completion, participants will be able to verbalize how the life course perspective can inform the study of occupation.

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Submission ID: 1752613

OCCUPATIONAL RECONSTRUCTIONS AND THE BRAZILIAN ANTI-ASYLUM PARADES

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Abstract

This paper aims to explore the Anti-Asylum Movements in Brazil through the lens of Occupational Reconstructions (OR), shedding light on one their strategies for social transformation in mental health care, the Parades.

The Anti-Asylum Movements utilize a range of strategies, including Participatory Conferences and the Anti-Asylum Parades, to advocate for alternative approaches to mental health care. These Parades, serving as both festivals and protests, represent significant embodiments of collective action aimed at challenging oppressive systems and championing the rights of individuals with mental health issues. As participants, who are mental health service users, families and workers, walk through streets and hills wearing costumes, masks, and face paint, they chant protest songs that challenge conventional societal views of those living with mental health conditions while also advocating for human rights.

The framework of Occupational Reconstructions (OR) provides a comprehensive structure comprising seven principles: they are a response to problematic situations, imbued with meaning and purpose to address these challenges, they are embodied practices with a narrative structure that open avenues for creative transformations and they require voluntary participation in hopeful experiments. Through the application of these principles, we analyze how these Parades actualize hope and meaning in enacting social change. The Parades serve therefore as a response to ongoing stigma and abuse against individuals with mental health issues, facilitating dialogue on broader societal issues that marginalize, such as racism, patriarchy, and classism. The Anti-Asylum Movements, through their activism, Parades, and Conferences, played an important role in establishing a robust mental health system in Brazil, which is characterized by its community-centered and psychosocial approach.

Through the application of the Occupational Reconstructions (OR) lens to the Anti-Asylum Movements, we underscore the significance and potential of occupational science in comprehending and promoting social transformation. This analysis illuminates the inherent linkages between meaningful occupations, social justice, and advocacy for human rights.

The theory of OR offers a framework for understanding the transformative impact of collective action, as illustrated by the Parades organized by Anti-Asylum Movements, which enact social change within their situated context. The Parades embrace the “optimism of practice, against the pessimism of reason” (Basaglia, 1979), underscoring the ongoing need for advocacy and action towards a more inclusive and dignified society for all individuals and collectives.

Keywords: occupational reconstructions, occupational science, anti-asylum movements, mental health

Discussion Questions

Occupational reconstructions have been applied to already existing social movements. How can it be applied to help inform/establish a new movement?

What does this framework help us to understand? How is framing something occupational reconstruction different from framing it as activism?

What are other OS concepts that can dialogue with occupational reconstructions?

Learning Objectives

Examine the principles of occupational reconstructions theory, its applications and potentials of analyzing collective action for social transformation;

Understand how the Anti-Asylum Movements in Brazil led to a radical reform in the way mental health care is provided;

Identify strategies for promoting social transformation in Occupational Science research and interventions;

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Funding: n/a

Submission ID: 1752727

THE WEAVER AND THE WOODWORKER: CRAFT, CREATIVITY, AND CONNECTION THROUGHOUT TWO LIVES

Jenny Womack, Appalachian State University

Abstract

Development and transformation of occupations has been explored by occupational scientists who consider the origin, dis/continuity and nature of occupation across the life course (Humphry and Womack, 2017; Womack and Bagatell, 2023). This session will present narratives of two women who engaged with craft occupations over multiple decades, using the lens of the Life Course Perspective as theorized by Elder and colleagues (Elder, 1994; Elder, Johnson et al., 2003; Elder & Shanahan, 2006). The intent is to engage the audience in exploring how sociohistorical time and place, linkages to others, and human agency shaped their occupations, while also considering the intersection of individual human development and capacity for participation.

The emergence of an occupation within a person's repertoire is influenced not only by human maturation and readiness, but also by the circumstances through which it is introduced into their life, the contexts through which it develops, and the social connections that either support or hinder its progression. Narratives of two women who engaged in the craft occupations of weaving and woodworking will illuminate the factors that made it possible for each to pursue and refine their craft, and how they leveraged their occupations for social capital and adaptation to life circumstances. The argument is made that exploring the intersections of sociohistorical and sociocultural factors in addition to characteristics of the human and occupation lead to a greater depth of understanding.

Occupational scientists have more frequently explored temporal transitions such as childhood, adulthood, or retirement than the development of a given occupation over a life course. This session will expand the consideration of occupation and its intersections with principles of the Life Course Perspective, exploring how historical time and place, connections with others, individual agency, and lifelong development influence the meaning and characteristics of an occupation as it emerges, resurfaces, is abandoned or reclaimed, and comes to be identified with the human being engaging with it.

Consideration of human beings engaging in occupation across the course of a life warrants exploration of the origin and development of occupation within the sociohistorical and cultural contexts, and the connections with other humans, places, and situations that shape its purpose and meaning.

Narratives of two lives engaged with craft occupations directly address the overall theme of the art of occupation and the subtheme of creativity, as well as the subtheme of social transformation through an exploration of the co-transformation of occupation and sociohistorical context.

Keywords: craft occupations, life course perspective, narrative, emergence, development

Discussion Questions

How does the consideration of the sociohistorical time and place in which an occupation emerges influence your understanding of its continuity or purpose over the course of a person's life?

How do social connections to others and their views of, or engagement with, an occupation shape participation?

Discuss the social transformation possible through leveraging occupation as social or economic capital?

Learning Objectives

Describe the continuity and purpose of craft occupations across two lives as narrated in the session.

Describe the principles of Elder et al.'s Life Course Perspective and their utility in deepening an understanding of occupation.

Examine a personally relevant occupation through the lens of a Life Course perspective.

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Funding: n/a

Submission ID: 1767043

I LOOK FLY: STREET WEAR AS OCCUPATION, ART, AND A FORM OF RESILIENCE

Jian Jones, Florida Agricultural and Mechanical University

Aurelia Alexander, Florida Agricultural and Mechanical University

Abstract

I Look Fly explores the multifaceted nature of streetwear as a distinct occupation, a means of artistic expression, and an act of resilience. Beyond its aesthetic appeal, streetwear emerges as a powerful tool for self-expression, illuminating the identities of marginalized occupational groups and propelling them into the forefront of fashion culture. By utilizing a scoping review of academic literature, published secular writings, and visual artifacts, I Look Good aims to unravel complexities, shedding light on the interplay between recognition, appropriation, and the profound cultural impact of streetwear within the broader context of fashion and identity.

Grounded in social identity theory, I Look Fly presents a comprehensive argument that streetwear transcends conventional fashion, emerging as a powerful form of artistic expression, resilience, and occupation within the dynamic and influential realm of Hip Hop culture.

I Look Fly underscores the profound importance of streetwear as a homeplace for the essence of Hip Hop identities; a space to be, do, and become. Within this realm, the act of being, doing, and becoming is intricately intertwined with the choice of streetwear as a fashion statement, enabling occupational beings to express their cultural representation across contexts. The paper delves into the nuanced dynamics of how streetwear serves as more than just clothing, functioning as a powerful vehicle for the manifestation of cultural authenticity and identity expression among those navigating the landscape of occupational roles within the Hip Hop community.

In conclusion, I Look Fly illuminates the intricate relationship between streetwear and Hip Hop culture, positing it as a profound form of artistic expression, resilience, and occupation. Through a comprehensive exploration of the evolution of Hip Hop's influence on streetwear design, the paper unveils the multifaceted role streetwear plays in providing a platform for resilience within the cultural landscape. By addressing questions surrounding the appropriation, recognition, and cultural impact, the research contributes valuable insights into the dynamic interplay of identity, expression, and occupation.

This theoretical paper intersects with the theme by exploring streetwear as a artistic and critical tool within the occupational landscape of Hip Hop culture. Furthermore, it addresses critical theories by examining issues of recognition, appropriation, and the cultural impact of streetwear,

contributing to a broader discourse on how creative expressions within the occupation of streetwear can drive social transformation and cultural authenticity.

Keywords: streetwear, Hip Hop identity, resilience

Discussion Questions

How has the evolution of Hip Hop influenced the design and aesthetics of streetwear as a form of artistic expression?

To what extent does streetwear serve as a platform for resilience within the context of hip hop culture, and how has this evolved over time?

How is streetwear associated as occupation within Hip Hop culture? How is streetwear style an occupation?

Learning Objectives

Understand the evolution of Hip Hop's influence on streetwear design, exploring its role as a dynamic form of artistic expression within the cultural landscape.

Examine the resilience embedded in streetwear as a platform for empowerment and identity expression within Hip Hop culture.

Define the multifaceted relationship between streetwear style and occupation, considering how it shapes the cultural and occupational roles within the Hip Hop community.

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Funding: n/a

Submission ID: 1751641

AUTISM IN GIRLS: HOW DO CULTURE AND INTERGENERATIONAL FAMILY EXPERIENCES IMPACT THE ‘DIAGNOSTIC ODYSSEY?’

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Melanie Guzman, University of Southern California

Jessica Rios, University of Southern California

Abstract

Occupational science has a strong history of investigating the sociocultural factors that shape how health conditions and developmental diagnoses are experienced, understood, and interpreted within the contours of everyday life. Although we know that culture and gender expectations impact how families and professionals ‘recognize’ autism in children, we know less about how the process unfolds for families of girls, who are an under-identified autism subpopulation. Autistic girls from minoritized racial and ethnic groups have been overlooked in research almost entirely. To address this gap in research, this multi-methods study explores how diverse families of autistic girls in Los Angeles County experienced the ‘diagnostic odyssey,’ or process of obtaining an autism diagnosis for their daughters.

We recruited 21 caregivers (67% Latino, 28% multiracial identity, 5%, Asian) of 18 girls (ages 3-11). We conducted narrative interviews and closed-answer surveys (10 English, 8 Spanish). We used narrative analysis, keeping stories intact; and thematic analysis to identify overarching themes related to the ‘early signs’ caregivers noticed related to autism. At least two team members (diverse in race, ethnicity, and neurotype) coded each transcript. Descriptive statistics of survey results were triangulated with qualitative findings.

We identified eight thematic early signs related to autism: 1) Delayed language; 2) not responding to name; 3) ‘fussy babies;’ 4) early readers; 5) sleep challenges; 6) gastrointestinal and feeding challenges; 7) ‘stim’ behaviors (both common and less common); and 8) a need for sameness. We describe various ways that families interpreted and responded to these signs, as situated in the families’ experiences, culture, family norms/routines, intergenerational relating, and broader sociocultural contexts. We explore how culture and intergenerational family dynamics – including, sometimes, intergenerational trauma – influenced the interpretation of and response to these early signs, and how this influenced the child’s pathway to an autism diagnosis. We discuss how the findings influenced the next phase of our study, which utilizes a trauma-informed research tool.

Occupational science provides a family-centered, experience-near perspective grounded in everyday family life, but we have paid less attention to how intergenerational family experiences, including trauma, impact care access. This presentation aims to address this gap.

This study provides a foundational understanding of intergenerational experiences vis-à-vis diverse families of autistic girls, who are at the intersection of multiple minoritized groups. In doing so, we aim to contribute to health equity and social transformation.

Keywords: autism, girls, culture, intergenerational

Discussion Questions

In examining culture and intergenerational experiences, what considerations and cautions do you think are important to foreground?

We have argued for greater attention in occupational science to intergenerational experiences (including trauma) to better understand healthcare experiences and disparities in access to care. Do you agree or disagree? For what other populations/situations might this ‘intergenerational experiences’ lens be useful?

How could occupational science contribute to evidence-based ways to reduce disparities in autism diagnosis and services for diverse girls and their families?

Learning Objectives

Upon completion, participants will be able to identify factors impacting the pathway to a diagnosis for diverse autistic girls.

Upon completion, participants will be able to describe ways that intergenerational experiences and trauma influence the diagnostic pathway.

Upon completion, participants will be able to discuss ways to reduce disparities and increase access for diverse autistic girls.

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Submission ID: 1752059

A NARRATIVE ANALYSIS OF PLACE-MAKING IN THE NEONATAL INTENSIVE CARE UNIT

Bethany Gruskin, University of Southern California

Marinthea Richter, University of Southern California

Savannah Gluck, University of Southern California

Abstract

Place-making is “the process in which humans transform physical spaces into socially relevant and meaningful places” (Johansson et al., 2013, p. 114). The emerging, parallel construct of nesting pertains to the curation of physical and social environments during pregnancy, peaking during the third trimester (Anderson & Rutherford, 2013; Shahvisi, 2020). Therefore, place-making and nesting may be disrupted when an infant is born prematurely and admitted to the Neonatal Intensive Care Unit (NICU). The highly medicalized and sensorily overwhelming environment of the NICU may further restrict engagement in these occupations (Gibbs et al., 2016). Overall, there remains a paucity of research on the conceptualization of how parents develop meaning in these spaces, as they begin transitioning into their new caregiver roles. For this presentation, we will be using narrative analysis of two memoirs written by NICU parents to facilitate a theoretical discussion on place-making (Bates, 2019).

We will define preliminary domains of place-making, discuss the relationship with nesting, and explore the implications for parents of infants admitted into the NICU. From the selected narratives, place-making for parents of infants in the NICU will be conceptualized from multiple perspectives, including relationships, technology, architecture, and materiality.

Occupational science is poised to facilitate investigations into the phenomenon of place-making and nesting. A deeper understanding of place-making during the perinatal period may be informative for improving the conceptualization of place-making and nesting across the life span, individually and intersubjectively, and for a more diverse populations in various contexts.

Particularly, this discussion will draw upon and support several occupation-based theories to enhance the conceptualization of the relationships between place, meaning, and occupational engagement.

As place-making and nesting are evolving constructs in occupational science, both would benefit from theoretical discussions regarding their applicability to hospitalized infants and their families. The multiple perspectives presented will contribute to the theoretical foundations of place-making and nesting by expanding the understanding of these constructs and considering implications.

Through this narrative analysis, we intend to discuss preliminary theoretical assumptions regarding place-making within the perinatal period. Further, place-making encompasses changes in the social environment, which for NICU parents includes family and friends, healthcare professionals, and parents with similar experiences. As part of this discussion, we will focus on the importance of these social supports.

Keywords: place-making, nesting, NICU parents, occupational science, narrative analysis

Discussion Questions

What is the utility of nesting versus place-making in contributing to occupational science concepts?

In what ways is place-making (physically and socially) transformative to the experiences of NICU parents?

How are nesting and place-making related to place, meaning, and engagement in other contexts or populations?

Learning Objectives

Conceptualize the theoretical underpinnings of place-making

Consider how nesting and place-making theory may be applied to parents of infants admitted to the NICU

Discuss of the utility of nesting and place-making terminology

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Submission ID: 1751715

THE POTENTIAL OF CREATIVE CRAFTS FOR HEALTH AND WELL-BEING

Elise Bromann Bukhave, University College Absalon

Abstract

Occupational science rests on the assumption that there is a positive link between health and engagement in creative crafts (Wilcock, 2006). Creative crafts are regaining popularity in society as a means to create meaning in the face of global threats such as climate change and armed conflicts. The prevalence of mental distress is growing, and stress is becoming one of the world's largest health problems. Prior studies have indicated that crafts can positively affect health (Peruzza & Kinsella, 2010; la Cour et al., 2005). However, there is a lack of knowledge about the effects of creative craft interventions in health care. The presentation will clarify the existing knowledge and touch upon future perspectives.

We conducted a systematic review following acknowledged guidelines for systematic review approaches (Booth et al., 2022) to investigate the effects of crafts on mental health and well-being. Inclusion criteria were original studies with 1) empirical data on interventions, 2) adults who had stress, anxiety, or depression, and 3) reported effect measurements. Exclusion criteria were arts-based therapies, anecdotal narratives, and accounts of lived experiences. The only limitation applied was language: only studies conducted in English, Danish, Swedish, or Norwegian were included. We conducted our search in the databases Scopus, Cinahl Complete, Eric, APA PsycInfo, and ProQuest Dissertations & Theses using a block search strategy.

The study is still in progress, and we are still analyzing our data. Provided the data is sufficient, we will proceed with a meta-analysis. Out of 10,000 records, approximately 30 studies met the inclusion criteria.

The publication is expected to be in late summer 2024. Preliminary results indicate that few studies report on dose and delivery mode. Types of crafts used include pottery, knitting, and woodwork.

Exploring and expanding the knowledge base about the potential health benefits of engaging in creative crafts is necessary to further occupational science and reclaim territory in this field.

This presentation reports on existing knowledge about the effects of craft interventions on health and well-being from a systematic review. The theme of art in occupational science is addressed through the potential of craft for well-being. Critical dialogues may arise from the discussion questions.

Keywords: art, creativity, systematic review

Discussion Questions

How can the results from this systematic review contribute to substantiating the notion of a positive link between health and engagement in creative crafts?

What is the power of engaging in crafts for well-being, and what are possible harms?

How do the materiality and tangible outcome in crafts interplay with the potential health benefits?

Learning Objectives

Upon completion, participant will be able to discuss the linkages between health and engagement in creative crafts

Upon completion, participant will be able to identify the knowledge gaps

Upon completion, participant will be able to outline implications for future research on creative crafts and health

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Submission ID: 1751537

ENSURING THE ENVIRONMENT AND CONTEXT SUPPORT ARTISTIC EXPRESSION ABOUT JUSTICE USING THE TECF

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Nancy W. Doyle, Boston University

Brigitte Desport, State University of New York, Brooklyn Downstate

Abstract

Art is a powerful tool to express injustice. To be effectively utilized, however, it must have the necessary supports from the environment and context (Frank, G., 2020). This may be particularly difficult when factors in the environment or context may limit that expression. We will lead a discussion on how the arts may be used for the purpose of promoting justice and consider how they may be limited in doing so. From this, we demonstrate how the typology of environmental and contextual factors (TECF) may be used to identify the factors that are interfering with this expression and how it may help us to consider interventions to address this (Kirschner et al., 2023).

In occupation we often use artistic expression to address difficulties faced by an individual, but less frequently utilize artistic expression as a method to empower communities (Cunningham et al, 2022) and we rarely address the environmental and contextual factors that may interfere with this expression. By identifying what those factors are, we can better address them, both through the arts and as a manner to create a more supportive environment for the arts to occur.

After participating in this presentation, participants will be more comfortable identifying how the arts may be used to improve participation by addressing justice issues. They will also feel comfortable explaining how environmental and contextual factors may support or impede the participation in the creation of art related to issues of justice. Finally, they will demonstrate competency using the TECF to identify what types of contextual and environmental factors affect participation in these artistic activities.

Artistic expression is an effective tool to address social injustice (Estrella, K., 2011). Often, however people in disadvantaged communities do not have access to these forms of expressions due to factors in the physical, social, societal and support environments. Identifying what factors

interfere can help to both guide the content of the art and to create environments that support this type of effective expression.

Keywords: environment, context, justice, artistic expression, participation

Discussion Questions

Do people whose occupational choices have been limited due to societal factors always recognize that these factors are acting upon them? If no, does directing them act to empower them or continue the status quo? How might alternative methods of revealing the problem (the arts) be an effective tool to facilitate the recognition to ignite change?

How might the the environment or context limit the access of people to artistic expression? How might it limit access to artistic expression that addresses oppressive qualities in a society?

How do we find a "universal language" so that we can speak about these issues in a manner that all parties can understand?

Learning Objectives

Upon completion of this session, participants will describe how the arts may be used to address social injustices.

Upon Completion of this session, participants will feel explain how environmental/contextual factors may limit the access of some to participating in this form of expression.

Upon Completion of this session, participants will demonstrate beginning competence with using the Typology of Environmental and Contextual Factors to identify factors that may limit participation in artistic expression.

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Funding: n/a

Submission ID: 1750233

DRIVING SOCIAL CHANGE: INNOVATIVE COMMUNITY RESEARCH DISSEMINATION STRATEGIES FOR OS

Amanda Carroll, Rocky Mountain College

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Abstract

The aim of this forum is to first facilitate a discussion about the importance and advantages of occupational science research dissemination beyond the academic community and, secondly to introduce OS researchers to strategies that can be used to communicate their findings to past research participants and relevant communities. The authors will provide examples from both research and community work that demonstrate strategies and impact with relevant stakeholders and offer a starting place to discuss the benefits and challenges of implementing these approaches.

In order to realize its potential as a socially responsive discipline, occupational science must communicate the results of its work in ways that facilitate research uptake and understanding. Dissemination beyond the academic community (e.g. with community members, local governments, online communities) is needed to ensure the findings of research and initiatives rooted in occupational science help enact social change in the communities where the implications of the work matter the most. Occupational scientists benefit from knowledge and skills - or the “how-to” - of translating their research and work into real-world settings to improve health and community outcomes.

At the end of this forum session, participants will: (1) Describe the importance and ethical responsibility of OS researchers to disseminate beyond the academic community, (2) Give examples of innovative community research dissemination strategies, and (3) Apply knowledge and skills about community research dissemination to their own work.

While typical academic dissemination is produced through manuscripts and white papers, dissemination to other audiences often requires alternative methods that can involve branding, artistic representation, marketing, or accessible design. Considering the artistic dimension of dissemination in this way can ensure stakeholders can access information and buy into the evidence produced.

Keywords: research dissemination, innovation, translational research

Discussion Questions

Why is it necessary for OS to disseminate research findings beyond the academic community?

What are some challenges to this type of dissemination in university settings?

What are the advantages of this type of dissemination for research funding and growing existing research lines?

Learning Objectives

Describe the importance and ethical responsibility of OS researchers to disseminate beyond the academic community

Give examples of innovative community research dissemination strategies

Apply knowledge and skills about community research dissemination to their own work.

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Submission ID: 1739922

EVIDENCE FOR AN OCCUPATIONAL ADAPTATION BRIDGE BETWEEN OCCUPATIONAL SCIENCE AND THE ART OF OCCUPATIONAL THERAPY

Mary F. Baxter, Texas Woman's University

Cynthia Evetts, Texas Woman's University

Abstract

Occupational Adaptation (OA) theory has been proposed as a theoretical bridge between occupational science (OS) and occupational therapy (OT; Evetts, 2022). OS, OT and OA are focused on occupation at the center of transactions in everyday life. OS aims to understand occupation from a who, what, when, where, how and why perspective (Polatajko, 2010). OA seeks to explain the normative process of generating adaptive responses to occupational challenges (Schultz, 2014). OT provides assistance to those who struggle to achieve satisfaction in required and desired occupations in the course of everyday living. The purpose of this study is to identify and evaluate the research that describes how the theory of Occupational Adaptation is

understood and applied to the science of everyday occupation and the art of therapy that enables participation.

A scoping review is underway to answer the question, “What constructs in OA research align with OS concepts identified as essential to occupation-based practice (Bachman et al., 2021)?”

This study follows the six steps for conducting a scoping review as outlined by Mak and Thomas (2022). OS concepts identified by Bachman and colleagues will be used during charting the data (step 4) and in the summarizing and reporting (step 5) of this inquiry. Consulting stakeholders (step 6) will be addressed during the discussion phase of this presentation.

Our working hypothesis is that OA and OS are both compatible and complementary, and that OT from an occupation-based stance benefits greatly from OS as applied with an OA lens. We will present our initial findings and seek input from occupational scientists and occupational therapists in attendance to bring this study to a conclusion.

If occupational therapists have a theoretical framework that is useful in bringing occupation science to their practice, they may gain insights into the value of promoting occupational science in both education and practice. Each step we take to link the science of occupation with the art of therapy is a step in the right direction.

Occupational Therapy is not as easy as it looks—it is backed by biological, psychological, and occupational sciences. Because OT deals with ordinary everyday life, and seeks to ease burdens of participation, people often assume that OT is just common sense. We claim that the art of therapy is making the science of occupation, as essential to health and well-being and facilitated by occupational therapists, look easy.

Keywords: occupational science, occupational adaptation, occupational therapy, scoping review

Discussion Questions

What insights can you offer to enrich our understanding of this data? Does occupational adaptation theory bring occupational science to occupational therapy?

Where are gaps in the literature that we may have missed, or that we can seek to fill in the future?

What are concrete steps we can take to emphasize the importance of occupational science education and research on occupation-based practice?

Learning Objectives

List 3 or more concepts common to occupational science and occupational adaptation.

Articulate 2 or more ways that occupational science informs occupation-based practice.

Identify 2 or more resources to explore for further insights into applying occupational science and occupational adaptation theory to occupation-based practice.

References

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Submission ID: 1767197

LEADERSHIP AS OCCUPATION: FUTURE IMPLICATIONS FOR OCCUPATIONAL SCIENCE

Sandra Dunbar Smalley, Advent Health

Carol Lambdin-Pattavina, Univeristy of New England

Scott Truskowski, Grand Valley State University

Kristin Winston, Univeristy of New England

Abstract

The purpose of this presentation is to:

1. Explore leadership as an occupational enactment of doing, being, belonging, and becoming.
2. Understand inclusive and creative leadership as an occupational science imperative.

Given the depth and breadth of current societal challenges that impact occupations and the human occupational experience, occupational science must gear up to explore these challenges and anticipate future ones if the discipline is to be sustained and even strengthened (Aldrich, 2021). The Society for the Study of Occupation recently commissioned a committee to take the temperature of the organization and propose suggestions and pathways for leading the science into the next 30 years. In addition to numerous calls to action, key findings from this Third Decade Initiative (TDI) report included increasing a sense of belongingness and creating bridges: bridges with membership, occupational therapy (Yerxa, 2000), other professions and beyond. While this report is specific to SSO, the mission of connection building to lead the science is not, and will take inclusive leadership to manifest moving forward. If occupational science is the discipline that informs the practice of occupational therapy and the practice is evolving, then occupational scientists need to be at the forefront of creative approaches to leadership.

Leadership as an occupation has yet to be researched extensively (Truskowski, 2017). This forum will first explore the occupations of leadership via a lens of doing, being, becoming, and belonging. Examining how occupational scientists are engaged in inclusive ways of doing, being, becoming, and belonging leadership is critical to exploring rapidly changing occupations and the related human occupational experiences. Next, exemplars of creative leadership such as the Indigenous Model and Social OT will be presented. Finally, participants will engage with presenters in a thought-provoking dialogue about the unique leadership needs of occupational science that can positively impact the trajectory of occupational science in the future.

