**First Annual Proceedings of**

# The Society for the Study of Occupation : USA

**From the Twelfth Annual Research Conference**

*Lexington, Kentucky*
*October 2013*

SSO:USA
Society for the Study of Occupation:USA

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# Society for the Study of Occupation: USA Conference Proceedings, 2013

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# SOCIETY FOR THE STUDY OF OCCUPATION: USA
# MISSION STATEMENT

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

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

# OBJECTIVES
The objectives of SSO:USA are:

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

# SSO: USA HISTORY

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: http://www.sso-usa.org/

# PAST ANNUAL CONFERENCES

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

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

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

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

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

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

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

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

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

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

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

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

# EDITOR'S BIOGRAPHY

Kathlyn L. Reed, (Kitty) PhD, OTR, FAOTA, MLIS is Associate Professor Emerita, Texas Woman's University.  She graduated from the University of Kansas in 1964 with a BS in occupational therapy, received a master's in occupational therapy from Western Michigan University in 1966, a doctorate in special education from the University of Washington in 1973 and a library and information sciences degree from the University of Oklahoma in 1988.  Dr. Reed has practiced as a clinician, educator, and consultant in hospitals, clinics and classrooms. She has published books and peer-reviewed articles, and has presented at local, state, national and international conferences.  Her books have included the *Quick Reference to Occupational Therapy* and *Concepts of Occupational Therapy*. She is a Fellow of the American Occupational Therapy Association, has presented the Eleanor Clarke Slagle lecture and received the Award of Merit.  As a member of SSO:USA, she has served on the Legal Committee. She lives in Houston, Texas with her dachshund, Kayla.

# THANK YOU

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To the officers and committee chairs:

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To all the people who reviewed proposals and organized the presentations

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# SSO:USA CONFERENCE PROCEEDINGS, 2013

## Thursday: October 17, 2013

**Research Poster: Understanding and Analyzing Reading as an Occupation: Reading Participation and Patterns of Performance of Children with Reading Difficulties**

Lenin C. Grajo, EdM, OTR/L, *Saint Louis University, St. Louis, MO and PhD student, Texas Woman's University, Dallas, TX*
Catherine Candler, PhD, OTR, BCP, *Texas Woman's University*
Sarah Martin, MOTS, *Saint Louis University*

Reading is an important occupation that children and adolescents participate in to fulfill many life roles. There is no literature in the fields of occupational science and occupational therapy exploring and defining reading as an occupation. Instead, reading has been traditionally defined as the ability to decode printed visual symbols into a spoken sound which the symbols designate (Walcutt, 1967). Contemporary literature has defined reading as a process in which children learn to use cues in identifying words in text (Tunmer & Greaney, 2010). Reading has also been understood as a skill that children acquire to successfully participate in school-related tasks and other daily living skills. The current trend in the education and neuroscience dyslexia literature is in understanding how reading abilities can be improved in children with reading difficulties. Resources defining reading as a meaningful activity that children participate in have been scarce in the education field. The closest existing definition of reading as an occupation is termed functional reading in classical literature. Functional reading is the ability to read and understand materials which are directly related to everyday living, materials which one must read to function in our society (Kirsch & Guthrie, 1977-78). This qualitative study aims to (1) operationalize reading not only as a skill children need to develop but as an occupation that children perform and participate in to fulfill many life roles; (2) describe how children with reading difficulties actively engage, find meaning in, and gather a sense of self-efficacy and mastery (Schkade & Schultz, 1992) during engagement in reading activities; and (3) provide foundational information to develop assessment and intervention strategies to improve participation and performance of children struggling with reading. 20 children in kindergarten to third grade with reading difficulties from two private schools in St. Louis, MO will be the main participants of the study. The researchers will conduct interviews with the students and their parents, perform 1 hour classroom observations, and initiate a 7-day log of reading activities performed at home. Additionally, the researchers will administer two questionnaires: The Motivations for Reading Questionnaire (Wigfield, Guthrie & McGough, 1996) and the author-developed Inventory of Reading Occupations. Results of the study will contribute to the field of occupational science in understanding the impacts of engagement, meaning, and purpose of reading in participation, performance, and the fulfillment of life roles of struggling readers.

Key words: reading, elementary education, educational measurement

1. Kirsch, I. & Guthrie, J.T. (1977-78). The concept of reading and measurement of functional literacy. *Reading Research Quarterly, 13*(4), 485-507.

2. Schkade, J.K., & Schultz, S. (1992). Occupational adaptation: Toward a holistic approach for contemporary practice, part 1. *American Journal of Occupational Therapy, 46*(9), 829-837.
3. Tunmer, W., & Greaney, K. (2010). Defining dyslexia. *Journal of Learning Disabilities*, *43*(3), 229-243.
4. Walcutt, C. (1967). Reading - a professional definition. *Elementary School Journal, 67*(7), 363-365.
5. Wigfield, A., Guthrie, J. & McGough, K. (1996). *A questionnaire measure of children's motivations for reading.* (Instructional Resource No. 22). Athens, GA: National Reading Research Center.

**Research Poster: Understanding Interdisciplinarity in Occupational Science**

Gillian Gorfine, BA, M.Sc. Candidate, *Western University*
Kyla English, B.Sc., M.Sc. Candidate, *Western University*
Linda Norton, OT Reg. (ONT), MSc. CH, PhD Candidate, *Western University*
Amy Patel, B.Sc., M.Sc. Candidate, *Western University*
Lynn Shaw, PhD OT Reg. (ONT), *Western University*

**Background:** In a review of the occupational science literature, Molke et al. (2004) identified the field as "…being founded on and fueled by occupational therapy's basic ethical and philosophical view of the world" (p. 275). This review suggested that occupational science has historically had an individualistic focus. However, this perspective has recently been challenged by leaders in the field (Rudman et al., 2008) suggesting that interdisciplinarity is contributing to the advancement of knowledge generation in occupational science. As Rudman et al. (2008) state, "clarifying what is meant by interdisciplinarity, as well as discussing the types of ties occupational scientists wish to make with other disciplines, may be steps forward in understanding occupation" (p. 140). The issue of interdisciplinarity was of interest to first year graduate students taking the foundational course in the field of occupational science. This interest was underscored by the fact that all four students were from different disciplinary backgrounds. Thus, students wanted to find out more about what interdisciplinarity means and how it is impacting occupational science.

**Purpose:** The purpose of this study was to understand current issues in the evolution of interdisciplinarity within the epistemic occupational science community at Western University.

**Method:** The first year occupational science students at Western University developed a survey consisting of 14 multiple choice and short-answer questions. Questions were developed through an exploration of interdisciplinarity within the occupational science literature, discussion, and revisiting of the survey objectives. Short-answer questions were designed to be open-ended, allowing for rich results and to encourage participants to reflect on their perspectives of occupational science. Ethics approval was received from Western University.

The survey was administered online to a convenience sample of past and present graduate students and faculty of Western University's occupational science community. All current and past members of the occupational science community were invited to participate via email; at this time we have a 36% response rate and data collection is still underway. Descriptive statistics

were used to describe the sample to date and a thematic and content analysis is being used to analyze the qualitative data.

**Results:** Participants (N=12) included three current MSc and two current PhD students, four graduates of the program and three faculty members. Disciplinary backgrounds of these participants include occupational therapy (N=7), non-profit agency management (N=1), psychology (N=2), science and business (N=1), and health science (N=1). Preliminary themes included the specific challenges and promotion of interdisciplinarity within the science, the meanings of interdisciplinarity, and the types actions used to support it. Viewpoints on the expansion of occupational science from individual to broader, more complex perspectives were also reported. Some of the prominent challenges identified were relaying the understanding of what is meant by occupation and its relevance to other disciplines.

**Contribution**: This study will utilize the viewpoints of Western's occupational science community to help understand the different ways that interdisciplinarity is being experienced and shaped, the meaning it has for the field, for present and future knowledge generation, and its relevance for future students.

Keywords: Interdisciplinary, graduate education, trends

1. Molke, D. K., Laliberte-Rudman, D., Polatajko, H. J. (2004). The promise of occupational science: A developmental assessment of an emerging academic discipline. *Canadian Journal of Occupational Therapy, 71*(5), 269-280.
2. Rudman, D. L., Dennhardt, S., Fok, D., Huot, S., Molke, D., Park, A., & Zur, B. (2008). A vision for occupational science: Reflecting on our disciplinary culture. *Journal of Occupational Science, 15*(3) 136-146.

**Research Poster: Diversity and culture as an integral and explicit part of occupational science and occupational therapy education**

Anne Shordike, *Eastern Kentucky University*
Amy Marshall, *Eastern Kentucky University*

For over a decade occupational scientists have become increasingly interested in culture and diversity and its interface with occupation, both from the standpoint of enriching knowledge of occupation and culture and better understanding the politics and power relationships resulting in disparities and all of the forms of occupational injustice extant in developed and developing nations. The importance of explicitly including culture and diversity in education has been well articulated across disciplines. Disability is commonly included with diversity, as is reflected in the current disability and diversity literature.

**Learning objectives:** Eastern Kentucky University's occupational science and occupational therapy department includes diversity as one of the five guiding themes for its curricula. Students address this theme in all of their courses and reflect on it specifically in their assignments and portfolios. Culture and diversity, including disabilities and disparities, are most directly addressed in two courses. The first diversity course in the curriculum was designed as an integrative seminar in the occupational science program and is now in its sixth year. A course on diversity and culture in occupational therapy was created for the new OTD program and was

offered for the first time summer of 2013. This poster will briefly describe Eastern Kentucky University's occupational science and occupational therapy curriculum model, diversity's place within it, and go on to trace how diversity and culture are addressed throughout the curricula with emphasis on the two culture and diversity courses and their outcomes. Course outcomes were measured by qualitative analysis of students' first and final assignments in the course, which are narrative self-assessments of cultural knowledge and competence. Results support the importance of emphasizing diversity and culture within the curriculum and the increased richness of understanding acquired and internalized by the students.

**Contribution to Occupational Science:** This educational approach and the outcomes of the courses underscore the importance of inclusion of diversity as an explicit and major theme within occupational science and occupational therapy education to support a richer, broader and more inclusive approach to the understanding of occupation and occupation based practice.

Key words: graduate education, culture, diversity

1. Balcazar, F. E., Suarez-Balcazar, Y. Taylor-Ritzler, T., Keys, C. B., (2010). *Race, culture and disability: Rehabilitation science and practice*, Sudbury, MA: Jones and Bartlett.
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4. Kronenberg, F., Algado, S. S., Pollard, N. (2005). *Occupational therapy without borders*, London, UK: Elsevier Churchill Livingstone.
5. Watson, R. M. (2006). Being before doing: The cultural identity (essence) of occupational therapy. *Australian Occupational Therapy Journal, 53*, 151-158.

**Research Poster: Expanding a dialogue on occupational justice and social occupational therapy: Building an international perspective**

Ana Paula Malfitano, PhD, *Universidade Federal de São Carlos, Brazil*
Lilian Magalhães, PhD, *Western University*
Elizabeth Townsend, PhD, *University of Dalhousie*

**Background**: In occupational science, the discussion about social issues and the link with justice and occupations in daily life has grown in the last two decades. The occupational justice concept articulates occupational equity, occupational fairness, occupational empowerment and occupational rights (Wilcock & Townsend, 2000). Social injustice exists when people face persistent disadvantages that restrict their social inclusion both as individuals and communities, and this concept calls us all to reflect on our intellectual and practical responsibility to develop ways to work toward social inclusion (Townsend & Wilcock, 2004). Social Occupational Therapy aims to work toward social inclusion with individuals and groups who experience persistent social, cultural, and economic disadvantage; and it is well developed in Brazil (Barros, Ghirardi, & Lopes, 2005). In a society with pervasive inequity, the research on inequity that has been used to develop Social Occupational Therapy emphasizes interprofessional practice, including occupation-based interventions, connecting the personal level and macro level. The

claim in Social Occupational Therapy is that a politically and ethically framed perspective is essential for researchers to understand contemporary social issues and to use research knowledge to improve living conditions, to enable inclusive entitlements and social and occupational rights. Statement of purpose: This research poster will consider if occupational justice is an applicable concept in Brazil. In order to consider this international use of an occupational science concept, a research project is underway, for which the main question is: What are the possibilities of theoretical dialogue on occupational justice ideas as conceptualized in occupational science and the foundations of Brazilian Social Occupational Therapy? In other words, one of the steps in this project is to understand the realm of knowledge on occupational justice and analyze the applications that are possible in Brazilian Social Occupational Therapy.

**Methods:** The paper  will present a scoping review using occupational justice and Social Occupational Therapy as the  main key words, in Portuguese and English. Peer reviewed and grey literatures have been  included. Narrative analysis will be done (Levac, Colquhoun & O'Brien, 2010) to reveal trends,  similarities, contradictions, and conceptual tensions in the data. Much attention will be given to  the contexts in which the literature has been published. Discussion of the scoping review will  reflect on how to advance the understanding of what content is widely translatable and what is  not, in the different circumstances. Contribution of the study to occupational science: It is  expected that the outcomes of this literature review will contribute to a deeper understanding of  occupation and its underpinnings and the assumptions of Social Occupational Therapy. As well,  the literature review will shed light on the potential implications for the use of occupational  science and justice knowledge in the education of occupational therapists who practice in macro  environments. The learning objectives are to deepen understanding of occupational justice and  Social Occupational Therapy. This paper will stimulate discussions on interprofessional  education and the translation of knowledge in occupational science across international contexts,   indicating others interlocutors to dialogue in Occupational Science.

Key words: social justice, literature review, theory-practice relationship

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4. Wilcock A & Townsend E. (2000). Occupational terminology interactive dialogue. *Journal of Occupational Science, 7*(2), 84-8.

**Research Poster: Negotiating murky lands: Methodological challenges to ethnography of internet-mediated occupations.**

Sumita Rege, University of North Carolina at Chapel Hill

While our cultural landscape has undergone upheaval, human needs haven't changed as radically. We still need connection, involvement, information and avenues of expression, but what has changed are the myriad ways in which we do those things. Blogging is one such emergent transformative occupation which has been popular over the last decade. On the internet, blogs create a unique public-private virtual space (Kozinets, 2010) which provides multiple methodological challenges to researchers. This poster is based on some of the methodological challenges which arose during an ethnography of non-celebrity everyday blogging. As part of the ethnography, participant observation, document analysis and multiple in-depth interviews (LeCompte & Schensul, 1999) were employed to collect data. I will discuss three methodological and ethical challenges faced during this study. First is the inconsistency between what participants said and did. During initial interviews, participant bloggers framed their blogging as self-directed with their potential audience playing only a peripheral role. However, as the study progressed further, it became clear that bloggers simultaneously blog for an audience while remaining in apprehension of them (Lenhardt, 2006). Their use of the blogging software's analytics to identify which of their posts were most popular and what websites linked to their blogs, for instance, belied their claims of self-direction. This inconsistency was a major turning point in this research, because if I didn't include the audience in the study, the findings of this study would not provide a complete picture of the occupation of blogging. Second is about achieving a balance between the traditional research expectations of ensuring anonymity to participants and the nature of internet-mediated occupation. Given the public nature of the occupation, it quickly became evident that I could not ensure the traditionally expected anonymity to study participants especially since I intended to use available material from their blogs during dissemination of this research. While some bloggers use privacy settings and limit others' participation in their blogs, by default, the settings of a blog are such that a blog is public and open to a limitless audience. Given the increased ease of connectivity and interpenetration of online activities, this translates into bloggers being easily identified through what was written on the blog. And the third challenge was brought out in part due to the collaborative nature of the ethnography (Lassiter, 2005) I had undertaken. As part of this research, I created a blog as a safe space to share the study's findings with the participants and enable them to be involved in shaping the outcome of the ethnography. Though I was interested in this blog being a collaborative effort, it challenged the participants and me to rethink and renegotiate our roles as researchee and researcher. Such methodological issues though not unique to studying internet-mediated occupations, re-emphasize the need to use multiple research methods and work on building relationships with research participants in the study of occupations.

Keywords: ethnography, occupations, Internet blog

1. Kozinets, R. (2010). *Netnography : Doing ethnographic research online*. Los Angeles, CA:  Sage.
2. Lassiter, L. (2005). *The Chicago guide to collaborative ethnograph*y. Chicago, IL:  University of Chicago Press.

3. LeCompte, M. & Schensul, J.(1999). *Designing & Conducting Ethnographic Research*. Walnut Creek, CA.: AltaMira Press.
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**Research Poster: The construction of occupations for elderly persons with dementia**

Mari Sakaue, *Sapporo Medical University*
Tomoko Kondo, *Teikyo University of Science*

**Introduction**: Interrupted actions are often reported for elderly persons with dementia. Although occupations are generally identified as broad classes, the interruption of occupations for the elderly occurs at various levels. The process of emergence and transformation of occupations was studied by the author in elderly residents of a nine-resident Long-Term Care Facility for dementia patients in Hokkaido, Japan. The participant in this study was a woman about whom the author had reservations regarding whether her daily routines were actually occupations. The object therefore was to understand the processes used by the participant for the construction of occupations by reviewing her performance and experiences in daily routines.

**Methods**: The participant was an elderly woman in her 90's with moderate Alzheimer's who had severe impairment of memory but relatively good communication skills. Data collection was carried out utilizing a fieldwork approach for approximately one year, using content analysis and phenomenological methods for data analysis with ethics approval obtained from the author's university.

**Results:** Harvey et al (2010) discussed the temporal beginning and end points of the structure of occupations. For the participant, "writing down on paper", one of her daily routines in the morning, didn't necessarily have a definite end point and sometimes ceased only when interrupted. During this routine of "writing down on paper", it was observed that she repeatedly checked what she had written. This indicated to the author that she had possibly lost track of either the purpose for and or exactly what she had been writing. Because the sequence of actions she used in this and her other occupations was easily disturbed by other influences or environmental changes her routine lacked unity as an occupation. Her narrative suggested that due to those disturbances in her routines she felt a lack of accomplishment in those occupations. These findings supported the suggestion by Harvey et al (2010) that intrinsic, extrinsic and contextual factors shape and influence occupational behavior.

**Conclusion**: In this study, the concept that "the lack of occupational unity in behaviors" and "the loss of context" could bring about difficulty in the process of constructing occupation was identified. However, whether these situations also occur at a more complex level of occupational class - in contrast to the interruption of actions – isn't known. Further study to understand the construction process of occupation for elderly persons with dementia needs to be done in order to identify this occurrence in a broader class of occupations.

Key words: dementia, case study methodology, occupations

1. Andrew S. Harvey and Wendy Pentland (2010). What Do people Do? In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to Occupation*: *The art and science of living* (2nd ed., pp.101-133). Upper Saddle River, NJ: Pearson Education.

**Research Poster: Parental Self-Efficacy in Mothers of Young Children from Multi-Risk Populations**

Morgan R. Seier, *Saint Louis University*
Debra Rybski, *Saint Louis University*

This poster presentation summarizes the influences on parental self-efficacy for African American mothers who are homeless and discusses the extent to which current assessments account for such influences. In a nation with over 79,446 homeless family households (USDHUD, 2004), there are numerous children experiencing more barriers to learning and social emotional development than homed children (Cohn, May-Benson & Teasdale, 2010; Raver & Leadbeater, 1999). To address social participation in children, occupational therapists implement family-centered interventions centered on the inclusion of cultural diversity and the family's environment. Occupational science provides the tools with which one can break down and analyze the components of a family's physical, cultural, and socioeconomic environments. Upon viewing this presentation, professionals will better understand why comprehensive and reliable assessments must include the unique physical, cultural and socioeconomic components impacting one's daily activities.

This presentation focuses on assessments of parental self-efficacy, specifically the Parental Sense of Competence Scale (PSOC). It correlates with a study entitled, "Social Skills and Problem Behaviors in Low-Income Urban Preschool Children: Sensory Processing, Parenting Sense of Competence, and Housing Correlates," in which the author interviewed mothers from low-income and homeless populations. Knowledgeable of occupational science and occupational justice principles from a Bachelors of Science in Occupational Science curriculum, the researcher analyzed the components of parenting according to the PSOC. A discrepancy existed between factors included on the assessment and information shared during the interviews. Most often, mothers stated they felt confident in their parenting role, but threatened by their external environment. Due to the dyadic nature of occupation and environment, the PSOC was evaluated as to its effectiveness with mothers who are African American and homeless.