Participants will explore leadership as occupation and consider these occupations from the perspective of doing, being, becoming and belonging. In addition participants will have an opportunity to explore leadership occupations through different lenses.

Keywords: leadership, social model, Third Decade Initiative

Discussion Questions

What are your reflections on leadership as occupation using the doing, being, becoming, and belonging framework?

What leadership occupations are needed to effectively move the science forward?

How are we being, doing, becoming, and belonging in ways that are creative and inclusive?

Learning Objectives

Upon completion, participant will be able to explore leadership as occupation.

Upon completion, participant will be able to discuss societal challenges and trends that will require creative and inclusive leadership.

Upon completion, participant will be able to use exemplars presented to inform the occupations of OS leadership.

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BEYOND WORDS: A BLOG-CENTRIC METHODOLOGY FOR UNVEILING OCCUPATIONAL NARRATIVES

Amy Lorino, Binghamton University

Pamela Talero Cabrejo, Thomas Jefferson University

Abstract

This theoretical paper discusses the use of publicly available Internet blogs for examining written narratives of occupational experiences. The intent of this paper is to present the authors' experiences with using web blogs in qualitative research to uncover rich occupational narratives.

Originating as a creative written expression in the 1990s, web blogging has evolved into a resilient form of personal narration, social identity formation, and a catalyst for healing and social transformation (Wilson et al., 2015). While public blogging experienced its zenith in the first two decades of the 2000s, it continues to be a potent expressive medium. Blogs are a viable and readily available source of rich data for qualitative research, particularly applicable for understanding lived occupational experiences.

Blogs have been used as stand-alone data sources for numerous social and health science research applications (Brooks & Savitch, 2023; Geuze & Goossensen, 2021; Wilson et al., 2015). Despite the prevalence of blog-based research in the literature, a cohesive research protocol is needed to implement this type of research (Lorino et al., 2023).

The main challenges for blog-based research include developing a structured, unbiased search process and designing rigorous and ethical blog selection, review, and analysis procedures. This theoretical paper aims to address these issues and foster the value of blog data for research by

providing a "how to" for using blogs as qualitative data for examining occupational experiences based on the presenters' firsthand research experience (Lorino et al., 2023) and Bowen's (2009) document analysis method.

Keywords: occupational experience, web blogging, qualitative research

Discussion Questions

How can blog-based research be used for social transformation or to enrich our understanding of lived occupational experiences?

What value do you see in using textual blog narratives to enrich the body of knowledge on occupational experience?

What are some applications for using textual blog data for researching occupational experiences across different populations?

Learning Objectives

Describe the procedures and steps for designing and implementing qualitative research studies that use publicly available blogs as a rich data source.

Discuss the value of using textual blog narratives in examining the intricacies of occupational experience.

Reflect on potential applications for using textual blog data for researching occupational experiences of health and illness across different populations.

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Funding: n/a

Submission ID: 1711450

FRIDAY, OCTOBER 18: AFTERNOON SESSION

NARRATIVE - IN - ACTION AS RESOURCE FOR SOCIAL TRANSFORMATION IN PROGRAMS FOR OLDER PERSONS

Staffan Josephsson, Karolinska Institutet

Linda Timm, Karolinska Institutet

Abstract

How can the notion of narrative – in – action, based on Ricoeurs theory on critical narrative interpretation, be a resource for social transformation in care for older persons living with diminishing capacities? According to Ricoeur, critical narrative – in – action involves the individual and social interpretation embedded in everyday human occupation. However less knowledge is developed on role and functioning of narrative and specifically critical narrative – in – action in relation to social transformation for older persons.

The aim of this paper is to present and critically discuss potential core functions of critical narrative – in – action in relation to social transformation for older persons. Three arguments based on ongoing empirical research and theory from the philosopher Ricoeur will be addressed.

- 1) Critical narrative – in – action is a central mode for establishing relevance and social transformation of programs and care for the older person in shifting circumstances. (Scholander et al 23)
- 2) Critical narrative – in – action is a resource for socially transforming care to support participation as well as personal and social agency. (Josephsson et al 2023)
- 3) Critical narrative – in – action is a tool for social transformation towards respect for vulnerability and towards destigmatizing health and social differences as a basic human condition when living with changing capacity (Mondaca et al 2018).

Social transformation is a key ambition as well as central knowledge area for occupational science. However there is a need to develop theory as well as empirically based knowledge on how everyday occupation matter for social transformation, This presentation is a stepping stone towards developing theory and empirically based knowledge in this area.

The notion of narrative – in – action, based on Ricoeurs theory on narrative interpretation, can be one theoretical resource in developing care for older persons living with diminishing capacities. Critical narrative - in - action can be resource for social transformation by linking critical individual and social interpretations in everyday occupations and influence management and local institutions.

This presentation links creativity in form of narrative with critical theory based on Ricoeurs political interpretation of narrativity and action and the ambition within occupational science to play a role in developing both programs and theory related to social transformation.

Keywords: narrative, social transformation, older persons

Discussion Questions

How can critical narrative – in – action become a mode for establishing relevance and social transformation of programs and care for the older person in shifting circumstances. (Scholander et al 23)

How can critical narrative – in – action become a resource for socially transforming care to support participation as well as personal and social agency. (Josephsson et al 2023)

How can critical narrative – in – action become a tool for social transformation towards respect for vulnerability, towards destigmatizing health and towards viewing social differences as a basic human condition when living with changing capacity (Mondaca et al 2020).

Learning Objectives

Upon completion, participant will be able to argue on how critical narrative in action matters in ambition to contribute to social transformation for older persons living with diminishing capacities.

Upon completion, participant will be able to reflect on how social narrative - in - action and respect for vulnerability interrelates.

Upon completion, participant will be able to argue on how critical narrative in action matters in efforts to destigmatizing health and social differences among older persons.

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ENHANCING INTERPROFESSIONAL CONNECTIONS THROUGH THE USE OF THE ARTS FOR EDUCATION, RESEARCH, PRACTICE AND ACTIVISM

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Abstract

This presentation will discuss reflections on creating the literary work: *Social Work and the Arts: Expanding Horizons*, a collection of global writings that explore the power of expressive methods to enhance affective education, clinical practice, participatory research, and community action. The editors are social work educators, researchers, and clinicians who have infused art into their practices for more than a decade and have benefited from learning with and from global colleagues about how they've fully integrated art into their respective practices to infuse vitality and growth. We then draw connections from these experiences to the field of occupational science, thus highlighting a natural yet necessary interprofessional collaborative opportunity to study the potential of art within human occupation.

Social Work and Occupational Science share core values, such as commitment to equity, human dignity, and social and moral justice, and often work together in clinical and community sites (Hocking, 2017; NASW 2022). Common as well to our fields is the recognition that art is an essential aspect of the human experience, and is a versatile means to build trust, facilitate healing, mitigate communication barriers, and promote activism to advance justice, and social change (e.g., Graham, 2002; Mirmiran et al., 2023). We argue that a natural synergy exists between art and science that inherently strengthens critical reflexivity and ethical practices. Specifically, how art can serve to bridge disconnection and miscommunication with stigmatized, marginalized, and invisible populations thus advancing equitable advocacy and research methods. Finally, we will apply “anticipatory consciousness” (Nissen, 2024) to demonstrate how the arts help us keep pace with the evolving needs and desires of future communities and to cultural shifts that affect us all personally and professionally.

The authors of this paper who represent interprofessional backgrounds from social work and occupational science believe that through an exploration of art, in all its capacities for human engagement, achieves SSO:USA's “Mission” to both promote occupational well-being and engagement and fosters much needed interprofessional connections.

The human condition is an infinitely diverse array of experiences and engagement. Exploring art, through social work, occupational science, and through interprofessional research, education, and advocacy is beneficial to the people we serve and is necessary to advance future efforts in social care, social justice, and human occupation.

This paper directly relates to the conference theme through its exploration of art both within and as human occupation.

Keywords: arts, science, interprofessional collaboration, anticipatory consciousness

Discussion Questions

In what ways is occupational science advancing the use of art in education, practice, research, and activism?

What are potential collaborations between occupational science and social work to promote and deploy the arts in their practices?

In what ways can collaborations between social work and occupational science among others enhance future practice and the promotion of well-being for individuals, families, and communities.

Learning Objectives

Describe the benefits of using art-based methodologies to enhance affective learning in occupational science, social work and other health professions education.

Describe how the arts can be effectively used to raise awareness of critical social issues that affect health and community wellness.

Identify collaborative art-based research opportunities that elevate the voices of marginalized groups, populations, and communities to effect positive change.

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DIABETES INTRUSIVENESS IN DAILY LIFE ACTIVITIES

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Abstract

While it is widely recognized that diabetes symptoms and self-management can interfere with daily activities, the extent and impact of these disruptions are poorly understood. Using data from an intensive longitudinal study of diabetes and daily activities, we examined the degree to which various activities were disrupted by diabetes, and associations between activity disruptions, illness intrusiveness, and diabetes-related quality of life (DQoL).

Participants were adults (age 18+) who had type 1 diabetes (T1D) and were willing and able to complete study procedures. Participants completed 14 days of ecological momentary assessments via smartphone at 3-hour intervals 5-6x/day. At each survey, participants indicated what activity they were doing, their activity performance and satisfaction, and whether and how diabetes interfered with the activity. At end-of-day, they noted activities they could not do or had to do differently because of diabetes. At study's end, participants completed the T1D and Life (T1DAL) measure of DQoL and the Adapted Illness Intrusiveness Rating Scale (AIIRS). Descriptive statistics and multilevel regressions were used to identify daily activity disruptions and their associations with illness intrusiveness and global DQoL.

Overall, 190 participants (40±14 yrs old, 54% female, 29% White, 40% Hispanic/Latinx, 31% other) completed 14,387 momentary assessments. Of these, 12.1% indicated activity disruptions. The most commonly disrupted activities were personal care (16.1% disrupted), sleep (14.6%), and housework/errands (13.4%), while the least were relaxing (9.6%), work/school activities (10.2%) and socializing (11%). Activities were most often disrupted by diabetes symptoms (55.4% of disruptions), second most by self-management activities (37.1% of disruptions) and least often by managing personal devices (26.5% of disruptions). Participants were unable to do desired activities because of T1D on 8.2% of days, most often housework/errands (3.8% of days), work/school, personal care, and leisure (2.6% for each). They had to adapt activities on 17.3% of days, most often housework/errands (6.9% of days), personal care (6.8% of days) and play/leisure activities (6.3% of days). Performance and satisfaction were significantly lower for disrupted vs. non-disrupted activities ($p < .0001$). Individuals who experienced more activity disruptions had greater illness intrusiveness ($p < .0001$) and poorer DQoL ($p < .0001$).

This study quantifies the extent to which diabetes intrudes on daily life activities, and illustrates the connection between these intrusions and quality of life. Although we did not directly evaluate the personal meaningfulness of disrupted activities, interference with meaningful occupations is likely a pathway through which activity disruptions affect quality of life.

Keywords: daily activities, diabetes, illness intrusiveness

Discussion Questions

What occupational science theories and constructs can help us understand the impact of these "micro-disruptions" of daily activities on well-being?

How does the degree of daily activity disruption impact an individual's sense of occupational balance?

How can we integrate the concept of "micro-disruptions" into studies of time use, temporality, and occupational participation?

Learning Objectives

Describe three ways that diabetes may disrupt daily life activities.

Identify the daily activities most and least likely to be disrupted by diabetes.

Articulate the impact of activity disruptions on quality of life for persons with diabetes.

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Submission ID: 1763466

CRITICAL PERSPECTIVE OF ELEMENTARY SCHOOL LUNCHTIME: WHAT HAPPENS WHEN IT IS UNDESIRABLE AND UNFULFILLING?

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Abstract

Public elementary school lunchtime in the United States (US) is considered free time where students engage in occupations such as making social connections with peers, play, and eating to prepare for academic engagements for the remainder of their school day. However, in this post COVID-19, neoliberal, lower-funded, and lower-staffed age, public-school lunchtime can leave elementary students to overcome multiple barriers including unclear lunchroom expectations, high noise levels, schools running out of food, and lack of time to finish their lunch. This paper critically examines the obstacles and lack of agency children with and without disabilities in public elementary school grapple with daily and provides student strategies on increasing student agency within and outside the institutional context.

Our paper draws on data from an ongoing multi-year participatory action research study exploring lunchtime experiences of first through fifth grade students and staff in public elementary schools in the US. The Ecology of Human Performance framework (Dunn, Brown, & McGuigan, 1994) guided our study design and analysis. Our data gathering methods included: student surveys with multiple choice and open-ended answers for all first-fifth grade classrooms; lunchtime observations; ten student focus groups; photos of the lunchroom; decibel readings during lunchtime; fieldnotes; and teacher interviews. The preliminary analysis was based on Kiger and Vapiro's (2020) six step qualitative data analysis through identifying initial themes. Additional staff interviews and follow-up student member checking will occur to confirm researchers' data interpretation and add any missing perspectives; then further analysis will resume.

Preliminary findings outline that students' lunchtime obstacles (e.g., lack of time, difficulty with transitioning quickly, unclear lunchtime expectations, lack of staff, and running out of food) coupled with perceived benefits (e.g., social engagement, play, and eating) can lead to an undesirable and unfulfilling lunchtime experience. It is important to note the students' absence of power and agency in this situation and how it shapes occupations surrounding eating, social participation, play, and education due to the complexity of contextual factors colliding. Finally, student strategies attempting to combat these issues will be shared.

In examining the students' lunchtime experiences, we gain insight into the relationship of their daily occupations and well-being along with the contextual barriers they faced. The absence of resources and expectations created a disadvantage for all students.

This study problematizes institutional and social issues that affect school lunchtime due to several contextual factors transacting, making it difficult for children to navigate elementary school lunch.

Keywords: children, lunchtime occupations, school, critical perspective

Discussion Questions

What types of contexts might be more easily modified to provide increased agency for elementary school students? And what suggestions do you have for these modifications?

What strategies would you consider beneficial for students to improve their lunchtime experiences and occupations despite their lack of agency?

If the issues students are facing during lunchtime in the current study are occurring in other public elementary schools across the country, how can occupational science researchers and advocates better support student agency to improve lunchtime occupations?

Learning Objectives

Identify contextual factors that have the potential to create barriers for students during lunchtime in public elementary schools in the United States.

Describe strategies that students could use to enhance their lunchtime experience despite their lack of agency.

Discussing the possibility of either increasing the students' agency in this situation and/or determining how contextual modifications can be made to improve the lunchtime experience.

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A TRANSDISCIPLINARY APPROACH TO CULTURALLY RELEVANT RESEARCH AND OCCUPATIONS WITH BLACK OLDER ADULTS

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Abstract

Culture is shaped not only by race and ethnicity but by the collective customs, values, norms, occupations, and histories of peoples. Culture plays an important role in the health and well-being of individuals, groups, and populations including in redressing health inequities, developing relevant and meaningful health interventions, and in cultivating trust and rapport with those receiving healthcare services.

This paper aims to highlight and demonstrate the importance of centering culture in occupation-based research and practices using an arts-based, transdisciplinary approach to working with Black older adults in a mid-sized urban community in the Midwest.

Per the 2020 United States Census, racial and ethnic minoritized people make up 42% of the U.S. population, however, occupational scientists and occupational therapy practitioners (OTP) in the U.S. come from overwhelming White, Western perspectives, and experiences. It is, therefore, essential that occupational scientists and OTP can effectively engage in research and practice with cultures other than their own, employing cultural humility and a willingness to work collaboratively and equitably with those embedded within the cultures they aim to know and serve.

In this study, the Sankofa Model in conjunction with Wilcock's Framework for Doing, Being, Belonging and Becoming are highlighted in the development and implementation of a culturally relevant, arts-based summer camp for Black older adults. Sankofa is a word from the Akan tribe in Ghana and when translated means "it is not taboo to fetch what is a risk for being left behind". Wilcock's Framework explores and integrates four components that together help to explain us as occupation beings.

In integrating the former and the latter, we hope to provide a roadmap of sorts for occupational scientists and OTP on effective inter-cultural collaboration in research and in the development and implementation of culturally relevant occupation-based programming and interventions toward health and well-being.

This theoretical paper speaks quite literally to the theme of the Art of Occupation: Creativity, Critical Theory, and Social Transformation as it focuses on a culturally driven, occupation-based arts program. The inter-cultural and transdisciplinary nature of the research along with the integration of a culturally relevant model with an OS framework speaks to critical theory and social transformation.

Keywords: culture, Black, older-adults, transdisciplinary, arts

Discussion Questions

How often have you considered culture in research and/or practice?

How often does your research focus on cultures other than your own? Why is this?

What can you/we do to expand the presence of diverse cultural representations and voices in OS and OT research in a way that is honoring, empowering, and without harm?

Learning Objectives

To understand the interrelatedness of culture and occupational engagement.

To explore the presence of culture in current occupational science and occupational therapy practice and research.

Discuss the potential impact of inter-cultural and transdisciplinary collaborations to support occupational engagement in minoritized groups and populations.

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CO-CREATING DIVERSE UNDERSTANDINGS OF THIRD PLACES THROUGH OCCUPATIONAL MAPPING

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Abstract

Critical qualitative inquiry centers the epistemological assumption that knowledge does not exist before participant-researcher interactions but is co-created through them, leading to an emphasis on dialogical methods that support co-creation. Occupational mapping, a visual elicitation method involving participants drawing maps of their occupations in context, facilitates co-creating knowledge regarding occupation as situated. This presentation draws upon data generated in a two-site on-going ethnographic study focused on expanding understandings of 'third places', that is, physical and virtual spaces beyond home and work that foster social connectedness. The purpose of this presentation is to illustrate how occupational mapping is facilitating a dialogical process through which participants and interviewers co-create diverse understandings of third places.

The study will occur in two phases. In Phase 1 (ongoing), up to 24 retirees will engage in three data generation sessions, including occupational mapping, photo elicitation, and a semi-structured qualitative interview. Within the audio-recorded occupational mapping session, participants draw a map of the places they go and the things they do in their everyday lives and dialogue with the interviewer regarding what they are drawing. Upon map completion, participants identify and discuss places on the map they consider to be third places, which form the basis of subsequent sessions. Analysis of the occupational maps and interview transcripts attends to elements represented and not represented on the maps, as well as the ways in which the mapping and dialogue processes generated understandings for participants and interviewers.

Findings illustrate how this method supports participants in creating situated understandings of third places in their lives, for instance, by bringing the meaning of such places to a new level of awareness or reframing places not previously considered as third places. We also attend to how the method enables generating knowledge regarding diverse characteristics and contributions of third places in retirees' lives.

Occupational mapping can facilitate a co-creation process through which participants actively generate understandings of the significance of third places as situated in their social conditions. Methods that support knowledge co-creation are essential to the continued diversification of occupational science's knowledge base, especially for concepts such as third places that have critiqued for being grounded upon the lives of middle class, employed males.

Generating diverse understandings of occupation and place through critical dialogical methods can expand concepts beyond middle class, normative understandings, a necessary step to inform social transformation.

Keywords: dialogical, place, diversity, social transformation

Discussion Questions

How can the researcher/interviewer contribute to co-creation of knowledge without imposing their own understandings on participants?

What types of third places might be difficult to draw and discuss using occupational mapping?

In what ways can occupational mapping augment other data generation and analysis approaches?

Learning Objectives

Upon completion, participant will be able to describe how occupational mapping can be used as a dialogical method

Upon completion, participant will be able to connect the use of dialogical methods to the generation of diverse understandings about situated occupational participation

Upon completion, participant will be able to critically reflect on knowledge generation as a dynamic process of co-creation.

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PERFORMING DAILY LIFE ACTIVITIES WITH A MAJOR DEPRESSIVE DISORDER: A CREATIVE RESEARCH APPROACH.

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Abstract

Current research in people with major depressive disorder (MDD) only describes the loss of daily activities but insight in the process of losing and regaining daily activities is missing. This study aims for a deeper understanding of the underlying mechanisms of losing and re-engaging in daily life activities when having an MDD.

A workshop was organized in which participants decided on how they answered the following research question, “How does an MDD influence your day-to-day activities”, in a way they felt comfortable with (e.g. narrative, poem, song, ...). This creative output was used as a starting point in a group discussion regarding the research question. The data from the group discussion was analyzed by a thematic analysis based on Braun and Clarke.

Five themes were identified in this study: Ignoring changes in performance (1) explains the fact that participants felt a change in mood and energy but were not ready to face the consequences of this on daily activities and life roles. Losing activities and life roles (2), refers to the process of losing activities and the influence on their identity. Change in activities (3), discusses the changes someone made before and after their treatment to perform activities. Recovery (4) was described by the participants as a result of the process of ignoring, changing, and adapting activities to regain control over their daily lives. To facilitate this process different needs (5) were described by the participants.

Performing occupations is crucial in the recovery process of a person. However, finding meaning in everyday life while suffering from a major depressive disorder (MDD) is challenging. Activities that once were meaningful aren't meaningful anymore. As health professionals supporting clients with an MDD, we lack understanding and tools for this specific client population.

By using creative data, the participants became co-researchers in this study. The focus of this research study was guided by their stories and the things they felt were important in answering our research question. The use of a creative medium accustomed by the participants gave them the self-confidence to engage in the research process. As a researcher, I think we can grow in the use of research methods that encourage and enable our target population to take an active part in the research project.

Keywords: Major Depressive Disorder, qualitative research, occupational performance, creative data

Discussion Questions

How can we, as researchers, facilitate the participation of the target population in the whole research process?

The key in regaining meaning in daily activities starts in performing the activities without a sense of meaning.

In supporting clients towards meaningful activities it is important to start with activities they know and were meaningful in the past.

Learning Objectives

Upon completion, participants will be able to describe the process of losing and regaining daily activities.

Upon completion, participants will be able to discuss the importance of involving the target population in the research process.

Upon completion, participants will be able to adapt their intervention based on the needs of people with a major depressive disorder.

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Submission ID: 1716310

BRIDGING AUTISTIC STUDENT EXPERIENCES WITH DIVERSITY, EQUITY, AND INCLUSION INITIATIVES: A DEWEYAN ANALYSIS

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Amber M. Angell, University of Southern California

Abstract

This theoretical inquiry aims to explore autistic students' participation in higher education through lenses of diversity, equity, and inclusion (DEI), justice, accessibility, and belonging (JAB) principles, and a Deweyan philosophy of democracy and education. The rising number of autistic students participating in higher education suggests a need for ensuring DEI initiatives represent diverse student body perspectives. Yet, autistic students, a vulnerable population, have been ignored in DEI efforts, threatening the 'democratic possibilities' of higher education whereby all students can realize their full potential and, in return, contribute their unique abilities to society.

We argue that DEI initiatives within higher education institutions have prioritized neurotypical students. Specifically, they perpetuate neurotypical hegemonies, forcing autistic students to adopt neurotypical norms, which restricts their opportunities for the freedom, equality, and growth granted to their neurotypical peers. We conceptualize these restrictions as occupational injustices and suggest that they reveal inadequate higher educational systems and structures, including DEI policies, that disrupt autistic students' occupational engagement. We recommend a Deweyan approach to promote structural-level changes that cultivate democratic opportunities within higher education. Further, building from Dewey's philosophy, we postulate that justice, accessibility, and belonging (JAB) within the occupational science paradigm complements DEI initiatives and is necessary for transforming the overall conditions of higher education, allowing all students' abilities to be realized.

Occupational scientists are increasingly investigating issues of DEI in higher education. There is an opportunity to leverage occupational science perspectives on DEI and to integrate principles of JAB to minimize the threats to 'democratic possibilities' for vulnerable groups within higher education. In doing so, our expertise can transform structural and systemic policies that limit freedom, equality, and growth among higher education students.

We have argued that institutions must reconfigure existing macro-level shortcomings, including DEI policies that neglect to prioritize all student voices. We also argue that an occupational science approach to integrating JAB and DEI efforts could help transform higher education infrastructures or policies that would ignite freedom, equality, and growth for all higher education students, both neurotypical and autistic alike.

This theoretical presentation engages with Dewey's scholarship to examine how autistic student experiences reveal the need for transformation in higher education to promote opportunities for freedom, equality, and growth for all students.

Keywords: higher education, autistic students, DEI, Dewey

Discussion Questions

How did the presentation contribute to current understanding of occupational engagement in higher education for autistic students?

We have proposed the need for merging an occupational science lens with JAB and DEI principles to promote social transformation in higher education that includes autistic voices. What are the affordances and constraints of using such a framework?

We have used Dewey's scholarship as a consideration for transforming higher education. What other occupational science scholarship might we consider helpful in increasing students' opportunities for freedom, equality, and growth in higher education?

Learning Objectives

Participants will identify two to three ways in which autistic student experiences may or may not be reflected in diversity, equity, and inclusion (DEI) initiatives in higher education

Participants will describe how a Deweyan approach could elicit the transformational change needed to address policy within higher education that would enhance freedom, equality, and growth among all students

Participants will articulate ways in which an occupational science perspective is complementary to DEI, justice, accessibility, and belonging (JAB), and Deweyan scholarship to transform higher education

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TOWARDS EPISTEMOLOGICALLY PLURALIST APPROACHES TO STUDY LIVED SENSORY EXPERIENCES OF PEOPLE WITH SERIOUS MENTAL ILLNESS

Ben Lee, University of New Hampshire

Abstract

The purpose of this presentation is to argue for the value of using multiple knowledge paradigms (i.e., epistemic pluralism) (Kinsella, 2012) to study the lived sensory experiences of people with serious mental illness, by presenting findings from two studies (one completed, one ongoing).

Most research in psychology and occupational therapy on sensory processing for adults with serious mental illness are primarily quantitative, questionnaire-based studies searching for correlations between observable behavior and neurobiological activity (Lee & Syu, 2023). While such studies help researchers better understand the role of the brain, they overlook the experiential and phenomenological aspects of the senses, perhaps better articulated as “sensory experiences,” that emerge in relation to time, place, and occupations (to name three factors).

This paper argues for epistemologically pluralist approaches towards studying this subject matter, using both technical and interpretive/critical paradigms (Kinsella, 2012). To support this argument, findings from two research studies (1 completed, 1 ongoing) will be presented: the completed study involved developing a new instrument on sensory experiences and participation in daily activities with people with lived experience of serious mental illness as instrument co-writers and developers, challenging existing assumptions in research that people with serious mental illness lacks awareness (i.e., illness insight) of their circumstances.

The in-progress study explores sensations that affect participation in workplace activities for adults with serious mental illness, using both verbal (interview) and nonverbal (graphic drawing) ways of conveying sensory experiences, as well as sensory processing questionnaires. Some preliminary results will be presented, with particular focus on the use of drawing and graphic research methods as a potentially productive avenue for accessing embodied aspects of sensory experiences and occupational engagement (Bailliard et al., 2023) and triangulating the qualitative (drawings, interview) and quantitative (sensory processing questionnaire) data to find novel insights.

Occupational science is well-positioned to make epistemologically pluralist contributions towards studying sensory experiences, given its emphasis on a holistic understanding of occupation (Hocking, 2009). By adopting research strategies with pluralistic ways of knowing (i.e., epistemology) and conducting research, occupational scientists can conduct more nuanced, holistic research grounded in occupation, with potential for meaningful community partnerships.

By working with study participants as collaborators as well as diversifying research methods being used, occupational scientists can develop a broader and deeper understanding of the relationship between the neurobiological and experiential aspects of the senses for people with serious mental illness, and illustrate the vital role of occupation.

Keywords: sensory experiences, epistemological pluralism, serious mental illness

Discussion Questions

Many studies on sensory experiences and sensory processing focus on auditory and/or visual aspects. What other ways could occupational scientists and occupational therapists explore different senses (e.g., olfaction, gustation, interoception)?

While occupational therapists and occupational scientists have a robust understanding of "occupation," other health sciences researchers may not. What are some ways occupational scientists can work in interdisciplinary settings to explain and advocate for "occupation" as an important concept when studying sensory experiences and sensory processing?

What other research methods could be suitable for studying sensory experiences beyond observing neurobiological and behavioral responses to sensory stimuli?

Learning Objectives

Upon completion, participants will be able to describe what epistemological pluralism is and explain its relevance to occupational science research.

Upon completion, participants will be able to list salient research methods for studying lived sensory experiences of various population groups (e.g., people with serious mental illness).

Upon completion, participants will be able to explain the usefulness of occupation in research about sensory processing and sensory experiences to interdisciplinary audiences.

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THE POWER OF SCIENTIFIC JOURNAL COVER ART TO SHAPE OCCUPATIONAL IDENTITIES AND DEMOCRATIZE KNOWLEDGE

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Abstract

This paper discusses the creative use of cover art in scientific journals as a medium to document, reflect, and (re)shape collective occupational identities and social practices. Guided by the sociology of images, which advocates for images as knowledge and key icons that represent social realities and shape how people (re)think and interact (Burri, 2012; Rivera Cusicanqui, 2015), the session presents an analysis of the visual logic of cover art of the Colombian Occupational Therapy Journal from 2006 to present, demonstrating how images contribute to the storytelling of professional practices, offering an alternative way for knowledge creation and dissemination, a mirror for practitioners to view their work and its impact on society, fostering social transformations, and dialoguing creative ways for democratizing knowledge in occupational science (Veiga-Seigo et al., 2024).

Cover art in scientific journals does more than merely decorate or attract attention; it is a critical narrative tool that encapsulates professional communities' ethos, values, and cultural norms. By integrating artistic expression with scholarly communication, cover art becomes a conduit for conveying the nuanced aspects of professional knowledge, thereby fostering a richer understanding of a professional community's everyday practices.

The strategic use of cover art in scientific journals represents a powerful yet underutilized avenue for knowledge production and dissemination and for studying human occupation, enriching the narrative of occupational science. This visual dimension adds depth to understanding how occupations are perceived, experienced, and transformed, enriching the discourse on occupational engagement, identity formation, and the socio-cultural dynamics that shape professional landscapes.

By bridging art and science, cover art can amplify the voice of occupational communities, celebrate the diversity of professional practices, and inspire critical reflections on the future directions of occupational science.

This proposal aligns with the conference's theme, “The Art of Occupation: Creativity, Critical Theory, and Social Transformation,” by showcasing how artistic expression through cover art can serve as a creative and critical tool for documenting and influencing the social practices and identities within professional communities and democratizing knowledge.

Keywords: visual representation, knowledge democracy, occupational identity

Discussion Questions

In what ways can cover art challenge or reinforce traditional narratives within occupational communities?

How can cover art contribute to democratizing knowledge in occupational science across different cultures and societies?

How might occupational scientists and occupational therapy practitioners leverage artistic expressions to foster social transformation within their fields?

Learning Objectives

Describe how cover art in scientific journals is a powerful tool for documenting, reflecting, and reshaping collective occupational identities and social practices.

Discuss the impact of cover art on shaping the occupational identities and knowledge of scientific communities.

Discover the value of cover art in scientific journals as a tool for knowledge democratization

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Funding: n/a

Submission ID: 1749623

BATOK: THE EXPLORATION OF INDIGENOUS FILIPINO TATTOOING AS A RESISTIVE COLLECTIVE OCCUPATION

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Karen McCarthy, Dominican University of California

Abstract

Previous research on tattooing from an occupational science perspective has considered European tattooing and its engagement and implication on the individual (Kay & Brewis, 2017). However, little focus has been explored on indigenous tattooing practices and its meaning among all members of the ceremony. Framed in theories of Collective Occupation (Ramugondo & Kronenberg, 2015), Doing, Being, Becoming, and Belonging (Wilcock, 2002), this qualitative research explores how batok is experienced by the person and their identified community.

A phenomenological approach was utilized to explore the meaning of batok. Three Filipino participants who had participated in a batok ceremony and received a batok tattoo, and four family or community members identified by the individual were interviewed. The interviews were recorded, transcribed, and analyzed using reflexive thematic analysis.

Three themes were identified: Kapwa, Revealing One's Batok, and Decolonization and Reclamation as a Cultural Practice. These themes are situated in the lens of a collective occupation and encapsulate the experience of the batok process among individuals with batok and their family/community members. Findings support the conceptualization of batok as a resistive collective occupation.

This research provides deeper insight into the collective occupation of Indigenous cultural practice, with the potential to expand occupational science's understanding of decolonizing occupations. Its exploration within an occupational science framework can aid in reducing the residual stigma from colonization through uplifting resistive occupations that challenge the attitudes that nearly contributed to the annihilation of batok. Acknowledgment of the importance of diverse and nonsanctioned occupations on an individual's communal identity, and the impact that community has on their experience, calls for occupational scientists to explore occupations from collective and Indigenous perspectives.

Batok, an Ilokano term for Indigenous Filipino tattooing, involves hand-tapping ink made from pine soot and water using bone/wood implements with needles (iron, brass, bamboo, or thorns) (Wilcken, 2010). Each unique design signifies ancestral lineage and placement indicates the nature of the task. The quantity of batok reflects one's bravery and nobility. Modern-day batok (Philippine post-colonial era) varies in the type of materials used for the practice, but traditional elements of the batok the process remains the same. Through the practice of batok, there was an intertwined experience and expression of words, sounds, art, and creativity all reflecting on the state of body, mind, and spirit.

Keywords: collective occupation, resistive occupation, decolonization

Discussion Questions

How can we amplify and explore indigenous, resistive, and/or collective occupations in occupational science?

What methods can best capture experiences of collective and indigenous practices?

How can decolonization theories be implemented into our practice and/or research?

Learning Objectives

Upon completion, participants will be able to identify an indigenous and collective occupation and its relevance to occupational science

Upon completion, participants will be able to understand theories of collective and resistive occupation and its relation to indigenous and communal identity

Upon completion, participants will be able to understand the importance of indigenous, collective, and resistive occupations and its influence on decolonizing occupational science and occupational therapy

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OCCUPATIONAL THERAPY STUDENTS' EXPERIENCES OF GRADUATE PROGRAM CULTURE: A PHENOMENOLOGICAL EXPLORATION

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Abstract

The purpose of this dissertation study was to explore the lived experiences of occupational therapy graduate students around the cultural values, beliefs, and attitudes of an entry-level occupational therapy graduate program.

Eight second year students from one entry-level doctoral program participated in two semi-structured interviews at least two weeks apart and prior to their level II fieldwork experiences. All but one participant completed both interviews virtually. The study utilized phenomenological philosophy and methodology. Two phases of member checking and triangulation of data supported credibility. Data analysis processes included field notes, audio and video recorded interviews, and the primary investigator's reflexive journal entries for transferability and dependability. Demographics were gathered to inform discussion and support thick description. Thematic coding, Invivo analysis, and hermeneutic circle were utilized for in-depth analysis.

Preliminary findings support student perceptions of program culture as dynamic, contradictory, and responsive to local factors that may or may not align with the profession's culture. Themes and sub-themes are currently being finalized, however, diversity, experiences of natural segregation and bias, advocacy for validation, and the impact of contextual factors on student learning and developing professional identity provide ample opportunities for reflection, discussion, and further research regarding educational occupations.

Occupational science informs occupational therapy, and both the discipline and profession are concerned with engagement in meaningful, health promoting occupations. This dissertation moved the focus from practice related concerns to explore the occupation of education through the role and experiences of entry-level occupational therapy doctoral students. Although analysis processes have been intentionally data driven, the dimensions of being, doing, becoming, and belonging have been identified throughout. New knowledge regarding student perceptions of occupational therapy culture through their local educational experiences is relevant to occupational science by revealing hidden phenomena within professional education.

This phenomenological study aligns with the conference theme of art through human experience. Occupational therapy is a practice of science and art, therefore occupational therapy students are expected to embody the science and art of the profession through professional education. This dissertation revealed student perceptions of program culture as well as influential factors and meaningful experiences that expressed the art of their professional journey. Preliminary findings

revealed the need for continued focus, discussion, and efforts to enhance diversity of educational contexts and consistency of inclusive and equitable educational practices that impact student learning and their developing professional identity.

Keywords: education, culture, occupational therapy students, phenomenology, professional socialization

Discussion Questions

How might you describe the culture of your professional program, whether an educator, practitioner, or student?

Where might the art lie within your teaching, learning, and/or practice?

What are ways in which artistry may be emphasized through the occupation of education?

Learning Objectives

Upon completion, participant will be able to verbalize the culture of their professional program, whether an educator, practitioner, or student.

Upon completion, participant will be able to reflect on and discuss contextual factors that influence the occupation of education.

Upon completion, participant will be able to identify opportunities to improve the artistry of students' educational experiences.

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THE TRANSACTIONAL NATURE OF SENSORY EXPERIENCES IN AUTISTIC INDIVIDUALS

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Abstract

Sensory experiences greatly impact autistic individuals' lived experiences and everyday occupations. In occupational science literature, sensory experiences are primarily viewed as deficits that reduce occupational engagement for autistic individuals (Shaaf et al., 2011). There is limited understanding of sensory experiences as more continuous constructs encompassing both strengths and deficits with a transactional relationship between sensory experiences, various contexts, and autistic individuals' personal factors. By using transactionalism, occupational scientists can deepen the understanding of sensory experiences to include strengths within the contexts of specific occupations (McCarthy et al., 2023). For example, the same sensory experience of sensitivity to light may impact different individuals differently depending on time of day, social factors, or the physical environment. One autistic individual may view this hypersensitivity as a facilitator of occupational engagement and identify with this hypersensitivity as part of their identity, while another may view it as a barrier to engagement, and this may be further determined by other transactional factors. In this presentation, we will use a critical lens to explore the transactional nature of sensory experiences by using documents and examples that both reflect and challenge current assumptions of sensory experiences in autistic individuals in the broader discourse.

Current literature in other disciplines identifies specific sensory functions (e.g. visual perception) as strengths for autistic individuals (Warren et al., 2021); however there is a need for occupational science to critically evaluate how sensory experiences, focusing on strengths, are facilitators of occupational engagement for autistic individuals across various contexts.

Occupational science provides a unique lens to view sensory experiences as potential strengths in autistic individuals. This presentation and discussion will examine examples of this phenomena and further the discourse around how sensory experiences are constantly constituted by the individuals within contexts. These examples are strengthened through applying occupational science concepts such as transactionalism and meaning-making through occupational engagement in autistic individuals (Aldrich 2008; Solomon, 2012).

Applying a transactional lens to sensory experiences may allow occupational scientists to begin to define sensory strengths, and how they apply to occupations for autistic individuals. Exploring examples of sensory strengths and challenging prevailing notions of sensory experiences as deficits has implications for the questions that occupational scientists ask and the research methodologies used to deepen this understanding.

The premise of this presentation challenges current discourses around sensory experiences, as solely negatively impacting autistic individuals. This presentation seeks to highlight some taken-for-granted notions surrounding sensory processing in occupational science.

Keywords: sensory experiences, autism, strengths, transactionalism, occupational engagement

Discussion Questions

How are sensory experiences constituted by the present discourses, systems, and assumptions held about autistic individuals?

What are some methodologies that could be used in occupational science to promote more understanding of sensory strengths and occupational engagement?

What are some distinctions in the ways sensory experiences are transacted through contexts?

Learning Objectives

Describe the transactional nature of sensory strengths in autistic individuals.

Identify how present discourses, systems, and assumptions reflect our understanding of sensory experiences.

Articulate how occupational scientists can address questions surrounding more nuanced views of sensory experiences.

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THE CRITICAL METHODOLOGICAL IMPASSE: ANALYZING THE DISCURSIVE PRACTICES OF SSO:USA SCHOLARSHIP

Adam DePrimo, University of New England

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Abstract

Dr. Debbie Laliberte's 2012 Townsend & Polatajko Lecture called for an urgent need of occupational scientists to adopt critical methodologies as necessary modes for scientific pursuit within the discipline. Their thesis (2013) argued for "problematizing the individualizing of occupation" in relation to broadening a disciplinary perspective of occupational engagement that acknowledges the greater socio-political, discursive structures shaping occupational opportunity. A key component of critical methodologies necessitates the use of critical reflexivity. This requires reflexivity of the scientist(s)'s biases and positionality, but also demands disciplinary reflection as well. Over the past decade, *The Journal of Occupational Science* has published articles that have explored differing methods for enacting the critical potential to understand occupation (e.g., Ramugondo, 2015; Kiepek et al., 2019; & Lavalley & Johnson, 2020). This current research study employs a critical discourse analysis (CDA) that analyzes abstracts submitted and presented throughout this past decade's SSO:USA Annual Research Conferences to assess if and how discursive representation of critical and reflexive efforts within our scientific endeavors as a Society has progressed. We believe a CDA that addresses SSO:USA scholarship serves as a necessary disciplinary-reflexive practice to challenge the taken-for-granted habits of scientific discourse prevalent within our Society. The results of this research can then be used to initiate Societal conversation which informs how to advance the study of occupational science that includes diverse and decolonizing perspectives of human engagement.

This research utilizes a Foucauldian (1972) archaeological and genealogical approach to analyze the prevalence and trajectory of critical methodological employment featured in this past decade's SSO:USA conference scholarship. This CDA design was chosen to highlight the historical, systemic societal practices along with a contemporary lens of discursive critique that challenges the representational power of current SSO:USA scholarship. Data collection and

analysis includes all accepted “research” and “theoretical” paper and poster submissions as well as forum and panel submissions featured in the official Conference Proceedings publications.

This CDA is currently in progress and will be completed by September 2024. Results and implications will be ready for dissemination and presentation for the 2024 Annual Research Conference.

This research provides a necessary critical analysis of our Society’s scientific, discursive practices to engage a discussion that promotes the future potential to explore the diversity of human occupation.

This research relates to the conference theme by employing a critical theoretical perspective in OS scholarship.

Keywords: critical discourse analysis, critical potential of occupational science, critical reflexivity, SSO:USA reflexivity

Discussion Questions

How has our Society’s scientific practices, as represented through SSO:USA Conference abstracts, responded to Dr. Laliberte’s 2013 call for critical methodologies?

What can we learn about our Society by critically reflecting on our discursive practices and how can these lessons inform future scientific endeavors?

What efforts must still be achieved to actualize sustained exploration into the critical potential of occupation within SSO:USA and OS as a discipline?

Learning Objectives

Upon completion, participants will be able to demonstrate the utility of a critical discourse analysis (CDA) within occupational science research.

Upon completion, participants will be able to describe the discursive practices of SSO:USA scholarship over the past decade.

Upon completion, participants will be able to reflect on the current state for exploring the critical potential of occupation.

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WHEN POWER SPEAKS BACK: A CASE FOR EXPANDING ANALYZES OF SOCIAL TRANSFORMATION

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Ryan Lavalley, University of North Carolina at Chapel Hill

Abstract

The intent of the session is to explore the utility of Deweyan pragmatism to occupational science's explorations of social transformation. Three actions from an art-activist collective during the AIDS crisis-era, Gran Fury, are analyzed through the lenses of occupational reconstructions and pragmatic theory.

Although an expanded understanding of Deweyan pragmatism - one that includes his theorizations around politics and art - adds value to occupational science's analyses of social transformation, these theories alone are insufficient to address the nuance of such processes. Pragmatic theory falters in considering power and its re-coordination to maintain the status quo in spite of purposeful and disruptive actions on the part of the public.

Occupational science would benefit from deeper theoretical synthesis and interrogation of social transformation, using particularly critical theory, but also theories from social movement and collective action studies. Doing so would enrich our understandings of occupation emerging at this level of society, and demonstrate our potential contributions to describing and mobilizing occupation for social transformation through our disciplinary analytical lenses.

We argue that occupational science has the potential, through its attention to occupation, to explain the relationship among everyday practices within these larger movements to better understand their failures and success, and even more critically, shed light on how systems and structures of power respond. To do so, we recommend a synthesis of Deweyan pragmatism,

critical theory, and social movement studies. This will bolster the discipline’s capacity to engage in broader disciplinary conversations and implement new methodologies to study occupation.

This paper explores a historical example of arts-based activism oriented toward not only illuminating societal issues, but resolving them through health justice in the marginalized queer community.

Keywords: collective occupation, social transformation, arts-based activism

Discussion Questions

What methods come to mind for analyzing re-coordinations on the part of power structures?

How can we lean into the tension between the occupationally-constructed nature of the Deweyan state and the discourse-constructed nature of the Critical Theory state?

What examples of contemporary social transformation are relevant to this analysis?

Learning Objectives

Upon completion, participants will be able to develop an expanded conceptualization of Deweyan pragmatism that includes his theoretical works around politics and art.

Upon completion, participants will be able to dissect whether occupational science is currently positioned to address the nuance of social transformation.

Upon completion, participants will be able to propose potential methods for occupational science to better analyze collective social transformation.

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OCCUPATIONAL JUSTICE WITHIN OCCUPATIONAL THERAPY PROGRAMS

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Abstract

This paper aims to promote fairness in occupational therapy education by highlighting the challenges that students from disadvantaged backgrounds may encounter. This paper reviews how barriers to accommodation services, challenges in socializing and leisure, and lack of academic support can result in a disadvantage. The presenters are students with an intersection of shared experiences and challenges in navigating their occupational therapy program. They will discuss how their challenges were overlooked and unaddressed at times.

Encouraging students' intellectual, social, and emotional engagement in learning environments improves self-assurance, academic accomplishment, and general health. It is critical to understand how barriers to education may arise from the absence of access to mentorship, professional attire, technology, accommodation, and transportation. Without adequate assistance, students are unable to engage in worthwhile educational activities like fieldwork, in-class activities, or involvement within the program.

Research has shown that occupational therapy programs do not provide enough support or resources for minority students (Brown et al., 2021; Kitchens et al., 2022). Yet, there is a paucity of research on minority students' performance and engagement in the occupation of attending occupational therapy school. Additionally, such limited resources can create multiple risk factors that lead to an increase in dropout rates for students in graduate programs (Wollast et al., 2018). There is a critical need to address such issues to promote a diverse field.

We will discuss meso-level interventions for occupational therapy programs, such as establishing a mentorship program between current OTs and students, that can be tailored to support minority students, or seminars that can facilitate discussions on overcoming systemic barriers that affect minority students' success in the program. Such ideas aim to cater to the diverse needs of students by considering the intersections of gender, disability, race, and other characteristics. In the process, we will share the success of our educational transition because of the support from our program. Examples include the mentorship program run by faculty, clothing drives hosted by student-run organizations, programs socializing events, and opportunities for community outreach. Overall, we intend to highlight the importance of having a supporting program that meets the needs of the students.

Together, we can develop and advance a change that will improve students' health and happiness, make it easier for all occupational therapy students to access a fair learning environment, and promote their participation in occupations.

Keywords: health, minority, student

Discussion Questions

How might programs like student-run clubs, seminars, and courses assist in facilitating the transition into an Occupational Therapy program for minority students?

What are some of the specific challenges marginalized students face in an Occupational Therapy program?

What future effects does it have on the field's diversification if such issues are not addressed?

Learning Objectives

Upon completion, the participant will be able to implement interventions and make macro, meso, and micro changes that will help minority students succeed in Occupational Therapy programs.

Upon completion, the participant will be able to understand how students in Occupational Therapy programs may identify as minorities because of a variety of overlooked factors.

Upon completion, the participant will be able to demonstrate how minority students in Occupational Therapy programs require additional support to advance their education and diversify the Occupational Therapy field.

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Submission ID: 1752378

SATURDAY, OCTOBER 19: MORNING SESSION

CREATIVITY IN CONTINUUM: WHITEHEAD'S UNIVERSAL PROCESS AND THE ESSENCE OF OCCUPATION

Allison Mula, University College Cork |Queen Margaret University, Edinburgh

Abstract

In this theoretical exploration, I propose the introduction of Alfred North Whitehead's philosophy of organism (PO) into the discourse of occupational science (OS), with a particular focus on creativity as the fundamental nature of reality (Whitehead, 1929). Whitehead's concept of concrescence, a term describing the process by which the basic elements of reality (actual occasions of experience) come into being, provides a speculative analytical guiding scheme for the analysis of occupational experience and self-creation.

From a Whiteheadian perspective, creativity is not an episodic or artistic output, but an immanent characteristic of reality (Whitehead, 1929). It is a continuous unfolding that is intrinsic to every experience; this challenges traditional conceptions of creativity by reframing all experiences as creative processes. Viewed through the lens of PO, occupation can be understood not as an activity or doing but as a condition of engaging experience, where to be occupied is to be lured into an enmeshed process of creative becoming (Whitehead, 1929).

Further expanding on creativity, the PO recognizes that experience, and thus creativity, is not exclusive to human entities (Dewey, 1937; Whitehead, 1929). Because creativity is a characteristic of reality itself, manifesting in various novel forms to compose the natural world, PO recognizes that each entity, whether human or non-human, participates in "transjective" (Vervaeke, 2019) creation and is an inseparable contributor to the collective experience of reality.

Integrating the PO into the discipline of occupational science encourages a perspective where occupation is understood as a process that binds the human experience with the broader experiential field. By adopting Whitehead's expansive philosophical framework, we invite the reimagining of occupation as a universal condition of creative engagement and create space for divergent ways of knowing and experiencing the world.

In conclusion, this abstract proposes the integration of Whitehead's PO into occupational science discourse with the intention of expanding our perspective on occupation and occupational experience. By grounding our analysis of experience in the speculative but analytical framework of the philosophy of organism, we foster exploration of an ecological kind. Additionally, the intention here is to extend an invitation to re-enliven discussions and debates on the concept of occupation and to utilize imaginative generalization (Whitehead, 1929) as a catalyst for creative and neurodivergent thinking within the field.

Keywords: process philosophy, philosophy of organism, self-creation, Alfred North Whitehead, creativity

Discussion Questions

What is occupation?

What do we mean by experience?

Is occupation exclusively a human experience?

Learning Objectives

Discuss alternative conceptualizations of occupation.

Demonstrate understanding of the core tenets of Alfred North Whitehead's philosophy of organism and its application to occupational science.

Discuss alternative views of occupation offered by a neurodivergent conceptualization of reality.

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CLIMATE, ECOLOGY, AND SUSTAINABILITY IN OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY LITERATURE: A MAPPING REVIEW

Denise M. Nepveux, Duke University School of Medicine

Karol Guerrero, Duke University

Abstract

Climate-change-caused occupational deprivation endangers mental health, human rights, food security and survival needs of vulnerable and low-resourced populations. The complexity of this crisis calls for interdisciplinary OT and OS research, theory, applied practice and pedagogical

development for just occupational transitions. This review's purpose is to evaluate how and whether such developments are appearing in published international, multilingual literature.

A bicultural and bilingual research team mapped climate change, sustainability, and ecological themes in international, multilingual literature concerning OT and OS. With expert librarian support, we searched Scopus, CINAHL, Embase, and LILACS databases in September 2024 for abstract words "occupational therapy" or "occupational science" and several climate and sustainability-related terms in English and Spanish. Using Covidence software, we eliminated nearly 6000 abstracts. We evaluated the remaining 322 articles using inclusion and exclusion criteria and extracted author location, journal location, language, year of publication, format, themes and arguments from 98 articles. We analyzed quantitatively, attending to geographic variation and temporal trends.

In-process results suggest:

- no more than 11 publications per year since 2010
- most articles published in international OT and OS journals (i.e., WFOT, JOS, OT International)
- US-based authors are the most frequent contributors
- US-focused journals and magazines published 10%, with half of these in nursing or science fields
- Few have interdisciplinary authorship
- 14% published in Spanish, French or Portuguese
- 50% theoretical pieces or calls to action

Based on authorship and site of publication, the international occupational science community is leading the OT and OS climate crisis response, including robust contributions from Latin America, Europe, Canada, Australia and New Zealand. Relative silence on climate within US-based OT journals may delay updating of US curricula and ACOTE standards. Further, little applied research or ecological practice guidelines are published. Readers who only access English language or US-based OT publications may be relatively untouched by these crucial and time-sensitive messages, which are comparatively prevalent internationally. Occupational science bears a crucial role in leading this intellectual, political, scientific and ethical agenda.