The evidence presented comes from other evidence-based literature reviews, qualitative and quantitative studies, cross-sectional studies, and case-control studies. The evidence supports addressing parental self-efficacy within cultural and environmental contexts and within the realm of family-centered care for African American families who are low-income housed or homeless. Parenting competency is an outgrowth of the child's occupational experience, as maternal self-efficacy directly impacts child self-efficacy and a child with a high sense of competence has greater success overcoming the adverse barriers of his or her socioeconomic environment (Cohn, May-Benson, & Teasdale, 2010; Cutchin, 2013; Raver & Leadbeater, 1999). However, the Parental Sense of Competence Scale appears weak in accounting for economic barriers, environmental risks, and limited social support (Gilmore & Cuskelly, 2008).

Occupational science supports the inclusion cultural diversity and environmental barriers in early intervention, because occupations occur of and in an individual's context. Understanding the client's environment helps therapists predict emergent, uncertain, and problematic tensions

threatening the desired occupational outcomes. In early intervention, therapists address such threats by increasing a mother's competence in overcoming environmental barriers (Cohn, May-Benson, & Teasdale, 2010; Cutchin, 2013; Raver & Leadbeater, 1999).  Not  enough research has been done to identify the occupational components to include on  assessments of maternal self-efficacy (Gilmore & Cuskelly, 2008). Leaders in occupational science must step forward, identifying the components of a family's physical, cultural, and socioeconomic environments in diverse populations. Only then will therapists have the resources to improve child development and increase quality of life.

Keywords: early intervention, self-efficacy, at-risk populations

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2. Cutchin, M. P. (2013). The art and science of occupation: Nature, inquiry, aesthetics of living. *Journal of Occupational Science*, 20(4), 286-297. http://dx.doi.org/10.1080/14427591.2012.744290
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**Research Poster: Box-U-Pation:  Incorporating occupation in upper extremity practice**

Melba G. Custer, *Eastern Kentucky University*

Background: Valued occupations are central concepts within the education of occupational therapists. The foundational aspects of occupational science reinforce meaning and value unique to individuals (Hasselkus, 2002). Understanding and building upon occupational identity is critical, as students learn to co-construct meaningful interventions with clients. The challenge of delivering services in an acute care medical setting focusing on injuries of upper extremities often stymies professional occupational therapy students in providing the blend of medical knowledge with the values imbued in foundational occupational science. Students, because of limited experiences need to engage in structured learning to move beyond impact of conditions into activities and occupations that are meaningful. Applying the principles of the scholarship of teaching and learning (Glassick, Huber, & Maeroff, 1997) a learning activity was crafted to foster critical thinking about occupation for students in a course focusing on upper extremity diagnoses and treatment. Creating an understanding of occupation-centered activities with clients possessing upper extremity diagnoses was identified as a problem for student learners in an Occupational Therapy program.

Keywords: enabling, occupations, acute care

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**Research Poster: Exploring tenant health and wellness in a supportive housing community: Enhancing intervention through occupational science research**

Abbey Marterella, Eastern Michigan University

Permanent supportive housing (PSH) is a community-based care option for persons who were formerly homeless that combines affordable living with additional support services. The primary aims of PSH are to assist tenants with maintaining residential stability and increasing independence. Such services are particularly important for people with serious mental illness (SMI) because they have complex daily living needs and face personal and contextual barriers to community living.[1] While research shows that PSH programs benefit both individuals and communities,[2] programs vary in their ability to address tenant needs.

This poster communicates a community-engaged research project in a Southeastern Michigan PSH community.[3] During initial project conversations, the program administrator stated a desire to move beyond "maintaining housing" and "averting crises" to addressing broader tenant health and wellness issues and supporting "flourishing" in daily life. The fit between the agency's needs and the focus of the researcher's home discipline (i.e., occupational science) provided a fruitful opportunity for designing an exploratory qualitative study. The purpose of this study was to develop a nuanced understanding of tenant health and wellness as a starting point for intervention development and service enhancement.

This research draws upon ethnographic methods and constructivist grounded theory analytic strategies.[4] Participant recruitment began in May 2012 with agency collaborators identifying initial participants. As the study progressed, additional participants were recruited based on participant suggestions. To date, 17 participants are enrolled in the study, including tenants (n=9), PSH program support staff (n=7), and PSH administrators (n=1). Data were generated at multiple sites (i.e., apartment complexes, private residences) through the use of homogenous focus groups, individual interviews and participant observations. The analytic process used line-by-line, incident-by-incident, and focused coding to identify (a) convergent and divergent perspectives on health as wellness, and (b) barriers to health and wellness. The next phase of the study, which aims to elaborate and refine analytic categories and understandings, will involve participants from the property management company and additional PSH program tenants.

The preliminary findings of this study contribute to the occupational science discourse on occupational justice[5] for adults with SMI. Four findings emphasize the centrality of opportunity and control in lifestyle-based wellness intervention. First, tenants and staff had divergent views on what living well entailed in particular situations. Second, for both tenants and staff, it was

often impractical to attend to health and wellness beyond shelter, medication, sustenance, and basic activities of daily living. Third, staff members' mediation between tenants and property managers created a boundary that undermined wellness. Fourth, limiting services to those deemed medically necessary created an inability to provide certain supports. These circumstances highlight the need for transformative social changes that shift wellness interventions past the individual level to the organizational plane. Occupational science has a key role to play in challenging the injustices associated with exclusion from daily occupations and advocating for system change strategies that support participation.

Keywords: mental illness, research methods, health and wellness

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**Research Poster: Dance as a Creative Intervention for Individuals with Parkinson's Disease**

Marco R. Coelho*, Brenau University*

Individuals diagnosed with PD experience balance and movement difficulties, as well as cognitive and emotional challenges during the disease course. Symptoms impact the ability to participate in desired daily activities and affect quality of life (Kaesler, Mellifont, Kelly, & Taaffe, 2007). Research has shown dance has numerous physical benefits and improves mood for individuals with PD (Hackney & Earhart, 2009, 2010; Heiberger et al., 2011). The purpose of this qualitative study was to explore: a) the experiences of individuals with PD taking part in a 12 week, community-based adapted tango class, b) the perceived impact of the class on quality of life and participation in daily activities.

This case study incorporated a convenience sample of community-dwelling older adults with PD who were participants in the adapted tango class. Data collection methods included

focus groups, class observations, and demographic surveys. Data analysis was completed through open and axial coding methods (Berg, 2009). Participants reported physical and cognitive improvements during the class and at the six month follow up. Participants also identified the importance of the social aspects of the class along with increased self-confidence for movement in daily activities. Results indicate adapted tango is a creative intervention which promotes the wellbeing and quality of life for individuals with PD.

Results from this study look to contribute to the scholarly literature in occupational science by advancing our understanding of the impact of creative interventions for individuals with PD, and their roles as occupational beings living with a progressive and degenerative disorder. After attending this session, participants will be able to describe the experiences and benefits of an adapted tango class for adults with Parkinson's Disease (PD).

Key Words: Parkinson's disease, dance, creativity

# Friday: October 18, 2013

**2013 Ruth Zemke Lecture in Occupational Science: Embracing and enacting 'the occupational imagination': Occupational science as transformative**

Debbie Laliberte Rudman, PhD., OT Reg.(ON), *Western University*

A growing body of scholars has highlighted the contemporary importance of enhancing the commitment and capacity of occupational science to address significant social problems of relevance to occupation. Starting with the conceptualization of radical sociology proposed by C. Wright Mills in "The Sociological Imagination" (1959), I argue that embracing an occupational imagination is key to enhancing our discipline's critical, transformative potential. This would enable occupational scientists to critically and creatively make connections between the personal, occupational 'troubles' of individuals and public 'issues' related to historical and social forces. Enacting an occupational imagination will require fostering a critical sensibility amongst scholars that involves pushing beyond the limits of dualistic thinking; attending to the socio-political nature of occupation; addressing the moral and political values that shape and energize our work; questioning that which seems familiar and exploring the unfamiliar; and engaging in innovative interdisciplinary syntheses.

Key words: imagination, research methods, social problems

**Theoretical Paper: The Persistence of Partition and the Danger of Epistemic Closure in Occupational Science**

Doris E. Pierce, *Eastern Kentucky University*

In its debut, occupational science incorporated a deep epistemological schism that offers two futures. Epistemic closure could narrow occupational science to a long campaign for recognition as a social science. Or, occupational science could exert an enviable degree of social relevance

through an epistemology that includes both the products of science and their wide applications in therapy. The intent of this paper is to highlight intertwined threats to the potential of occupational science: the persistence of partition and the danger of epistemic closure.

The partition of occupational science from occupational therapy was produced at its debut. Its launch in the American Journal of Occupational Therapy (Clark et al., 1991) was immediately met with a call for partition and a denial of resources to the new science (Mosey, 1992), based on the logic that there were two types of knowledge, basic and applied. Partition may have also been sustained by organizational and theoretical resistance, inter-university and inter-researcher competition, or the profession's inability to respect a discipline sprung from such humble roots. Due to diverging perspectives on the intent of occupational science at its two origins, California and Australia, partition has increased. Although launched in California as an effort to strengthen occupational therapy, subsequent leadership in Australia envisioned occupational science as a social science divorced from occupational therapy

Partition has been further exacerbated by the editorial differences in two key journals. The Journal of Occupational Science has maintained an editorial policy excluding research on occupational therapy since its inception in 1993. Open in the past to a wealth of occupational science research, the American Journal of Occupational Therapy has narrowed its mission to occupational therapy outcomes research. This chills the publication of research that contributes occupational science perspectives on practice.

Most recently, pressures toward partition have been expressed in a call for epistemological closure at a level that is poorly fit to the knowledge needs of occupational therapy. That is, it is being argued that studying occupation as an individual experience is inappropriate (Dickie, Cutchin, & Humphrey, 2006). Understanding occupation solely at a transactional, critical, or cultural level is being hailed as a "paradigm shift." This epistemological forced choice is dangerous. Rather than further polarization, the science requires an epistemology that negotiates between levels, in a match to the field from which it was birthed (Pierce, 2001; Rudman, 2012). Occupational science displays the markers of a maturing discipline. It was launched with the specific intent to inform occupational therapy and is producing research on a core concept. Degrees are being awarded at the baccalaureate and doctoral levels. Organizations support the science and its disciplinary journal has published for twenty years. The growth of occupational science has been remarkable. Let us recognize the polarization produced by partition and resist the narrowing that would result from epistemic closure, in order to protect the potential of our young science.

Key words: serial publication, epistemology, editorial policy

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**Research Paper: An occupational perspective on immigrant integration: Critically exploring the renegotiation of daily life**

Suzanne Huot, Western University
Shoba Nayar, Auckland University of Technology
Debbie Laliberte Rudman, Western University

**Background**: Immigration, settlement and integration are complex phenomena involving a range of transitions in relation to physical, economic, political, social and cultural aspects of occupation (Huot, Laliberte Rudman, Dodson, & Magalhães, 2013; Nayar & Sterling, 2013). These transitions are shaped by the socio-historic and political contexts within which immigrants' journeys are embedded (Huot & Laliberte Rudman, 2010).

**Purpose:** To critically explore how social integration is mediated through occupation, a comparative international study of the experiences of a group of multi-national migrants in Auckland, New Zealand and London, Ontario, Canada was undertaken. This research considers migrants' changes in everyday occupations and the influences of structural and systemic barriers and enablers upon their negotiation of transitions and integration.

Methods: A critical ethnography with two stages of data collection was utilized. First, policy documents from Canada and New Zealand were reviewed to understand the socio-political context governing immigration within each country. Second, authors engaged in qualitative interviews with immigrants in London and Auckland.

**Participants:** Nineteen participants (9 males and 10 females) were purposefully selected; 10 in London and 9 in Auckland. London participants immigrated from Benin, Brazil, Burundi, Columbia, France, Iraq, Lebanon, Morocco and Saudi Arabia. Auckland participants immigrated from Fiji, Japan, South Africa, South Korea, UK, US, and Zimbabwe.

Data collection: Interviews began by eliciting narratives pertaining to international migration, settlement and integration. A semi-structured interview guide was then used to obtain additional information such as engagement in occupations within the host community, and changes to occupations following migration. Next, participants created an 'occupational map' (Huot et al., 2013), describing the places they go and the things they do in their host communities. Follow-up interviews were undertaken as required to clarify information and seek additional experiences.

**Data analysis**: In total, 29 interviews were conducted and transcribed verbatim. Analysis is ongoing, using a two-stage coding approach. In the first open-coding stage, transcripts are read line-by-line and codes reflect participants' words. The second stage will entail a theoretical coding approach guided by concepts from Bourdieu's theory of practice and Nayar's (2009) theory of Navigating Cultural Spaces.

**Results:** Presentation of findings will address how immigrants' experiences are shaped within the host societies' broader contexts. For instance, New Zealand's Biculturalism and Canada's Multiculturalism and Bilingualism provide particular approaches to dealing with immigrant integration. We will discuss how this is negotiated at the local scale by individual immigrants who mediate their integration through engagement in occupation. As such, we will focus upon how occupations are affected by the transitions resulting from international migration, and how possibilities to engage in occupations, or not, shape immigrants' integration into receiving communities.

**Contribution to occupational science**: Immigrants' abilities to engage in occupations are central to their integration into a new society (Nayar, Hocking & Wilson, 2007), yet many migration theories fail to explicitly acknowledge the centrality of occupation. Given that occupations are culturally mediated, this research will inform occupational science education by providing a deeper understanding of how people migrating between diverse cultural contexts experience transitions to occupations.

Key words: immigrants, occupations, ethnography

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**Research Paper: Family Occupation and Health: Findings from a Photo Production and Photo Elicitation Study**

Beth DeGrace, University of Oklahoma Health Science Center

**Background:** The uncertainty surrounding diagnosis and intervention options together with the unrelenting and persistent behaviors often demonstrated by children with autism, pose significant threat to the occupations of the family system and therefore family health.
Purpose: The purpose of this study was to explicate the experiences of family occupation and health through photography.
**Methods**: Twelve families were interviewed about family health and then proceeded to take pictures for one month of instances, situations and events that best represented their family's health. Families were asked to prioritize 10 pictures that best represented family health, rate the

pictures on a Likert scale and describe why this picture reflected family health. The research team first used photo production methods of analysis to examine the product of occupation portrayed Analyses of the interview and ratings of the photographs were completed using photo elicitation methodology (Radley, 2011).

**Finding**s: Results from the study suggest that family health is closely linked with social participation, play and instrumental activities of daily living. Meaning of family occupation was minimal across families and the majority of the pictures were related to autism. However, the activity of picture taking appeared to be a therapeutic intervention as families spoke of stories where the deliberate and critical review of family health was a moment of change in the engagement of family occupation.

**Implications for Occupational Science**: The results of this study offer furthered insight into the relationship between family occupation and family health, a critical step into refining the construct of family occupation.

**Relation of Occupation and Education**: Much of the concern of occupational therapy education is the occupation of the individual. This paper contributes to the body of knowledge, that occupation of systems must be addressed in professional education.

Key words: families, occupation, photography

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**Research Paper: Using Scholarship of Teaching and Learning to Explore How Students Understand Occupation:  A Curricular Approach**

Jayne M. Yatczak, *Eastern Michigan University*
Andrea Zakrajsek, *Eastern Michigan University*
Pamela Lemerand, *Eastern Michigan University*

By the year 2017, we envision that occupational therapy is a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs (AOTA, 2007, paragraph 1). Hooper (2010) likened the centennial vision for occupational therapy to a "topographical map" (p. 97). As educators, we need to assess the success of our programs in navigating future practitioners toward the centennial vision. Scholarship of Teaching and Learning (SOTL) research provides a means to study the development and implementation of occupational therapy curriculum in order to share implications that can guide the profession to our destination (McKinney, n.d.).

Occupation is the core domain of the profession. Understanding human engagement in occupation in order to meet the occupational needs of society requires students to understand, integrate, synthesize and apply knowledge related to neuroanatomy, kinesiology, medical conditions, political-social-economic contexts in which occupations occur, theory and research in occupational therapy and occupational science.

In this presentation we will draw on data from a SOTL project conducted by three faculty members of an occupational therapy program that examined transfer of learning across a

curriculum. Transfer of learning has been defined as the application of knowledge from one context to a new context (Mestre, 2002). Transfer of knowledge is crucial for students to understand and build upon a broad base of knowledge in order to competently meet the occupational needs of future clients in practice. The faculty within the program has identified occupation as a core concept guiding the curriculum and believes that occupation is a focus within and across courses. An aim of the project was to understand how students use knowledge of occupation and occupational performance in order to develop occupation-based interventions.

Data collection methods included interviews with occupational therapy students and video of students working through a case in a course using a problem-based learning format. Findings from this study reveal what topics cohere for students and how they use and understand the concept of occupation. Hooper (2010) proposes that weak linkages between topics and knowledge of occupation will make it unlikely that the profession will hit the mark in 2017.

Collaborative projects, such as the one described in this presentation, that explore curricular-wide questions instead of course-specific questions within SOTL approaches, have the potential to provide faculty with information about how the learning experiences across a curriculum are considered and incorporated into the practice of students and their development of an understanding of occupation. We can learn from what students do and do not say, to what they attend, what knowledge they use and what is implied in the development of their interventions. A SOTL approach offers a critical lens to directly address our occupational therapy education and indirectly occupational therapy practice in order to determine if core curricular concepts (i.e. occupation) are truly being understood and used by occupational therapy students as they integrate and use knowledge of occupation in occupational therapy contexts.

Keywords: teaching methods, transfer of learning, curriculum

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**Research Paper: Using horizontal course integration to improve teaching and learning in occupational science**

Rebecca M. Aldrich, PhD, OTR/L, *Saint Louis University*
Lenin Grajo, *Saint Louis University*
Jeanne Eichler, *Saint Louis University*

Many academic innovations over the last 20 years demonstrate how occupational science has matured as a discipline (Pierce, 2012). However, the paucity of scholarship of teaching and

learning in occupational science highlights a continued need for disciplinary growth. Specifically, little scholarship documents the integration of occupational science content across courses in academic programs (Wood et al., 2000). Course integration has been successfully used in other content areas and academic disciplines, and general evidence supports course integration as a means of improving curricular design and student learning (Vidic & Wietlauf, 2002). One particular course integration strategy—horizontal integration—involves fusing content across courses in a specific academic term. Integrating content via such strategies helps achieve the following four educational objectives, according to Case (1991): (a) helping students deal with the world's complexity; (b) overcoming students' rigid perceptions of subject boundaries; (c) helping students respect and view knowledge as seamless; and (d) promoting efficiency in thinking and learning. Such educational objectives appear particularly relevant for occupational science education given the discipline's interdisciplinary and complex nature.

This paper presents the horizontal integration of Saint Louis University's fall undergraduate occupational science courses. In their junior year, students in the Bachelors of Science in Occupational Science (BSOS) program take three occupational science courses per semester. These two semesters were designed in 2004 to impart basic terms and concepts, theoretical perspectives, and topics in occupational science. The fall semester courses in particular were initially conceptualized as covering distinct yet related aspects of the Person-Environment-Occupation model (Law et al., 1996), but the purpose and content of these courses shifted as occupational science developed. In light of the need to keep pace with the discipline's advances, the authors used horizontal integration to restructure the fall semester occupational science courses in 2012.

This paper compares and contrasts the presentation of occupation and related concepts in Saint Louis University's fall occupational science courses pre-, post-, and one year following horizontal integration. Course descriptions, schedules, and assignments provide evidence of changes made consequent to horizontal integration. Faculty and student perspectives, which were gathered at multiple points before and after the integration, help frame the pros and cons of this educational strategy. Reflections on this horizontal integration process underscore the need for effective faculty collaboration to integrate content. Reflections also ground suggestions for future horizontal integration efforts. In addition, this paper identifies implications for occupational science education and the discipline's development as a whole.

Key words: teaching methods, curriculum, occupational therapy education

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**Research Paper: Occupational Science Students' Ethnographic Approach to Understanding Women's Employability**

Christine Privott, *Eastern Kentucky University*

An ethnographic research project at Eastern Kentucky University (EKU) in Richmond, Kentucky, helps senior occupational science (OS) students' transition into the masters' in occupational therapy program by affording the opportunity to understand and apply social advocacy concepts to their future occupational therapy practice. Advocacy, in its most simple form, means to support a cause, which can take the shape of an individual, event, or circumstance and the purposeful actions causing an effect or consequence (Merriam-Webster's, 2011). For these students', the principle of doing, or carrying out an advocacy research project, helps to create their occupational identity (Crepeau, Cohn, & Schell, 2003) and enables the students to understand the impact of occupations on individuals' sense of health and well-being (Royeen, 2003).

The Liberty Place House of Recovery for Women (Liberty Place), in Richmond, Kentucky, is a state-funded, six - twelve month community residential program that seeks to adequately serve Kentucky women who are recovering substance abusers ("About the Program," para. 4). Assisting Liberty Place in advocating for the women, the students offer their skills in organizing an employment fair, matching the women with local employers, and understanding the women's employment needs. Students begin to address the women's needs, rights, and interests in employment while learning fundamental occupational therapy principles in the area of work, such as clients' (1) managing work time, (2) redeveloping work habits and skills, and (3) work-related social behaviors (Early, 2008).

Participants of this research presentation will be able to 1) learn about one group of occupational science students' research experience in an advocacy course, 2) learn about a small-scale ethnographic study conducted spring 2013, that explores women who are recovering substance abusers and their perceptions of employability, 3) discuss the study results within the context of occupational science and broad Alcoholics Anonymous (AA) philosophy, and 4) understand advocacy as it relates to employability.

Key Words: advocacy, employment, ethnography

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Research Paper: **Border crossing between clinical and empirical worlds: If today is Tuesday, which hat am I wearing?**

Michelle L Elliot, *University of Southern California*

**Background:** Occupational therapy is famously recognized as the professional discipline that 'does with' participants. With this socialization, how does the transformation of a clinical occupational therapist into an occupational science researcher unfold? Or in the words of Lawlor (2001), how does the ethnographic gaze shift from clinical to empirical? As more occupational therapy students and clinicians are being encouraged to be consumers and providers of research data informing clinical practice and occupational science scholarship, returning attention to this perspective shift is of timely significance.

**Purpose:** In this paper I will revisit the 'ethnographic gaze' dilemma to further examine the occupational identity transformation from clinician to scholar. These conceptual ideas derive from personal reflections of my process of transitioning from practitioner to qualitative researcher during my doctoral studies. My research, an ongoing semi-ethnographic study using a participant-observer approach, involves the exploration of the narrative constructions of experiences of occupational therapy students who travel abroad for short term-intensive immersion opportunities as part of their professional training. The focus of this paper is the complicating nature of conducting research with one's own community and the resulting identity tension between knowing and existing in two separate socialized worlds. In my case, it involves reconciling the engagement processes used to facilitate therapeutic relationship with clients and the hindrance such processes create in the process of collecting narrative data from research subjects. Who I am, how I listen, and to what degree participation is enacted are an ongoing challenge.

**Methods:** In total, 24 students from the same institution, all travelling together, consented to participate in multiple individual and collective interviews, observations, and data sharing of essays and photographs documenting their pre-departure anticipations, immersion participation, and post-trip reflections on the experiences. As part of this larger international 'team,' I recorded and attended to both the observations and narrations of the students' experiences as well as my own. Preliminary thematic narrative analysis has begun to thoroughly examine the researcher's interview and observation field notes and personal journal entries.

**Results**: Personal reflections derived from 'the field' are central to the analysis. In particular, themes pertaining to identity and positional confusion: the struggle with learning how to be present and listen in a new way; decision making regarding moments of participation versus observation; challenges and rewards of immersion research; and acknowledging the fluid boundaries between subject and object in shared experiences.

**Occupational Science Contribution**: There is a growing body of anthropological literature on reflexivity and the recognition that the researcher is also having an experience alongside those of the participants. This is not widely acknowledged in the occupational science literature however, as there is a generalized caution against shifting the analytic lens toward the researcher rather than the participant. My paper will address how reflexivity is more than a methodological acknowledgement; it reveals the inherent subjectivity emergent in the data analysis and dissemination processes. Reflexivity and occupational identity shift is a complicated necessity when conducting research reliant upon previous therapeutic skills and examining a process concurrently shared.

Key words: professional practice, research methods, teaching methods

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## Research Paper: Explanatory Models of Autism and Family Routines

Nancy Bagatell, *Quinnipiac University*

Family routines, repeated practices that involve two or more family members, have been shown to provide a sense of order and security, family connectedness, promote the accomplishment of instrumental goals, and contribute to family health and well-being. Family routines represent the instantiation of what cultures, parents, and children have jointly constructed to achieve personal and cultural goals. For families with young children with autism, constructing family routines has been shown to be challenging, particularly the routines of mealtime and bedtime. However, surprisingly little attention have been given to the study of routines in families with adolescents with autism. Understanding how families negotiate and modify routines as children become adolescents and the reasons why routines are established has both theoretical and practical importance. This paper explores one finding - explanatory models and the impact on the construction of family routines - from the analysis of qualitative data from a mixed-method study that included 20 families with typically developing adolescents and 20 families with adolescents with autism.

The participants in the qualitative portion of the study included four families with adolescents diagnosed with autism (moderate to severe range). The families all had multiple children, were well-educated, and lived in suburban communities. Data collection included multiple, semi-structured and narratively-focused interviews. Participant observation took place with each family in the home or in the community. All interviews were recorded and transcribed. Field notes were written after each visit with the family. Interviews included multiple family members when possible; however, mothers were the main informants. Data analysis involved a multi-phase process, including thematic coding and narrative analysis. Transcripts were read and coded individually by the author and three students. A coding system was developed, codes were clustered and condensed, and eventually themes were identified. Themes were confirmed with peers and exemplar quotes were discussed and placed in thematic categories to enhance rigor. One theme that emerged was explanatory models.

Explanatory models, as described by Kleinman (1980), include the conceptions of the causation of illness/disability, the personal and social meaning, and expectations of outcomes.

Parental explanatory models, which are affected by cultural beliefs and attitudes, have been shown to influence the services that a family seeks out, the child's well-being, and parents' psychological adaptation, but have not been discussed in relation to family routines. The results of this study suggest that parents develop explanatory models of inter-related concepts that shape family routines. For example, families developed explanatory models of autism that influenced their beliefs about the parental role, the meaning of home, expectations for the future, and what their child could/could not do. These linked beliefs led to specific choices and the construction of unique family routines. The stories of two families, with distinct explanatory models, are highlighted. The results are discussed in terms of the theoretical contributions to the study of family routines and the practical applications to occupation-based and family-centered practice.

Key words: autism, families, daily activities

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**Theoretical Paper: Using OS to "Tighten" the Linkage between Philosophy, Theory, Research, Education and Practice**

Kathlyn L Reed, PhD, OTR, FAOTA, MLIS, *Texas Woman's University, Assoc. Prof. Emeritus*

**Background & Rationale**: OS was proposed as a basic science and academic discipline (Yerxa, Clark, Frank, Jackson, Parham, Pierce, Stein, & Zemke, 1989). While acknowledging those purposes, my contention is they are insufficient to provide a broader, more inclusive, understanding and rationale for advancing occupation in terms of philosophical argument, theory and concept development, research study design and application to education and practice. In other words we need to strengthen and "tighten" the organization to improve the dissemination of knowledge about occupation.
**Statement of intent**: To suggest that OS can be reorganized to strengthen or "tighten" the linkage to philosophy, theory, research, education and practice regarding the use of occupation as a central theme. New and redesigned "tools" exist to bring the now scattered information about occupation together into a more cohesive whole.
**Argument**: To better direct our future, the study of and education about occupation needs a world view and meta-theory which can unify and organize our diverse concepts and ideas. Overton and Ennis (2006) have suggested that Pepper's four world hypotheses (1942) be combined into two metatheories: split (mechanism-formism) and relational (contextualism-organicism). Furthermore, the Kuhnian idea that theoretical assumptions and concepts cannot

cross over an arbitrary divide needs to be rethought in a practice discipline which currently uses five different intervention ideas: promote restore, maintain, modify and prevent (OTPF, 2008). Whyte and Burett (2012) suggested two major intervention approaches: treatment theory (remedial/restorative) and enablement theory (adaptive/modify). Should maintain be added to treatment and promote and prevent be added to enablement? Research design theory is already organized into two major traditions: quantitative and qualitative. Based on Overton & Ennis's work the two meta-theories would be translated into two pathways: splint-treatment-quantitative-remedial and relational-enablement-qualitative-adaptive which while different, are also complimentary. Both can serve to streamline the study and teaching about occupation, occupational beings, and occupational therapy. To encourage inclusion, our concepts need to be viewed not as polar opposites but as a continuum with a preferred direction. An example is reductionism traditionally rejected by OS. In reorganizing our view, reductionism appears on one end of a continuum while holism appears at the other with a preferred direction toward holism to facilitate engagement in occupation. However, we would acknowledge reductionism may facilitate early assessment and intervention in medically defined disorders. Such a "tolerance" also facilitates studying some concepts through quantitative or mixed research methods. Conclusion: We cannot afford to "waste" recognized theory, research and practice ideas because they do not currently "fit" into our world view of occupation. We need to integrate (a central concept in both organicism and mechanism) our view to focus on maximizing our efforts toward advancing our goal of making the study of occupation and application of occupational therapy broadly recognized and evidence-based in both education and practice.

**Importance to OS**: OS can be expanded to better advantage to create a more cogent and complete rationale and argument for the role and purpose of occupation in the lives of occupational beings and in occupational therapy. Using the proposed dual pathways we can provide a "tighter" linkage to explain and educate about occupation in both theoretical and applied contexts.

Key Words: theory, philosophy, professional practice

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**Research Paper: Lessons learned: The occupational contributions of older Asian immigrants to New Zealand community**

Valerie A Wright-St Clair, Associate Professor, *Auckland University of Technology, New Zeeland*
Shoba Nayar, PhD, *Auckland University of Technology*

**Background & Rationale:** As younger immigrants stay and age in New Zealand, the absolute number of senior Chinese, Indian and Korean peoples will grow exponentially (Statistics New Zealand, 2006). This changing ethnic profile is occurring in the context of public discourses related to the aging population as posing a significant societal burden, particularly the projected economic burden of New Zealand's universal public pension scheme, the projected increase in health services utilization, and how deserving older immigrants are of access to superannuation and health and social services (Brown, McNeill, Leung, Radwan, & Willingale, 2011). Few voices are raised in relation to valuing or measuring the economic and social contribution that seniors make. Indeed, within New Zealand, there is little recognition of how Chinese, Indian and Korean seniors may contribute to community, resulting in a potential gap between settlement needs and social opportunities.

**Purpose:** This project explored how senior Chinese, Indian and Korean immigrants participate in, and contribute to, civic society.

**Methods:** This qualitative grounded theory study (Schatzman, 1991; Strauss, 1987) involved male and female participants, aged 60 years and over, identifying as Chinese, Indian or Korean. All participants immigrated to New Zealand aged 55 years or older; the youngest participant at the time of study was aged 60 years and the oldest 83 years. Through purposive sampling 74 participants for 9 focus groups across the three communities were recruited. A further 15 individual interviewees (5 within each community) were recruited using theoretical sampling. Semi-structured interviews conducted in English, Hindi, Mandarin and Korean were audio recorded, transcribed verbatim, and translated where relevant to English for analysis. In line with grounded theory methodology, data were analyzed using grounded theory methods of constant comparative analysis, theoretical sensitivity and Schatzman's dimensional matrix in a two stage process; firstly, analyzing data and developing a provisional theory within each community, secondly furthering theory development through bringing together the three communities to build one theory. Ethics approval was obtained from Auckland University of Technology Ethics Committee.

**Results:** Chinese, Indian and Korean older immigrants contribute to New Zealand society through a process of Building Healthy Communities; healthy communities comprising the individual, the family unit and the wider ethnic and New Zealand communities. The participants worked towards Building Healthy Communities through engaging in occupations that sought to advance cultural connectedness, for example celebrating ethnic festivals; were a way of giving service, such as volunteering at libraries or knitting clothes for babies, and showcased caring for family through the food they cooked and providing transport for grandchildren. The participants did not seek reward or recognition for their occupational contributions; rather their payment was the joy they felt at seeing the happiness that others experienced as a result of their contributions. Contribution to occupational science: This study reveals the richness of data that can emerge through comparing the occupational experiences of three unique Asian communities.

**Conclusions**: Occupationally focused cross cultural research is a must for occupational scientists seeking to understand the place of occupation in a multicultural society.

Key words: grounded theory, social participation, immigrants

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**Theoretical Paper: Case simulation as an innovative pedagogical approach in occupational science graduate education**

Lynn Shaw, PhD OT Reg. (ONT), *Western University*
Jan Polgar, *Western University*

Bridging theory or research to practice is a common outcome expectation for knowledge use in health services and professions. For occupational scientists there is a growing focus on bridging theory and research to policy or implementing change in real life situations and contexts. This expectation for knowledge to be used as a foundation to stimulate change for the benefit of society on a more practical level presents a new challenge for occupational science graduate education from a number of perspectives. This presentation explores some of the issues in introducing the use of a case-based pedagogy (Kim et al, 2006) to advance graduate education in occupational science. First, we need to identify the theories or occupation based research that can inform change at the population, societal, practical or policy level. Second, we need to explore and identify from a pedagogical perspective what case methods are coherent with bridging theory to practical change. And third, we need to explore ways to combine the theory and case-based pedagogy to inform graduate education and curriculum development in Occupational Science.

Case-based approaches are commonly used in professional programs to support an integrated understanding about interventions; however in the discipline of Occupational Science case-based approaches have a different purpose and outcome. The purpose of using a case-based approach in occupational science graduate education is to use occupational concepts and evidence to guide the critical analysis of the problem or issue and then to generate ways to address solutions or opportunities for change using constructs of occupational justice, occupational possibilities and identity to name a few. Case simulation is one approach that can be used to promote the application of occupational constructs.

In this presentation delegates will be introduced to (1) case simulation as a method, including process and features, (2) Hocking's (2011) occupational analysis that can be used in integrative case-based teaching to advance the transfer of learning for graduate students, and 3) an application of this approach to the issue of promoting change in community accessibility and

mobility for seniors who can no longer drive, which was grounded in a capabilities approach (Sen, 1999, 2009). Learning objectives, outcomes and innovative features of the approach will be highlighted.

Key words: teaching methods, graduate education, case methodology

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**Theoretical Paper: Making the Mundane Things Families Do Worthy of Study**

Ruth Humphry, *University of North Carolina at Chapel Hill*

Families form a common social institution studied by a variety of social scientists with the hope of informing practitioners about potential services. This literature ranges across the life span from how families impact developmental outcomes of infants to post-retirement longevity of seniors. This vast body of research about families and people's well-being leads to a compelling need for educators in occupational therapy to shift from an individualistic understanding of occupation-centered practice to consider family occupations as an area of intervention. For entry level practitioners this starts with a general knowledge base about what families do and factors that shape variations in family occupations. Morgan (2011), however, notes that many people enter the field of family studies with a lot of tacit knowledge. This results in students' confusion about the importance of studying a topic that seems obvious and mundane. This paper examines how to help students reflect on what they assume they know and learn to express a critical and situated appreciation of the complexity of things families do. From an occupational science perspective I argue that family occupations are co-constitutive. That is, being a family is a process of doing family things (Morgan, 2011). In this way families define and sustain themselves through their occupations. The extent their communities value these daily activities influences family members' well-being (Weisner, 2010). The educational objective is to help students recognize and appraise the highly contextual nature of family occupations and the nature their knowledge and the literature. The first move is to problematize students' assumptions about the rightness of family practices. I chose a parenting practice, actions to correct a child's behavior. Even if they are not parents, students react with a sense of rightness or wrongness regarding the range of disciplinary situations between parents and children. Next we examine the nature of the literature. Disciplining children has been studied by mostly white middle class scientists who come with North American/Eurocentric biases. We discuss how this literature on harsh discipline has moved beyond professional journals to appear as normative advice in parenting magazines. The class then reads literature that takes a more relativistic and multicultural approach to discipline (Burchinal et al., 2010; Landsford et al., 2005). Taking the

ecocultural approach (Weisner, 2010) moves beyond the students' comfort zone to a pluralist view of parenting practices. We discuss the transactional nature of family occupations, considering the sociocultural, economic, and community situations that relationally link with family and individual processes (Misty & Wu, 2010). Finally, students are given a case study about a grandmother that wants to train her grandson with mild developmental delays to use the toilet. In the discussion students apply a relativistic, social constructionist perspective to a discussion of what it means to be family-centered in their work.

Key words: families, teaching methods, research methods

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## Student Poster: Making Art

Anne Cronin, *West Virginia University*
Mary Helen Luckini, *West Virginia University*
Brittany Myers, *West Virginia University*

The number of adults with intellectual and developmental disabilities (I/DD) age 60 years and older is projected to nearly double from 641,860 in 2000 to 1.2 million by 2030 (Miniño, et al., 2009). These adults are more likely to lead sedentary lifestyles than their typically developing peers and are often segregated from the mainstream of adult life. Often remaining in a relative "child" role, they do not build their own social supports or networks outside of their family of origin. Chronic disabling conditions such as these limits the person's occupational roles and everyday occupations and may leave the person vulnerable to depression, loss of identity, and dissatisfaction with life (Reynolds & Prior, 2003).

Hayslip, Panek and Patrick (2007) suggest that all adults seek a developmental niche. A developmental niche is an environment in which a person can function optimally. For a typically developing adult, a developmental niche might be an employment or leisure setting that offers interesting challenges and is consistent with the individual's values and occupational goals. Traditional health-care-based rehabilitation focuses on the transition period from the hospital to the community and also on the restoration of specific functions. The health care approach to rehabilitation does not support the establishment of developmental niches for persons with chronic conditions.

A community-based art program can help people verbally and non-verbally explain their thoughts and emotions (Henare, Hocking & Smythe, 2003). Art making can increase satisfaction with daily life. Reynolds, Vivat & Prior, (2007) reported that participants were more satisfied with their daily lives through gaining purpose, being challenged, and experiencing achievement. The participants also discussed an enhancement in self-image and self-confidence, which was directly related to the visibility of the artwork and offered proof that they had learned new skills. Participants in this study also felt hope for the future, with a renewed interest in these projects, rather than feeling bound by the functional limitations of their health status. Finally, the participants in this study began to gain positive relationships and contact with a healthy outside world.

The occupational science constructs of doing and being are integral to participation in expressive artistic activities, because the participant conveys personal thoughts and feelings through selection of activities, materials and completion of projects (TeBeest, Kornstedt, Feldmann & Harmasch, 2002). Art has been used in OT to help the client in achieving: (1) "rehabilitation goals"; (2) "using time"; (3) "enjoyment"; (4) "regaining confidence", and; (5) "engagement in future activities" (Symons, Clark, Williams, Hansen & Orpin, 2011). In this participant observation study (in progress) the value that participants place on art making as a personal occupation was explored. Although the many of the participants had severe cerebral palsy and communication limitations, this group also valued the challenge, positive relationships, and social recognition gained through their art making.

Key words: art, developmental disability, creativity

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2. Reynolds, F. (2004). Textile art promoting well-being in long-term illness: Some general and specific influences. *Journal of Occupational Science, 11*(2), 58-67.
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**Student Poster: Occupational Science and Experiential Service Learning: A Strong Educational Foundation for Examining Unemployment-Related Occupational Injustices**

Erin Carroll, *Saint Louis University*
Rebecca M. Aldrich, PhD, OTR/L *Saint Louis University*

This poster demonstrates how a combined lens of occupational science, social justice and urban analysis helps foreground occupational injustice in analyses of unemployment. A project

was developed to fulfill requirements of a research-based independent study class for a Bachelor's of Science in Occupational Science, as well as to fulfill a minor in social justice and urban analysis through the Micah Program of Saint Louis University. The Micah Program educates students through coursework, social minded service, and an intentional living community. In supporting and encouraging students to reach outside their comfort zones and into the urban core of St. Louis, Missouri, the Micah Program enables students to build relationships with the greater urban community and apply concepts from their education and learning community. Based on this dual foundation in occupational science and the Micah Program, the first author created a project to examine unemployment and potentials for occupational injustice in the day-to-day lives of people who are unemployed.

Data for this project include a literature review as well as observations and interviews collected within a larger study on occupation and unemployment. The larger study looks to deconstruct the influences of social services, social and political discourses, and politics on daily activities and occupations as experienced by individuals who are unemployed. The related student project aimed 1) To identify how unemployment is associated with occupational injustice and occupational deprivation, and 2) To synthesize concepts of social justice, urban analysis, occupational injustice and occupational deprivation. Preliminary findings from this project focus on connections between concepts of occupational injustice (Durocher, Gibson, & Rappolt, 2013), social justice (Adams, Bell, & Griffin, 2007) and urban analysis (Wilson, 2011) relative to unemployment. Discussion of this poster will stimulate a dialogue about the educational benefits of merging occupational science, social justice learning communities, and experiential learning in urban university communities.