Critical theory supports examining how the marketplace structure and individualistic ethos of US healthcare may explain reluctance (at best) to attend to the climate crisis or to expand OT's definition of "environment" to encompass air, land, and water.

Keywords: climate crisis, ecology, sustainability, curriculum, literature review

Discussion Questions

What is occupational science's role and responsibility, if any, in influencing occupational therapy curricula?

What do you see as occupational science's most promising contributions to climate mitigation and adaptation?

Do occupational scientists need additional or specialized grounding in the natural sciences to make substantive contributions to climate and sustainability research and practice? Or is interdisciplinary collaboration the way forward?

Learning Objectives

Describe mapping review methods and contrast them to scoping reviews.

Identify several strengths and gaps in occupation-related research literature concerning climate change, sustainability, and ecology.

Reflect upon and discuss the need for interdisciplinary research and curricular development concerning the relationships between occupation, climate, ecology and sustainability.

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Submission ID: 1752340

THE INTERSECTION OF OCCUPATION AND WELL-BEING IN MUSICIANS: A MIXED METHOD STUDY

Yoko E. Fukumura, University of Southern California

Shawn C. Roll, University of Southern California

Abstract

While participation in music has been shown to contribute to positive well-being in the general population, for musicians, music participation is known to come with risks to well-being as well. In professional musicians, music playing seems to have a complex intersection with well-being: engaging in music can be protective against the numerous occupational demands of the career (Willis et al., 2019), but excessive amounts can become a risk factor for physical and mental health issues (Kenny & Ackermann, 2015). In this study, we explored how occupation and occupational identity play into well-being experiences in student musicians.

Eight musicians in higher education music programs across the U.S. were recruited using purposive sampling from a previous national study of music students. Using an explanatory sequential design, daily logs were collected followed by individual interviews to discuss quantitative findings. Participants first completed modified Day Reconstruction Method (DRM) surveys for seven consecutive days, where each activity was reported chronologically, along with associated feelings of hedonic and eudaimonic well-being (Kahneman et al., 2004). Follow-up one on one interviews were then conducted to further explore well-being experiences and contextualize findings.

Reported activities were categorized using the Occupational Therapy Practice Framework (OTPF) IV for analysis. All activities were represented via eight OTPF categories of ADL, IADL, Rest and Sleep, Leisure, Social Participation, Health Management, Education, and Work. An additional category was created for all music-related activities (i.e., practice, rehearsal, performance, lesson, coaching, jury performance, and studio class). Across all participants, hedonic and eudaimonic well-being were highly correlated ($p < 0.001$). Statistically significant differences were noted in both hedonic and eudaimonic well-being across different OTPF categories of activities ($p < 0.05$). Interviews explored student perception of DRM results and the role of music to their occupational identity and well-being.

While occupation has been said to function as building blocks to an ever-changing identity (Blank et al., 2015), the intersection of occupational engagement, identity, and well-being in artists has not been examined previously. This study provides a preliminary exploration of how occupational participation can both support and hinder well-being in musicians. Deeper understanding of musicians may inform well-being supports not just for musicians, but other similar populations as well.

While there are infinite possibilities for positive therapeutic and societal outcomes of art, being an artist comes with its own unique set of challenges. Occupational science perspectives have potential to lead the conversation for developing health promotion for artists such as musicians.

Keywords: musician, well-being, mixed methods

Discussion Questions

Within this study, the activity of music engagement in music students did not cleanly fit into any one OTPF category. Is there a need to add or modify OTPF categories to include art-based occupations?

How might musicians' experiences of occupational engagement and occupational identity impact their well-being? How is this unique from other occupational groups?

How can occupational science perspectives be applied to support musicians or other artist populations?

Learning Objectives

Upon completion, participant will be able to demonstrate understanding of unique well-being experiences of music students, and discuss implications for other artist populations.

Upon completion, participant will be able to demonstrate understanding of associations of engagement in OTPF activities and well-being experiences in music students.

Upon completion, participants will be able to describe how an explanatory mixed method design can be used to understand the intersection of occupational engagement and well-being.

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Submission ID: 1752782

COLLECTIVE OCCUPATIONS IN A CONTEXT OF COLONIALITY: EQUITABLY SUPPORTING COHESION IN DIVERSIFYING COMMUNITIES

Suzanne Huot, University of British Columbia

Anne-Cécile Delaisse, University of British Columbia

Abstract

Policies attracting French-speaking immigrants to Canada aim to demographically support Francophone minority communities (FMCs); yet these policies and their implications for collective occupations (Ramugondo & Kronenberg, 2015) and community cohesion are rarely addressed in relation to decolonization. Potential immigrants are recruited from former French and Belgian colonies where their relationship to one of Canada's official languages is shaped by these colonial histories and their legacies. Selected immigrants then live on traditional, ancestral, and often unceded Indigenous lands, becoming part of Canada's ongoing settler-colonial existence. We examined ways that collective occupations within FMCs are situated within a context of coloniality (Ramugondo, 2018). We also considered whether these occupations serve to resist and/or reproduce colonial dynamics, particularly given that FMCs and Francophone immigration policies contribute to the myth of Canada's "two founding nations."

As part of a larger comparative study of four cities, we conducted a critical ethnography in Metro Vancouver's Francophone community, including: a critical discourse analysis of 88 documents pertaining to immigration and FMCs; 13 key informant interviews; 24 in-depth interview and occupational mapping sessions with community members (12 born in Canada, 12 born abroad). Inductive and critical theoretical analysis was informed by our framework drawing on intersectionality and the politics of belonging to understand how occupations are situated within intersecting systems of power and oppression (Collins & Bilge, 2020; Yuval-Davis, 2011).

Analysis highlighted 3 important considerations for understanding how collective occupations can shape (de)coloniality in FMCs: 1) rejecting the utilitarian and colonial underpinnings of Francophone immigration policies that prioritize specific occupations; 2) recognizing FMCs' position as both oppressed and oppressor; 3) resisting linguistic competition and hierarchization. Findings highlight how aspects of community cohesion influenced collective occupations through forms of socio-spatial separation and well as discursive and symbolic exclusion practices within the community.

We outline challenges to supporting collective occupations in a context of exclusion and point toward strategies that can mitigate these. Dynamic communities must be responsive to the needs of their members and ensure opportunities for meaningful occupations are equitably developed and supported in ways that challenge coloniality.

Occupational mapping (Huot & Laliberte Rudman, 2015) highlighted the 'art' of occupation through the use of a creative elicitation method in which participants were asked to draw a map outlining where they engage in their typical occupations. The method produced narrative descriptions and visual/spatial representations of routine occupations.

Keywords: critical theory, decolonization, immigration, language, qualitative

Discussion Questions

Have you witnessed/experienced any similar dynamics within your own communities?

How can we help ensure opportunities for collective occupations made available by communities do not reflect normative preferences and expectations of the dominant group(s)?

When communities are focused on their own oppression (e.g., with respect to language), how do we raise their awareness of the ways they are also complicit in the oppression of others (e.g., with respect to accent, race, Indigeneity, etc.)?

Learning Objectives

Understand ways that communities experiencing marginalization can themselves also perpetuate forms of exclusion

Highlight ways that opportunities for collective occupations often reproduce existing forms of separation among community members

Advance ways that collective occupations can developed to resist coloniality within communities

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Submission ID: 1709170

NEUROSCIENCE OF CREATIVITY TO SUPPORT OCCUPATIONAL ENGAGEMENT AND WELL-BEING

Mary F. Baxter, Texas Woman's University

Asha K. Vas, Texas Woman's University

Abstract

This session will present and discuss how the field of neuroscience supports creativity as a function in daily life and well being. Specifically, we present how various forms of creativity are processed in the central nervous system based on a body of research (Abraham, 2018; Beaty, et al, 2018; Benedek, et al 2014; Sawyer, 2011). Further, some research has been done to understand some forms of impairment that manifest creativity in unique ways; prefrontal temporal dementia (Viskontas & Miller, 2013), autism (Pennisi, et al. 2021) and persons with mental illness (Carson 2019) . Further, we intend to present research from the neuroscience literature that demonstrates that there is a positive relationship between creativity and well-being. (Acar et al 2021; Eschleman, et.al 2014).

The ability to think creatively is important in many aspects of daily life. Creative thinking or creativity is often defined as the ability to produce ideas or products that are both novel and appropriate to the context (Runco and Jaeger, 2012). Indeed the concept of creativity has expanded to include cognitive functioning, emotional well-being, social participation, motor skills, stress management, self-expression, and overall quality of life for persons across the lifespan and with diverse needs and abilities. This session will provide a foundation for understanding brain activation patterns underlying different forms of creativity. Further, through presentation and discussion, this session will identify ways to advance the use of creativity in occupational science and occupational therapy with support of the foundations of neuroscience.

Given that occupational science encompasses different fields of the study that are interested in or are investigating occupations, bringing an understanding of neuroscience research related to creativity to occupational science is a good fit for this conference.

This session which grounds creativity in in science, occupation, well being and societal needs provides needed opportunity to look at and discuss creativity from a science perspective, specifically a neuroscience lens.

Bringing an understanding of neuroscience research related to creativity to occupational science is fit the conference theme that includes creativity. conference.

Keywords: neuroscience, creativity, occupation

Discussion Questions

How does understanding the neuroscience of creativity affect your views of engagement in occupations that require critical thinking or problem solving?

How can you apply the constructs of creativity in everyday activities to enhance well-being or facilitate healing?

What research is needed in occupational science to advance the use of creativity as a factor in occupational engagement?

Learning Objectives

Upon completion, participants will describe the current research related to the neuroscience underpinnings of creativity.

Upon completion, participants will list the brain activation patterns underlying different forms of creativity

Upon completion, participants will identify ways to advance the use of the arts in occupational science and occupational therapy with support of the foundations of neuroscience

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Submission ID: 1765251

OCCUPATION AND ENVIRONMENTAL DESIGN: WHY IT MATTERS AND HOW WE CAN STUDY IT

Kathryn Hansen, University of North Carolina at Pembroke

Maria Vetter, Thomas Jefferson University

Abstract

The intent of this presentation is to discuss the relationship between the design of the physical environment and occupation. Although generally under the purview of architecture and design, occupational science (OS) can also provide important insights into how the physical environment either supports or restricts participation and well-being. Various examples will be considered, followed by suggestions for how to incorporate this perspective into future OS research.

Our physical environment plays a pivotal role in occupational experiences (Bailliard et al., 2022). Stark, desolate rooms such as prison cells provide little opportunity for occupational engagement; conversely, rich, dynamic spaces such as children's playgrounds provide delight and multiple opportunities for interaction. "Sensory friendly" spaces are reminding society of the importance of our surroundings for participation and well-being. Aging-in-place also involves designing spaces that are compatible with the occupational possibilities of their inhabitants. All of these examples highlight the intersection between environmental design and occupation, although OS has yet to deeply explore the theoretical (e.g., Gibson's Theory of Affordances; Gibson, 1977) and methodological (e.g., space-time analysis; An et al., 2015) approaches that directly address the physical environment. This endeavor would be beneficial to understand occupation more fully (Kinsella, 2012).

Occupational scientists study the person-environment-interaction-as-a-whole (Cutchin, Dickie, & Humphry, 2006). However, OS continues to prioritize the individual when investigating occupation. Considering the physical environment in OS research provides one avenue for "zooming in" on the role of the environment in occupational experiences. Further, the impact of environmental design to either support or restrict occupational possibilities raises critical issues of power and marginalization for various groups in our society which will also be discussed.

Viewing the environment as an inseparable component of occupation entails attending to the aesthetics of the physical environment. This talk provides examples of how both are related and ideas for how to consider this in future OS research.

Environmental design is generally considered an art field. The aesthetics of our environments have long been studied within architecture and design for how they promote healing, transformation, and social change, but have not yet been considered through the lens of occupation.

Keywords: environmental design, aesthetics, physical environment

Discussion Questions

How has environmental design been used to restrict occupation for marginalized groups?

What are other examples of environmental design impacting occupation?

Apply these concepts to the hotel room you are staying in during this conference. What ways does the design of the room influence your occupation(s)?

Learning Objectives

Upon completion, participant will be able to describe some of the theoretical foundations of the design of the physical environment and their relevance to occupation.

Upon completion, participant will be able to describe a few socially relevant examples of physical environments and the impact of their design on occupation.

Upon completion, participant will be able to describe a few research design/methodological approaches to investigate occupation in a manner that incorporates the role of the physical environment.

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Funding: n/a

Submission ID: 1709587

DEMYSTIFYING DECADES OF OCCUPATIONAL PASSION FOR IKEBANA

Ricardo C. Carrasco, Nova Southeastern University, Tampa Bay

Abstract

Statement of purpose:

Understand sustained engagement in an ancient art form, discipline, and tradition.

Trace the occupational transformation of roles, routines and habits from deshi to iemoto.

Discover congruence of traditional and modern transformational experiences in evolving as ikebana practitioners.

Description of methods:

Employing autoethnographic and heuristic methods, this study evokes the narrative of decades-long ikebana occupational engagement. The qualitative study traces occupational transitions leading to current engagement in Ikebana in the Western context. The combination of the two methods empowered the creative discovery of the nature and meaning of my ikebana experience, away from the experience of my peers but guided by headmaster generations before me. Heuristic methodology and tacit knowing mentorships empowered the project. Historical books, journal articles, heirloom documents, pictures, and ikebana tools and materials, audiotapes, hands-on training, and apprenticeship/teaching notes provided resources and data for the project.

Report of results:

The author's initial ikebana engagement revealed an intentional stress management strategy while working in Japan. Immersion in ikebana and Japanese culture resulted in the intention becoming a creative and cultural engagement leading to formal lessons from a headmaster for three years. The personal and creative transformations that occurred followed the blueprint of Japanese apprenticeship practices based on the aforementioned resources and data, contributed to a reflexive and iterative analysis of the investigator's lived transitional experiences as those passed on by mentors.

Implications related to occupational science:

Visualization of themes and convergence of the investigator's lived experiences with Japanese traditions of apprenticeship illustrated the progressive, albeit hesitant transformation from deshi (student) to sensei and finally as iemoto (headmaster) of an ikebana school. The narrative illustrates human transformation that involves cultural humility and resilience in the process of occupational engagement while doing, being, becoming and belonging.

Relevance to conference theme:

This study attests to the embodiment of creativity in human occupation, involving a continual process of imagination, creating something new, reliving ancient traditions, and immersion in unfamiliar cultural practices and ways of learning in unfamiliar contexts. Although originally part of an ikebana school in Japan, Banmi Shofu was founded in Taipei Taiwan, distinguishing the school from the more known ikebana schools. In being so, the school has continued to defy tradition also because, its second headmaster (the author) is neither Japanese, nor a blood relative of the previous headmaster generations. Instead, the relationship is that of a fictive kinship. With this, the school and the author have contributed to a social transformation that is similar yet so different from the ikebana cultural blueprint.

Keywords: occupational engagement, occupational passion, ikebana, autoethnography, heuristic research

Discussion Questions

What occupational strategies did you employ to lead your professional life and at the same time keep your ikebana occupational passion alive?

How did you navigate the occupational challenges of critical theory and transformation sp. in relation to the blueprint of ikebana and learning traditions

Please explain the importance of tacit knowledge and the heuristic methodology in this particular autoethnographic revelation?

Learning Objectives

To understand sustained engagement in an ancient art form, discipline, and tradition using both insider and outsider lenses.

To trace the personal and cultural transformation into roles, routines and habits from deshi to iemoto.

To discover congruence of traditional and modern transformational experiences in the evolution of ikebana practitioners.

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METHODOLOGICAL STRATEGIES FOR ANTI-OPPRESSIVE QUALITATIVE RESEARCH IN OCCUPATIONAL SCIENCE

Sachindri Wijekoon, Western University

Ruheena Sangrar, University of Toronto

Lynn Cockburn, McMaster University

Abstract

Occupational science (OS) is committed to illuminating the occupational domains of diverse people, including those who are racialized (Rudman & Dennhardt, 2008; Lavally & Johnson, 2020). Research exploring topics of race and racism with individuals who have experienced discrimination needs to be done with care and sensitivity, given the potential to cause further harm (Scharff et al., 2010). Unique methodological considerations must be used to mitigate harms when conducting qualitative research with racialized people, however, methodological guidance is scant. The purpose of this study is to explore how OS and OT insider researchers' (i.e., those who share racial and ethnic identities with participants) employed and navigated the complexities of anti-oppressive methodologies in their research.

This interpretive descriptive study (Thorne, 2016) used semi-structured interviews with OS and OT researchers who have undertaken qualitative research within their racial communities, to uncover strategies used to make their research anti-oppressive. We have purposively recruited and collected data from four researchers. Recruitment is ongoing. The interviews were transcribed and analyzed using thematic analysis approach (Braun & Clarke, 2019).

Preliminary findings illuminate key strategies including challenging conventional research norms; addressing barriers to participation; building and maintaining relationships based on mutual trust and respect; acknowledging cultural norms to respect cultural viewpoints and beliefs; intentionally using frameworks to critically challenge power structures; and using narrative methods to authentically convey the stories of racial communities.

Engaging in research with racialized communities is imperative for advancing OS. Understandings of the diverse experiences and cultural contexts shaping individuals' occupations can contribute to a more inclusive and comprehensive body of knowledge and provide an opportunity to address historical and systemic disparities that persist in occupational engagement.

By uncovering new insights into how research practices can be transformative tools for justice, this study aims to engage with and challenge existing paradigms to provoke critical dialogues and advocates for justice for marginalized communities.

Keywords: anti-oppressive research, qualitative research, race-based research, methodological guidance, occupational justice

Discussion Questions

Beyond individual researcher responsibility, what changes need to be made within the discipline to ensure more inclusive and equitable research environments?

Recognizing the dominant over representation of white OS researchers from the Global North, how can these researchers navigate and ethically engage, empower and amplify the voices of racialized people and communities?

How can OS findings from the Global South be used and generalized to enhance understanding of racialized experiences in the Global North? What are potential pitfalls in extrapolating insights from contexts with different historical/social/cultural dynamics?

Learning Objectives

Upon completion, participants will be able to describe three anti-oppressive methodological strategies, elucidating their significance in the context of race-based occupational science research.

Upon completion, participants will be able to identify and discuss two challenges and ethical considerations associated with the use of anti-oppressive methodologies in race-based research.

Upon completion, participants will be able to construct an action plan for integrating anti-oppressive strategies in their research.

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Submission ID: 1767736

OCCUPATIONAL DISRUPTIONS IN RELATION TO EMPATHY AND CHANGES IN AUTISM SERVICE PROVISION

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Abstract

Converging effects of COVID-19, widening health and social inequities, and persistent racial injustices in the U.S. resulted in significant occupational disruptions that heavily impacted the lives of children on the autism spectrum and their families (Baweja et al., 2022; Bellomo et al., 2020) as well as autism service provision (Brunt et al., 2023). This Responding to Society's Post-pandemic Occupational Needs (ReSPONs) project was designed to elicit individual and collective narratives to examine those ongoing effects. These narratives revealed that changes to occupational engagement, including shifts in roles and responsibilities, increased individuals' perspective-taking of others involved in receiving or providing autism services. Combining "relational habitus" (Stone et al., 2012; adapted from Bourdieu's concept of habitus) and a transactional view of occupation (Dickie et al., 2006; adapted from Dewey and Bentley's theory of transactionalism) as conceptual frames informing our critical narrative analysis, we explore the relationship between occupational disruptions and intersubjective processes in shaping autism service provision.

Occupational disruptions related to COVID-19 restrictions as well as health, social, and racial inequities engendered opportunities for increased perspective-taking and empathy in caregivers of children on the autism spectrum, clinical providers, and educators in the U.S. Interactions amongst these intersubjective processes and structural affordances and constraints resulted in multifaceted changes in autism service provision, including use of "underground" practices by providers and reduced enrollment of children in certain services by caregivers.

In this paper, we demonstrate ways in which occupational disruptions influenced changes in individual perspectives and engagement in empathy. We also explore the complex interplay amongst occupations, environmental contexts and structural constraints, and internal conflicts on the proposed relationship between empathy and changes in autism service provision.

The narratives of participants in the ReSPONs project illustrate ways in which changes in occupational engagement transformed autism service provision through increased perspective-taking and empathy. Engagement in empathy and changes to autism service provision were also impacted by structural affordances and constraints that were implicitly and explicitly discussed by participants across groups. Findings from this study underscore the need to identify and address ways in which long-standing structural influences have been altered or exacerbated by the pandemics with ongoing effects on autism service provision across home, clinical, and educational settings.

Keywords: empathy, narratives, autism, intersubjectivity, critical analysis

Discussion Questions

What additional factors should be considered when critically examining the influence of structural affordances and constraints on engagement in empathy and changes to autism service provision?

How might the changes discussed differ across other national contexts given differences in health and societal structures in those contexts?

In what ways should empathy and intersubjective processes be examined in relation to occupational disruptions and engagement?

Learning Objectives

Upon completion, participant will be able to describe ways in which COVID-19 restrictions, health and social inequities, and racial injustices impacted the “relational habitus” and led to occupational disruptions.

Upon completion, participant will be able to identify structural factors impacting the proposed relationship between occupational disruptions and changes in autism service provision.

Upon completion, participant will be able to explain how structural affordances and constraints affect occupational engagement.

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Submission ID: 1752607

UNDERSTANDING THE OCCUPATIONAL IMPACTS OF POST-COVID CONDITIONS: IMPLICATIONS FOR RETURN-TO-WORK PROCESSES

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Abstract

The purpose of this presentation is to explore potential contributions of an occupational perspective to support return-to-work (RTW) processes for people with chronic post-COVID conditions. RTW is a process that requires tailored, individualized plans; however, systems and structures intended to support RTW processes, such as worker accommodations and short-term

disability insurance, often require workers and health care providers to supply future predictions regarding functional capacities and participation potential. In cases of people with post-COVID conditions, diffuse impacts across life domains and variable recovery trajectories expose the limitations of established RTW strategies. Such approaches fail to account for non-linear changes in participation abilities and the range of occupations that people need, have, and want to do within their capacities.

Data for this presentation are drawn from 15 interviews aimed at understanding the RTW experiences of people with post-COVID conditions. We gathered data through individual semi-structured interviews with 4 health care providers ('providers') and 11 people with chronic post-COVID conditions ('patients'). Interviews addressed individuals' experiences with COVID-19 and RTW in light of chronic post-COVID conditions. Interviews occurred via Zoom video conferencing and lasted 60-120 minutes each. Interview transcripts generated by Zoom software were corrected by a research assistant and uploaded into Atlas.ti software for thematic data analysis. Three researchers independently coded each transcript using open and focused coding processes, iteratively refined codes, and identified categories and themes through discussion.

Data analysis began at the time of abstract submission. In addition to highlighting similarities and differences across the experiences of the two participant groups (patients and providers), we will discuss facilitators and barriers to the RTW process informed by our exploration of factors which impacted patient RTW trajectories and provider RTW planning. We will also share findings about the non-work occupational participation considerations that influence RTW processes for people with chronic post-COVID conditions.

Work is an important element of many people's occupational repertoires, but it is not the sole - or perhaps even primary - driver of people's participation choices. An occupational perspective can help illuminate the complexities of people's situations and how those complexities are or are not accounted for in extant RTW processes.

Integrating perspectives from both recovering persons and health care providers is paramount to understanding systemic challenges experienced in RTW processes, especially those that interface with other occupations beyond the domain of work. Transformation of the systems implicated in RTW processes depends on eliciting, including, and foregrounding such perspectives.

Keywords: return-to-work, COVID-19, chronic conditions, lived experience, social care systems

Discussion Questions

How can patient and provider perspectives on RTW inform our understanding of occupational engagement?

How can occupational scientists continue to study the multifaceted challenges that exist in interactions between providers, patients, and employers?

What can be done to further the socially transformative potential of research that elicits lived experiences?

Learning Objectives

Understand ongoing recovery and return-to-work narratives from patient and provider dialogues to identify barriers and facilitators.

Promote awareness of the systemic challenges faced by recovering persons attempting to return to work and the health care providers who support that process.

Propose the role of an occupational perspective in identifying research, policy, and advocacy priorities related to post-COVID return-to-work.

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Submission ID: 1752128

WORKING WITH DIVERSE LOW-INCOME MIDDLE STUDENTS AND STAFF TO DESIGN AN EQUITABLE HEALTH-PROMOTING OUTDOOR SPACE

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Emma Koepke, University of Wisconsin-Madison

Abstract

This presentation describes a participatory action research project that used an inclusive approach to design an outdoor space and assess students' satisfaction with this design.

All students at a middle school were invited to participate in focus groups via Zoom. Forty volunteers participated (62% White, 17% African American, 13% Latinx, 5% Asian; 3% Native American). Nine focus groups were hosted for students at each grade level who self-identified as having low-, medium- and high-activity levels. Students were asked, “What would you like to do or be able to do in the school yard?” and “What experiences will help you feel refreshed after you've been in the school yard?”. These key questions intentionally evoked what they wanted do and experience when spending time outside during recess. Focus group data were transcribed, and analyzed. This information was shared with a children's environmental designer, who in concert with school staff and students designed the outdoor space. After the majority of elements were installed, all students were invited to complete a survey rating their satisfaction with the outside space, what they liked about it and what changes they would like to see. 263 students responded for a ~37% response rate. Survey data was compiled and ratings analyzed descriptively. Narrative answers were open-coded, grouped into categories, and quantified (calculated percentages).

We will report: 1) desired occupations identified by students; 2) students' ratings of satisfaction, elements appreciated and additional desired elements. A range of desired activities and experiences were identified: socializing, diversion, rejuvenation, relaxation/contemplation, active engagement, and creation. Students were generally satisfied (62%) with the outdoor space as designed and frequently requested additional movement-intensive activities.