Occupational science education with a focus on social justice and urban welfare provides an empathetic, well-rounded understanding of the social factors, contexts and discourses surrounding an urban culture. By developing an understanding of urban analysis, students and educators in occupational science can develop a deeper understanding of how social norms, sociopolitical practices, and urban stigmas affect people's roles, contextual factors, and performance capacities (Roley et al., 2008). These perspectives are critical to understanding the relationships between occupational injustice, unemployment, and social justice. Bridging occupational science coursework with student life experiences like the Micah Program also allows students to translate coursework outside of the classroom and build intentional relationships within their urban community. Increasing experiential learning opportunities in occupational science curricula will allow students to become well-rounded professionals, and it will also broaden educational boundaries to help facilitate growth and discovery in the field of occupational science.

Key Words: unemployment, teaching methods, social justice

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**Student Poster: Applying occupational science views of context to an independent study of unemployment: One student's understandings**

Courtney L Robinson, *Saint Louis University*
Rebecca M. Aldrich, Ph.D., OTR/L, *Saint Louis University*

This poster communicates how understandings about context were presented in an occupational science course and applied to a student's independent study of unemployment the following semester. According to the OT Practice Framework II, "context is a variety of interrelated conditions within and surrounding the person that influence performance" (AOTA, 2002, p. 645). For this project, observations and interviews at a non-profit organization were used as the basis for applying understandings about context. The project occurred in spring 2013 and was part of a larger study of long-term unemployment in the United States and Canada. This project revealed what contexts are most significant in experiences of unemployment as described in interviews with people who are unemployed. Data collection is still ongoing, but preliminary findings suggest that the social and personal contexts are most significant in this experience. Social context consists of the different relationships, organizations, and expectations of populations that define the different roles and responsibilities that impact a person (AOTA, 2008). One study participant explained how his relationships had changed after he had become unemployed. He said he now has to depend on friends and public buses for transportation since his wife divorced him and took his truck in the settlement. His dependence on others for transportation was part of his transition from being a self-sufficient worker to being an unemployed man who relies on others. Personal context also plays a role in experiences with unemployment. Personal context includes "a person's age, gender, socioeconomic status, and educational status" (AOTA, 2008, p. 645). The same participant discussed looking for a job, earning his GED, and maintaining economic stability through the use of food stamps and social security checks. Specifically, he explained the continuous cycle of having to put off taking GED classes in order to look for a job and jobs not want to hire him because he does not have his GED. Overall, personal and social contexts were both important to analyzing the participant's life because they were expressed as foundations for identity and the way the participant interacted with the world.

This case study contributes to occupational science by showing how students learn to see people through an occupational lens. Through an occupational lens, students can analyze aspects of a person's context to see how it influences occupational identity. According to Unruh (2004), Christiansen's "concept of occupation as identity [shows] that self-identity [is] closely related to what we do" (p. 291). Occupational identity is an important consideration within unemployment experiences because job loss tends to affect identity. According to Yerxa (1998), "people who are unemployed and have no organized leisure often become depressed, losing their sense of identity and purpose in life as well as their health" (p. 415). Poster discussion will focus on how such occupational science understandings opened the first author's eyes to the contextual factors

that influence identity and occupation during unemployment. The discussion aims to demonstrate the value of undergraduate occupational science educational experiences.
Key words: context, occupational science, education

Key words: unemployment, case study methodology, self-identity

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2. Unruh, A. M. (2004). Reflections on: "so .. , what do you do?" Occupation and the construction of identity. *Canadian Journal of Occupational Therapy, 71*(5), 290-295.
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## Student Poster: Reclaiming Lost Occupations: Empowering Upper Extremity Chronic Pain Clients to Re-enter Valued Participation

Enrique Smith-Forbes, MOT, OTR, CHT, *University of Kentucky*

**Introduction:** The occupation-based practice action research sketch presented in this poster was a final seminar paper in OTS 882 Advanced Occupational Science, offered in the Spring of 2013 at Eastern Kentucky University and taught by Dr. Doris Pierce. It illustrates both an innovative strategy for learning about occupation and a unique application of occupational science to interventions supporting clients challenged by chronic pain.

**Purpose: The** purpose of this action research study is to collaboratively develop a group intervention to support the reclaiming of lost occupations by clients with chronic pain. The study has two aims: 1) to understand the factors that influence chronic pain patient's satisfaction with occupation/ADL participation in their social environments. 2) to help these clients find ways to re-integrate in these occupations despite pain.

Chronic pain patients often experience a sense of isolation as well as attitudinal barriers that contribute to their gradual exclusion from social networks, and benefits that these supports offer. (Rodham, Rance, & Blake, 2010). The new Medicare law that requires clinicians to report functional gains throughout the rehabilitation process resonates with interventions focused on engaging individuals to recapture engagement in social occupations (Department of Health and Human Services, 2012).

**Methods:** "Community-based action research seeks to change the social and personal dynamics of the research situation so that the research process enhances the lives of all those who participate" (Stringer, 2007). Participants in the study will include adult upper extremity chronic pain patients, specifically fibromyalgia, chronic regional pain syndrome, and other UE neurological pain conditions. Subjects who report pain symptoms lasting at least six months will be included. The aim is to form a chronic pain support group in which patients go through the process of discovering what the occupations that matter most to each individual are.

Stakeholders in the lives of clients with chronic pain will collaborate with the researcher/therapist to improve their occupational engagement in occupations that have been lost due to pain. Possible stakeholders will include clients, caregivers/significant others (Lauder,

McCabe, Rodham, & Norris, 2011; Rodham et al., 2010), and the healthcare team. The plan is to use creative ways to identify all stakeholders such as concept maps, and link supportive networks (Stringer, 2007). The approximate timeline is one year. IRB approval will be obtained to publish findings from study.

**The Reclaiming Group intervention:** The researcher will engage clients and other stakeholders in sharing, investigating, and developing descriptions of the occupations in which clients have lost participation. The working group may use Stringer's (2007) six questions of action research to complete this phase, as well as having clients complete the Self Discovery Tapestry (Meltzer, in press). In addition, the group will be given the opportunity to do something "with their hands" (Stringer, 2007) such as sharing tea/coffee and expressing their story of loss of occupational involvement through the use of "photovoice" (Stringer, 2007). Repeated trials of strategies to reclaim occupations will be attempted and reported back to the group, in order to develop lasting strategies to support the lives of clients with UE pain.

**Note**: The opinions or assertions contained herein are the private views of the authors and are not to be construed as official or reflecting the views of the Department of the Army or the Department of Defense.

Key words: chronic pain, social participation, research methods

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**Student Poster: An International Systematic Mapping Review of Occupational Therapy Education: Is Occupation Addressed?**

Katelyn P Liebe, *Colorado State University - Fort Collins*
Barbara Hooper, *Colorado State University - Fort Collins*

**Introduction:** Since occupational therapy (OT) adopted the master's degree as entry into the profession, educational scholars have written about and researched content and skills that should be, and are being, taught to occupational therapy students. Scholars writing about content and skills often embed calls for educational reform. Calls for reform in occupational therapy education have been varied, but the major emphasis has been on graduating therapists who are fully conversant and knowledgeable about the concept of occupation and its importance to the profession (Hooper, 2006; Pierce, 1999; Whiteford & Wilcock, 2001; Yerxa, 1998). For being

the "cornerstone" of our profession, it seems apparent that the concept of occupation would be the focus of much of the educational literature on content and skills; especially given Pierce's view that occupation in curricula is fundamental if the profession is to "survive" (Pierce, 1999). However, the extent to which occupation is actually a focus in publications on content and skills has not been explored.

**Purpose:** Therefore, this systematic mapping review examined educational research for how prominently occupation has been addressed as an important content area and basis for skills in practice.

**Methods**: This study is part of a larger ongoing systematic mapping review of OT education research. "The main goal of a systematic mapping [study] is to provide an overview of a research area, and identify the quantity and type of research and results available within it…" (Petersen, Feldt, Mujtaba, & Mattsson, 2008, p. 3). From the comprehensive database searches conducted for the study overall, 49 articles were categorized as addressing content and skills taught and/or promoted in education research and are included in this study. Articles were analyzed using a data extraction tool that included data about occupation in teaching and learning. Data were entered into Microsoft Access and queries conducted to determine the extent to which occupation has been included in pieces on content and skills.

**Findings & Implications**: Preliminary findings suggest importance placed on occupation as the keystone of the profession does not appear to be replicated in the literature documenting OT education beyond those seminal pieces above. Only one article out of the thirty-two coded thus far has addressed the need to focus on occupation in OT curricula. However, while research on content and skills does not frequently address occupation explicitly, many of the content and skills areas support occupation-based practice. For example, nine articles thus far address clinical reasoning and critical thinking skills and four address skills in cultural competence. However, without an explicit link between these content areas and skills, there is a risk that occupation in education may remain veiled to students. The importance of this blatant gap in emphasis cannot be overemphasized. Without a strong personal understanding of occupation, it seems unlikely that OT graduates will be able to be client-centered in a way unique to occupational therapy. Implications for occupation as a taken for granted threshold concept will be discussed.

Key words: occupational therapy education, professional practice literature review

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2.  Petersen, K., Feldt, R., Mujtaba, S., & Mattsson, M. (2008, June). Systematic mapping studies in software engineering. In *12th International Conference on Evaluation and Assessment in Software Engineering* (Vol. 17, p. 1).
3.   Pierce, D. (1999). Putting occupation to work in occupational therapy curricula. *Education Special Interest Section Quarterly,* 9(3), 1-4.
4.  Whiteford, G. E., & Wilcock, A. A. (2001). Centralizing occupation in occupational therapy curricula: Imperative of the new millennium. *Occupational Therapy International, 8,* 81-85.

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**Student Poster: Maintaining Occupational Engagement and Well-Being through Disaster and Emergency Preparedness of Middle School Students**

Melanie Rae, *Towson University*
Karissa Pavelka, *Towson University*
Lisa Crabtree, *Towson University*

When a disaster occurs, society becomes disabled, limiting participation in meaningful activities (American Occupational Therapy Association, 2013). Developing emergency preparedness and disaster response programming to address the physical and emotional needs of individuals who may go through disaster situations is vital (Scaffa, Reitz, & Smith, 2011). With an understanding of the impact of client factors and context on occupational participation, occupational therapy practitioners are uniquely qualified to assist individuals, organizations, and communities to prepare for, respond to, and recover from a disaster (American Occupational Therapy Association, 2013; Scaffa, et al., 2011). Exploring the impact of disasters on daily lives and occupations from an occupational science perspective (Clark & Lawlor, 2009), two graduate occupational therapy students conducted an independent study project at a local middle school.

Over a five month period, the graduate students prepared 85 seventh grade students for disaster and emergency situations through the development of skills necessary for maintaining occupational participation and well-being. While involvement in a disaster can be a traumatic experience, preparatory actions, including the development of a family plan, emergency preparedness kit, and go-bags can significantly reduce the associated trauma (Scaffa et al., 2009). The occupational therapy students guided the seventh grade youth through a series of activities designed to explore these preparatory actions and the emotions typically experienced by individuals in an emergency situation. In exploring these emotions, the seventh graders developed a repertoire of coping skills to reduce the impact of negative reactions on their mental health in an actual emergency. The project culminated with participation of the middle school youth in a disaster drill at the university.

After participation in the disaster drill, the seventh graders were interviewed in groups to gain a greater understanding of the impact of the programming as it related to the occupational nature of being human. The youth reported that participation in the drill felt very realistic and emphasized the importance of preparatory actions in developing the skills to maintain meaningful patterns of occupations in an actual disaster situation. From an occupational science perspective, these experiences highlight the impact of disasters on daily lives and occupations, and the need for additional research to develop scientifically informed interventions teaching individuals, organizations, and communities the skills for maintaining occupational participation in emergency situations.

Key words: emergency preparedness, disaster preparation, occupational therapy

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2. Clark, F., & Lawlor, M. C. (2009). The making and mattering of occupational science. In E. B. Crepeau, E. S. Cohn, B. A. Boyt Schell (Eds.), *Willard & Spackman's Occupational Therapy* (11th ed., pp. 2-14). Philadelphia, PA: Lippincott Williams & Wilkins.
3. Scaffa, M. E., Reitz, S. M., & Smith, T. M. (2011). The role of occupational therapy in disaster preparedness, response, and recovery: A concept paper. *American Journal of Occupational Therapy, 65*(6), 511-525. http://dx.doi.org/10.5014/ajot.2011.65S11

**Student Poster: Occupational Science Used In Middle College Education**

McKenzie D Katzman, *Eastern Kentucky University*

In a senior year occupational science seminar at Eastern Kentucky University, student teams conducted research over the course of the semester to inform and generate an advocacy project. These advocacy products were informed by relevant team research, knowledge of occupational science, and participatory action research (PAR) methods. This poster will depict one of those class projects, which worked in partnership with Middle College at Eastern Kentucky University. Middle College, in collaboration between the county school district and the University, allows high school juniors and seniors to receive both high school and college credits on a university campus setting. Students selected to Middle College are not only chosen based on ACT scores, and grades, but also if the student is a first-generation college student (Middle College @ EKU, 2011). This attribute is important for Middle College and their image. Many in the general public believe that Middle College is where the "drop-outs" and pregnant teenage girls attend or where "children-at-risk" attend. However, the non-traditional environment of Middle College enables a much different experience. Based on the use of PAR in partnership with Middle College youth, it became readily apparent that these students have larger aspirations than served by the high school environment. In fact, these individuals were being underserved in a regular high school setting. Middle College staff presents students with a stable environment encompassing open communication, equal power among parties, and high expectations (Hobbs & Jiwon, 2008). Upon submission to Middle College, new students receive 18 free college credit hours and a brand new Mac laptop.

Middle College students were responsible for taking photographs using their own device, (phone or camera), for demonstration of the roles of a Middle College student. Students held the ability to uniquely capture the meaning behind the photo in their own personal way. They used the photos to communicate their unique Middle College experiences.

The coupling of occupational science and education generated the following themes depicted by students in their photos:

- Physical environments; comparable by routine class schedules found in high schools to flexible college course scheduling,
- Individual student routines and roles allowing for better scheduling of free time and work
- Volition shown through the student's personal interests in their own education and success

- Positive habits creating improvements in areas of academic performance, study techniques, and time management
- Motivation supported by the internal and external stimuli
- Overall productive and pleasurable occupations including personal satisfaction of completing assignments, receiving acceptable grades, and interacting with campus amenities (Starbucks, gym, Gurus, etc.)

Throughout the process, we encountered several obstacles that required dimensions of the original project to be altered, which is a common occurrence in PAR (Letts, 2003). PAR, through the collaboration of students and staff, fueled the creation of a video allowing the students to portray to others that the negative stereotypes of Middle College were not true. The students presented ideas to help with recruitment from local high schools. From their ideas, a meaningful resource for the college to utilize was developed.

Key words: advocacy, secondary education, research methods

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2. Letts, L. (2003). Occupational therapy and participatory research: A partnership worth pursuing. *American Journal of Occupational Therapy, 57,* 77-87.
3. Middle college @ eku. (2011). Retrieved from http://middlecollege.eku.edu/

**Student Poster: Crossing the Divides to Learn and Enact Occupational Science Concepts: The Impact of Experiential Outings**

Kara M Morrall, *Saint Louis University*
Rebecca M Aldrich, PhD, OTR/L, *Saint Louis University*

This poster describes how an undergraduate occupational science course reinforced a student's understanding of the importance of occupational justice for occupational beings. In spring 2013, an occupational science course at Saint Louis University incorporated a trip across the "Delmar Divide" (Strasser, 2012) to North Saint Louis to facilitate experiential learning and reflection about course concepts. North Saint Louis contains examples of marginalization, occupational injustice, and occupational deprivation due to urban decay and the lack of resources such as day care centers, grocery stores, and health care providers. In addition, a lack of foot traffic in this community creates a visual absence of occupation. Class discussion and personal reflection showed that the experiential outing to North Saint Louis exemplified the link between resources, poverty, unemployment, and engagement in occupation. Not only did this outing provide examples of current course concepts, but it also reinforced understandings from previous occupational science courses about context and humans as occupational beings. The outing showed how physical, social, and cultural contexts impact people's participation in occupation, and it also evidenced the ideas of occupational beings and the necessity of doing, being, and becoming (Wilcock, 1998).

Yerxa (1990) stated that occupational science addresses human needs by examining how people make choices, define self, and become responsible through occupations. Observation is an essential basis for applying and reflecting on occupational science examinations of human

need. Through experiential outings such as the one discussed in this poster, students may concretely observe and reflect on what people do and how they do it, cementing a "new lens" through which to understand occupations (Yerxa, 1990, p. 1, 3). Crossing divides between the classroom and the "real" world can thus play an essential role in occupational science education.

By crossing the divide into North Saint Louis, the first author learned that people cannot grow, change, adapt, or increase occupational justice without having the opportunity to engage in purposeful occupations. In light of this understanding, the first author felt empowered to participate in a campus volunteer organization that works with North Saint Louis, in hopes of creating more occupational opportunities for the people living in that community. The volunteer organization brings resources to North City, such as health screening and job opportunities, which enhance engagement in occupations to support a healthy life. In other words, the organization provides a vehicle for students to help enact occupational justice as well as engage in community occupations. Discussion of this poster will therefore focus on how the first author began to critically analyze the environment, culture, and patterns of behavior in North Saint Louis to understand and eventually enact occupational justice.

Key Words: experiential learning, social justice, observation

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2. Wilcock, A. (1998). Reflections on doing, being, and becoming. *Canadian Journal of Occupational Therapy, 65*(5), 248-256.
3. Yerxa, E.J., Clark, F., Frank, G., Jackson, J., Parham, D., Pierce, D., Stein, C., & Zemke, R. (1989). An introduction to occupational science: A foundation for occupational therapy in the 21st century. *Occupational Therapy in Health Care, 6,* 1-17.

**Student Poster: Classifying the levels which educators use to teach occupation**

Lauren Musick, *Colorado State University - Fort Collins*

It seems fitting that the theme of the 2013 SSO: USA meeting is occupation and education because, since its inception, occupational scientists have emphasized education and have led many of the seminal calls for reform in occupational therapy education (Pierce, 1999; Yerxa, 1998; Whiteford & Wilcock, 2001; Wood, Nielson, Humphry, Coppola, Baranek & Rourk, 2000).  For nearly two decades, occupational scientists have urged the profession to place occupation at the center of its curricular designs and educational activities in order to advance the occupational therapy profession. At the same time research in occupational science has proliferated the field's collective understandings of occupation. However, conceptual and empirical work in how occupation is taught and learned in occupational therapy classrooms remains limited.

This study used classroom video data and a conceptual framework drawn from occupational therapy and subject-centered learning to identify levels of occupation as the central subject and explicate an initial grounded theory of how occupation is taught. The study's questions are, What specific course topics are used to teach occupation? What levels of

occupation are apparent in the topics used to teach it? How do educators navigate between various levels of occupation when teaching? Eighteen video recordings were collected as part of a multiphase study by Hooper, Krishnagiri, Bilics, Mitcham, Price, and Taff to answer the question "How is occupation addressed in occupational therapy education?" Participants were identified through a random sample of occupational therapy and occupational therapy assistant programs, stratified by institutional type and geographical region. Participants submitted video data that represented how occupation is addressed in their classrooms. Data analysis methods were determined through a pilot study of two videos, and include event mapping, theoretical sampling of key events, and domain analysis (Spradley, 1979) for classifying a typology of levels of occupation addressed.

This study is a work in progress but the pilot analysis affirmed that instructors were teaching occupation on several levels, often in an improvisational and non-linear way. For example, in the process of addressing topics such as theories about occupation or analysis of personal occupations, instructors repeatedly inserted comments about the attributes and facets of occupation itself. Five domains related to educators' explanations about why occupation is taught repeated across videos: to gain knowledge of the construct of occupation, occupation is central to professional identity, to apply occupation to practice, to develop client-centered perceptions of occupation, and to understand occupation in theory and frames of reference. This paper will present the completed analysis of all videos included in the study. The study will help fill a gap in the literature regarding the subject of occupation and its position as the central subject of occupational therapy education. There is limited research on how occupation is taught, despite that teaching occupation is significant to the advancement of knowledge of occupation. Additionally, studying occupation within occupational therapy education is an underutilized method for studying occupation itself. That is, understanding occupation in an education context may illumine new facets of the construct, not only how it is taught.

Key words: teaching methods, occupational therapy education, daily activities

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2. Spradley, J. (1979). The ethnographic interview. Fort Worth, TX: Harcourt Brace.
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4. Wood, W., Nielson, C., Humphry, R., Coppola, S., Baranek, G. & Rourk, J. (2000). A curricular renaissance: Graduate education centered on occupation. *American Journal of Occupational Therapy, 54*, 586-597.
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**Student Poster: Occupation as Andragogy Infused into an On-campus Student-run Outpatient Clinic**

Brenda K. Lyman, *University of Utah*

This poster will offer a model for an on-campus student-run out-patient clinic that uses occupation as andragogy for the clinical training of students.  This clinic was founded from the premise that clinicians will be more apt to participate in occupation-based practice if exposed to it as students.  This poster will depict one educational program that implemented a theoretical shift in their educational curriculum promoting knowledge generation for the adult learner through exposure to the use of occupation-based interventions co-current with classroom instruction and before fieldwork experiences.

Within this design, students review charts to screen for a client's occupational goals, design treatment sessions having an occupation-based focus, and finally implement interventions with "occupation" as the outcome.  A sequential tiering process for interventions is used.  The tiering is based off the American Occupational Therapy Association Practice Framework, (AOTA, 2008) types of occupational therapy interventions which this Clinic implements in a sequential progression from preparation to purposeful activity to occupation.   The student experiences the use of occupation as a pragmatic method to achieve client-centered goals and demonstrates this in documentation.

Co-occupations exist with faculty, students, and clients each having a unique perception of the Clinic experience.  Faculty use the context of the Clinic as a new method for instruction and assessment. Students integrate classroom instruction into the design of interventions gaining hands-on experiences for reflection of personal strengths and areas that need more practice. Students set personal goals based on the Clinic experience collaboratively with the faculty supervisor.  Clients underserved who may experience occupational injustice by not having an opportunity for therapy being under-insured, not insured, or running out of insurance benefits are seen.

This pro-bono clinic has been in existence for four years. Students have contact with underserved community clientele of various ages, ethnicities, and diagnoses for both individual and group sessions.  Students are under faculty supervision at all times and a student peer mentoring design for feedback and assessment is used. The student peer mentoring design was uniquely designed for use in the Clinic to provide balance in appraising student performance to include a peer review as well as feedback from the faculty supervisor. Student peer mentoring has  been shown to decrease student anxiety (Sprengel & Job, 2004) and increase confidence (Joe,  1998) in the learning process.  Student peer mentoring was implemented in hopes of establishing  a positive clinical experience using occupation as the therapeutic outcome for intervention.

This poster is based from a project which is in partial fulfillment of the author's capstone project for an occupational therapy post-professional doctorate degree through the University of Utah.  The capstone project will include a qualitative research study with the class of 2013 program graduates as participants who will give their opinions about the effectiveness of the Clinic for learning and preparation for fieldwork experiences, as well as impressions of the student peer mentoring design.  This research is in progress with interviewing to be completed by June 30, 2013.  Data obtained will be added to the poster for the 2013 SSO-USA Conference.

Key words: teaching methods, mentoring, occupational therapy education

1. American Occupational Therapy Association. (2008). Occupational therapy practice framework: Domain and process , 2nd ed. *American Journal of Occupational Therapy, 62*, 625-283.
2. Joe, B. (1998). Are two heads better than one? In Privott, C. (Ed*.), The Fieldwork Anthology: A Classic Research and Practice Collection*. (pp. 319-320) Bethesda, Maryland: American Occupational Therapy Association.
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**Research Paper: Engaging with the past and hoping for the future as valued occupations in advanced age**

Valerie A. Wright-St Clair, Associate Professor, *Auckland University of Technology, New Zealand*
Clare Hocking, Prof, *Auckland University of Technology*
Adina Nachum, BHSc Hons, *Auckland University of Technology*

**Background & Rationale**: Internationally, numerous cohort and cross sectional studies have demonstrated a relationship between older people's activity participation, happiness and survival. Studies predominantly examine seniors' engagement in physical, social, productive or leisure occupations (Menec, 2003; Nilsson, Lofgren, Fisher & Bernspang, 2006; Strain & Grabusic, Strain, Grabusic, Searle & Dunn, 2002). Yet there is a gap in understanding how occupational engagement in the mundane, ordinary occupations and everyday ways of living (Wilcock, 2005; Hasselkus, 2006) may contribute to ageing well.

**Purpose:** This project explored older New Zealand Māori and non-Māori views and values on living in advanced age and their hopes for the future.

**Methods:** Data were gathered as part of a multidisciplinary feasibility for cohort study on Life and Living in Advanced Age (LiLACS) undertaken in three urban and rural regions of New Zealand. Ethics approval was granted by the New Zealand Multi-Region Ethics Committee and participants gave written informed consent before being enrolled in the study. Data were collected from 33 Māori participants, aged 75-79, and 79 non-Māori participants, aged 85. As part of the larger feasibility for cohort study, the data for this project were drawn from the final section of a comprehensive interview based questionnaire. Participants were given a sheet with two closed questions using a 5-point Likert-scale and five open questions on the topic of "living well in advanced age," and invited to write their responses. Response sheets were collected by the researchers at the next visit. Ordinal data were analyzed in SPSS by comparing frequencies and associations using Fisher's exact test where appropriate. Narrative responses were analyzed using interpretive descriptive methodology informed by hermeneutics.

**Results:** Ordinal data results showed that almost all participants strongly agreed there was a lot they could do to keep healthy in their old age (question 1), while fewer than 30% experienced growing older as mainly positive (question 2). A statistically significant difference was found (Fishers exact test, $p = .001$) between participants who answered question 1 positively, while answering question 2 negatively. This seeming discrepancy may be a consequence of participants having experienced various occupational transitions and losses in their advanced age. Findings from the written narrative data showed that both the older Māori and non-Māori

engaged in occupations of reflecting on the past, taking care of their health and those around them in everyday life, and hoping for a good future for the world, its resources, people, and future generations. Being part of a collective community and holding political aspirations for the successful future for their grandchildren and their peoples were dominant in the Māori responses. **Contribution to occupational science:** Doing things like reflecting on learnings from the past, spending time thinking about life, and hoping for a future that will benefit families, communities and wider society may be ordinary, everyday occupations that contribute to living well in advanced age. Further research on this topic will contribute to the occupational science evidence base.

Key words: human activities, hopes, aged

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2. Menec, V. H. (2003). The relation between everyday activities and successful aging: A 6-year longitudinal study. *Journals of Gerontology, 58B*(2), S74-S82.
3. Nilsson, I., Lofgren, B., Fisher, A. G., & Bernspang, B. (2006). Focus on leisure repertoire in the oldest old: The Umea 85+ study. *Journal of Applied Gerontology, 25*(5), 391-405.
4. Strain, L. A., Grabusic, C., Searle, M. S., & Dunn, N. J. (2002). Continuing and ceasing leisure activities in later life: A longitudinal study. *Gerontologist, 42*(2), 217-223.
5. Wilcock, A. (2005). Occupational science: Bridging occupation and health. *Canadian Journal of Occupational Therapy, 72*(1), 5–12.

**Research Paper: Teaching and Learning Occupational Science through an International Immersion Experience: A Phenomenological Study**

Kate Barrett, OTD, OTR/L, *St. Catherine University*
Esther Kostopoulos, OTS, *St. Catherine University*
Stephanie Meyer, CCLS, OTS, *St. Catherine University*

This study will explore how and what students learn through an occupational science course with an immersion component. Very little to no research has been published on teaching and learning occupational science through international immersion experiences. This study will describe an occupational science course, entitled "Community and Justice" taught to US students involving learning on campus and in Quito, Ecuador. Prior to traveling to Quito, students use class time to engage with articles and concepts which provide them with an occupational science lens to learn and participate. The context of Quito is used to facilitate student understanding about the influence of culture, politics, and socio-economics on occupational participation and choice. This is explored on individual and communal levels. While in Quito, students are immersed in the Ecuadorian culture through interactions with local organizations, cultural brokers, Spanish classes, home stays, reflections, and field trips.

A phenomenological approach will be taken in this study to understand the student experience of learning about occupational science while immersed in different culture. Participants will include fifteen graduate students enrolled in the course, Community and Justice.

The panel of researchers will include two student participants and the faculty member leading the course. The curriculum consists of on-campus preparation and an immersion experience in Quito. Students are required to reflect on their participation through guided journal questions. Upon completion, the researchers will review entries from the students' journals to identify emergent themes. Triangulation will be used among the researchers as a method of data analysis. The thematic examination and presentation of findings will be based on the inductive processes (formal analysis, coding, compare and contrast, and identification of general themes) described by Dillaway, Lysack, and Luborsky, (2006).

Results will be reported as themes to show how and what students learn about occupational science in an immersion experience. Consistent with the theme of the conference, this study will contribute to our understanding of teaching and learning of occupational science. In addition, because this is a study involving faculty and student collaboration, students will share the experience of being both participant and researcher. They will highlight their unique learning of occupational science from a researcher perspective. Finally, the process of transitioning a campus based course to another country will be shared.

Key words: occupational therapy education, international aspects, research methodology

1. Dillaway, H., Lysack, C., & Luborsky, M.R., (2006). Qualitative approaches to interpreting and reporting data. In G. Kielhofner (Ed.), *Research in occupational therapy: Methods of inquiry for enhancing practice (*pp. 372 - 388). Philadelphia, PA: Davis.

**Research Paper: The Effectiveness of Intervention based on an Occupation-Based Theoretical Model in Promoting Occupational Performance Change to Help Resolve Global Human Concerns**

Moses N Ikiugu, PhD, OTR/L, *University of South Dakota*
Shana Cerny, MS, OTR/L, *University of South Dakota*
Ranelle Nissen, MS/OTR/L, *University of South Dakota*
Robyn Kranz, BS, OTS, *University of South Dakota*
Alex Neukirch, BA, OTS, *University of South Dakota*

**Background:** In recent times, occupational therapists and occupational scientists have been examining ways of expanding their scope of practice and expertise to include contributing to addressing wider inter-related societal issues such as climate change, sustainability, and poverty (Ikiugu, 2008; Ikiugu & McCollister, 2011; World Federation of Occupational Therapy, 2011). However, research investigating ways of such expansion of scope is scarce. The present study contributed to the available body of knowledge in this area.
**Purpose:** The purpose of this study was to investigate the effectiveness of intervention based on the guidelines of the Modified Instrumentalism in Occupational Therapy (MIOT), an occupation-based theoretical model in promoting occupational performance change for the benefit of ameliorating issues of global concern such as climate change and poverty among others.
**Methods:** This was a multiple case study with mixed methods ABA and naturalistic type phenomenological designs. Quantitative data consisted of occupational performance (OP) scores

that were calculated based on frequency of performance of occupations that were perceived to be consistent with a positive impact on global issues. Qualitative data consisted of audio-recorded group discussions that occurred during the five week intervention phase. There were complete data-sets for five study participants. Quantitative data for these five participants were analyzed. All participants were students or faculty members at the University of South Dakota. Quantitative data were analyzed using the two and three Standard Deviation Band methods (2SD and 3SD) proposed by Bloom, Fisher, and Orme (2003). Qualitative data were analyzed using phenomenological procedures.

**Results**: There was a significant change in OP scores for two of the five participants during the intervention phase. For one of the participants, the improvement in OP scores endured after termination of intervention. For one of the participants, there was a significant decline in OP scores during the intervention phase, but the scores improved significantly after termination of intervention. Participants perceived intervention based on the MIOT model to have been useful in helping them become more aware of global issues. They saw education as a way of empowering people to make occupational performance changes to improve the global issues.

**Conclusio**n: Although this was a multiple case study, our findings suggest that intervention based on the guidelines of the MIOT has the potential to help people change their occupational performance behavior for a positive impact on the global issues of concern to humanity. These findings contribute to knowledge about how occupational scientists may contribute to interdisciplinary scientific teams that are trying to resolve the pressing global concerns of our day. More research using a stronger design is indicated to confirm these findings.

Key words: theoretical model, case studies, occupational therapy

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2. Ikiugu, M. N. (2008). *Occupational science in the service of Gaia: An essay describing a possible contribution of occupational scientists to the solution of prevailing global issues.* Baltimore, MD: Publish America.
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**Research Paper: Occupations, school readiness and the educational transition in neoliberal Guatemala:  A critical occupational science perspective**

Amber Angell, MOT, OTR/L, *University of Southern California*
Gelya Frank, PhD, *University of Southern California*

Guatemala is undergoing an educational transition, part of the reconstruction of civil society in the wake of a 36 year long civil war. The Peace Accords of 1996 promised educational opportunities and improved outcomes for Guatemala's poor, rural, and predominantly indigenous population. According to the UN Human Development Reports, while Guatemalans now average

4.1 years of schooling (an increase of 1.7 years between 1980 and 2012), the country lags significantly behind its neighbors Nicaragua (5.8), Honduras (6.5), and the rest of Latin America and the Caribbean (7.8) (UNDP, 2013). Guatemala is also one of the most unequal countries in the world with respect to the distribution of wealth and power. Almost 40% of Guatemalan students in first grade are not promoted to the second grade due to poor educational performance and must repeat.

Common Hope, a non-governmental organization (NGO) located near Antigua, Guatemala, offers sponsorship to individual children in 8,000 low-income Guatemalan families as a point of entry for social transformation. Common Hope has launched a new initiative to target the problem of high first grade failure rates by monitoring and supporting first graders' academic progress through social work home visits. The authors, as members of the 2012 NAPA-OT Field School (www.napaotguatemala.org), completed a four-week study of social workers' home visits to 44 mainly Ladino families in seven villages. Occupational science theory was used critically to analyze data from a rapid ethnographic assessment of occupations, environments, routines and verbal interactions.

Common Hope is using the study report to discuss best practices with its social workers (Frank, Angell, Bartzen, Florindez, & Martinez, 2012). A quantitative analysis demonstrated that the occupation of talking dominated the social work visits, versus doing things as shared activity, doing things as demonstrations, or doing things casually while talking. Observations of the preschool-aged children, however, indicated active and curious play behaviors (despite having few toys or play materials) and interest in social engagement with the researchers. Their play revealed motor, cognitive, sensory, and social capacities deemed important for school readiness but actively discouraged in Guatemalan schools. Further, observed differences in the organization of home environments, family occupations and routines offered clues to disparities in the school performance of older siblings.

Expansion of neoliberal global governance means that resources needed to expand access and educational outcomes are unlikely to come from Guatemala's public sector. Following hard on the civil war, neoliberal models of educational reform must be critically evaluated if the promise of the Peace Accords to expand educational access and outcomes is to have meaning (Mulot 2004; Poppema, 2009). Guatemala depends heavily on a transnational, civil sector of NGOs to expand educational opportunities, school attendance, and graduation rates. This paper explores: (1) How, in a resource-restricted situation such Guatemala's, occupational science perspectives may help to make a difference for education; and (2) What the idea of a "critical occupational science" might mean.

Key words: Guatemala, educational status, ethnography

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**Research Paper: The relationship between participating in an international service learning program and occupational identity development from the perspective of physical therapy students.**

Beth Ekelman, PhD, *Cleveland State University*
Karen Vitak, PT, DPT, *Cleveland State University*
Deborah Espy, PT, PhD, *Cleveland State University*

Christiansen (1999) was first to suggest that identities are closely tied to what people do. Through "selfing," people seek meaning in occupations to fulfill purpose, efficacy, value, and self-worth. Kielhofner (2008) coined the phrase occupational identity noting that one gains a sense of self and who one wishes to become through occupational engagement. Wilcock (2006) recognized that becoming through being and doing occupations allows one to develop competencies needed to realize future aspirations. While occupational scientists recognize the importance of the relationship between occupational engagement and occupational identity, few studies have explored these constructs. The purpose of this study was to explore the meaning of an international physical therapy service learning program in Belize, Central America among entry level physical therapy students. This study employed a phenomenological design (Polkinghorne, 1989) combined with photo-elicitation and photovoice. Six physical therapy students traveled to Belize to provide physical therapy services as part of the educational program. They volunteered to participate in this study. Data collected from participants included: reflection journal entries completed during the two week experience, student generated photo-portfolios with accompanying narratives that were completed two weeks post-experience, and a focus group that was completed six weeks post-experience. All data were transcribed verbatim and checked for accuracy by additional investigators. Data analysis included the identification of meaning units and themes (Polkinghorne, 1989). Investigators established trustworthiness through triangulation using multiple methods and investigators, peer debriefing, member checks, maintaining an audit trail, use of an external auditor, and use of rich descriptions and quotes to illustrate themes. Several themes emerged from the data: Building Relationships; Innovation in Physical Therapy with Creativity & Adaptation; and Internalizing Experience for Personal Understanding and Growth. While providing physical therapy services in Belize, participants developed essential skills for being and becoming a successful physical therapist, including relationship building, collaboration, creativity, flexibility, and improved self-awareness and self-confidence. Findings are relevant to occupational science as they support the notion that engagement in meaningful occupations promotes occupational identity development

(Christiansen, 1999o; Kielhofner, 2008) and becoming through doing and being (Wilcock, 2006). In addition, findings add to the literature on the transactional nature of occupational engagement and the notion that occupations are the means to create experiences that matter (Kuo, 2011).

Key words: Belize, physical therapy students, research methodology

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**Research Paper: The Influence of Perceived Occupational Possibilities on Meaningful Activity Participation for Older Adults with Cancer**

Mackenzi Pergolotti, *University of North Carolina at Chapel Hill*

Occupational science and occupational therapy scholars report significant relationships between participation in occupation and quality of life and consider participation in meaningful activity the "central focus" of occupational therapy (Law, 2002, p.640; Vessby & Kjellberg, 2010). For older adults with cancer, the relationships between participation in meaningful activity and specific risk factors (age, race, sex, etc.) are unknown. Equally important is what shapes and predicts their patterns of participation in activity. Typically, participation has been measured by performance in ADL and IADL, as well as physical ability. Measurement of performance ability is just one aspect of the multifaceted relationship between participation in activity and quality of life. Adults' perceptions about what should and could be activities for participation—what have been called 'occupational possibilities'—may also restrict participation in occupation and decrease quality of life.

Occupational possibilities are situated within a cultural–historical context and are defined as the taken for granted activities people believe they can and should do (Laliberte Rudman, 2010). This construct indicates that larger social forces shape individuals' perspectives and also acknowledges the importance of personal meaning and ability as vital to participation in occupation. However, little is known about how meaningful activity participation is associated with perceived occupational possibilities. This paper will present an examination of the relationships between participation in meaningful activity and perceived occupational possibilities within a sample of older adults with cancer. Seventy-one adults over the age of 65

years with a diagnosis of cancer were evaluated with a brief geriatric assessment, the Meaningful Activity Participation Assessment (MAPA) (Eakman, Carlson, & Clark, 2010) and the Perceived Occupational Possibilities Scale (POPS) (Pergolotti, 2013). A regression approach was used to assess the association of correlates with meaningful activity participation. POPS scores ($B = .56$, $p < .001$) and level of education ($B = .17$, $p < .10$) predicted participation in activities rated as personally meaningful, and the POPS ($B = .57$, $p < .001$) alone-predicted participation in activities rated highly meaningful. These findings extend our understanding of quality of life for those with a cancer diagnosis and suggest that social norms and related beliefs about participation shape how older adults with cancer involve themselves in life activities. This advocates for a reconceptualization of rehabilitation. This study also adds to the understanding and measurement of participation in activity for older people with cancer. Finally, this study furthers our understanding of occupational possibilities as an occupational science construct and as it relates to participation and rehabilitation.

Key words: cancer, assessment process, interest state

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**Research Paper: Description and Service Innovation in Adolescent Transition within Kentucky State Agency Education Programs**

Amy Marshall, *Eastern Kentucky University*

System-involved youth are at the highest risk of making unsuccessful post-secondary transitions (Stewart, 2013). In Kentucky, more than 14,000 students are educated annually in programs funded, or operated by state agencies. The purpose of both studies described here was to understand and guide transition planning to make future improvements to transitions of adolescents in state agency programs.

The Kentucky Youth at Risk in Transition Study was a mixed methods study that identified and described the understandings of student transitions in state agency education programs from the perspectives of youth and administrators. The study included 105 nontraditional education programs supervised by the Kentucky Educational Collaborative for State Agency Children (KECSAC). Data collection included a survey administered to all KECSAC Program Administrators, focus group interviews with KECSAC Program

Administrators, focus group interviews with KECSAC students, and individual interviews with KECSAC students. Survey data produced a description of a variety of key aspects of transition census data for KECSAC students. Qualitative data were analyzed using grounded theory. Results indicated that: transition is more narrowly defined within nontraditional schools; key strengths of transition practice are present in nontraditional schools; and coordination barriers within this inter-agency transition system are most apparent in students' frequent inter-setting transitions between nontraditional and home schools. A surprising finding was that transition is atypically defined within the system: rather than long-term preparation for post-secondary aspirations, transition is defined as a successful exit from a current education placement.