Middle schools often lack designed outdoor spaces to meet the needs of their students. Collaboratively designed spaces, that focus on the occupations students want and desire to do, can meet the needs for wellness-promoting occupations for students.

This participatory action project seeded a social transformation for students of a low-income diverse middle school.

Keywords: health-promotion, children, playground, participatory action research

Discussion Questions

How can we invite participants to design occupation-based wellness-promoting environments that are inclusive and address potential competing interests of different groups?

What other approaches/methods could occupational scientists use to redesign environments for wellness-promotion?

How have you engaged community partners? What strategies have you used to focus the projects on the importance of "doing" for wellness?

Learning Objectives

Upon completion, participants will be able to describe an occupation-based process for engaging community partners in a participatory action research project.

Upon completion, participants will be able to describe the occupational needs and experiences desired by students attending a largely diverse low-income middle school.

Upon completion, participants will be able to describe students' satisfaction with the student-designed outdoor space and additional desired experiences/occupations.

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Submission ID: 1767937

OCCUPATIONAL ALIENATION IN ACUTE MENTAL HEALTH: HOW ONE GROUP OF OCCUPATIONAL THERAPISTS EXPERIENCED HEGEMONY

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Abstract

While much is written of the occupational alienation and deprivation of clients in the acute mental health setting, less is known about practitioners' experiences of these occupational injustices as they work to create meaningful interventions to support the health and wellbeing of the people they serve. The purpose of this paper is to explore practitioners' experiences of medical hegemony and to develop a framework for understanding responses. We also aim to support the understanding of the impact of dominant biomedical discourses and power structures on practitioners. This paper presents a narrative analysis of a community of practice scholars' experiences of practice in a medical hegemonic system.

We used practice-based inquiry, a form of practitioner-generated action research with a community of practice scholars, to guide this study. Practitioner scholars recorded their reflections on their practice and engaged in collective research discussions. All data were transcribed and analysed using narrative and thematic processes. Critical reflexivity, as part of the reflective research process, led practitioners to understand how medical hegemony in the practice context led to their own occupational alienation.

Three themes reflecting the shifting and varying narratives of this community of practice scholars are presented. The use of nautical terminology of staying afloat, making waves and sailing away represent the various responses to medical hegemony of a community and provide a framework for understanding how hegemony leads to occupational alienation for practitioners and further, how the responses impact health and wellbeing. Specifically, occupational alienation led to two forms of action, countering hegemony through "good trouble" and leaving the practice context, and one form of inaction, primarily driven by the emotional experience of being disconnected from their values.

Our findings extend the limited conversation about occupational injustice, specifically occupational alienation resulting from medical hegemony for practitioners as occupational beings. Additionally, our findings open a long overdue conversation regarding hegemonic practices in medical settings that marginalize the occupational perspective and systemically constrain practitioners from engaging in meaningful occupation.

Our findings highlight how medical hegemony can stifle the art of occupation and suppress the transformative power of occupation in the acute setting.

Keywords: occupational alienation, practice based enquiry, hegemony, mental health

Discussion Questions

How might these findings further support our understanding of occupational alienation, a theoretically under-developed construct?

How can practice-based inquiry be used to explore other aspects of occupational injustice experienced by practitioners?

How can this framework be used in practice settings to support practitioners in countering medical hegemony?

Learning Objectives

Define medical hegemony

Understand a range of responses to medical hegemony by practitioners

Describe how medical hegemony can create occupational injustice and lead to occupational alienation for practitioners

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Submission ID: 1761008

ENVISIONING CREATIVE METHODOLOGIES THROUGH ‘IMAGINATIVE RATIONALIZATION’: A NEURODIVERSE APPROACH TO OCCUPATIONAL INQUIRY.

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Abstract

In this presentation, I introduce a novel methodology in the field of occupational science, an amalgamation of Alfred North Whitehead's philosophy of Organism (1929) – particularly his concept of 'imaginative-rationalization' – and non-representational theory (Thrift, 2007). Inspired by the dynamic interplay between creativity and critical theory, this approach aims to expand our understanding of occupation and its profound implications for human experience.

Central to this methodology is the emphasis on speculative, imaginative, and creative processes as essential components of knowledge production, particularly when exploring occupational experiences (Manning, 2016; Olufemi, 2021; Thrift, 2007; Vannini, 2015; Whitehead, 1929). Drawing from the application of this methodology within my PhD thesis and from my own neurodiverse perspective, this presentation seeks to illuminate alternative ways of knowing and experiencing the world, challenging traditional paradigms of research in occupational science. By employing a rich description of affective experience and utilizing creative outputs – such as drawings, creative writing, and other artistic forms – I demonstrate the value of affectivity and artistry as potent epistemological tools capable of capturing the nuance, ineffability, and felt aspects of occupation that often elude conventional methods of inquiry (Manning, 2016; Olufemi, 2021).

The intention of this presentation is not merely to discuss the theoretical underpinnings of this novel methodology, but to share how these creative outputs embody complex ideas and concepts, acting as tangible manifestations of speculative thought and imaginative exploration. Through this methodology, we are afforded a unique lens to view the affective nature of everyday activities, the transformative power of pairing non-representational theory (Thrift, 2007; Vannini, 2015) with imaginative rationalization (Whitehead, 1929), and the critical role of occupational science in expanding methodological approaches within educational institutions.

By bridging the gap between creativity and critical theory, this presentation aims to engage the audience with a thought-provoking discussion on the value of integrating creative expression and exploration into empirically based research processes. It advocates for the broader acceptance of diverse methodological approaches within occupational science, highlighting the potential of creative and neurodiverse perspectives to enrich collective understanding and promote a more inclusive and transformative vision of occupation.

Keywords: process philosophy, ontology, non-representational theory, art as epistemology, neurodiversity

Discussion Questions

How do we integrate 'new ways of knowing' into the academic landscape when existing epistemological paradigms hold representational forms of knowledge as truer than non-representational?

If neurodiverse scholars see the world in ways that are different from neurotypical scholars, what are the long-term consequences to neurodiverse scholars who are required to conform to neurotypical methods of knowledge expression? What are the implications of this on academic freedom?

Have we dedicated enough of our scholarship to exploring our view of the human as an occupational being? What does 'occupational being' mean? What are our most fundamental assumptions, and have we lost sight of exploring those assumptions?

Learning Objectives

Describe a novel methodology that integrates both speculative and empirical philosophical standpoints for the interpretation of data.

Define and contrast representational and non-representational methodology.

List examples of how creative processes such as those demonstrated in non-representational research can be integrated into scholarship and valued as epistemological tools rather than supplements to representational data.

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Submission ID: 1752434

PATIENT, PROVIDER, AND EMPLOYER PERSPECTIVES ON POST-COVID RETURN-TO-WORK: DEEPENING KNOWLEDGE ABOUT OCCUPATIONAL DISRUPTIONS

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Shawn C. Roll, University of Southern California

Gorety Nguyen, University of Southern California

Abstract

The purpose of this presentation is to describe the design and results of a pilot study that aimed to identify individual and structural facilitators and barriers for people returning to work with prolonged post-COVID conditions. Four years since the outbreak of the COVID-19 pandemic, the variability of COVID-19 recovery trajectories and incidence of post-COVID conditions continues to complicate return-to-work (RTW) processes. Through the triangulation of data from three perspectives – people recovering from COVID-19 (patients), health care providers at COVID clinics (providers), and human resources professionals (employers) – this project aimed to identify future research, policy, and advocacy priorities that can support RTW after COVID-19.

The project occurred in two phases between 2023 and 2024. From August-December 2023, we completed individual semi-structured interviews with people with prolonged post-COVID conditions (n=11) and health care providers whose practices served people recovering from COVID-19 (n=4). Based on thematic interview transcript analysis completed during January and February 2024, we will hold a panel discussion in March or April 2024 with selected interviewees (up to 6 patients and 2 providers) as well as human resources professionals with knowledge of workplace accommodations processes (up to 2 employers). The panel will begin with a presentation of thematic analysis results and proceed to structured discussion among participants. Using a Nominal Group Technique approach, the panel discussion will aim to generate a collaboratively identified list of research, policy, and advocacy priorities to guide future work in this arena.

Analysis of Phase 1 interview transcripts and recruitment for the Phase 2 panel discussion is ongoing at the time of abstract submission. Expected themes from Phase 1 analysis relate to communication processes among patients, providers, and employers; support and stigma from coworkers, supervisors, providers, and family members; control over when, where, and how work occurs; knowledge and expectations regarding recovery from COVID-19; and disconnections between COVID-19 recovery trajectories and work accommodations and disability insurance processes.

Occupational disruptions related to the COVID-19 pandemic endure for many workers with post-COVID conditions. A better understanding of facilitators and barriers in the RTW process can deepen occupational scientists' knowledge of factors that impact the duration of work-related occupational disruptions for people with chronic health conditions.

Occupational scientists can help contribute to social transformation by illuminating factors - such as gaps or mismatches between occupational needs and social systems - that perpetuate occupational disruptions.

Keywords: return-to-work, COVID-19, policy, research, advocacy

Discussion Questions

How do work-related occupational disruptions impact other spheres of occupational participation for people recovering from COVID-19?

What system-level barriers are commonly expressed by patients, providers, and employers in relation to returning-to-work following COVID-19?

How can occupational scientists leverage their perspectives to contribute to future transdisciplinary efforts to improve return-to-work processes for people with chronic conditions?

Learning Objectives

Understand facilitators and barriers in the return-to-work process for people recovering from COVID-19.

Identify similarities and differences among patient, provider, and employer perspectives on the return-to-work process for people recovering from COVID-19.

Describe how research, policy, and advocacy priorities may fill gaps in existing knowledge regarding return-to-work processes for people recovering from COVID-19.

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Submission ID: 1737486

DEEPENING OUR UNDERSTANDING OF BELONGING AS A DIMENSION OF OCCUPATION IN A MIGRATION CONTEXT

Anne-Cécile Delaisse, University of British Columbia

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Abstract

While doing, being, becoming and belonging are considered dimensions of occupation (Wilcock, 2007); belonging has received less attention from occupational scientists. The occupation-based literature tends to draw from a limited number of seminal studies (i.e., Hammell, 2014; Rebeiro, 2001; Wilcock, 2007) when addressing this dimension. Occupational scientists often equate belonging to connectedness and consider migration as a challenge or disruption to occupational engagement and belonging. This presentation draws from transnational approaches, the mobilities paradigm and transculturality to refine our understanding of belonging as developed through occupations in the context of migration.

We draw from a cross-national comparative ethnography conducted in Canada, France and Vietnam. Methods included 22 observations in Vietnamese communities in Vancouver and Paris, as well as 86 in-depth interviews, go-along interviews, and occupational mapping sessions with 64 participants (Vietnamese migrants in Paris and Vancouver; returnees from France and Canada in Vietnam). Inductive line-by-line coding and critical theoretical analysis yielded themes on developing and maintaining belongings through occupations in a transnational mobility context, while also exploring the impact of power dynamics.

Participants discussed their sense of belonging in relation to their daily routines, evolving familiarity, and family connections in different places. Yet, such belongings and familiarity did not necessarily develop in a linear fashion, through ‘static’ occupations performed continuously in the same space; rather belongings also evolved through mobility. Finally, participants had to agentively negotiate belongings in the context of multiple social structures in their sending and receiving countries, challenging or perpetuating such structures through their occupations.

This study underscores the dynamic nature of occupation and belonging as well as how both are shaped by, and can reproduce power dynamics. First, we contend that occupation and belonging are inherently situated, yet not necessarily bounded to a single location. Belonging develops through routine occupations involving familiar people, objects, and amenities, which can themselves be mobile or accessible in multiple settings. Second, we emphasize how some occupations can become benchmarks for belonging, particularly in Western immigrant-receiving countries. Lastly, we underscore migrants’ agency in employing occupations to assert belongings transnationally.

By using occupational mapping (Huot & Laliberte Rudman, 2015) as a way to elicit and illustrate participants’ occupations in physical and virtual spaces, this study sheds light on the inherent ‘art’ of occupation, emphasizing the role of daily activities in shaping migrants’ belongings and the potential for positive social change within transnational communities.

Keywords: immigration, mobility, transnationalism, critical theory

Discussion Questions

How can a study of occupation and belonging within a migration context contribute to a nuanced understanding of these concepts more broadly within occupational science? What insights appear unique to migration contexts, and which could also be applicable to non-migration settings?

Which social (critical) theories have you found helpful in deepening your understanding of belonging as a component of occupation?

How can occupational scientists maintain a critical yet nuanced perspective when examining how individuals might challenge but also reproduce power dynamics through their occupations and belongings?

Learning Objectives

Examine belonging as a component of occupation through critical theories, shifting from viewing it as an organic, neutral or mostly ‘positive’ feeling to exploring the interplay of structure and agency.

Move beyond ‘sedentary’ approaches which view mobility as a challenge to occupational engagement and belonging, to explore how belonging can be fostered through both mobility and immobility in various occupations.

Examine how Western immigrant-receiving countries’ ‘politics of belonging’ (i.e., boundary-drawing between the supposedly homogenous ‘us’ and the excluded ‘them/other’) are experienced and challenged or reproduced by migrants through their occupations.

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Submission ID: 1732741

TOWARDS AFROCENTRIC OCCUPATIONAL THERAPY: CRITICALLY EXAMINING PHILOSOPHICAL FOUNDATIONS IN AFRICAN PRACTICE

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Janet Njelesani, New York University

Abstract

This paper will use critical discourse analysis and postcolonial theory to examine the historical narrative of occupational therapy in Africa and how sociopolitical factors such as power, privilege, and neocolonialism have shaped the profession's current state. Practical ways of incorporating an Afrocentric perspective will be outlined.

Occupational therapy practice in many regions of Africa is relatively new, with its introduction through colonialization and globalization by Westerners (Crouch, 2010; Merwe & Rauch, 2019). Like many professions and disciplines originating from the Western world, occupational therapy and occupational science have been criticized for being rooted in Western ideologies (Iwama, 2003). Despite global efforts by occupational scientists and therapists, especially those in the Global North, to promote cultural humility and sensitivity, these efforts are insufficient in addressing the issues of power, privilege, and neocolonialism that arise when occupational therapy is imposed on non-Western cultures without a thorough examination of its underlying philosophies including epistemology and axiology.

As the occupational therapy profession spreads worldwide, a clear distinction needs to be made between concepts that are invariant to culture and those influenced by culture. By doing so, occupational scientists and occupational therapy scholars from different communities can build upon these universal concepts while integrating knowledge from their traditional cultural perspectives.

The call for an Afrocentric perspective signals a broader need for diverse cultural lenses, urging occupational scientists to actively integrate knowledge from various traditional cultural perspectives. The paper emphasizes the need for occupational scientists to critically reassess the philosophical foundations of occupational therapy, particularly in the context of Africa, recognizing the impact of sociopolitical factors on its historical narrative and current state. It advocates for a nuanced approach that discerns between universal concepts and culturally influenced elements, aiming to foster cultural sensitivity in global occupational therapy practices.

In conclusion, this paper advocates for a paradigm shift in occupational therapy towards an Afrocentric perspective, acknowledging the pressing need for a more culturally attuned and inclusive approach. The proposed practical steps of critical reflexivity (McCorquodale & Kinsella, 2015) and the integration of an Ubuntu philosophy serve as initial strategies to address these challenges. As the profession continues to expand globally, these recommendations offer a roadmap for occupational scientists and practitioners to contribute meaningfully to a more equitable and culturally responsive future in occupational therapy.

The paper aligns with the conference theme by advocating a transformative approach and offering creative, practical steps for inclusive and culturally attuned practices.

Keywords: occupation, afrocentric, power, Ubuntu

Discussion Questions

In what ways do Western ideologies manifest in the philosophical foundations of occupational therapy, and how might these ideologies impact global occupational therapy practices?

How have sociopolitical factors historically influenced the development and practice of occupational therapy in Africa?

What are the limitations of current efforts to promote cultural sensitivity and humility in occupational therapy, especially concerning power dynamics and neocolonial influences?

Learning Objectives

Describe how sociopolitical factors, such as power, privilege, and neocolonialism, have historically shaped and continue to impact the field of occupational therapy in Africa.

Demonstrate knowledge and skills necessary to promote cultural sensitivity and humility within the context of occupational therapy, particularly when working with non-Western cultures.

Describe practical ways to incorporate an Afrocentric perspective into occupational therapy practices, fostering inclusivity and relevance to diverse cultural contexts.

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Submission ID: 1759708

SATURDAY, OCTOBER 19: AFTERNOON SESSION

EXPERIENCING, RELOCATING, AND NARRATING OUR SENSE OF TIME AND PLACE THROUGH THE PANDEMIC(S)

Mary C. Lawlor, University of Southern California

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Erna I. Blanche, University of Southern California

Elizabeth Choi-Tucci, University of Southern California

Abstract

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. Many people are still perceiving that they have been dislocated from their senses of time and space that are so foundational to our orchestration of our daily lives. We argue that although there has been high variability in how people have experienced the pandemics over the past four years, many still describe a kind of captivity in liminal space and time; in essence, they are “betwixt and between” life as they knew it and clear envisioning of future life. We will draw on narrative phenomenological data, collected through a study entitled *Managing Uncertainty in the Lives of Autistic Children, Families, and Clinicians*, to illustrate key challenges to theoretical assumptions in occupational science related to space and temporality. Our research, and this paper, are grounded in narrative theory and its critical influence on understanding human experience across space and time, the instrumental role of narrative in making sense of experiences that breach our expectations, how narratives generate self reconstructions or processes of becoming, and the centrality of narratives in structuring joint endeavors or “doings” in disrupted social worlds. We will draw on two somewhat competing theories about how narratives can help us bridge life disruptions; a drive to find coherence, or an opportunity to seek what is most desired which potentially can promote future scenarios that are quite different from how life was lived in the past.

The pandemics provided a unique opportunity to examine human experiences over a period of in which there was great uncertainty. For some, these experiences might be described as traumatic. A closer examination of the resultant occupational disruptions could be generative in providing critical material to appraise the core assumptions in our discipline.

We have organized this forum to promote much needed dialogue about this transformative period and the implications for enhancing the impact of occupational science on building future scenarios that promote healing and recovery, and support occupational engagement, or re-engagement.

1. Identify ways experiences in the pandemics can be incorporated into research projects.
2. Discuss how space and time could be reconceptualized in occupational science based on new understandings of the impacts of the pandemics.
3. Consider how intersectional effects of the pandemics can be studied.
4. Enhanced understandings of how narrative strategies support sense making and self reflection.

Keywords: occupational science theory, narrative, occupational disruptions, liminality, space and time

Discussion Questions

What lessons were learned over the pandemics that enhance our understandings of how dislocations in space and time affect occupational engagement?

What do we now recognize as potential areas for further examination by our discipline to promote healing and recovery and occupational re-engagements as we move forward in time?

How can we best draw on personal and collective experiences to inform our theoretical assumptions about space and time?

Learning Objectives

Describe how experiences over the pandemics shape conceptualizations of space and time in occupational science.

Identify attributes of narrative theory and practices that can contribute to bridging major occupational disruptions and breaches from the anticipated or expected.

Discuss how an occupational science perspective on space and time could address societal needs related to the pandemics.

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Submission ID: 1752382

LIFTING THE VEIL: WHITENESS, RACIAL IDEOLOGY, AND HUMAN DOING

Rebecca Parkin, University of North Carolina at Chapel Hill

Khalilah R. Johnson, University of North Carolina at Chapel Hill

Ryan Lavalley, University of North Carolina at Chapel Hill

Tyra Banks, Columbia University

Stacy West-Bruce, Washington University in St. Louis

Abstract

Our aim is to facilitate critical group- and self-reflexivity regarding the relationships between whiteness, racial ideology, and human doing.

This forum will lift the veil that conceals whiteness in the everyday through an evocative discussion on whiteness, colorblind racial ideology, and human doing that is situated by cross disciplinary theory, and lived experiences within the United States. Though taken for granted, whiteness and colorblind racial ideology have significant implications for what people do in the everyday within highly racialized national contexts like the U.S. where whiteness, or an ideology of white supremacy, is embedded within legal, political, educational, and institutional systems (Haney Lopez, 2006) and everyday doing (Lavalley & Johnson, 2020). Despite whiteness being structurally and ideologically pervasive and driven by white racialization (Bonilla-Silva, 2018), white people are largely unaware of how it is perpetuated in the everyday, and the ways that white people are implicated in its maintenance through in/actions (Mills, 1997), including within occupational science’s disciplinary habits (Parkin & Johnson, 2024). To inspire group- and self-reflexivity, we will engage participants in a multimedia arts-based experience that illuminates whiteness to disrupt its routinized and habitual power.

Our goal is to inspire critical reflexivity so that whiteness is not considered a distant concept but is understood as embodied and highly relevant to what white people do in the everyday.

This forum will employ a multimedia arts-based approach to engage in theoretical and existential learning about whiteness, colorblind racial ideology, and human doing. Multi-media may include photography, objects (distorted mirrors), and videos.

Keywords: whiteness, white supremacy, racial ideology, occupation, critical reflexivity

Discussion Questions

What does it mean to do whiteness?

What are the implications of whiteness's invisibility to white people on what they do or do not do?

How does whiteness surface in everyday doing?

Learning Objectives

Participants will learn the evolution of whiteness and how it has evolved in the U.S. as invisible to white people and a significant mediator of doing.

Participants will learn the mediating impact of whiteness and racial ideology on what people do, including the maintenance of structural racism.

Participants will learn the consequences of racial colorblind ideology on human doing.

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Funding: n/a

Submission ID: 1751000

AN OCCUPATIONAL JUSTICE PERSPECTIVE ON SENSORY HEALTH AND AESTHETICS.

Antoine Bailliard, Duke University

Cambey Mikush, Duke University

Emma Place, Duke University

Abstract

The purpose of this forum is to facilitate the conceptual development of an occupational science perspective on aesthetics and sensory health. The forum will consist of brief review of the literature on sensory experiences and occupation in occupational science and occupational therapy including a presentation of sensory health and sensory anchors and their relationship to occupational justice. Forum participants will be engaged in workgroups and discussion to elicit expert perspectives on the role of sensory health and aesthetics in their respective research and other practices.

Research and theory on sensory processing and occupation has predominately focused on diagnostic categories and sensory processing disorders to explain how sensory health impacts function. However, there is evidence that sensory processing patterns vary significantly across the general population (Dean et al., 2022) and that variations in sensory processing patterns can have an impact on a person's aesthetic valuations of their occupational experiences (Bailliard et al., 2018). There is a need to further develop understandings of sensory health and aesthetics from an occupational science perspective to complement existing research and theory on sensory experiences and occupation. Further, there is a need to explore how sensory habits and aesthetic orientations can affect experiences of belonging, community integration, and social inclusion. Understanding the role of sensory habits and aesthetics in occupational justice is imperative for occupational scientists to engage in practices that enhance the social inclusion and community integration of people with diverse sensory habits that are currently marginalized by society.

Forum participants will understand various theoretical perspectives on sensory processing, occupation, and aesthetics. Participants will consider the relationship between sensory health, sensory anchors, and aesthetics including implications for their own occupation-based research and practice. Participants will also understand the intersection between sensory health, aesthetics, and occupational justice.

Sensory habits, aesthetic orientations (including perceptions of what constitutes art and beauty), and ways of being and knowing are formed through occupations embedded in sociocultural environments (Bailliard, 2024). Occupational scientists interested in social transformation must understand how embodied sensory habits and aesthetic orientations serve as the basis of inclusion and exclusion in different environments.

Keywords: occupational justice, sensory, aesthetics

Discussion Questions

How do you experience sensory health in your various practices (i.e., research, education, therapy, everyday life)?

How have your sensory health and aesthetic preferences affected your feelings of belonging and inclusion in different settings?

Have you experienced a change in your sensory anchors? How did that affect your occupational experience?

Learning Objectives

Upon completion, participant will understand various theoretical perspectives on sensory processing, occupation, and aesthetics

Participants will understand the relationship between sensory health, sensory anchors, and aesthetics including implications for their own occupation-based research and practice

Participants will understand the intersection between sensory health, aesthetics, and occupational justice

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Submission ID: 1767806

ALTERNATIVE DISSEMINATION: USING PHOTOS TO SHARE THE MEANING OF OCCUPATIONS DURING COVID-19

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Allison Caudill, University of Wisconsin-Madison

Clare Wangler, University of Wisconsin-Madison

Karla K. Ausderau, University of Wisconsin-Madison

Abstract

Explore forms of alternative dissemination with results from a Photovoice study shared in three ways: 1: A photobook of photographs and brief texts, 2: Curated gallery display of photographs, 3: Digital slideshow with audio narration by two co-researchers with intellectual disabilities (ID) discussing the photographs. After a brief presentation of a Photovoice research study, conference participants will be invited to interact with dissemination tools and engage in discussion facilitated in small groups.

Photovoice is a unique methodology based on theories of empowerment, feminism, and documentary photography to stimulate conversations and policy (Wang & Burris, 1994). In a Photovoice study, we explored the daily occupations of 18 adults with ID in Wisconsin during the COVID-19 pandemic. Individuals with ID already experience disparities in access and participation and safety precautions throughout the pandemic further limited access and participation in meaningful occupations (Courtenay & Perera, 2020). Photovoice data offers direct insight and perspectives of individuals with ID allowing us, researchers and the general population, to better understand lived experiences and the impact of the pandemic on daily occupations. Our study results include photos and narratives with depth and complexity that required alternative forms of analysis and dissemination. Focused on highlighting the voices of people who have been marginalized, photographic data offers an expression of the human experience and creates research opportunities for participants who have been excluded. Dissemination methods presented in this forum represent ways in which the results can be used to follow through on the original intention of Photovoice.

Participants will be asked to engage, discuss, and debate ways to use photos and narratives and consider the experience, challenges, and benefits of alternative forms of dissemination. Forum participants will consider how to use alternative dissemination in their own research to push the boundaries of knowledge development and knowing. Participants will also be encouraged to discuss the nuances and use of Photovoice as a data collection method with diverse participant groups, such as people with ID.