The second study was the "Building Enhanced Services for Transition" Study. It was designed to generate improvements to transition planning and services in KECSAC programs. Participatory action research was used so that improvements to transition services would emerge directly from the priorities of those concerned, while grounded theory sought understanding of the emerging changes in services for state agency youth across five KECSAC programs (Minkler & Wallerstein, 2011; Strauss & Corbin, 1990). Participants were comprised of twenty-nine education program administrators and staff members. Data collection occurred through semi-structured interviews, researcher reflections, research team meetings, and observations. There were six successive coding schemes throughout the study.

A primary finding of the study was the degree to which individual and structural stigmatization of state agency youth impedes successful transitions to adulthood. Stigma is primarily a function not of difference, but of structural inequalities. From an occupational justice perspective, these structural forces are underlying occupational determinants (Stadnyk, Townsend, & Wilcock, 2010). A broader view of stigma promotes movement beyond a deficit view of stigma, instead emphasizing wider forces, or occupational determinants, which reproduce structural inequalities (Link & Phelan, 2001) and negatively impact occupational performance. Understanding the operation of stigma in these students through the application of concepts from occupational justice and occupational science suggests ways in which this primary barrier might be disrupted and post-secondary outcomes for students at high risk of failure could be improved.

Key words: adolescence, transition elements, stigma

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**Research Paper: Meaning in occupation: A meta-synthesis of qualitative studies of meaningful occupation from the Journal of Occupational Science**

Aaron M Eakman, PhD, OTR, *Colorado State University - Fort Collins*
Morgan Rumble, MS, OTR, *Colorado State University - Fort Collins*

**BACKGROUND AND RATIONALE**: Meaning is created as humans interpret events and experiences within occupation, thereby offering the potential to weave coherent and personally relevant patterns of experience within day-to-day life (Baumeister, 1991; Hasselkus, 2011). The nature of meaning in occupation has many dimensions that may be best explored through qualitative methods, inclusive of narratives eliciting personal subjective experiences associated with occupation. However, there has not been a systematic review that has sought to identify patterns in the subjective experiences of meaning associated with occupation across reports from the Journal of Occupational Science (JOS). This gap necessitates a synthesis of qualitative reports so as to deepen the understanding of meaning in occupation, and provide new conclusions capable of driving future research and benefitting occupational therapy education. PURPOSE: This study sought to identify patterns of meaning (positive subjective experiences) associated with occupation through a synthesis of qualitative reports of meaningful occupation in JOS.
**METHOD**: Following a framework synthesis approach to qualitative meta-synthesis (Barnett-Page & Thomas, 2009; Sandelowski & Barroso, 2007), an a priori code reflecting a positive subjective experience associated with an occupation was applied to the results sections of 11 qualitative research articles from JOS chosen for study inclusion because they: 1) explicitly studied "meaning" associated with occupation, and 2) employed qualitative methods eliciting personal narrative. Extracted data required reference to a positive subjective experience directly associated with some form of occupation, and were collected exclusively from the Results sections of the articles. Upon full agreement by a team of three researchers data were extracted from the primary reports. Data were then analyzed by a team of two researchers through a spiral of reading, reflecting, describing, classifying, and interpreting the data (Creswell, 1998). The qualitative data analysis software ATLAS.ti aided in the development of emergent themes of meaning. Theme development, confirmation and disconfirmation occurred inductively and was informed by imported concepts from occupational science, occupational therapy, social and developmental psychology until consensus was reached between the researchers.
**RESULTS:** In all, 12 themes of meaning were discovered and organized into three higher-order themes: Selfhood, Social, and Pleasure. Selfhood represented the most substantial higher-order theme composed of the following meanings: identity, continuity, self-esteem, goals/purposes, self-efficacy/competence, control/independence, and health/well-being. Social meanings included belonging and helping and were richly inter-twined with the other themes of meaning. Pleasure included meanings of pleasure/enjoyment, satisfaction, and sensory/cognitive stimulation. Themes of meaning were found to motivate and support future occupation. In addition, analyses revealed a web of interconnections between both the higher-order and subsidiary themes, highlighting the complex nature of meaning in occupation.
**DISCUSSION**: This is the first study of JOS literature to rigorously employ qualitative meta-synthesis to organize and advance an understanding of meaning in occupation. Meaning associated with occupation was conceived in this study as a positive subjective experience and rich interconnections amongst themes highlighted the complexity of meaning in occupation. The

notion of "webs of meaning" best captured this inter-relatedness amongst themes and affirmed and challenged findings from the primary reports from JOS.

Key words: serial publication, systematic review, qualitative evaluation:

1. Baumeister, R.F.. (1991). *Meanings of life.* New York, NY: Guilford Press.
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**Research Paper: Impacts of Global Climate Change on Human Occupation: Educational Initiatives**

Carole W. Dennis, ScD., OTL, FAOTA, *Ithaca College*
Julie A. Dorsey, OTD, OTR/L, CEAS, *Ithaca College*

**Background:** There is significant evidence that occupational patterns have influenced global climate change, and that global warming will in turn impact human occupation and well-being in multiple ways. Health problems and occupational challenges are likely to increase as a result of direct and secondary effects of climate change in a world already experiencing environmental degradation. Direct effects of climate change may include a greater frequency and intensity of extreme weather events (drought, floods, storms, etc.), reduced air quality, and greater spread of illnesses (US Environmental Protection Agency, n.d.). However, secondary effects, including food and water vulnerability, poor sanitation, unemployment, displacement, and migration will likely have even greater effects on world health and human occupation (Costello et al., 2009). Social, economic, and environmental factors that support physical and mental health will be strained. As Costello et al. noted, "Climate change will have its greatest effect on those who have the least access to the world's resources and who have contributed least to its cause" (2009, p. 1694), increasing inequity and challenging concepts of social and occupational justice. On a more personal level, these events may result in disruption of occupational habits, which allow efficient management of occupations, or interruption of socialization patterns, which individuals use to help navigate times of difficulty. In addition, the effects of stress and anxiety that people may experience related to concern for the future may affect their mental health and well-being (Fritze, Blashki, Burke, & Wiseman, 2008).

**Rationale:** Two primary approaches to dealing with the effects of climate change have been identified by researchers: mitigation and adaptation (Laukkonen et al., 2009). Efforts to mitigate the impacts of climate change include fostering individual, regional, and global actions designed to limit emissions, reduce reliance on fossil fuels, and to foster sustainable development. Adaptation strategies are best enacted at the local and regional level, where specific strengths and vulnerabilities can be assessed, and plans developed to increase the resources necessary to

cope with changes that may follow climate change. Personal adaptation measures represent coping with change, for which occupational therapists are well-positioned.

The World Federation of Occupational Therapy's position statement on environmental sustainability encourages occupational therapists and students to use their knowledge with respect to occupational performance to help resolve the impacts of global climate change "to enable human development and individual well-being whilst promoting environmentally sustainable well-being" (2012, p. 1). Education is emphasized as a significant way to change human behavior, and the development of educational materials is stressed to help therapists respond to the global crisis.

**Method**: In this presentation, we will discuss pre- and post-service educational strategies that may help occupational therapists to expand their understanding of how human occupation and issues of occupational justice relate to climate change. We will present examples of how the occupational therapy department of an institution of higher education has embraced a sustainability initiative that has impacted curriculum, campus and community activities, and student/faculty research. Examples of efforts in each of these areas will be highlighted, and future directions will be discussed.

Key words: climate changes, human activities, occupational therapy education

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2. Fritze, J. G., Blashki, G. A., Burke, S., & Wiseman, J. (2008). Hope, despair and transformation: Climate change and the promotion of mental health and wellbeing. International *Journal of Mental Health Systems, 2(*13), http://dx.doi.org/10.1186/1752-4458-2-13
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## Research Paper: 'Aging drivers, are you at risk?' Governing occupation through constructions of risk

Silke Dennhardt, *Western University*
Debbie Laliberte Rudman, *Western University*

In this study, the case of the aging driver was chosen to further understanding of how risk is taken up to shape everyday occupation, and how risk is taken up in discourses to constitute particular subjectivities and their occupational possibilities (Laliberte Rudman, 2010). In many Western countries, experts predict a 'grey Tsunami' that will 'over flood' societies and have devastating impacts on social and individual security if governments and individuals do not

proactively prepare for the risk of an anticipated aging population. In this context, the occupation 'driving in later life' has come to be problematized and is gaining attention. In an auto-centered society, such as Canada (Rothe, 1990), driving represents a taken-for-granted, powerful everyday occupation. Thus, the case of the aging driver was chosen to contribute to the understanding of how risk is taken up in a particular discourse (the 'older driver problem'), to govern a specific occupation ('driving') and to form an occupational subjectivity ('the aging driver').

The study represents a governmentality-informed critical discourse analysis (CDA) (Hardy & Phillips, 2004; Wodak & Meyer, 2009) of information brochures targeting aging drivers and their families in Canada. The textual sample consisted of 24 information brochures, published by a variety of institutions and organizations, and publically accessible in the year 2010. Drawing upon governmentality as an analytical lens, data analysis focused on how risk as a rationality and technology was employed to construct the occupation of driving in later life and the related occupational subjectivity of the aging driver.

Results showed that brochures incorporated a particular rhetorical structure and risk logic that served to construct the occupation as a site of governing. Distinct discursive techniques, such as using opposing adjectives, were employed to privilege an ideal occupational subjectivity. The risks of the occupation driving in later life were located in the aging body which was constructed as ultimately incommensurate with this occupation. In the analyzed discourse, a risk was deployed to shape a taken-for granted, everyday occupation in ways that individualizes and de-contextualizes this occupation and downloads responsibility for one's opportunities to engage in occupation to individuals. As well, taking care of oneself and others was constructed as engaging in specific occupations through which an ideal subjectivity can be enacted and worked towards.

This CDA raises concerns related to how occupational possibilities might be shaped 'in the name of risk' and what effects this might have in reinforcing political rationalities, current power relations and occupational inequalities. The study supports the importance of critically attending to how risk is taken up to problematize occupation in research and education. It provides an example for the value of critical discourse analysis in occupation-based research and empathizes why furthering critical reflexivity in occupational science education is essential in enabling contextual professional practices and future research. Taking concepts such as risk for granted when generating, teaching, and applying occupation-based knowledge might undermine the potential of occupational science and, despite best intentions, unwillingly perpetuate dominant social practices that produce occupational inequalities.

Keywords: risk assessment automobile driving, aged

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2. Laliberte Rudman, D. (2010). Occupational possibilities. *Journal of Occupational Science, 17*(1), 55-59.
3. Rothe, J. P. (Ed.). (1990). *Challenging the old order: Towards new directions in traffic safety theory*. New Brunswick, N.J.: Transaction Publishers.
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**Research Paper: Interactions between Adults with Intellectual Disabilities: Examining Co-occupation Theory**

Wanda Mahoney, *Midwestern University - Downers Grove*

**Background**: The purpose of this qualitative study was to describe the extent that interactions between adults with intellectual disabilities in a day program demonstrate the characteristics of co-occupation outlined in Pickens and Pizur-Barnekow's (2009) co-occupation theory. These characteristics are shared meaning, shared intentionality, shared physicality, and shared emotionality. Pierce (2009) explained the need to define key aspects of concepts that originate from occupational science and expressed concern that the four characteristics in this theory of co-occupation may not be essential to understanding the construct. This research study is an initial step in testing these ideas.

**Method:** Teams of two researchers observed the typical group activities in a day program for adults with intellectual disabilities (consumers). When they identified an interaction between two consumers, each researcher wrote detailed observation notes and completed the Volitional Questionnaire observational assessment on one of the consumers. Data saturation was reached after observing 12 interactions between 22 different consumers. Initial data analysis occurred immediately following the observation when the researcher wrote initial impressions of the extent to which each characteristic of co-occupation was demonstrated in the interaction and specific examples to support these impressions. After compiling these initial notes and discussing each interaction, the research team rated shared physicality, intentionality, and emotionality as low, moderate, or high and shared meaning as present or absent for each interaction. These data analysis strategies are consistent with framework analysis that starts with existing categories from a theory (Lacey & Luff, 2007). The researchers also used thematic analysis to develop themes to describe how the consumers engaged in co-occupation. The researchers utilized multiple strategies to increase the trustworthiness of the study including volunteering in the day program prior to data collection, extensive data collection training, triangulation, reflexivity journals, and peer de-briefing.

**Results:** Shared meaning was present in 11 out of the 12 interactions, and shared meaning appeared to be an essential aspect of co-occupation. Shared physicality and shared intentionality were moderate to high in most of the interactions. Shared emotionality was often high, but when consumers focused on completing a task together, there was less explicit emotional expression. This study provides support for Pickens and Pizur-Barnekow's theory of co-occupation, but additional investigation is needed regarding shared emotionality.

**Contribution to occupational science and education**: This study builds on occupational science knowledge regarding co-occupation, a construct that was developed in occupational science. In addition, this study found supporting examples of a theory of co-occupation and identified explicit areas that need further investigation within this theory. This study was a collaborative project between an occupational therapy faculty member and a group of occupational therapy students. The presentation will include information about how to incorporate occupational science research into occupational therapy student research projects including strategies to enhance the rigor of the research.

Key words: intellectual disability, social interaction, observation

1. Lacey, A., & Luff, D. (2007). *Qualitative Research Analysis*. Sheffield: The NIHR RDS for the East Midlands / Yorkshire & the Humber. [online] Available from: http://www.rds-eastmidlands.org.uk/resources/doc_download/8- qualitative-data-analysis.html
2. Pickens, N. D., & Pizur-Barnekow, K. (2009). Co-occupation: Extending the dialogue. *Journal of Occupational Science, 16*, 151-156.
3. Pierce, D. (2009). Co-occupation: The challenges of defining concepts original to occupational science. *Journal of Occupational Science, 16*, 203-207.

## Theoretical Paper: Challenges in Teaching the Use of a Transactional Perspective in Practice

Linn Wakeford, M.S., OTR/L, Ph.D. Candidate, *University of North Carolina at Chapel Hill*
Ruth Humphry, Ph.D., OTR/L, FAOTA, *University of North Carolina at Chapel Hill*

The work of occupational scientists has led to an enhanced understanding of occupation as a part of a human-context transaction (Dickie, Cutchin, & Humphry, 2006; Laliberte Rudman & Huot, 2013). However, though transactional perspectives on occupation are becoming increasingly accepted within occupational therapy (OT) education, there are challenges in teaching students to use transactional perspectives in practice. Among these challenges are conventional epistemologies related to human performance, practice environments that encourage conformity with pre-existing practice, and the discomfort of students with the "messy" nature of OT when practicing from a transactional perspective (Humphry & Wakeford, 2013). Using examples from teaching OT practice with children, this presentation is designed to explicate these challenges, describe methods of confronting these challenges currently used in one entry-level master's program, and generate discussion about teaching OT students to use in practice the ideas and perspectives developed through occupational science.

As noted above, OT educators teaching students to use a transactional perspective as a meta-theory guiding practice will likely confront challenges on several fronts. To start, theoretical models to which students have been exposed prior to their OT education may have been developed based on individualistic scientific notions about human action that give little attention to the role of context in human behavior. For instance, theories of child development often included in psychology courses may predispose students to viewing childhood as a part of a maturational process that occurs in a relatively universal sequence of milestones. Educators must then help students to critique models of development and reductionistic views of human capacities that they have previously accepted, and to adopt a situational view of child-context transactions. In addition, student observations of OT practice may reflect a therapy process in which disability is located within the child, biomedical approaches to remediating skills of the individual are popular, but not always evidence-based, and service delivery occurs in an environment different from that with which the child usually engages. A third challenge in teaching a transactional perspective is that although a theoretical understanding of transaction may be achieved, the translation of thinking to action is not always easily explicated and therefore intimidating to students who want to know "what to do" in therapy. Occupational situations are unpredictable and complex, and students may experience discomfort with the "messiness" of enacting the OT process in those situations.

To address the challenges above, faculty at UNC-Chapel Hill use several pedagogical methods (Humphry & Wakeford, 2013). These include exploring transactional perspectives throughout the entire curriculum, critical analysis of conventional perspectives on child development by students, clearly explicating the relationships of persons and situations, and scaffolding of translating transactional thinking to practice. While these methods meet with reasonable success, challenges continue to exist, and students struggle with the tensions created by adopting a transactional perspective in a professional era in which it is not widely used. If educators are going to help students use ideas developed through occupational science, we must identify and address the barriers to using that content in practice.

Key words: theoretical model, transactional analysis, teaching methods

1. Dickie, V., Cutchin, M. P., & Humphry, R. (2006). Occupation as transactional experience: A critique of individualism in occupational science. *Journal of Occupational Science, 13* , 83–93.
2. Humphry, R. & Wakeford, L. (2013). Educational implications of taking a transactional perspective of occupation in practice. In M. P. Cutchin & V. A. Dickie (Eds.). *Transactional Perspectives on Occupation*. New York, NY: Springer.
3. Laliberte Rudman, D. & Huot, S. (2013). Conceptual insights for expanding thinking regarding the situated nature of occupation. In M. P. Cutchin & V. A. Dickie (Eds.). *Transactional Perspectives on Occupation*. New York, NY: Springer.

**Panel: Occupational Engagement in the Community: A Graduate Project Experience**

Kristine L. Haertl, Ph.D., OTR/L, FAOTA, *St. Catherine University*
Linda Buxell, MA, OTR/L, *St. Catherine University*
John Fleming, Ed.D., OTR/L, *St. Catherine University*
Barbara Gilbertson, OTD, OTR/L, *St. Catherine University*
Paula Rabaey, MS, OTR/L, *St. Catherine University*

This panel will feature four research based graduate projects designed to facilitate student knowledge of occupational engagement and enhance occupational participation of community based populations. The session will begin with an introduction to an innovative graduate project design that may be replicated in order to enhance the bridge between occupational science and occupational therapy practice. Following an outline of the model, four examples of projects will be presented, along with project design, outcomes, and key learning points for future implementation.

The first paper is a Karen refugee project which applies community based participatory action research (CBPR) tenets and a phenomenological approach to explore habit and routine changes experienced by newly arrived refugees with low literacy in their language of origin. This approach uses a recursive model that fosters collaboration and acknowledges power differentials (Israel et al., 2008). Students assess personal beliefs and values and identify habit and routine changes. The desired outcome is design of interventions that meet learning objectives identified by the collaborating group, and ultimately work to manualize those interventions that support empowerment and acculturation of a marginalized, occupationally deprived population.

Papers two and three emphasize occupation based practice, the first of which will present on a program developed in working with at-risk preschool children in a community based inner-city child care facility. The center is located in a metropolitan area known for generational poverty, racial tension, and poor student educational outcomes. The PEO model (Law et al., 1996) and tenets of Participatory Action Research (Cockburn & Trentham, 2002) were used to guide occupational therapy students in addressing the occupation of handwriting within the preschool classroom. Students identified micro and macro influences within the environment and child, and used a co-teaching model to increase occupational participation of both the children and teachers. The third paper will present the development of occupation based practice among occupational therapy students working with a school for immigrant adaptation. This metropolitan area school's purpose is to build literacy and citizenship skills in a supportive, affordable and respectful environment. Principles of Participatory Action Research (PAR) described by Cockburn and Trentham (2002) were used as occupational therapy students learned how to apply occupation based practice expanding existing programming and community resources for immigrant students and staff. Opportunities in influencing the traditional model of teaching with an occupational perspective to immigrant enculturation will be described.

The final paper focuses on Patton's (2008) Utilization-Focused Evaluation, a methodology designed to provide a research approach to program evaluation and development. The method was chosen as it takes into account context, ethics, and socio-political factors within all phases of the process (Patton, 2008; Ward et al., 2011). Students identified emerging practice areas and located corresponding sites that work with underserved populations in order to enhance population-based occupational participation in the community. Data from four sites, the needs assessment, project development, evaluation, transformative learning outcomes, and implications for occupational science will be discussed.

Key words: research methodology, social participation, at-risk populations

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**Forum: Delivering on the Promise of Occupation-Based Undergraduate Education: Occupational Science, Interprofessional Education, Health and Wellness**

Kathryn M. Loukas, OTD, *University of New England*
Karen Pardue, PhD, RN, *University of New England*
Mary Anne Moisan, MS, OTR/L, *University of New England*
Katie Hawke, MS, *University of New England*

**Rationale.** Zemke (2004) indicated that the temporal aspects of occupation include the tempo, synchronization, duration, and sequence of occupational tasks. So it was at our University's College of Health Professions that the time came to build on a strong philosophical base in occupational science, synchronize with our interprofessional partners, and create the sequence of an undergraduate major in Health, Wellness, and Occupational Studies (HWOS). The purpose of this Forum is to share and create a critical discourse regarding the development, implementation, and study of an undergraduate major in HWOS. It is an emergent answer to the "Promise" recommendations outlined by Pierce (2012, p. 306) to create further degree options in occupational science.