This forum offers the opportunity for occupational science researchers to explore alternate forms of dissemination in a unique and experiential way. A reflective discussion will provide the opportunity for conference participants to share their responses to the experience, consider how it relates to their own work in occupational science, and the future possibilities of methods of data collection, analysis, and dissemination using photos, audio, and art experiences to more fully capture meaning within the human experience.

Keywords: Intellectual Disabilities, COVID-19, Photovoice, dissemination

Discussion Questions

Reflect on the changes in occupations in the photographs and your own changes experienced throughout the COVID-19 pandemic. How do photos hold complex meanings of occupation in ways that text cannot?

How might different forms of data such as photos, voice recordings, and art be an alternative or preferred method of data collection for people with intellectual disabilities or different strengths?

How can the different displays of photos be used to inform policy changes related to both the daily lives of individuals with IDD as well as future potential health emergencies?

Learning Objectives

Articulate the nuances of the use of Photovoice as a data collection method for different participant populations.

Critically examine and employ alternative dissemination tools to effectively reach a wider audience.

Discuss the ways in which research can be used to inform policy.

References

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Submission ID: 1757652

WHERE IS THE ART? USING PHOTO-ELICITATION AS A METHOD WITH YOUTH

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Abstract

The intent of this paper is to consider where art exists when photographs are used by youth and researchers during photo-elicitation. Using examples from ongoing research projects, this paper will outline the art of 1) using photo-elicitation as a research method, 2) photographs as a research tool for youth and researchers, and 3) photographs and stories as art forms.

Art can be found in each aspect of the process of a photo-elicited interview with youth. This method uses a prompt for youth to make photographs over a specific time.

Art of method: Researchers can use photo-elicitation as a method to empower youth, helping to subvert traditional power dynamics, as youth decide which photographs to show during the interview and the order which photographs are shared (Bukhave & Huniche, 2016). Visual methods may be appealing to youth (Drew et al., 2010), which may help improve engagement in the research process.

Art of photographs/tools: Youth can use photographs as a tool to overcome limitations of spoken language, using photography and language as “interdependent mediums” (Brikeland & Grindheim, 2022, p. 4) within this method. Youth use a camera to capture their first-hand perspective (Harper, 2012) of occupation in that moment. Researchers can use photographs as a tool to elicit thick descriptions (Bukhave & Huniche, 2016; Drew et al., 2010) and help individuals express thoughts that are complex to explore in a traditional interview (Brikeland & Grindheim, 2022). Together, this usage of photographs as a tool for youth and researchers result in photographs and narratives.

Photographs and stories as art: The processes and end products of photography and storytelling can also be forms of artistic expression. For example, a photograph can be art in of itself. Additionally, a rich narrative can be co-constructed using an ordinary photograph, resulting in a narrative that can be art.

Youth are largely underrepresented in occupational science research (Glover, 2009), and proxy-report is commonly used when youth are included in research. Photo-elicitation provides

occupational scientists the opportunity to involve youth in research while balancing power dynamics in the data creation process.

Photo-elicitation yields the art of research, the art of empowering youth through research, using art during research, and the creation of art as an end-product.

This paper discusses the arts and social transformation present in photo-elicitation. The presentation will incorporate photographs made by youth during ongoing research studies.

Keywords: photo-elicitation, youth, art

Discussion Questions

How are photos useful when exploring experiences during a complex stage of life?

Should (or can) the photos be used as part of data analysis when considering the arts of the process and product?

What are possible ways for analysis of the photographs?

Learning Objectives

Upon completion, the participant will be able to describe the art in the research process of photo-elicitation for researchers and youth.

Upon completion, the participant will be able to verbalize the arts-based end products of photo-elicitation.

Upon completion, the participant will be able to describe the social transformation in photo-elicitation.

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Submission ID: 1752609

TOOLS FOR INCLUSION: A SURVEY OF CHILDREN'S MUSEUM RESOURCES TO SUPPORT PARTICIPATION OF AUTISTIC CHILDREN

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Abstract

Families with autistic children experience high stress, isolation, and limited participation in community events. Barriers to participating in child-focused museums include environmental barriers and a lack of support for social demands (Tint & Weiss, 2016). The lack of partnerships between people with disabilities and cultural spaces such as museums has also created a mismatch of inclusion efforts (Leahy & Ferri, 2022). Despite barriers, increasing inclusion in museums is a priority identified by individuals with developmental disabilities and their families (Bendixen et al., 2022). This study identified how children's museums support the participation of autistic children in a survey developed by a community-children's museum-research consortium.

A 15-question survey was distributed in 2017 via Qualtrics to targeted children's museums and a listserv of child-serving institutions. There were a total of 97 respondents from 89 institutions. A variety of institution types were represented: Children's Museums (n=37), Science Centers (n=24), Art Museums (n=6), History Museums (n=4), and Other (n=16). Responses were analyzed to understand the frequency of tools, strategies, and programming used. A follow-up survey is currently being conducted, and data from 2024 will be compared to data from the 2017 cohort.

Across institutions in 2017, 83% of respondents had partnerships to support their inclusion efforts related to autism. 84% of institutions provided staff training related to supporting families with autistic children. 55 institutions reported sensory-friendly hours, 51 reported on-site tools and equipment to support autistic children, 43 reported pre-visit online resources, and 30 reported school field trip resources. Additional resources reported by 18 institutions included inclusive classes and camps, partnerships with local service groups, and sensory-friendly events. Assessment of the effectiveness of programming occurred in 34% of institutions. 2024 comparison will be added.

Consistent with prior literature, sensory-friendly spaces and programming, knowledgeable staff, and the availability of sensory tools were used to support the inclusion of autistic children and their families in children's museums. Unfortunately, few institutions used methods to evaluate

their inclusion tools and programming; therefore, little is known about the impact and outcomes. Further research to examine effectiveness, particularly in terms of understanding the experiences of inclusion of autistic children and their families, is needed.

Social transformation in community cultural spaces is needed to build a more inclusive society. Child-focused museums foster early creativity and provide opportunities for meaningful family and individual occupations that should be accessible to families with autistic children.

Keywords: inclusion, community participation, autism, families, museums

Discussion Questions

What are ways to support child-focused institutions in evaluating their inclusion efforts from occupational science perspectives that center on meaning and doing rather than counting the number of participants or did or did not use a tool?

The experience of autistic children and their families in using programming and tools to support inclusion is a necessary next step in this work. What are ways to elevate the voice of the community while minimizing the burdens of time and effort for a vulnerable population?

Are concepts in occupational science being used in work with other populations that examine ideas related to inclusion, sense of belonging, and social transformation that could be important to consider in this work?

Learning Objectives

Identify important factors for families with autistic children related to engagement in children's museums.

Define current strategies used in children's museums to support the inclusion of autistic children and their families.

Discuss the implications of community participation for families with autistic children in children's museums to access creative occupations and family occupations that foster well-being.

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OCCUPATIONAL DISRUPTION WITHIN THE NEONATAL INTENSIVE CARE UNIT

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Abstract

Occupational disruption is understood as a transient interruption to occupational patterns with significant adverse effects on occupational performance, identity, and social functioning (Nizzero et al., 2017). The neonatal intensive care unit (NICU) provides a unique setting to study the co-constructive potential resulting from pervasive occupational disruption, which may characterize many parent-infant co-occupations within the NICU. The abrupt birth of a preterm infant may be interpreted as a disruption to pregnancy. From this start, parents may continuously experience disruptions to their anticipated parenting occupations, affecting their parental identity formation, with their envisioned family rituals and routines constrained and dictated by the workflow of the NICU environment (Gibbs et al., 2015, 2016). Parents often report boredom within this context; however, the opportunity to engage in presumably meaningful yet potentially stressful, parenting occupations may be fleeting (Price & Miner, 2008; Richter et al., 2023). Therefore, parents may be at risk of occupational deprivation as they navigate the uncertainty regarding their infants' prognosis and anxiously await their discharge. Similarly, infants may be at risk for occupation deprivation as their early occupational experiences are limited, with fewer opportunities for touch and language exposure (Richter et al., 2023). Parent-infant dyadic occupations may be disrupted by the presence of healthcare workers and changes in infant functional capacity due to medical setbacks (Gibbs et al., 2015; Richter et al., 2023).

Challenges in parent-infant occupational participation may be protracted, leading to questions regarding the transient nature of the occupational disruption in this context. Additionally, creatively, co-constructed occupations emerge following repeated disruptions that require re-negotiation or functional coordination between parents, infants, and healthcare providers. This presentation will center on critical reflections on the prevalence of occupational disruption within the NICU and discuss its potential co-constructive, transformative outcome, which deviates from the negative narrative around this construct in the literature.

While not discounting the significant impact of preterm birth and NICU hospitalization, evaluating occupational disruption and persistent co-construction of new patterns of dyadic engagement for this population will allow for reflection on the generative potential of disrupted occupations.

Occupational disruption may potentially serve a generative function in the creative co-construction of early parent-infant co-occupational experiences.

This presentation and subsequent discussion will take a critical approach to understanding occupational disruption as a construct while appreciating the artful creativity of renegotiated occupational participation following disruptions in the NICU context.

Keywords: occupational disruption, co-construction, parent-infant interaction, neonatal intensive care unit, co-occupation

Discussion Questions

How do we critically examine occupational disruption as a foundation for early parent-infant engagement and its generative effect?

How can the long-term effect of occupational disruption as a latent variable be measured in the developmental outcomes of families of infants hospitalized in the NICU context?

What is the co-constructive power of occupational disruption for other contexts? How does this link with occupational justice?

Learning Objectives

Upon completion, participants will be able to discuss the theoretical implications of occupational disruptions for parents of premature infants admitted to the NICU.

Upon completion, participants will be able to critically reflect on the potential generative effect of occupational disruption in the NICU context.

Upon completion, participants will be able to critique the current conceptualization of occupational disruption in the context of preterm birth and NICU hospitalization.

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ARTIFICIAL INTELLIGENCE AND THE DISRUPTION OF HUMAN OCCUPATION

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Abstract

The purpose of this, theoretical, presentation is to explore how humans' relationships with the technologies that characterise modern life challenge some of our traditional understanding of occupation. The disruptive capacity of technology to change many facets of life has been widely acknowledged. Drawing upon the postmodernist works of authors such as N Katherine Hayles and Donna Haraway this work explores how human technology relations are increasingly moving from interactive to transactional thus impacting occupational choice, meaning and agency. The advent of artificial general intelligence, more specifically, the advance of intelligent systems with the capacity for autonomous decision-making presents a potential to disrupt the nature and characteristics our everyday occupations.

This presentation will argue that the ways in which Artificial Intelligence (AI) increasingly influences individual and collective choice will inevitably impact occupational roles and identities. As services and functions have moved online, many day-to-day occupations exist

only in virtual, digital spaces where attention and choice are increasingly commodified. Thus, the things we do in online spaces is increasingly shaped by competing technological agents. Furthermore, the reciprocal transactions that typify human-technology relations inevitably lead to an increasing reliance on technological systems that are embedded in our physical environment. It follows that this reliance is changing the relationship that we have with what we do as we increasingly share meaning with the technologies that we use in the performance of our occupations.

Since its earliest days, AI theorists have glibly predicted the potential role technology may play in the breakdown of long-held distinctions that exist between work and leisure in society. Such claims remain largely unrealised but may present occupational science with a new frontier of scholarship contributing to a collective understanding of doing in a modern age. Much of the conversation on a future with AI focusses on what the balance of power between humans and autonomous technologies will be. This presents a challenge for occupational scientists to unravel how individuals and communities experience agency with occupations increasingly mediated by technological agents.

Despite our concerns to the disruptive nature of technology, much of the speculation as to what a world with AI might mean for humans and their occupations is unclear. What is clear however, is that occupational science can play a role in continued public discussion and informed human oversight may contribute to a more responsible vision of how AI will impact our collective future society.

Keywords: occupation, technology, artificial intelligence, autonomous machines

Discussion Questions

What are the current gaps in occupational science scholarship as pertains to our understanding of our evolving relationships with technology systems that mediate our choice, performance and meaning of occupations.

Many of the claims made of how technology will contribute to the breakdown of what we understand and work and leisure in modern societies remains largely unrealised. However, does the current debate about how AI will impact future society present occupational science with a new frontier of scholarship that can contribute to a more nuanced, collective understanding of doing in a modern age.

Can occupational science help to unravel how individuals and communities experience agency with occupations that are increasingly mediated by technological agents.

Learning Objectives

Upon completion participants will be able to discuss some of the ways in which modern technology systems influence our choice of occupations and the meaning experience.

Upon completion participants will be able to consider how technology agents built with Artificial Intelligence can challenge our understanding of the agency experienced through participation in occupation.

Upon completion, participants will be able to consider the potential occupational scientists can play in future scholarship that can inform and guide the impact AI will have on future society.

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AND TOTO, TOO! A TRANSACTIONAL PERSPECTIVE OF HUMANS AND DOGS AS CO-OCCUPATION AND CO-REGULATION PARTNERS

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Abstract

This theoretical paper will explore the occupations people engage in with dogs through the lens of occupational science (OS), using an amalgamation of multi-disciplinary theories to exemplify the specific contribution of the dog as a partner in these occupations and the potential impact the partnership has on the person's occupational engagement.

People engage in a variety of important and meaningful occupations with dogs as part of their daily lives. Examples include humans partnering with dogs to perform occupations essential to their vocations (e.g., livestock herding and law enforcement); an increasing amount of human/dog teams competing in dog sports (e.g., agility); service dog handlers relying on their partnership for essential daily tasks; therapy dogs engaging in therapeutic occupations during animal-assisted interventions; and owners participating in daily occupational routines with their dogs (e.g., walking and playing together). Despite the prevalence and significance of these occupations, there is limited OS literature that explores the multispecies co-occupational partnership.

Two recent articles (Bristol, 2023 and Pugh & Heatwole Shank, 2023) have grappled with the need to explore multispecies occupations (MSOs) through the lens of OS. Pugh and Heatwole Shank (2023) introduced into the OS lexicon the term MSO, meaning to “denote occupations shared among domestic animals and humans” (p. 2). The concept of MSO is described using a broadened application of the Transactional Perspective of Occupation (TPO) to include animals

as dynamic occupational participants. Bristol (2023) details how the principle of co-occupation as described by Pierce (2009) can be used to characterize the occupations people engage in with their dogs, asserting that dogs are more than just part of the environment in which the task occurs or an object used for the task, but instead should be considered “active, engaged, and participating members” of the occupation (Bristol, 2023, p. 58).

This theoretical paper further expands the concepts introduced above and uses concepts from other multi-disciplinary theories from neuroscience, psychology, anthrozoology, and ethology to hypothesize that in MSOs between humans and dogs, the dog serves as a transactional, co-occupational, and co-regulation partner with the person.

Exploring MSOs using the TPO considers that people make meaning in their lives through engaging with the natural world is an aesthetic experience (Cutchin, 2013) that has the power to nurture the lives of both the people and animals engaging in the occupations.

Keywords: co-occupation, transactional, multispecies, dogs, co-regulation

Discussion Questions

If you have owned or otherwise had a close relationship with a dog, describe a co-occupation you engaged in together and how the dog participated in the occupation as an essential and actively engaged partner.

Further reflecting on the occupation you reflected on in the previous question: Consider the reciprocity of the motor actions, emotional state, and state of arousal experienced between you and the dog and give an example of how each of your roles in the occupation impacted each other and contributed to the overall occupational experience for you.

How does the Transactional Perspective of Occupation enhance your understanding of multispecies occupations, and is there another OS theory that you can apply to these co-occupational experiences?

Learning Objectives

Demonstrate a basic understanding of how the Transactional Perspective of Occupation can be broadened to include multispecies occupations of humans and dogs.

Articulate how the principles of co-occupation can be applied to the human/dog partnership.

Explain how considering the dog as a co-occupational partner further enhances the ability to understand and explain the significance and meaning that engaging in these occupations has for the person.

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THE ART OF SAYING GOODBYE: POST DEATH RITUALS AND OCCUPATIONS

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Abstract

Intent:

Discussion of post death rituals and occupations through grief.

Argument:

Honoring the moment of death is a family's and professional's responsibility (Finklestein, Shaulov, & Neustat, 2023). Saying goodbye, holding your loved one's hand as they take their last breath, as if gently falling asleep is a gift. After this initial goodbye, there is the long goodbye. A numbness engulfs you as one take the next steps of goodbye. This includes funerary arrangements, phone calls, cancelling appointments, clothing choices and then the "going through everything." Going through the loved one's belongings creates a longer, slower, goodbye. Found are depths of the person's sentimentality, love of others, reminiscent habits, clothing, papers, meaning of life for them. This brings up one's own mortality and perhaps fear or need for preparations. Cleaning out another's life comes fraught with decisions-what to keep,

toss, give away and to whom to give things, pieces of a life. These occupations and rituals post death create a roller coaster of emotions, sadness, laughter, as memories surge and dim, get shared with others, friends, family, acquaintances, and strangers (Pace & Mobley, 2016). Occupations of grief come and go and cycle back to relive the loss and the life lived. During everyday occupations moments of grief may steal upon you unexpectedly by preparing a meal the loved enjoyed or seeing something at the store that reminds you of their occupations and engagement with you (Belda-Hofheinz, 2023). Repurposing the loved one's space-the occupation of transformation through art and interior design, making the space your own, keeping remnants of memories while bursting forth with your own completeness. Restoring oneself to health through revitalization of doing for being, belonging, and becoming. While thanatology research has increased there remains limited information about post death occupations of the grieving and their restoration to health besides psychotherapeutic interventions and religious rituals (O'Gorman, 1998, Wagner, Hofmann & Grafiadeli 2021; Wojtkowiak & Mathijssen, 2022).

Implications related to occupational science:

Discussion of post death rituals and occupations related to social norms and expectations for working individuals to address personal grief is relevant to occupational science as engagement in these experiences differ amongst cultures, countries, and contexts. Additionally, art-based occupations may promote health and re-establish daily routines.

Conclusion:

Further exploration of grief and post death occupations is essential to promote health and well being for society and individuals through helpful strategies and recommendations (Belda-Hofheinz, 2023).

Relevance to conference theme:

Using artistic endeavors and interior design for healing one's soul and space.

Keywords: rituals, occupations, goodbyes, restoration, grief

Discussion Questions

What is important for the rituals of saying goodbye and growing past grief?

What occupations are necessary for restoration after the loss of a loved one?

How do we measure the outcomes of post death occupations and rituals?

Learning Objectives

Participants will be able to discuss post death rituals and occupations recognized for their own health and grief recovery

Create new ways of thinking about society's health related to post death rituals and occupations

Generate thoughts about how to measure post death occupations and rituals for return to health

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Submission ID: 1750813

TOTAL WORKER HEALTH®: THE BIGGEST OS HEALTH INITIATIVE YOU’VE NEVER HEARD OF

Maren Wright Voss, Harvard TH Chan School of Public Health

Lisa Jaegers, Saint Louis University

Abstract

In this short theory session, we present highlights and critical questions regarding a three-decade initiative to bring more attention to the evidence-based strategy called Total Worker Health® (TWH) by the National Institute for Occupational Safety and Health (NIOSH) (1). In occupational science, the idea of occupation is a construct larger than a job role. Yet work is also a primary occupation across the lifespan, as the average worker spends 1/3 of their time at work(2). Occupational scientists acknowledged employment as a social determinant of health(3)(4). "That all work should both be safe and enhance the health and well-being of workers" is central to Total Worker Health®(1). This broad understanding of the value of the workplace to support human health has been gradually dawning in public health domains and creates new opportunities for collaboration with the occupational sciences.

With the rapid stress and change in the workplace from the COVID-19 pandemic, there has been a greater acknowledgment of the role of the workplace in promoting well-being. The health promotion interventions that are designed using Total Worker Health® approaches place workers centrally, ensuring their voices are heard and can influence workplace health decisions, supported by national and global initiatives (5)(6). The authors provide a brief summary of the current research and initiatives in Total Worker Health®.

Occupational scientists find ways to connect care and programming with the underlying constructs and science of occupation. Access to collaborations, funding, and theory can help OS professionals build the science. The two presenting authors are each affiliated with a TWH Centers of Excellence(7) and will present on the collaboration and research potential they have experienced. Several agencies fund programming to support the workforce, including the CDC, HRSA, SAMHSA, NIH, and NIOSH. TWH conferences are another professional setting for information dissemination and theory with like-minded collaborators and funders in public health domains.

Occupational approaches to social transformation cannot ignore the value of the workplace to enact change that enhances health. This session investigates the relevance of work and the workplace as impacting human health, wrestles with the tension between individual and organizational approaches to well-being initiatives, and explores the application of workplace interventions beyond work (jail settings, schools, community programs, etc.). This session discusses how occupational scientists can partner in the public health domain to explore occupational constructs and build the science.

Summarized in the conclusion.

Keywords: worker health, occupational health, wellbeing

Discussion Questions

Is the workplace a suitable location for occupational science programming?

What is the relative value and ethical concern for workplace wellbeing programs that target individual coping versus organizational change?

What is occupational science's role in workplace programs that might influence health (advocacy, investigation, observation, implementation, categorization, or others)? How can implementation or health programming in institutional settings like a workplace engage in rigorous methods that build the science?

Learning Objectives

Participants will reckon with the “paradigm-shifting concept that all work should both be safe and enhance the health and well-being of workers”(1).

Participants will wrestle with the tension between individual and organizational approaches to well-being initiatives, and the role of workplace interventions.

Participants will identify ways to connect care and programming with the underlying constructs and science of occupation as a mechanism for funding research.

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ART(IFICIAL) INTELLIGENCE: OCCUPATION IN THE 21ST CENTURY

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Caroline Welch, Rutgers, the State University of New Jersey

Sandra Rogers, Rutgers, the State University of New Jersey

Abstract

We will: (1) investigate the role of AI in facilitating occupational engagement, (2) apply an embodiment lens to understand human-AI co-creation of occupation, and (3) foster discussion on key areas for studying occupation and AI.

With the advent and subsequent explosion of widely available large language models (LLM) of artificial intelligence such as ChatGPT and Bard, people are using artificial intelligence to generate ideas, produce art, and participate in activities that are meaningful to them. For some, these LLMs provide a way of avoiding mundane occupations (e.g., constructing emails), for others they provide an outlet for finding or expressing their voices. Yerxa (2000) asserted that occupational science is the study of humans engaging in the “doing” of life. While scholars have previously commented about humans embodying objects (Schettler et al., 2019), there remain several questions, namely – what happens when the computers start to think? Can a human and object participate in co-occupation?

In this presentation, we will explore how AI can contribute to our understanding of occupation. We will employ an embodiment lens (Bailliard et al., 2023) to understand how humans and AI systems co-create occupation. Embodiment theory suggests that our occupations and ways of knowing the world are deeply interwoven with the bodies that become our perspective for seeing the world. We will use a de-colonized approach (Block et al., 2015) to suggest that, if occupations are not situated within the individual (as other scholars have asserted) then we must consider whether humans and AI can co-create occupation. Much like how children learn, AI systems not only process information but also actively engage with their technological surroundings, copying and adapting what they observe in humans (Trott et al., 2023). This co-constructive process wherein technology embodies human knowledge products and humans then embody the knowledge products of AI may carve new avenues for human participation.

We will conclude our presentation with an opportunity for discussion within small groups about key areas for the study of occupation and AI, including: neurodiversity and AI, older adults and aging with AI, and teaching with AI. Throughout the talk, we will employ AI created art and imagery to facilitate discussion. In so doing, we will demonstrate first-hand how AI can change occupational participation for attendees.

Participants will gain a nuanced understanding of how AI influences occupational engagement. Attendees will evaluate the complex interplay between humans and AI systems in co-creating occupational experiences.

Keywords: artificial intelligence, co-occupation, art, embodiment, creativity

Discussion Questions

Can a human and AI participate in co-occupation?

Does engagement in co-occupation with AI yield greater creativity and richer engagement in occupation for individuals and society?

Is the idea of participating in co-occupations with AI (co-occupying space and time) repellent or attractive to you?

Learning Objectives

Articulate the ways in which AI technologies impact occupational engagement.

Evaluate the utility of embodiment theory to analyze the dynamic interaction between humans and AI systems in the co-creation of occupational experiences.

Identify key areas for future research and application of AI to understand occupational participation.

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Submission ID: 1751902

CULTURE, CONCUSSION, AND RETURN TO PLAY AMONGST FEMALE YOUTH SOCCER PLAYERS

Emily Cort, University of North Carolina at Chapel Hill

T. N. Kirk, University of Georgia

Abstract

Girls are more likely than boys to not only sustain a concussion while engaging in sports, but also continue playing when concussed. Given this disparity, the purpose of this study was to explore how girls re-negotiate their engagement in soccer post-concussion amongst the complex interactions between themselves, their environment, and the masculine ethos of sport culture. This presentation reports on findings from interviews conducted with former female youth soccer players regarding their return to play (RTP) decisions after sustaining a concussion.

Data is derived from semi-structured zoom interviews conducted with eight former female youth soccer players who met the following criteria: (a) were assigned female at birth, (b) sustained at least one concussion playing soccer before the age of 18, and (c) played on a youth soccer team. Data sources included interviews, notes, and information from a screening questionnaire. Each interview followed a guide with questions rooted in extended theory of planned behavior (ETPB) and concussion literature. Thematic analysis was selected for use in this study as it takes rich data sources and codes them into common themes and has been used in previous research conducted on understanding concussion attitudes.

Data analysis yielded three interrelated themes:

- 1) “males are taken more seriously when they are injured:” gender and concussion attitudes;
- 2) “I didn’t want to seem like a baby”: extrinsic factors that influence RTP; and
- 3) “the biggest pressure was probably from myself more than anyone else”: intrinsic factors that influence RTP. Findings illustrate the impact that attitude, team norms, and self-identity have when female youth athletes consider decisions regarding concussion reporting and RTP.

Current literature has addressed what contributes to quick return to play after concussion, but has yet to elucidate why this occurs, especially in the population of youth female soccer players. Occupational science’s critical attention to meaning, health, and contextual influence can provide a unique lens to understand how engagement unfolds within this population. This understanding has the potential to enact meaningful change to foster a more holistic and health-promoting sport ethos for all.

In sport culture, female athletes are often marginalized and expected or encouraged to conform to masculine norms when sustaining an injury. Youth female soccer players and their experiences with concussion shared in this paper illuminate and provoke dialogue around the societal challenges that still exist in girls’ and women’s sports. This dialogue has the potential to improve health advocacy and enact change.

Keywords: concussion, youth sport, theory of planned behavior, women's sport, sport culture

Discussion Questions

Why is concussion in youth female soccer a concern of occupational science?

In what ways can the extended theory of planned behavior help us understand how occupational experiences and environments shape each other?

How can understanding the relationship between occupation, players, their environment, and sports culture within youth sport empower young female athletes to enact social change?

Learning Objectives

Identify three intrinsic and extrinsic factors that contribute to return to play decisions in youth female soccer players.

Summarize the implications of concussion attitudes within the unique occupational context of youth female soccer.

Integrate the theoretical framework of extended theory of planned behavior into their own occupational context.

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Submission ID: 1751794

THE ART OF DISABLED PRAYER

Sarah J. Barton, Duke University

Abstract

Drawing on work in the fields of disability studies, religious studies, and occupational science, this paper explores how people with disabilities “disable” traditional religious practices of prayer, and in this process, participate in religious doings characterized by artful subversiveness that leads to social transformation.

Across religious traditions, traditional practices of prayer uphold ways of doing that often restrict the full participation of individuals with disabilities. For example, participation in prayer often presupposes particular capacities, such as speech, neurotypical patterns of attention, and an ability to sustain quiet or a specific bodily posture. Additionally, the thematic content of traditional prayers related to disability - notably, prayers for healing and cure - reinforce ableist notions of human limitation.

When experiences of disabled life clash with traditional expectations of practicing prayer, disabled people often experience occupational marginalization and even exclusion from their communities of faith. In the face of these realities, some disabled people of faith find novel ways to “disable” the practice of prayer: accessing prayer through multi-sensory pathways, praying through the creation of DisArt, and by subverting the objects of prayers for healing. These pathways of disabled prayer both create opportunities for social transformation, and witness to an embodied social transformation, within religious communities and beyond.

This paper examines religious doing, an under-examined topic in the field of occupational science. Through considering the process of “disabling” prayer, this paper offers new insights on the relevance of interdisciplinary perspectives on disability to help shape continuing critical engagement with the assumptions that inform occupational science concepts of participation. Additionally, this paper analyzes a particular response to experiences of occupational marginalization as it intersects with ableism and normative religious doings. Finally, this paper examines the religious occupation of prayer as a mechanism for social transformation, expanding current dialogue on this key concept in the field of occupational science.

Disabled prayer raises new possibilities and questions for occupational science, namely, how disabled forms of participation make previously inaccessible religious communities and occupations sites of social transformation.

This paper directly addresses the concept of social transformation in the context of religious doing and draws on examples of DisArt (disability art) in its argument.

Keywords: prayer, disability, participation, occupational marginalization, social transformation

Discussion Questions

How does the construct for the process of “disabling” helpfully expand and/or critique conceptual models of participation in occupational science?

How do understandings of occupation as a mechanism of social transformation need to more critically respond to realities of ableism?

What conditions are needed to facilitate movement from occupational marginalization to subversive social transformation through occupation? With regard to religious doings? With regard to other occupations?

Learning Objectives

Describe the concept of “disabling” and relate it to the religious doing of prayer.

List at least 2 aspects of traditional prayer practice that lead to occupational marginalization among people with disabilities.

Articulate how “disabled prayer” expands and challenges current work on social transformation in the field of occupational science.

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MAPPING OCCUPATIONAL FACTORS THAT INFLUENCE WORK-RELATED STRESS WITHIN REAL-WORLD CONTEXTS

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Abstract

Job pressure is the primary stressor for most Americans, comprised of a range of organizational (e.g., tight deadlines, heavy workload, unfamiliar duties), environmental (e.g., degraded lighting, poor acoustics, uncomfortable temperatures), social (e.g., lack of support, work surveillance), and economic (e.g., inadequate income) factors (Awada et al., 2023). Up to 1/3 of individuals report missing work each year because of stress, and American companies are estimated to lose up to \$300 billion annually due to worker stress (Pandey, 2000). Unfortunately, we are notoriously bad at being self-aware of how stress accumulates and how engaging in different environments contributes to stress. We are often unaware until symptoms of declining health or well-being emerge. Thus, our work aims to uncover and map the patterns and pathways influencing work-related stress to inform technology-supported, personalized interventions as workers engage in their daily occupations.

Participants engage in a naturalistic study across 4-to-6 months. A worker trait survey and interviews are conducted at the outset to explore how workers perceive and understand their stress experiences relative to engaging in work activities and environments (workplace and home). Across 4 months, environmental, physiological, and behavioral/perceptual data are obtained using sensing devices in the workplace (e.g., Awair, audio-features capture device) and worn by the participant (e.g., FitBit), and through self-report via daily and weekly ecological momentary analyses (EMA). After data collection, participants are provided with visualizations of their data and engage in focus groups to discuss their experiences and implications for developing personalized, technology-supported stress-management interventions.

We have completed data collection with one cohort (n=7) and are actively collecting data with a second cohort (n=10). Our analyses examine and illuminate individual complexities in the relationships among occupational engagement in work vs. non-work activities that are either solitary or collective as they intersect with the physical and social environments and the resulting impact on objective physiological measures of stress (e.g., heart rate, sleep patterns) and self-reported health, well-being, and productivity (e.g., stress, productivity, mood; Awada et al., 2024).

Our naturalistic methodology applies an occupational science lens using a transactional approach to understand work-related stress experiences by considering workers as actors with individual lived experiences engaged in a reciprocal relationship with increasingly complex physical, social, and organizational work environments (Fritz and Cutchin, 2017).

This study is an example of how the art of OS can integrate with the science of engineering to understand the relationships of human occupation to health and wellbeing.

Keywords: stress, occupational engagement, well-being, naturalistic inquiry

Discussion Questions

What are critical implications to be considered alongside our understanding of transactions among occupational engagement and our environments to advance knowledge of the development and management of work-related stress?

In what ways can OS support the development and implementation of technologies to support positive occupational performance and worker health and well-being?

How can we accelerate the integration of OS into interdisciplinary investigation and interpretation of complex transactions within sociotechnical work systems, and how can OS theory benefit in return from those interdisciplinary partnerships?

Learning Objectives

Describe how shifts in physical space, social interactions, and engagement in work tasks are related to stress and overall worker well-being.

Discuss the utility of naturalistic study designs that integrate subjective and objective data to identify occupational patterns associated with human performance and health.

Identify ways in which the art of OS can be leveraged to inform technology development and enhance research in other fields of science.

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VIRTUAL POSTERS

UNDERSTANDING SLEEP EXPERIENCES IN FEMALE AUTISTIC YOUNG ADULTS

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Abstract

Sleep is an indispensable occupation for human survival and a major contributor to health and well-being. As sleep has been considered a major issue for many people with disabilities, studies have found that more than 60% of autistic individuals across the lifespan experience various sleep problems. Although sleep in adults has gained more attention in occupational science, less has focused on autistic individuals, let alone those in young adulthood. While young adulthood is a critical period in which autistic individuals encounter transitions in their development and physical and social environments, which can further influence sleep at night, little is known about the sex differences in their sleep. The only study addressing sex differences in sleep in autistic adults found that female autistic young adults (FAYAs) are in a vulnerable position of having sleep problems. Therefore, it is imperative to understand their sleep in order to provide support that is tailored to their needs. This paper aims to explore first-hand sleep experiences of FAYAs, including how they perceive their sleep and what influences their sleep practices.

I report on data gathered from semi-structured interviews with photo-elicitation in six FAYAs aged from 18 to 25. Interviews were transcribed verbatim. Data were analyzed using open coding and the codes were then reviewed and sorted into categories. Themes were constituted and finalized after critical discussions between an experienced qualitative researcher and me.

Five themes emerged regarding the sleep experiences of FAYAs: (1) lack of control, (2) feelings of security, (3) family influences, (4) limited support from health professionals, and (5) personal knowledge about sleep. The findings offer insights into what affects and shapes FAYAs' engagement in sleep occupation, including psychosocial factors and influence from families, health professionals, and the online community. Moreover, details of the sleep environment, sleep routines, and beliefs about sleep should be assessed when occupational scientists and occupational therapists support sleep in FAYAs with or without sleep issues.

Occupational scientists are interested in understanding sleep as an occupation and how it relates to other daily occupations and health. While the knowledge of sleep in occupational science is expanding, this paper highlights the importance of considering the interplay of individual and environmental factors in studying how people engage in sleep occupation. Moreover, understanding the temporal, spatial, and sociocultural aspects of people's sleep experiences offers the potential for occupational scientists and occupational therapists to support people with special needs in their sleep.

Keywords: sleep, autism, female, young adults, transactional

Discussion Questions

Are there any other constructs in occupational science that might relate to engagement in sleep occupation?

As occupational scientists, what are the actions we can take to support people with sleep issues, especially people whose assigned sex is female?

What is the methodological suggestion for further research?

Learning Objectives

Upon completion, participants will be able to describe how the interplay of individual and environmental factors affects and shapes female autistic young adults' engagement in sleep occupation.

Upon completion, participants will be able to list action steps of occupational scientists and occupational therapists in supporting people with specific needs in their sleep.

Upon completion, participants will be able to describe how studying subjective sleep experiences can offer knowledge of sleep occupation.

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A COMPARATIVE CASE STUDY OF OCCUPATIONAL PARTICIPATION AT THE INTERSECTION OF LGBTQ+ AND UNHOUSED IDENTITIES

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Abstract

Explore the occupational participation of adult LGBTQ+IEH and the factors impacting their occupational performance.

Comparative case study methodology to investigate the occupational participation experiences of two LGBTQ+IEH.

Data collection methods included a chart review, staff discussions, and one-hour semi-structured occupational interviews, incorporating the Activity Card Sort-Advancing Inclusive Participation.

Data analysis followed Yin's cross-case synthesis methodologies.

Purposeful sampling at a Midwestern homeless service organization during the Spring of 2023.

Cases selected to highlight both similarities and differences included individuals who self-identified as LGBTQ+, were currently homeless, and were over 18 years old.

The results were categorized by the following categories: occupations wanting to do less due to experiencing homelessness, occupations given up due to experiencing homelessness and LGBTQ+ identity, occupations wanted to do more due to LGBTQ+ identity, occupations wanted to do more due to experiencing homelessness, and occupations wanted to do more due to LGBTQ+ identity.

The changes in occupational participation patterns for LGBTQ+ IEH due to stigma and discrimination from both of their identities demonstrated shifts in their engagement with meaningful occupations. These findings shed light on the occupational challenges faced by LGBTQ+IEH, emphasizing social bias, discrimination, and safety concerns. The study shows how social stigma, especially related to LGBTQ+ identity, plays a crucial role in disrupting occupational participation and contributes to the understanding of the experiences of the LGBTQ+ IEH population.

The researchers used a social constructivist approach using queer theory to apply heteronormative constructs to identify and address systemic policy and institutional barriers paving the way for advocacy to enhance occupational justice for the LGBTQ+ IEH population. The queer theory framework allows for LGBTQ+ perspectives of researcher and authors to serve as a lens for viewing the results. In order for social transformation to occur, foundational research such as this is necessary to recognize the impact stigma plays on occupational

participation and performance for each identity of an individual and at the intersection of their identities.

Keywords: LGBTQ+, homeless, occupations, occupational science

Discussion Questions

How do intersecting identities influence occupational participation?

How do predominately marginalized identities influence engagement in meaningful activities?

How does time spent experiencing homelessness influence engagement in meaningful activities?

Learning Objectives

Upon completion, participants will be able to describe how to use the social constructive approach using queer theory in a research study.

Upon completion, participants will be able to list the similarities and differences between occupations the participants identified wanting to do less and wanting to do more due to experiencing homelessness.

Upon completion, participants will be able to list the occupations participants identified as given up due to experiencing homelessness and LGBTQ+ identity.

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CAPOEIRA AS A FORM OF ADVOCACY FOR AFRO-BRAZILIANS

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Abstract

This study intends to describe how Afro-Brazilians express advocacy through engaging in the occupation of Capoeira.

The dispersion of African peoples to Brazil began in the sixteenth century and is characterized by the abrupt withdrawal of the Black population from the African continent to be enslaved in Brazil (Costa & Voss, 2018). To survive the horrors of slavery, Afro-Brazilian people found forms of advocacy in art and culture to stay connected with their ancestry; thus, they created Capoeira an Afro-Brazilian martial art that mixes dance and music (Rocha et al., 2013) to serve both as pleasure and as a form of resistive defense against slavery. In contemporary times, Capoeira functions as an art form that rescues and preserves Afro-Brazilian ancestry (Costa & Voss, 2018). It constitutes a cultural mark of recognition and appreciation of Black identity, enables the sharing of ancestral memory among them, as well as providing self-knowledge, a sense of belonging and the strengthening of self-esteem (Costa & Voss, 2018). The stories and beliefs that value Afro-Brazilian culture are passed between generations through orality and dances, enabling them to take the lead in their own lives, be proud of their Blackness, and create collective strategies so that they are capable of adopting transgressive acts to disrupt the cycle of oppression, denouncing racism and inequalities experienced. Collective occupations such as Capoeira can represent a continuum between oppressive and liberating relationships, especially within undervalued groups (Ramungondo & Kronenberg, 2015).

Therefore, the engagement of Afro-Brazilian in Capoeira is recognized both for its cultural, historical, political value (Fontoura & Guimarães, 2002). However, as it is carried out mainly by Afro-Brazilians, this occupation is often undervalued and faces attempts at silencing and historical erasure, for example, for many years Capoeira was considered a crime of vagrancy (Fontoura & Guimarães, 2002). Occupational Science has the potential to ameliorate this sociohistorical and cultural erasure through the dissemination of decolonial and counter-hegemonic perspectives that recognize the subjective expressions of Black people, values their cultures, knowledges and Afro-diasporic activities (Pereira & Magalhães, 2023).

In contrast to colonialist systems of power that have a hegemonic way of understanding occupation from a Eurocentric perspective in which there is no overcoming of the impacts generated by hegemonic practices. Collective occupations such as Capoeira can be understood as forms of advocacy, contradicting the historical attempts to erase their traditions, imposed by these systems.

Keywords: Capoeira, advocacy, Afro-Brazilian, occupational science

Discussion Questions

Can we think about occupations unrelated to racial relations that are part of the historical, cultural and social construction of colonized societies?

Are occupational scientists open to learning from the forms of cultural resistance by marginalized groups?

How can Occupational Science help to understand the cultural expressions of Black people?

Learning Objectives

Understand the history of capoeira and how it is employed as both art and advocacy for Afro-Brazilians.

Reflect that occupations are related to racial relations that are part of the historical, cultural and social construction of colonized societies.

Discuss decolonial and counter-hegemonic perspectives for understanding the occupation in Occupational Science.

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MEANINGS OF EMBROIDERY AS A COLLECTIVE AND CO-OCCUPATION: A SCOPING REVIEW

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Abstract

The purpose of this research is to explore embroidery artwork as a collective occupation and co-occupation with distinct social and societal meanings

The first author conducted a scoping review, following Preferred Reporting Items for Systematic Reviews and Meta-Analyses Scoping Review (PRISMA-ScR) guidelines, searching six databases (CINAHL, Gender Studies databases, Social Work Abstracts, APA PsychArticles, Sociological Abstracts, and Taylor and Francis Online). Due to a scarcity of interdisciplinary research examining the social meanings of embroidery, the search was expanded to draw on insights from peer-reviewed articles about textile crafting, with meanings interpreted in relation to the social meanings of embroidery. Analysis involved content analysis, informed by two theoretical perspectives. An interpretive theoretical perspective, informed by the philosophy of Csikszentmihalyi, frames the interpretations of meaning in terms of purposeful, goal-oriented, and experiencing the required degree of control over one's life. A rights-based perspective builds on interpretations of social meanings of embroidery when choice and opportunities are contested. The language of human rights in relation to equitable occupational opportunities is utilized, to enrich understandings about meaning-making in relation to political structural factors, power, and social determinants of human occupation.

26 articles met the inclusion criteria, published 2000-2023, suggesting that this body of literature remains in an early stage of development. Four themes of social meanings emerged: (i) potential of embroidery for collective well-being, (ii) sense of belonging, (iii) impassioning communities into social movement to fuel change, particularly within and for marginalized communities, and (iv) potential of collective embroidery to enact social power to govern and maintain hegemonic structuring of communities at a social and a societal level.

Analysis of the nuanced complexity of social meanings attributed to occupations may open conceptual space for a richer understanding of how everyday occupations, like embroidery, can be limited or enhanced by societal factors including power and political climate. Advancing occupational science research about the conceptualization of the meaning of art occupations can be undertaken, drawing on rights-based approaches aimed at facilitating complex examinations of sociopolitical phenomena.

Keywords: occupation, social meaning, rights, social transformation, collective well-being

Discussion Questions

What features of embroidery contribute to the meaningfulness of embroidery as a collective and co-occupation?

How can social inequities, power, and societal structural factors impact the way diverse groups of communities – particularly non-dominant and marginalized communities – participate in everyday art occupations?

To what extent can people ‘choose’ to engage in distinct art occupations like embroidery and how does that relate to meaningfulness and occupational identity?

Learning Objectives

Upon completion, participants will be able to describe the features of embroidery that contribute to the meaningfulness of embroidery as a collective and co-occupation.

Upon completion, participants will be able to verbalize ways in which sociopolitical and sociocultural contexts influence and/or be influenced by the engagement of embroidery as a collective and co-occupation.

Upon completion, participants will be able to identify how social inequities, power, and societal structural factors can impact the way diverse groups of communities participate in everyday art occupations.

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INVESTIGATING SLEEP IN THE PRIMIPAROUS EXPERIENCE: AN ESSENTIAL CO-OCCUPATION

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Abstract

The purpose of this research was to investigate the occupation of sleep for first-time mothers. Of particular interest were the specific barriers new mothers face to obtaining adequate sleep quality.

This study followed a convergent parallel mixed methods design. Participants (n=185): first-time birth-giving parents over the age of 18 years, with a first-born child 18 months of age or younger, residing in the United States, fluent in English, with access to a device with internet connectivity.

The measure employed was an anonymous Qualtrics survey designed by the author. This survey included author-created questions as well as the Postpartum Sleep Quality Scale (or PSQS) with permission from its authors.

Once all data was collected, quantitative findings were analyzed using Qualtrics XM, Microsoft Excel, and Stata statistical software using descriptive and inferential statistics. Questions pertaining to sleep-related barriers, supports, and overall sleep quality were selected to assess potential relationships between them. Student's t-test was used to compare these variables. Qualitative data was analyzed using a multiple-round coding process. Once coder agreement was reached, both data sets were converged to elucidate answers to the research questions.

Data indicated four primary categories of barriers impacting sleep quality: postpartum physical symptoms, mental health challenges, infant care-related tasks, and contextual factors. Of these factors, converged data suggested that infant care tasks were the most significant barrier to maternal sleep quality. Analysis also demonstrated a relationship between and among the four barrier categories, such that lower maternal sleep quality was correlated with increased mental health challenges; specific mental health challenges were correlated with specific mother-infant sleeping arrangements; and so on.

While this study began as an investigation into the occupation of sleep, results indicated that the most significant barrier primiparous mothers face in obtaining sufficient sleep quality is the essential co-occupational nature of sleep with an infant.

Results also indicate the transactional nature of the mother-infant dyad immersed in the occupation of sleep and inextricable from their specific, multidimensional contexts, further suggesting the need for a more integrated, client-centered, and multi-professional healthcare

team. Further research is recommended to provide a stronger evidence base relevant to these themes to increase occupational therapy service provision to this currently underserved population.

Keywords: sleep, postpartum, co-occupation, new mother, mother-infant dyad

Discussion Questions

What are the ways in which sleep could be considered a co-occupation?

How does the transactional perspective of occupation relate to sleep in the mother-infant dyad?

What are the concepts necessary to consider regarding sleep for new mothers?

Learning Objectives

Define primiparous, co-occupation, and mother-infant dyad.

Demonstrate understanding of the multidimensional considerations at play for new mothers relevant to the occupation of sleep.

Describe the ways in which results from this research demonstrate the need for more evidence-based, holistic, and multiprofessional consideration for the primiparous population.

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OT AND PERINATAL LOSS: CONNECTING THE DOTS

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Abstract

Perinatal loss, including miscarriage and stillbirth, often results in occupational deficits as parents grieve that loss. Hoppes (2005) explains four main stages/patterns of grief related to the loss of a child, directly related to occupational performance: occupational maintenance, occupational dissolution, occupation ambivalence, and occupational restoration. Forhan (2010) builds off of these concepts in her autoethnography about her perinatal loss lived experiences and connects those experiences to literature related to grief and occupation, when identifying a “significant gap in knowledge and comfort level with perinatal loss and bereavement by health care professionals outside of the labor and delivery program” (p. 149). While it is clear that addressing occupational deficits related to perinatal loss falls within the scope of OT practice, there is limited research and data regarding the specific need and benefit of occupational intervention; at this time, individuals who have experienced perinatal loss are part of an underserved population by occupational therapy practitioners (OTPs).

To better determine the need and scope of intervention that may benefit this population, an anonymous, mixed method survey consisting of 7 quantitative questions and 1 narrative question was distributed to individuals who have experienced perinatal loss by posting the survey link along with a description of the research in two Facebook support groups. The survey was completed by 105 participants who experienced perinatal loss.

The quantitative responses were analyzed using Google Forms data analysis. The narrative responses were analyzed by the researchers to identify patterns and themes, resulting in 7 main themes.

The majority of the participants were in the 25-32 year old group with the large majority of participants having experienced their loss less than one year ago. The majority of the participants did not have mental health services discussed or provided. Almost 75% felt support groups would help. Sixty-nine percent reported they feel empowered when they have the opportunity to share their story with others.

The qualitative responses show seven themes that fall within the OT scope of practice related to mental health, social wellbeing, access to healthcare, and other areas of health and occupational wellness.

When studying humans as occupational beings, we realize that all life experiences have the potential to impact function. When function is negatively impacted, it can be challenging to engage in those occupations that bring meaning and purpose to our lives. After experiencing perinatal loss, individuals may experience a functional decline resulting in a loss of occupational engagement.

Keywords: perinatal loss, occupational therapy, occupational deficits

Discussion Questions

In addition to the areas discussed in the results of this research, what other occupational areas do you believe are impacted when a person experience perinatal loss?

How can art or artistic expression be used to help clients after perinatal loss?

What are some potential ways OT can provide treatment for or advocate for fathers who have experienced perinatal loss?

Learning Objectives

Upon completion, participants will be able to define perinatal loss and recognize the resulting occupational deficit areas.

Upon completion, participants will be able to identify the need and scope of OT to provide occupation-based interventions to those who have experienced perinatal loss.

Upon completion, participants will be able to identify potential areas for future OT interventions, advocacy, and research related to perinatal loss.

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REKINDLING THE FIRE: OVERCOMING COMPASSION FATIGUE IN OT/OTA ACADEMIA

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Alyssa Farrell, St. Catherine University

Abstract

OT/OTAS students may experience distress or trauma at some point during their academic career. Academics supporting and advising students in OT/OTA programs often bear the burden of providing compassion, possibly leading to emotional, physical, or cognitive drain, making it more difficult to empathize with students and increasing overall potential for burnout and work/life balance challenges. This secondary traumatic stress can lead to development of compassion fatigue (CF), a decrease in their capacity to demonstrate empathy (Leland & Armstrong, 2015). To date, the topic of CF has mainly been focused on nursing and mental health practitioners. Little research has been completed specific to OT, let alone academia. To prevent the occurrence of CF, it is important for OT practitioners to be aware of the symptoms of CF (Chen, 2020) and to know how to establish a self-care plan that can be utilized to build resilience.

This study includes a survey completed by OT professionals in OT academia of all degree levels. The IRB approved survey assesses the prevalence of CF in OT higher education, current symptoms experienced, and current understanding of self care planning. Raw data will determine prevalence of CF in the OT academic community, the current understanding of symptoms, and already established coping mechanisms. It will also determine the needs of future programming development to educate OT academics in higher education and their students.

OTs/OTAs in academia were surveyed (156), of the 153 who met inclusion criteria, 92.2% believe it is possible to develop CF. A majority of participants indicated an understanding of the importance of self care planning (83.7%), but only half of those indicated having a plan in place (52.3%). Over 75% of participants expressed interest in completing a course related to this topic.

As occupational beings, it is imperative that we as OT practitioners in academia consider the importance of occupational balance in our own lives. When faced with the unique challenge of providing guidance and instruction for future practitioners who experience distress and trauma while in the program, it is important for the OTs/OTAs in academia to remember to take care of their occupational needs to prevent CF.

Often self-care plans include some sort of creative expression through various forms of art. When we create the course for the OT/OTAs in academia, art will be a suggested area of exploration when discussing the process of self-care planning.

Keywords: compassion fatigue, academia, self-care, occupational therapy

Discussion Questions

During self care planning, what role can artistic expression play as a modality used to cope with compassion fatigue for OT/OTAs in academia?

If those who are teaching the future of the profession cannot achieve and model our own occupational balance and well-being, can we expect students and future practitioners to effectively educate clients on these topics?

If OT/OTAs in academia are not appropriately dealing with compassion fatigue, are we unconsciously promoting a new generation of future practitioners who are unable to achieve occupational balance and are therefore prone to compassion fatigue?

Learning Objectives

Upon completion, participants will be able to identify Compassion Fatigue signs and symptoms and its impact on OT/OTAs in academia.