**Aim.** The Health, Wellness, and Occupational Studies undergraduate program is a dynamic and complex curriculum developed in 2009 and implemented in 2011 as a broad exploratory major replacing the undergraduate occupational therapy program. The HWOS curriculum grew to become the second largest undergraduate major at this health science University during its second year of existence. Set forward with a pioneering spirit, the curriculum is showing significant promise in what it intends to deliver. Interprofessional and interdependent (World Health Organization, 2010) this program is steeped in complexity science as it moves "beyond the individual" and toward the population level of education (Fogelberg and Frauwirth, 2010, p. 131). This interactive forum presented by the creators, administrators, and teachers involved, is evidence of progress toward the promise of occupational science baccalaureate education put forward by Pierce (2012). Evocative questions will be posed regarding interprofessional education and shared occupational experiences; the connection of occupation to health and wellness; how the study of occupation may co-effect students and faculty in health science; and the power of occupational science in an undergraduate curriculum.

**Outcomes for participants**: The objective of this Forum is to showcase an innovative interprofessional core curriculum and undergraduate major in Health, Wellness, and Occupational Studies. Initial data in appreciative inquiry (Keefe & Pesut, 2004) and pilot research on the interprofessional core curriculum will be integrated into the presentation. Participants will learn, critically analyze, contribute, and actively engage in the temporal aspects (Zemke, 2004) and potential promise (Pierce, 2012) of this occupational science program.

Key words: undergraduate education, curriculum, health professions

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**Panel: Undergraduate Programs in Occupational Science: An Innovative Disciplinary Trend**

Doris E. Pierce (Facilitator), *Eastern Kentucky University*
Carole Dennis, *Ithaca College*
Amy Marshall, *Eastern Kentucky University*
Yvonne Randall, *Touro University Nevada*
Debra Rybski, *Saint Louis University*
Vicki Smith, *Keuka College*
Kate Barrett, *St. Catherine University*

The intent of occupational science was to produce knowledge of occupation to support occupational therapy practice and doctorally-prepared academics to staff university departments (Clark et al, 1991; Yerxa, 1991, 1995, 1998; Yerxa et al, 1989). The emergence of undergraduate degree programs in occupational science, primarily as degrees preparatory to occupational therapy entry programs, was not anticipated. This panel offers overviews of this trend across six occupational science undergraduate programs. Discussion will address how undergraduate degrees do or do not contribute to the science, as well as the successes, challenges, and pedagogy inherent in offering these programs.

**Eastern Kentucky University**: The Eastern Kentucky University Occupational Science Baccalaureate Program was established in 2002. The Department's mission emphasizes essential links between occupational science and occupational therapy to insure best-practice services and leadership. Program admission is competitive. The curriculum model includes active learning, integrative seminars, and portfolio creation. Themes of occupation, reasoning, diversity, communication, and professional identity provide a framework for student outcomes.

**Ithaca College:** The program's mission is to prepare competent, skilled, and ethical occupational therapists. It began in 1995, called "Occupational Science" in parallel with a physical therapy "Clinical Science" program. The addition of two new courses in 2007 emphasized the importance of occupational science to occupational therapy. Liberal arts courses comprise the first two years of the curriculum. The final two years reflect discipline-specific courses, including occupational therapy for children and adults.

**Keuka College**: Keuka College OT is committed to client centered, evidence-based knowledge for practitioners. The program was developed in 1988 in a rural location and currently enrolls 230 students. Curriculum themes are: people as occupational beings, leadership, and practice. The occupational theme begins with principles in occupational science, progresses through medical and community-based practice, and concludes with a capstone course of Occupation across the Lifespan and a scholarly project.

**Saint Louis University**: Grounded in understanding and applying the power of occupation, Saint Louis University's Department of Occupational Science and Occupational Therapy furthers education, research, and service to enhance health and well-being for individuals, communities, and societies. First implemented in 2002, the Bachelor of Science in Occupational Science now graduates over 50 students annually. Six core courses across two semesters address occupation relative to lifespan development, contextual and personal considerations, wellness, lived experiences, and global justice.

**St. Catherine University**: Occupational science serves as the foundation for the Occupational Science and Occupational Therapy (OSOT) curriculum and our understanding of occupational therapy practice. The Bachelor in Occupational Science began in 2001. Students could graduate with a Bachelor in OS or go on for a dual degree with a BSOS and an MAOT. In 2009 St. Kate's phased out the stand alone BSOS degree, but kept it as a part of the dual degree program.

**Touro University Nevada (TUN)/Nevada State College (NSC).** The partnership between TUN and NSC lasted from 2007 to 2011. Graduates are prepared to assume positions within the health and human service fields as well as to pursue education in health fields. Eligible NSC students may apply to TUN with matriculation by 2015. The occupational science courses are currently on a teach-out status through Spring of 2015. At NSC, students take 60 general education credits in order to enter the BSOS curriculum. In the occupational science curriculum, there are 12 credits of specified OS courses. Accepted students matriculate with 90 credits to TUN. Following the completion of the first two semesters at TUN (30 credits), NSC awards the BSOS degree.

Key words: undergraduate education, curriculum, trends

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**Forum: Experiential Learning, Research, and Community Participation: In Pursuit of Occupational Justice**

Lisa Crabtree, *Towson University*
Barbara B. Demchick, *Towson University*

**Rationale:** Individuals with disabilities often have limited opportunities to participate in community activities because of physical, developmental, interpersonal and other challenges. Educating occupational therapy students to address occupational challenges of their clients from an occupational justice framework, particularly those with developmental disabilities, is challenging. Often, students are exposed to fieldwork experiences that are based on a deficit reduction model rather than on providing opportunities for occupational participation. Programmatic strategies for preparing students to promote social inclusion and occupational engagement of individuals with developmental disabilities will be presented, with a dynamic exchange of ideas related to educational opportunities for promoting occupational justice.

Individuals with disabilities "need to be able or enabled to engage in the occupations of their need and choice, to grow through what they do, and to experience independence or interdependence, equality, participation, security, health and well-being" (Wilcock & Townsend, 2008, p. 198). Consistent with this premise, a participatory occupational justice framework (POJF; Whiteford & Townsend, 2011) was used to develop programming in a university community practice setting. This programming provides community experiences for individuals with developmental disabilities, while educating occupational therapy students about issues related to contextually meaningful occupational participation. Students also participated in data collection for program evaluation. The programming is strengths based, where contributions of participants are recognized and interventions are designed to expand their competencies (Dunst, 2000). Student-led activity groups provided opportunities to empower youth and young adults with disabilities to gain valuable participatory experiences in the community through their engagement with students. Programs for younger children provided opportunities for engagement in naturally occurring play and learning activities guided by students under faculty mentorship. All participants of these groups were provided with opportunities to make choices, which may not be offered in traditional practice settings. Individual choice is a fundamental part of interventions based on quality of life principles (Brown & Brown, 2005). Children, youth, and young adults who practice making choices and exercising control develop self-determination skills, which may lead to better outcomes (Murray, 2003). Students involved in these activity groups learned how to incorporate these occupational justice constructs in programming.

**Aims:**
- Explore participatory occupational justice as a framework for educating occupational therapy students
- Discuss experiential learning opportunities in clinical practice and research in a university occupational therapy program for individuals with developmental disabilities across the lifespan.
- Discuss importance of collaboration and empowerment of people with disabilities through occupational therapy practice and research.

**Potential outcomes:**
- Develop strategies to educate students to value community participation and engagement in meaningful occupations for those with disabilities.

- Identify approaches that foster community opportunities for engagement that can be incorporated into university occupational therapy programs.
- Discuss ideas that facilitate student learning related to facilitating opportunities for individuals with disabilities to exercise choice and control.

Key words: social participation, social justice, developmental disability

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# Saturday: October 19, 2013

**Research Paper: Inquiry and Practice in Occupation: The Means to Better Engagement**

Heather A Fritz, *University of North Carolina at Chapel Hill*

Scholars in occupational science and occupational therapy have demonstrated a growing interest in the effects of diabetes and facilitating individuals' abilities to participate in diabetes self-management (DSM) (Pyatak, 2011; AOTA, 2011; Haltiwanger, 2012). Moreover, recent scholarship suggests that DSM can be characterized as a form of occupational engagement (Fritz, 2013), especially as it is named in the lexicon of culture, requires specific capacities, holds personal and social meanings, and is compared to normative standards (Hocking, 2009; Yerxa et al., 1990). Despite the growing awareness of diabetes and the difficulties people have engaging in DSM, researchers have yet to explore DSM as an occupation. We need to more fully understand how people engage in DSM and how contexts influence this process. The purpose of this paper is to discuss the role of occupation in the integration process. A qualitative study was conducted to explore the process by which individuals integrate DSM into daily life, the conditions influencing integration, and the role of habit and occupation in the process. The transactional perspective guided the study design (Cutchin & Dickie, 2013). A multi-methods approach, including semi-structured interviews, photography, time geographic diaries, and a standardized assessment was used to collect data on ten low income women, ages 40-64, with type II diabetes. A Grounded Theory approach to data analysis facilitated the development of the Transactional Model of Diabetes Self-Management Integration. The model depicts the theorized

process of DSM integration and consists of the following phases: Potential Uptake, Inquiry Loop, Practice, Contingent Integration, and Reconfiguration. I present key findings and argue that the sub processes of Inquiry and Practice serve as the means by which individuals modify their habits, change their situations, and develop multiple strategies to facilitate DSM integration. Inquiry and practice are situated within occupational engagement, thereby drawing attention to the essential role of occupational engagement in becoming a more adept self-manager. The paper contributes to our understanding of the power of occupational engagement for personal growth and skill development while suggesting that the link between occupation and health may be due to the role of occupation in larger, more complex, life processes. The implications of this work for both occupational science and occupational therapy are discussed.

Keywords: diabetes mellitus, self-management, occupational therapy methods

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3. Pyatak, E. A. (2011). Participation in occupational and diabetes self-management in emerging adulthood. *American Journal of Occupational Therapy, 65,* 462-469.
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**Theoretical Paper: Challenging the Promotion of Independence within Teaching and Study of Occupation**

Anne V. Kirby, MS, OTR/L, *University of North Carolina at Chapel Hill*

Independence has long been a central construct within occupational science. Yerxa et al. (1989) described occupations as self-initiated, stating "to engage in occupation is to take control" (p. 5). Furthermore, constructs such as co-occupation (Pierce, 2009) contribute to the implicit idea that occupations are typically individualistic and independent endeavors. The promotion of an ideal of independence underlies much research and theory within occupational science, and is embedded in education related to occupation. Occupational scientists have previously critiqued independence as being a highly Western notion (e.g., Asaba, 2008; Whiteford & Wilcock, 2000). However, independence is not an appropriate ideal for occupation even within Western cultures. The intent of this presentation is to challenge conceptualizations of independence within occupational science and propose improved thinking on this topic to enhance teaching and scholarship in the field. Deweyan philosophy can guide refined thinking in this area with three key points. First, the way independence is idealized within occupational science undercuts inherent connections of human life. Second, independence cannot be simply gained and maintained; our connections with others and our world are constantly changing and evolving. Third, though previous critiques have suggested interdependence as a more fitting ideal for occupation, interdependence and independence can in-fact exist in harmony within occupation.

Rather than independence, Dewey's philosophy offers two alternative concepts—freedom and growth—which are suggested as ideals for occupational science. With these constructs, occupational scientists can better understand how humans engage with their world. This argument contributes to the growing trends in occupational science toward a transactional perspective (Cutchin & Dickie, 2013). By promoting freedom and growth through occupation within teaching and scholarship, students and scholars in occupational science can more accurately come to know the human condition.

Key words: philosophy, independence, interdependence:

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**Research Paper: The Contexts of Life Course Health Development Associated with Exclusive Breastfeeding in the United States**

Jennifer Pitonyak, PhD, OTR/L, *University of the Sciences in Philadelphia*

Breastfeeding is a highly interactive occupation, or co-occupation, in which the mother and infant engage in a synchronous interplay. Previously, breastfeeding was recognized as an essential co-occupation vital to growth and development characterized most strongly by shared physicality and less so by shared emotionality and shared intentionality (Pickens & Pizur-Barnekow, 2009; Pierce, 2009). However, occupations such as breastfeeding are health producing and recognition of the life course health that arises from co-occupational shared emotionality and shared intentionality is important. Public health literature has called for application of a life course perspective to research, program development, and policy, with the goal of identifying early life experiences associated with health disparities across the life course (Halfon & Hotchstein, 2002). Occupational science offers the opportunity for deeper examination of the shared meaning of early co-occupational engagement such as exclusive breastfeeding for life course health. The World Health Organization and American Academy of Pediatrics recommend exclusive breastfeeding for the first 4 to 6 months of life (WHO, 1998; AAP, 2012). Healthy People 2020 established an objective that 25% of infants be exclusively breastfed for the first 6 months. However, this is a challenge in the United States, given 75% of women in the United States initiated breastfeeding in 2006, but only 14% achieved exclusive

breastfeeding for the duration of 6 months (USDHHS, 2010). The purpose of this study was to describe the characteristics of women who exclusively breastfed for at least 4 months, compare the characteristics of those women with a group of women who initiated exclusive breastfeeding but did not meet the desired outcome, and to identify those factors that predict exclusive breastfeeding for at least 4 months. This study used secondary analysis of data from the Infant Feeding Practices Study II to examine two cohorts: the cohort of women who reported exclusively breastfeeding at the time of hospital discharge (n=1226) and a sub-cohort of women who returned to work at month 3 after giving birth (n=421). The Life Course Health Development framework was used to organize independent factors into five contexts for analysis and interpretation of results: social, culture, and policy, health care system, family, physical, and psychological context (Halfon & Hotchstein, 2002). Independent factors consisted of socio-demographic characteristics, risk of postpartum depression, and work and child care characteristics. Results of bivariate and multivariate analysis showed that college education, marriage, and flexible work characteristics were associated with the likelihood of exclusive breastfeeding for at least 4 months, whereas the plan to return to work after birth and risk of postpartum depression were significant risk factors for not achieving this outcome. Results of this study demonstrate the usefulness of the LCHD framework for examining factors associated with exclusive breastfeeding and analyzing complex co-occupations. The findings also inform national and local policy decisions regarding family medical leave, social welfare, and other areas of family policy.

Key words: breastfeeding mother child interaction, health status,

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**Research Paper: Occupation and archetype: Occupation as the agent of transformation and healing in myth and story**

Anne Shordike, *Eastern Kentucky University*

The journey toward health and wellbeing, for individuals, populations and systems, is considered transformational by many disciplines. Occupation is an essential and powerful agent in this transformative experience. Occupational scientists have begun to look deeper into the historical and prehistorical meanings of occupation. Evidence for the ancient views of

occupation and health often comes in the form of stories and myths of transformation, from oral tradition.

The objective of this paper is for listeners to appreciate the transformative role of occupation as told in myth and stories through time and cultures.

Scholars of myth and history consider the myths of a culture as ways that the culture is preserved and handed down through generations. These myths contain what we might today call explanatory models, giving meaning to who we are and what we do. Myths and the figures that populate them are archetypal, that is, they are the original patterns on which other similar persons, objects or concepts are modeled, what archetypal psychologists consider the deepest patterns of psychic functioning, the roots of the soul governing ourselves and the world. Occupation is archetypal as well, patterns and metaphors abound, as is richly illustrated in story over centuries and cultures. Myths are told through actions and occupations. Some are more obviously occupation driven, such as the labors of Hercules in the Greek myths and the many stories of weavers and weaving, by humans, spiders, and other beings, that occur in many cultures. Some of the occupational content may be subtler, such as the Greek Psyche's journey away from, and then back to, true union. Occupation is central to all of these stories. This paper suggests that as occupational scientists we can benefit from a longer, deeper view into the historical and prehistorical understanding of human occupation that will enable us to bring wisdom and creativity to our transformative interactions with clients, populations and systems. This paper will be illustrated with a story.

Keywords: mythology, personal narrative, human activity

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**Theoretical Paper: Surrealism as a meaningful metaphor for shifts in occupational patterns**

Charlotte Royeen, *Saint Louis University*

**Relationship to Conference** Theme: This paper will build upon knowledge and understanding from two separate disciplines: the discipline of occupational science and the discipline of art. The presentation will integrate dimensions from each discipline for a theoretical paper that provides participants the why, what and how of the conflation. The presenters, two experienced educators (one from primary education and one from post-secondary education), will combine their pedagogies for an artful educational experience.

**Background and Rationale**: Occupational science has been an emerging discipline since the 1970's and has blended with aspects of a wide variety of other disciplines such as anthropology,

education, geography, and philosophy. While the profession of occupational therapy has its roots in the "arts and crafts" movement of the late 20th century (Bing, 1981), little to no attention to the discipline of or movements in art has been afforded in occupational science. Thus, the proposed theoretical paper will begin to integrate these two fields (occupational science and art) by focusing upon two movements or theoretical subsets, one within each discipline. These shall be (1) major shifts in patterns of occupations that naturally (typically) or un-naturally (atypically) occur across the lifespan (Zemke, 2003) and (2) the surrealism movement in art that evolved out of Dadaism and juxtaposed the unreal, the unusual, and the unexpected onto what is seen or observed (Klingsohr-Leroy, 2009).

**Statement of Intent**: The intent of this paper is to present photographs of all the surrealism paintings housed at the Chicago Institute of Art and to describe, define and contextualize surrealism as an art movement. After so defining it, Surrealism will then be used as a metaphor (Lakoff & Johnson, 2003) for the human condition when major shifts in occupational patterns occur through either typical or atypical life events.

**Argument:** Surrealism as a metaphor for the experience of the human condition during major shifts in occupational patterns can be a normalizing context (reference) for those undergoing such shifts. Most all lay people have at least heard the term surrealism and have some concept of its other worldly dimensions. Surrealism itself serves as a liberator of the unconscious from logic and reason (page 264, Hodge & Anson, 2004) and as a confrontation of the emotional (page 158, Hodge & Anson, 2004), which are argued as first steps in coming to terms with major changes in occupational patterns in order to build new occupations in new configurations. Yet, we have not taken the next step in occupational science to claim that major shifts in occupational patterns are metaphorically and literally surreal experiences in real life. By doing so, we may provide a context for individual comprehensive of and adaptation to major occupational shifts, and "remove" the "abnormality" that is associated with such changes, thus providing some level of comfort through understanding. By labeling such change as surreal, it provides a label that is somewhat familiar to one and all. In this manner, the weird and the unusual can be made to feel more typical providing an increased level of comfort.

**Conclusions:** The artistic movement of surrealism provides a metaphor to enhance understanding of the human condition during major shifts in patterns of occupation.

**Importance to Occupational Science**: Occupational science is poorly understood outside of the discipline. By bridging into other disciplines and creating a nexus with external concepts and disciplinary work, we contribute to the goal of interdisciplinarity and contributing to the level of understanding of occupational science.

Key words: art, metaphor, human activity

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**Research Paper: T-ball and Alcoholism: An Examination of Family Occupations**

Aaron Bonsall, *University of Missouri*

Past studies of family occupations have focused primarily on positive health benefits and participation by the entire family (Sachs & Nasser, 2009; Segal, 1999). Within my research on fathers of children with disabilities, I found that the fathers' stories around meaningful participation with their families often did not fit with current descriptions of family occupations. In this paper I present two examples of activities fathers have identified as meaningful and argue that they are indeed family occupations. First, I present the example of a family that values their participation in t-ball/softball/baseball, emphasizing that the meaningfulness and belonging created through this occupation is an important and defining aspect of their family. Second, I present the struggle with alcoholism as a family occupation. Similarly, past researchers have argued that addictive behaviors such as alcoholism met the criteria for occupations (Kiepek & Magalhães, 2011). My own research demonstrates that one family's struggle to overcome the influence of alcoholism builds and defines their family in a way that warrants examination as a family occupation.

This paper comes out of an ethnographic study examining the experience of five fathers of children with disabilities, utilizing narrative phenomenology as both a theoretical lens and research methodology. Collection of data lasted over a year and included monthly interviews with each father as well as observations of the fathers interacting with their children. Data analysis was based on narrative phenomenology, combining hermeneutics and literary theory (Mattingly, 1998, 2010). Analysis included identification of themes, narrative analysis of stories, and evaluation of findings by other researchers experienced in narrative.