Upon completion, participants will be able to discuss the value of a self-care plan in relation to their current role in academia.

Upon completion, participants will discuss how a variety of art modalities can be utilized within their self-care plan.

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Submission ID: 1709523

THE ESSENCE OF INTIMACY FROM THE PERSPECTIVES OF WOMEN WITH MILD TRAUMATIC BRAIN INJURY

Erin R. Skotzke, Galaxy Brain and Therapy Center

Mariana D'Amico, Nova Southeastern University

Martina Anto-Ocrah, University of Pittsburgh

Abstract

The purpose of this study was to describe and interpret the essence of intimacy from the perspectives of women with mild traumatic brain injury (mTBI). The research questions are: (1) What is the essence of participation in intimacy from the perspectives of women who have sustained an mTBI with symptoms persisting 12 months or longer? (2) How is intimacy defined or redefined after mTBI? (3) In what way(s) is intimacy meaningful after mTBI? (4) How does participation in intimacy change after mTBI? And (5) How do couples adapt in their relationship after mTBI?

This interpretive phenomenological study recruited women in the United States who had been diagnosed with a mTBI at least one year prior to the interview and had been in a two or more year relationship prior to their injury. Women compared their current experience of intimacy with their previous experiences of intimacy before their injury. Data was collected through one-on-one, semi-structured interviews on Zoom. The Pan Occupational Paradigm (Hitch et al. 2017) was used to frame the interview guide and the interpretation of data. Saldaña's (2021) In Vivo Coding was used to code the data. The data yielded six commonalities, or themes, among the women's stories. Data saturation was reached after eight participants were interviewed.

The interviews yielded the six following themes: (a) Intimacy is “being completely vulnerable”; (b) “Brain injuries are incredibly isolating and intimacy is the exact opposite of that”; (c) Intimacy is “[having] somebody that was just as invested in my recovery as me, if not even more”; (d) Intimacy is “a shared, flexible give-and-take dynamic”; (e) Intimacy is “communicating wants and needs”; and (f) “[Women’s sexual and intimacy-related concerns are] not taken seriously in the scientific and medical fields ... our pleasure is definitely not centered at all.”

The Pan Occupational Paradigm (Hitch et al., 2017) was used to conceptualize intimate partner relationships as doing activities that one performs to give and receive affection (doing), the role of being a partner within a romantic relationship (being), how intimacy and roles are defined or redefined after experiencing an mTBI (becoming), and the intimate connectedness between partners postinjury (belonging). The study concluded that intimacy is a feeling of belonging that is expressed through doing, being, and becoming. In addition to these conclusions, the study found that intimacy is left unaddressed across rehabilitation settings, particularly in settings that serve women with mTBI.

Keywords: intimacy, mild traumatic brain injury, interpretive phenomenology, qualitative, women

Discussion Questions

What is the relationship between intimacy and doing, being, and becoming?

What is the relationship between intimacy and belonging?

How can occupational therapy practitioners use the concepts of doing, being, becoming, and belonging in their practice to address intimacy?

Learning Objectives

Upon completion, participant will be able to describe how intimacy can be viewed through the lenses of doing, being, becoming, and belonging.

Upon completion, participant will be able to identify one way to address intimacy in occupational therapy and/or rehabilitation practice.

Upon completion, participant will be able to describe how this sample found meaning in intimacy after sustaining a mild traumatic brain injury.

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ENVIRONMENTAL ADVOCACY AS AN OCCUPATION: PERCEIVED SELF-EFFICACY AND OCCUPATIONAL JUSTICE IN COMMUNITY PROGRAMMING

Emma Sims, Rush University

Laura VanPuymbrouck, Rush University

Abstract

Current occupational therapy literature demonstrates a gap in knowledge of environmental advocacy (counteracting detrimental health and environmental impacts on community members via resources and programming) as an occupation, which directly impacts occupational justice in those experiencing environmental racism or discrimination. This study's purpose is to provide foundational information on the importance of advocacy work in the sphere of environmental and occupational justice through the lived experiences of those directly involved in community environmental advocacy. Secondary objectives include determining accessibility considerations and barriers for participation in environmental advocacy occupations, as well as identifying resources available to communities impacted by environmental discrimination.

The project will be an analysis of qualitative data collected over an 8-week period via 4 focus groups. Open-ended interview questions will be utilized, primarily focusing on participation in environmental advocacy occupations. Inclusion in this research requires the following criteria: at least 18 years of age, resident within metropolitan area, and able to provide oral or written consent for study participation. Exclusion from the research project includes the following criteria: under 18 years of age, residing outside metropolitan area, or inability to provide oral or written consent for study participation. The selection process will utilize purposive methodology within the community-based organization and other organizations within the surrounding Garfield Park community. Data collection methods include participation in a 45-60 minute focus group of at least n=4 per group. The focus groups will be completed on-site with the entire session audio recorded and subsequently auto-transcribed. Qualitative data measures include transcription of focus group discussion with subsequent analysis for thematic content using DeDoose software as a supplementary aide to coding organization.

The anticipated number of participants or data points to be included in the research study is approximately n = 40. Anticipated overarching themes derived from qualitative coding analysis include awareness of environmental issues, making substantial change within one's community, and empowerment to make positive change.

It is anticipated that participation in environmental justice advocacy as an occupation will be associated with themes of increased self-efficacy and overall quality of life. Such results implicate an emerging area of occupational therapy practice that is both within the professional scope of practice and effective in providing opportunities to increase occupational justice and life satisfaction. Further, such implications can provide a basis for integrating nature-based interventions in healthcare policies as well as increase support for local and national environmental policies impacting overall community health outcomes.

Keywords: occupational justice, environmental advocacy, community, advocacy, qualitative analysis

Discussion Questions

How can we, as occupational therapy clinicians, facilitate aspects of environmental justice into our practices?

Where do we see a meaningful role for occupational science within the space of community and environmental advocacy work?

What is the role of occupational science in combating health disparities within our communities?

Learning Objectives

Upon completion, participants will be able to define the term "intersectional environmentalism" and identify its role in the concept of occupational justice.

Upon completion, participants will be able to describe the impacts of environmental advocacy as a meaningful occupation in individuals who are active participants in community environmental justice initiatives.

Upon completion, participants will be able to identify accessibility considerations and barriers for participation in environmental advocacy occupations, as well as identifying resources available to communities impacted by environmental discrimination.

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Funding: n/a

Submission ID: 1711364

LGBTIQ+ FAMILIES AND GOVERNMENT INVOLVEMENT: PARENTING OCCUPATIONS IN RELATIONS OF POWER AND RESISTANCE

Rodolfo Morrison, University of Chile

Abstract

Context: The state focuses on the family as a central axis for articulating different rationalities within a public apparatus that is constituted for and by the family. In the Chilean context, these public policies express an idea of the family that is heterosexual-cisgender-monogamous and with biological children. Although there have been some achievements in this matter in Chile, including the law for marriage equality, there are no state initiatives that focus on the parenting of same-sex couples.

Objective: Analyze how parenting occupations in LGBTIQ+ families are interrelated with the state in three local focal points of experience.

Theoretical framework: This study integrates approaches to governmentality (Foucault), processes of subjectivation (Foucault, Butler), performativity theory (Butler), pragmatist approaches, particularly the pragmatist understanding of “situation” (Dewey, Addams), and different concepts from Occupational Science, such as occupational transition, occupational injustice, among others.

Method: The proposed research is qualitative and positioned from the critical perspective of social research. The methodological strategy is triangulation, integrating documentary analysis and the study of multiple cases. Each case is conceived as a “situation” in different local focal points of experience, where the narratives of families, interviews with public officials, and various official state documents related to these families are integrated. Twenty families were interviewed, along with 10 public officials, and 48 documents were analyzed.

The analysis approach for interviews and documents corresponds to critical discourse analysis from a Foucauldian perspective.

Results: It is identified that caregiving occupations are crossed by the ways in which the state recognizes/ignores these families, implying that these families design a series of strategies to resist power.

Conclusions: The analysis from Occupational Science allows for a meticulous identification of how caregiving occupations are practiced, understanding them as performative practices. Simultaneously, governmentality allows for an analysis of how power structures influence/determine the subjectivation of LGBTIQ+ families. At the same time, the pragmatist perspective of situation allows for an analysis of how all these elements dialogue together and materialize in local focal points of experience. It is crucial to understand how occupations are influenced but not completely determined by different contexts because there will always be possibilities of agency and resistance in vulnerable groups.

Research on “LGBTIQ+ Families and State Intervention” is crucial for Occupational Science, offering a critical examination of the State's influence on caregiving occupations. It underscores the importance of social transformation to address family diversity and promote occupational equity.

Keywords: LGBT+ people, occupational science, parenting, governmentality, public policy

Discussion Questions

How can we understand the parenting experiences of LGBT+ individuals from the concept of governmentality?

In what ways do public policies shape the occupational choices and challenges of LGBT+ parents?

How can Occupational Science contribute to improving the well-being of LGBTIQ+ families through research and advocacy?

Learning Objectives

Upon completion, participant will be able to understand how it is possible to integrate different theoretical perspectives, such as governmentality, subjectivation, performativity, and situation (pragmatism) within Occupational Science.

Upon completion, participant will be able to analyze the impact of public policies on caregiving occupations within LGBT+ families

Upon completion, participant will be able to evaluate the role of Occupational Science in exploring and addressing the challenges faced by LGBT+ parents.

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Submission ID: 1720342

(abstract originally submitted as a research paper)

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2024 CONFERENCE SCHEDULE-AT-A-GLANCE

***SSO Traditions**

<u>Pre-Conference: Thursday, October 17, 2024</u> Location: Durham Convention Center	
Thursday	
10:00 am - 12:00 pm	<u>Pre-Conference Education Session</u> Art, Poetry, Occupation: Pedagogy and Creative Expression Dr. Carolyn Allmendinger, PhD & Dr. Jane Thrailkill, PhD
12:00 pm - 1:30 pm	Lunch On Your Own
1:30 pm - 5:00 pm	<u>Pre-Conference Research Institute:</u> Crafting Social Change: The Transformative Potential of Critical, Creative, and Arts-Based Qualitative Methods Dr. Shanon Phelan, PhD
5:00 pm - 6:30 pm	Dinner On Your Own (Student Social at "Bull McCabes")
6:30 pm - 9:00 pm	Opening Reception (Cash Bar)
6:30 pm - 7:30 pm	<u>Poster Session #1</u>
7:30 pm - 8:00 pm	Welcoming Participation in SSO Conference Rituals
8:00 pm - 9:00 pm	<u>Poster Session #2</u>

Main Conference: Friday, October 18, 2024

Location: Durham Convention Center

Note: Presenters are on this schedule. All authors will be included in the Proceedings.

Friday

7:00 am - 8:00 am

Continental Breakfast & Conference Buddy Meetup*

8:00 am - 9:15 am

Land Acknowledgement – Kerry Bird, Director, N.C. American Indian Heritage Commission
Ritual of Remembrance – Dr. Khalilah Johnson, PhD
Conference Welcome & Orientation
Business Meeting

Time	Room 1	Room 2	Room 3	Room 4	Room 5 ARTS EXPERIENCES Limited numbers for each. Sign up sheet will be at the registration desk.
9:30 am - 10:35 am Session 1 & 2	Do everyday aesthetics play a role in social problems? KAREN	Narratives-in-Action: Participation in Occupation for Youth with Neurological Disabilities VAUGHN	Occupational Reconstructions and the Brazilian Anti-Asylum Parades PEREIRA	The Weaver and the Woodworker: Craft, Creativity, and Connection Throughout Two Lives WOMACK	Alternative Ikebana Experience as Viable Creative Healthy Occupation CARRASCO (9:30-10:20)
	I Look Fly: Street Wear as Occupation, Art, and a Form of Resilience JONES, ALEXANDER	Autism in girls: How do culture and intergenerational family experiences impact the 'diagnostic odyssey?' ANGELL, FRANKLIN, FLORINDEZ, LAWSON	A narrative analysis of place-making in the Neonatal Intensive Care Unit GRUSKIN, RICHTER, GLUCK	The potential of creative crafts for health and well-being BUKHAVE	

Friday					
10:45 am - 11:45 am Session 3 & 4 [Forums/Sessions]	FORUM Ensuring the Environment and Context Support Artistic Expression about Justice Using the TECF KIRSCHNER, DOYLE, DESPORT	FORUM Driving Social Change: Innovative Community Research Dissemination Strategies for OS CARROLL, LAVALLEY	SESSIONS Evidence for an Occupational Adaptation Bridge between Occupational Science and the Art of Occupational Therapy BAXTER, EVETTS (10:45-11:12) Beyond Words: A Blog-Centric Methodology for Unveiling Occupational Narratives - LORINO, TALERO CABREJO (11:18-11:45)	FORUM Leadership as Occupation: Future Implications for OS DUNBAR-SMALLEY, TRUSKOWSKI, WINSTON	The Art of the Shared Meal GULLION (10:45-11:35)
11:45 am - 1:15 pm Lunch On Your Own					
Time	Room 1	Room 2	Room 3	Room 4	Room 5 (ART)
1:15 pm - 2:20 pm Session 5 & 6	Narrative - in - action as resource for social transformation in programs for older persons S JOSEPHSSON, TIMM	Enhancing Interprofessional Connections Through the Use of the Arts for Education, Research, Practice and Activism COHEN KONRAD, SELA-AMIT, DEPRIMO	Diabetes intrusiveness in daily life activities MO	Critical Perspective of Elementary School Lunchtime: What Happens When It Is Undesirable and Unfulfilling? MASON	Doing kalos, eidos, and scopos: Living Zemke kaleidoscopes KAREN (1:15-2:05)
	A Transdisciplinary Approach to Culturally Relevant Research and Occupations with Black Older Adults WEST-BRUCE, KROEGER, SANKOFA	Co-creating diverse understandings of third places through occupational mapping LALIBERTE-RUDMAN	Performing daily life activities with a major depressive disorder: A creative research approach BRAECKMAN	Bridging Autistic Student Experiences with Diversity, Equity, and Inclusion Initiatives: A Deweyan Analysis FRANKLIN, ALDRICH, LAWSON	

Friday					
2:30 pm - 3:35 pm Session 7 & 8	Towards epistemologically pluralist approaches to study lived sensory experiences of people with serious mental illness LEE	The Power of Scientific Journal Cover Art to Shape Occupational Identities and Democratize Knowledge TALERO CABREJO	Batok: The exploration of Indigenous Filipino tattooing as a resistive collective occupation RAMIREZ, MCCARTHY	Occupational therapy students' experiences of graduate program culture: A phenomenological exploration NAKOS	Calaveras de Azúcar & Cempasúchil: Celebrating Life and Death ALVARADO & CHAVEZ SERRANO (2:30-3:20)
	The Transactional Nature of Sensory Experiences in Autistic Individuals LISLE	The Critical Methodological Impasse: Analyzing the Discursive Practices of SSO:USA Scholarship DEPRIMO, GULLION	When Power Speaks Back: A Case for Expanding Analyzes of Social Transformation MITCHELL	Occupational Justice Within Occupational Therapy Programs GONZALEZ GRANADOS, NEHRING	
3:35 pm - 6:00 pm	Occupational Balance Time* (3:35 Student Social at "The Parlour")				
6:00 pm - 6:30 pm	Synthesis - Art and Occupation				
6:30 pm - 7:00 pm	Cocktails (Cash Bar)				
7:00 pm - 9:00 pm	Celebration Dinner* Awards and Recognition Student Poster Award Announcement Silent Auction* (ends at 8 pm)				
9:00 pm - 10:30 pm	Performance Art Share* CJ Suitt, Karen McCarthy, John White				

Main Conference: Saturday, October 19, 2024

Location: Durham Convention Center

7:15 am - 8:15 am	Continental Breakfast Membership Networking* and Meet the SSO Board				
8:30 am - 9:45 am	Ruth Zemke Lecture in Occupational Science* On Awareness, Dialogue, and Hope: Interrogating Language to Envision Conciliatory Occupations Lilian Magalhães, PhD				
Time	Room 1	Room 2	Room 3	Room 4	Room 5 ARTS EXPERIENCES Limited numbers. Sign up at registration desk.
9:55 am - 11:00 am Session 9 & 10	Creativity in Continuum: Whitehead's Universal Process and the Essence of Occupation MULA	Climate, Ecology, and Sustainability in Occupational Science and Occupational Therapy Literature: A Mapping Review NEPVEUX, GUERRERO	The intersection of occupation and well-being in musicians: A mixed method study ROLL	Collective occupations in a context of coloniality: Equitably supporting cohesion in diversifying communities HUOT	When the music ended I silenced MJ JOSEPHSSON (9:55-10:45)
	Neuroscience of Creativity to Support Occupational Engagement and Well-being BAXTER, VAS	Occupation and Environmental Design: Why It Matters and How We Can Study It HANSEN, VETTER	Demystifying Decades of Occupational Passion for Ikebana CARRASCO	Methodological strategies for anti-oppressive qualitative research in occupational science WIJEKON	

Saturday					
Time	Room 1	Room 2	Room 3	Room 4	Room 5 (ART)
11:10 am - 12:15 pm Session 11 & 12	Occupational disruptions in relation to empathy and changes in autism service provision CHOI-TUCCI, GRUSKIN, CONNOLLY	Understanding the Occupational Impacts of Post-COVID Conditions: Implications for Return-to-Work Processes ALDRICH, PARGA, DLAMINI	Working with diverse low-income middle students and staff to design an equitable health-promoting outdoor space LARSON, NUMRICH, KOEPKE	Occupational alienation in acute mental health: How one group of occupational therapists experienced hegemony MB GALLAGHER, BAGATELL	Body percussion, sense of belonging and togetherness SALGADO MALDONADO, KONZ (11:10-11:50)
	Envisioning creative methodologies through 'imaginative rationalization': A neurodiverse approach to occupational inquiry MULA	Patient, Provider, and Employer Perspectives on Post-COVID Return-to-Work: Deepening Knowledge about Occupational Disruptions ALDRICH, WILCOX, ROLL	Deepening our understanding of belonging as a dimension of occupation in a migration context DELAISSE, HUOT	Towards Afrocentric Occupational Therapy: Critically Examining Philosophical Foundations in African Practice AKROFI	
12:15 pm - 1:45 pm	Lunch On Your Own 1:00-1:45 Student Gathering to talk with Dr. Magalhaes (location TBA)				
Time	Room 1	Room 2	Room 3	Room 4	Room 5 (ART)
1:45 pm - 2:45 pm Session 13 & 14 [Forum]	FORUM Experiencing, Relocating, and Narrating our Sense of Time and Place through the Pandemic(s) LAWLOR, B CONNELLY, STREMOUSOVA, BLANCHE, CHOI-TUCCI	FORUM Lifting the Veil: Whiteness, Racial Ideology, and Human Doing PARKIN, K JOHNSON, LAVALLEY, BANKS, WEST-BRUCE	FORUM An occupational justice perspective on sensory health and aesthetics BAILLIARD, MIKUSH	FORUM Alternative Dissemination: Using Photos to Share the Meaning of Occupations during COVID-19 CAPELLE, CAUDILL, WANGLER, AUSDERAU	The Art of Escape: Exploring Immersive Escape Rooms as Occupational Experiences SOROS & REESE (1:45-2:45)

Saturday					
Time	Room 1	Room 2	Room 3	Room 4	Room 5 (ART)
2:55 pm - 4:35 pm Session 15, 16 & 17	Where is the art? Using photo-elicitation as a method with youth VAUGHN, KAWABATA	Tools for Inclusion: A Survey of Children’s Museum Resources to Support Participation of Autistic Children AUSDERAU	Occupational Disruption within the Neonatal Intensive Care Unit RICHTER, GRUSKIN	Artificial Intelligence and the disruption of human occupation BOYLE	The transformative power of writing HAERTL (2:55-3:55)
	And Toto, Too! A Transactional Perspective of Humans and Dogs as Co-Occupation and Co-Regulation Partners TATELMAN	The Art of Saying Goodbye: Post death Rituals and Occupations D’AMICO	Total Worker Health®: The biggest OS health initiative you’ve never heard of VOSS, JAEGER	FORUM Art(ificial) Intelligence: Occupation in the 21st Century DALLMAN, BALOG, WELCH	
	Culture, Concussion, and Return to Play Amongst Female Youth Soccer Players CORT	The Art of Disabled Prayer BARTON	Mapping Occupational Factors that Influence Work-Related Stress within Real-World Contexts ROLL		
4:45 pm - 5:30 pm	Closing Synthesis / Looking Forward to 2025 CJ Suitt, Betsy Francis-Connolly, Kendra Heatwole Shank				

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(bold) = presenter

Poster Session #1

1	
2	A New Take on Understanding and Addressing Autistic Wandering - Stremousova, Angell, Taylor, Connelly, Lawlor
3	A Situated Learning-Based Model for Understanding Family Mealtime and Eating Behavior in Type 1 Diabetes - Mo , Pyatak,
4	Addressing Substance Use Through Transformative Occupational Imagination and Photovoice - Selingo, Stoffel
5	An Exploration of Individual Differences in Office Worker Stress Experiences Across Contexts of Daily Occupation - Parga, Roll , Lucas, Becerik-Gerber, Narayanan
6	An Occupational Perspective on Navigating Food-Related Occupations for Adults with ADHD - Gemmell , Bailliard
7	Burpees & Belonging: Evaluation of an Inclusive, Adaptive Physical Fitness Program - Wilkinson, Cort, Hume
8	Caregiving Occupations during COVID-19 - Stremousova, Connelly, Gruskin , Choi-Tucci, Blanche, Lawlor
9	Community arts engagement and health equity: A social capital perspective - Houle , Thomas, Egan, Sauvé-Schenk
10	Creativity in occupation - confrontations and transformation: theoretical resources expanding occupational understandings - la Cour
11	Cultivating Strengths in Mentorship: Exploring the Journey of Autistic College Students - Akrofi, Onwumere , Murthi, Patten
12	Culture, Intergenerational Trauma, and Occupational Justice: Asian and Eastern European Immigrants in North America - Shkhyan, Stremousova, Tang

Poster Session #1 Continued

13	Demographic Variables and Community Participation in Autistic Adults: Impact on a Card Sort Task - Russell, Logan , Chan, Doran
14	Doings vs. disorder: How an occupational lens can improve autism measurement - Taylor , Angell
15	Enabling Occupation Through Co-creation: FAB-labs and design-sprints to support Direct Support Professionals - Wille
16	The Art of Accessibility: A Textile Gallery Exhibit - Neumer, Washington
17	Health Management Amongst Women of Color in the United States - Martinez
18	Historical Context Matters!: Medication Management and the Parallel Legacies of the AMA and the NMA - Campbell

Poster Session #2

19	Holistic approaches to education utilizing occupation-based curriculum mitigating occupational injustice in Children - Burn, Durdle
20	How do middle school students' self-selected recess occupations and post-recess emotional state impact learning engagement? - Larson, Crowson, Xiong, Rebne
21	International Student's Ability to Engage in Chosen Occupations from Occupational Justice Perspective - Chakraborty
22	Mind-Made Music; Exploring Independent Play Opportunities for Children with Motor Delays - Konig
23	Occupational factors and social network characteristics associated with high-risk drinking among working mothers - Callihan

Poster Session #2 Continued

24	Occupational Identity Shifts in Individuals with Long COVID - Dlamini , Nguyen, Wilcox , Parga, Schachter, Aldrich, Roll, Walsh, Stewart
25	Pilot Mobile Clinic for People Formerly Incarcerated: Facilitating Healthcare Access and Promoting Health Through Occupation - Brewster, Jaegers
26	Pre-release Occupational Therapy Program for Incarcerated People with Cognitive Disabilities and Long-Term Sentences - Gresens, Jaegers
27	Rainbow Trees Project, knitting togetherness through community-based occupational therapy in times of pandemic - Konz, Salgado Maldonado
28	Relationship between Sensory Regulation and Occupational Engagement of Autistic Children and Dogs - Tatelman
29	Social and Environmental Determinants of Health: An Intersectional Approach to Occupational Justice and Participation - Smith
30	Social Transformation through Family Group Activities for Children with Medical Complexity - Nishikata, Kawabata
31	Socio-spatial methods primed for application in occupational science - Pereira , Nakamura, Churchill, Kaukau, Botero, Liu, Agner
32	Social Transformation through an Adaptive Sports Program for Children and Adolescents with Disabilities - MacRone-Wojton, Peterson
33	The Kawa Model: A Medium for Cultivating Self-Discovery and Life Flow in MSOT Students - Brown
35	Theory and Theorizing: A Call to Action - Agostine
36	What's your view of the art of melding methodology with theory to navigate ambiguity? - Carroll
37	Exploring the Occupational Experiences of Drag Performers in California - Ranario, Rosales, Gelman, Montes, Spahle, McCarthy
38	The interplay of embodiment, emplacement, and transactionalism: Exploring their application in understanding occupation - Pham

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39	Understanding sleep experiences in female autistic young adults - Syu
40	A Comparative Case Study of occupational participation at the intersection of LGBTQ+ and unhoused identities - Isenman, Owens , Tyminski
41	Capoeira as a form of advocacy for Afro-Brazilians - dos Santos Pereira , K Johnson
42	Meanings of embroidery as a collective and co-occupation: A scoping review - Lim , Kiepek
43	Investigating sleep in the primiparous experience: An essential co-occupation - Ramsey
44	OT and Perinatal Loss: Connecting the Dots - H Johnson , Arnold
45	Rekindling the Fire: Overcoming Compassion Fatigue in OT/OTA Academia - H Johnson, Farrell
46	The Essence of Intimacy from the Perspectives of Women with Mild Traumatic Brain Injury - Skotzke Fishman , D'Amico, Anot-Ocrah
47	Environmental Advocacy as an Occupation: Perceived Self-Efficacy and Occupational Justice in Community Programming - Sims , VanPuymbrouck
48	LGBTIQ+ Families and Government Involvement: Parenting Occupations in Relations of Power and Resistance - Morrison