A reexamination of family occupations offers several important implications for occupational science. First, this paper offers an exploration of the construction of family occupations that provides insight into how families develop over time. Whereas participation in t-ball grew out of a mutual construction for one family, alcoholism was thrust open another family resulting in lingering consequences. Second, a relationship between family occupations and both positive and negative health consequences is proposed. Third, I conceptualize family occupations as not necessarily occurring in shared time and space, but occupations that build and define families. This research relates to occupation and education in that a new conceptualization of family occupations and how families are defined through occupations is provided.

Key words: alcoholism, families, sports

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**Research Paper: Standardized clients in case-based simulation: Student Perceptions and Relevance of an Occupation-based Curriculum**

Tina McNulty, PhD, *University of Utah*
Pollie Price, PhD, OTR/L, *University of Utah*
Beth Cardell, PhDc, OTR/L, *University of Utah*
Louise Dunn, *University of Utah*

Occupational science and occupational therapy scholars encourage the adoption of occupation-based content in curricula yet few programs have formal outcome measures from instructional strategies. The University of Utah Division of Occupational Therapy curriculum was designed from an occupational science foundation, with occupation as the focus of each course. Our program adopted the Occupational Therapy Student Performance Assessment (OTSPA) (McNulty et al., 2003), a professional simulation test method using client actors. We administer three OTSPAs that build in complexity over three semesters. For this study, we focused on the third OTSPA, given just prior to the first Level II Fieldwork. This culminating assessment provides an opportunity for students to integrate curricular content with information they obtain in situ with a "real client".

This study aimed to answer the following questions::1) What is the student response to clinical simulation as an occupation-based instructional strategy? 2) Is occupation represented in students' documentation as a result of occupation-based curriculum?

We used a mixed method design to examine data from 156 students that completed the OTSPA between 2007 and 2013. To answer the first question, we used questions from a survey and two qualitative open-ended questions: What elements of the OTSPA facilitated your learning? What elements would you recommend changing to increase its educational value? Students' documentation in the OTSPA was used as data for the second question.

Survey results revealed that 90% of the students agreed or strongly agreed that the OTSPA enabled them to demonstrate skills that they could not do on a strictly paper-and-pencil test. In addition, 74% of students agreed or strongly agreed that participating in the OTSPA significantly contributed to the development of their professional competencies.

Qualitative results: Analysis of student responses to the first question yielded four themes: 1) putting it all together, 2) interacting with a real "client" boosted confidence, 3) hard to think on the spot-gave me insight into where I am currently; and 4) time management. Analysis of responses to the second question yielded three themes: 1) focus on learning rather than passing; 2) more time for documentation; 3) more practice with test administration and interpretation, and writing evaluations and intervention plans.

Analysis of Documentation: The evaluation documentation was examined to determine how often the client's occupational priorities were reflected. Out of 849 goals, 84.3% had an occupation focus. Of those not considered occupation based, the most common errors were a) no clear link to the results of the COPM (70.6%) and b) focusing on performance skills with no link to occupation (20.3%).

Integrative learning, a national priority for higher education, affords opportunities to apply knowledge in real-world situations (Huber & Hutchings, 2004). Case-based simulation is one instructional strategy to facilitate integration of occupation into occupational therapy. Given the increased emphasis on clients' occupational priorities for practice (AOTA, 2008), an occupation-based curriculum can provide standardized student competencies that include eliciting an occupational profile to identify occupational priorities and establishing goals and intervention based on an understanding of the person as an occupational being and measure outcomes of occupation-based curriculum.

Key words: occupational therapy education, curriculum, case study

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**Research Paper: The Initial Validation of the Daily Experiences of Pleasure, Productivity and Restoration Profile: Preliminary Evidence for Its Use to Promote Reflection**

Karen Atler, *Colorado State University*

**Background and Rationale**: Peoples' subjective experiences associated with everyday occupations have long been valued by occupational scientists. However, there is a need to develop measures that capture the subjective experiences of occupation (Hemmingsson & Jonsson, 2005)To date, Experiential Sampling Method (ESM), a random sampling method, has been the most widely used and reported way for capturing subjective experiences of daily life (Nakamura & Csikszentmihalyi, 2009). However, ESM has several reported limitations; it is not designed to gather a full day's activities, nor is it practical (Kahneman, Krueger, Schkade, Schwarz, & Stone, 2004).
**Purpose Statement:** The purpose of this research was to initiate validation of the Daily Experiences of Pleasure, Productivity and Restoration Profile (PPR Profile) with an emphasis on examination of its' utility. The PPR Profile is a time use diary that captures the objective and subjective dimensions of occupation, and allows opportunity for reflection on one's occupational experiences.
**Methods:** This research included two phases: 1) refinement of the PPR Profile, and 2) initial assessment of the utility of using the PPR Profile. Phase 1: Participants. Nineteen people (18-89 years of age) were selected using non-probability quota sampling. Procedure. Participants completed the PPR Profile for one day followed by a cognitive interview, allowing the

researchers to understand how participants thought during completion of the assessment. Three rounds of interviews allowed for modifications and re-testing. Analysis. Content analysis, and organized visual display strategies were used. Methodological and investigator triangulation enhanced the study's credibility. Results. Validity evidence based on response processes guided improvements to the PPR Profile, and confirmed consistency between participants' PPR Profile ratings and responses during the interviews. Little or no burden using the assessment was reported, and participants expressed awareness of their experiences related to occupational engagement. Phase 2 - Participants. Seventeen people (20-71 years of age) were selected using non-probability sampling. Procedure. Participants engaged in a semi-structured interview focused on understanding their experience using the PPR Profile following completion of the PPR Profile for two days. Analysis. A constant comparative analysis approach was used. Investigator triangulation was used. Results. All participants reported little or no burden, and expressed awareness of their activities or related experiences. For some, reflections provided additional insight into the meaning or value attached to their experiences. Results from both phases suggest the PPR Profile is an assessment that can help people become aware of their occupations, which has been suggested as necessary to making changes in one's occupations to support health and well-being (Clark et al., 2004).

**Contributions to Occupational Science:** This research provides support for a new assessment that may help occupational scientists explore subjective experiences within and across individuals. Reflection upon one's occupations, which can be facilitated by use of the PPR Profile, is an essential first step to transformative learning in which people can begin to take ownership of authoring occupational changes to support their health and well-being (Mezirow, 2000).

Key words: validation study, human activity, interview

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**Research Paper: Occupation-Based Practice: A Three-Year Study of the Impact of an Occupational Science Curriculum on Level II Fieldwork Students' Perceptions of Occupational-based Practice**

Cynthia L Hayden, D.H. Ed., OTR/L, CHT, *Eastern Kentucky University*
Elaine Fehringer, MA, OTR, PhD candidate, *Eastern Kentucky University*

**Introduction**: Occupation-based practice is viewed as focusing on clients' meaningful engagement in valued occupations to promote health and wellbeing. Occupational therapy students are educated to evaluate clients in situations that jeopardize their performance of occupations. Ideally, the practitioner, and client will collaboratively design an intervention program that has specific relevance to the client (American Occupational Therapy Association, 2008). While preparatory methods are a legitimate intervention strategy, preparing a client for participation in occupation is not the same as fostering actual participation in that occupation (Rogers, 2007).

Incorporating occupations into intervention is a challenge in many practice settings. Healthcare settings, in particular, present challenges to occupation-based practice through an emphasis on productivity and reimbursement. The demands of working in such environments interfere with therapists designing interventions that foster clients' participation in valued occupations (Rogers, 2007).

When designing a new occupational science baccalaureate curriculum, faculty embraced the discipline of occupational science as a body of knowledge pivotal to the support of occupational therapy education. Pierce et al. (2010) found that one of the functions of this discipline is to disseminate knowledge about occupation to inform the practice of occupational therapy. After implementation of the occupational science curriculum, faculty redesigned the occupational therapy entry-level program to focus on occupation-based practice. Occupational therapy students were educated to offer clients opportunities and resources to engage in meaningful occupations for improved health and quality of life (Stack & Barker, 2011).

The purpose of this research is to determine if students on Level II Fieldwork placements were encountering and engaging in occupation-based practice. This study focuses on Level II Fieldwork students' perceptions of current occupational therapy practice and its congruency with the philosophy of occupational science in supporting occupation-based practice.

**Methods:** This research paper reports a retrospective cohort of Level II Fieldwork occupational therapy students for three consecutive years. A total of 156 students completed the master's level entry program during this time. Data sources include: student blogs written over 24 weeks, fieldwork educator comments at midterm and final evaluation periods, student comments on the fieldwork experience and their responses to an exit questionnaire. Grounded theory methodology was employed during data analysis.

**Results:** Preliminary results of the study found that students valued occupation-based practice as conveyed in their academic work in the occupational science program and the occupational therapy program. Students' perceptions of practicing therapists' use of occupation-based practice was that its implementation was much lower than what students had anticipated. Level II Fieldwork students found that emphasizing the psychosocial aspect of occupation with clients could encourage a return to, and engagement in, valued occupations.

**Conclusions:** Implications for occupational therapy education and research are that students need education about the value of occupation and occupation-based practice but also need

preparation in practical ways to integrate this practice in settings that rely heavily on preparatory methods and purposeful activities. The data support that students' knowledge of occupation and occupation-based practice can assist in changing current occupational therapy practice at facilities that participate in Level II Fieldwork education.

Key words: human activity, curriculum, occupational therapy education

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**Theoretical Paper: Theorizing Habits of Mind: Thought as a component of occupation**

Chetna Sethi, MOT, OTR, *University of North Carolina at Chapel Hill*

**Background:**  The study of human occupation as a primary focus of occupational science burdens the occupational scientist with a grand responsibility. In order to explore the nature of the very thing that the discipline is named after, i.e. "occupation", one must effectively use the term and provide a comprehensive description of the construct being studied. The position taken by scholars on the issue of defining occupation effectively not only influences the current interpretation of human experience, but also shapes the theoretical basis for those interpretations. Further, the theoretical descriptions proposed in the field of occupational science influence the teaching as well as practice of occupational therapy.

**Rationale and Argument:** While there seems to be little consensus about a widely agreed-upon definition for the term occupation, it is evident that the most popular definitions of the term are situated in activity or doing or self-action. It is further evident that the OS construct of habits reveals much the same result with respect to having a focus on self-action with little focus on the thoughtful component of habits. Where included, the cognitive aspect within habits is regarded as separate from the active aspect and described as following a hierarchical arrangement of subsystems.

However, the socially embodied experience of an individual cannot be broken down into its parts, which are thought to follow some hierarchical or temporal order. An experience is a whole; a whole that includes social, cultural, physical, biological, cognitive, and reflective components. In other words, reflective and active pursuits are equally important components of occupation and one cannot be overlooked in order to study the other. The interconnectedness of thought and action is an essential prerequisite to study occupations and their implications on individuals and society. Further, to study occupations in their entirety, the active elements of occupation cannot be separated from the thoughtful ones. This paper argues that action, though a

necessary part of the study of occupation is not entirely sufficient for the comprehensive explanation of occupation. It is believed that thinking or thought are important elements of the occupational construct, which are understudied and under-theorized by occupational scientists and therapists. Thought is mistakenly conceptualized as an entity separate from action, and actions remain the primary focus of the study of occupations.

**Statement of Intent and Implications for Occupational Science**: The argument presented here attempts to theorize thought as a component of occupation, and offers an expanded understanding of existing concepts of habit theory within occupational science by employing John Dewey's conceptualization of habits of the mind. This expanded understanding builds upon already well-developed themes regarding habits in OS and proposes a wider understanding of occupations than is currently in existence. This can be done by encouraging a more deliberate inclusion of thought and habits of mind in the occupational science discourse. Finally, implications for the study of occupation, and educating occupational scientists and therapists are discussed in light of this extended knowledge.

Key words: Habits, theory, human activity

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**Research Paper: A Mother's Sense of Competence: Association with Housing Status, Residential Moves, Employment, Relationship Status and Education**

Debra Ann Rybski, MS, *Saint Louis University - Main Campus*

One and half million children in the United States are homeless. Children who are homeless are at risk for developmental stress and trauma which can contribute to occupational deprivation, potentially limiting participation in occupations essential to healthy growth and development. [2,5] <Mothering is an important occupation essential for the development of young children. Mothers, who are homeless, care for their children in environments that can be chaotic and challenging to optimal mothering occupations which, in turn, may negatively impact child occupational participation and development. Given the call by occupational science to more explicitly observe occupation in its environmental and cultural situation[1], mothering is an important occupation to explore in the situated sphere. One cognitive self-reflective construct is a mother's sense of competence indicating self-efficacy and satisfaction as a parent. Research suggests this construct impacts mothering behaviors and in turn, child behaviors. Mothers in at risk environments may experience a diminished sense of competence. Students of occupational science and occupational therapy are called to study co-occupations "of and in natural

environments"[1] to better understand situated occupations, and to inform occupationally just and best practice family-centered care.

The purpose of this study is to explore contextual influences on a mother's sense of competence; specifically to study the association of sense of competence to the factors of housing status, number of residential moves, employment, relationship status and education. This study is part of a larger study which will explore preschool children's sensory, social and emotional behaviors and a mother's sense of competence.

Participants are a convenience sample of 80 mothers: 18 years of age, with a child 36-71 months, who are homeless or low-income housed from a large Midwest urban city. The Parent Sense of Competence Scale (PSOC)[3] measures parental cognition of self-efficacy and satisfaction which reflects parental self-esteem, a general parenting domain as opposed to a specific domain or task. The PSOC measures the competence a parent feels about their role and achievement as a parent. The most comprehensive normative data using the PSOC was collected on 1,206 mothers and fathers across children ages 6 months to 18 years.

Quantitative methods will investigate the data from mother reports in a two group assessment method with SPSS 20.0. Descriptive analysis of the mother's demographic contextual data will compare the groups. The association between the mother's PSOC and demographic measures will be evaluated by the Fischer's Exact Chi-square test. Results are pending completion of the interviews and analyses in June 2013.

The outcome of this study can contribute to the understanding and development of mothering in challenging natural environments. Furthermore, this study can add to occupational science research, with a unique focus on enhancing mother child co-occupations taking into account the considerations of cultural and environmental contexts[1]. Finally the results will provide insight for interdisciplinary policy and intervention agendas to address the needs and occupational possibilities[4] of mothers and young children who are homeless and or face multiple environmental challenges.

Key words: competence, mother-child relationships, child behavior

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**Theoretical Paper: Science and the sacred: On the discourse of religion in occupational science**

Caroline Harkins McCarty, *University of North Carolina at Chapel Hill*

This paper explores notions of the sacred – religion, spirituality, and faith communities - within occupational science. The sacred is understudied and under-theorized within occupational science. Existing discourse of religion and occupation has most often focused on cultural competence, systems of belief, and faith communities as social supports; spirituality is most often discussed as a highly individual dimension of well-being. These approaches are limited, particularly in contrast with the way people really talk about their experiences as participants within religious communities. This theoretical paper explores conceptions of the sacred, and specifically of religious communities of practice. Theorization is supported by themes derived from a collaborative ethnographic case study with members and staff of Mercy Church, a large nondenominational church in North Carolina. Mercy was more than a place or a system of beliefs. The members of Mercy enacted church as a verb, something they came together to do not only in the formal spaces of the worship center and community building, but together in their homes and in the broader community. Church, to the members of Mercy, meant shared roles, understandings and practices. It also meant meaningful relationships, structured by belief and shared experiences. Mercy was the primary support for one couple considering adopting a child. For another woman, the church shaped her dating life, her work, and her family relationships. For all of the members of Mercy, church and social justice were inherently linked; the community shared and enacted deeply meaningful values surrounding social justice. Understanding the situated experiences of the Mercy congregation requires recognition that church wasn't a static identity, or something to be experienced, or a chunk of time on Sundays and at Wednesday small group. Rather, being a church community was something they did, a community of practice continually transacting with all of the other parts of their lives (Wenger, 1999). Being a member of the church was an identity of practice, enacted through occupation (Holland et al, 2001). Highly individualized, generic discussions of 'spirituality' as a practice do not capture this, nor do discussions that disregard the sacred to describe religious groups as social supports. Religious communities are something distinct and worthy of study, which science should neither shy away from nor discuss in generics (equating faith, spirituality and religion, or categorizing all spiritual practices as alike). Rather, science should approach religions communities with the same rigor and openness to inquiry as any subject. Finally, this paper includes exploration of religious inquiry in other disciplines, and considers what resources we might incorporate into occupational science to better understand the relationship of the sacred to occupation.

Key words: spirituality, religion, community relations

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**Forum: International Development of Occupational Science: A Japanese Point of View.**

Etsuko Odawara, *Seirei Christopher University*
Tomoko Kondo, PhD, *Teikyo University of Science* （*Faculty of Medical Science*） *Department of Occupational Therapy*
Mari Sakaue, *Sapporo Medical University, School of Health Sciences*
Hirokazu Nishikata, *Bunkyo Gakuin University, Faculty of Health Science Technology, Department of Occupational Therapy*

**Rationale**: Over the past 25 years, occupational science concepts, methods and research have been introduced around the globe. The issue of cultural differences has been raised and Western scientists, in particular, have found complexities in dealing with Eastern philosophical and therapeutic traditions. This panel will discuss the history of occupational science related to that of occupational therapy in Japan, to outline some of these issues for discussion of the future direction of occupational science development.

**Background**: Since 1995, sixteen Japanese Occupational Science Seminars (JOSS), and annual academic meetings of occupational scientists, have been held. During the first decade, around 20-30 people (teachers of occupational therapy and scholars of occupational science), participated in the conferences. Since then, however, attendance has rapidly increased to more than 200 people. Meanwhile, the Japanese Society for the Study of Occupation (JSSO) was founded in 2006 and its membership is over 200. JSSO members are mainly relatively young occupational therapists without advanced academic background, interested in learning about occupational science, which unlike the West, is included in few of their bachelor's degree entry-level occupational therapy education programs. Also in the background is the history of Japanese occupational therapy, started in 1960s, importing American occupational therapist's used of a medical model. Japanese occupational therapists valued a natural (physical) science perspective of patients while using traditional craft activities in their clinical practice. The occupation focused perspective transmitted from OT's founders through Reilly and Yerxa in the 70's and 80's was not known among Japanese occupational therapists. In the 1990s Tsuyoshi Sato, one of the pioneers of Japanese Occupational Therapy, realized the contemporary identity crisis of Japanese occupational therapists and, having followed recent developments in the US and internationally, introduced occupational science as the core of occupational therapy. However, still today, many Japanese occupational therapists do not have this background, are not yet confident of themselves as health professionals and are searching for knowledge, such as that of occupational science, which can help them. In multiple areas of Japan, these young JSSO members, described above, regularly gather in small groups to study occupational science and improve their clinical practice using occupational science knowledge. Such a situation, embedding occupational science deep within self-study for occupational therapy, seems unique with Japan. Analysis of and discussion in the forum will focus on the use of this form of education as a major future direction of occupational science development locally and globally.

**Aims**: In this forum, four presenters discuss the process of occupational science development in Japan, examples of occupational science education there, and issues for its future development. The purpose of the forum is, through this unique Japanese example, to discuss with SSO: USA participants how occupational science development might occur in different countries, locales, and cultures.

**Potential Outcome**: Using critical reflexivity regarding the development of occupational science in their own local cultures, attendees/participants of the forum will discuss their future developmental directions in occupational science. Participants will also share goals and methods for occupational science as an academic discipline from an international perspective.

Key words: professional organizations, professional education, Japan

## Forum: Facilitating inquiry: Surprising lessons from a doctoral seminar on water and occupation

Virginia A Dickie, *University of North Carolina at Chapel Hill*
Valerie Fox, *University of North Carolina at Chapel Hill*
Anne Kirby, *University of North Carolina at Chapel Hill*
Adrienne Miao, *University of North Carolina at Chapel Hill*
Caroline McCarty, *University of North Carolina at Chapel Hill*
Khalilah Johnson, *University of North Carolina at Chapel Hill*
Chetna Sethi, *University of North Carolina at Chapel Hill*
Lauren Holahan, *University of North Carolina at Chapel Hill*

In response to the conference theme Occupation and Education, we propose a forum based upon lessons from a doctoral seminar on the relationship of water and occupation. Zemke and Clark (1996) suggested that doctoral students play an important role in defining the character and shape of Occupational Science (OS). We posit that in order to do this, graduate programs should use classroom discussions to explore the scope and intent of new knowledge about occupation. In 1993, Yerxa called upon the discipline to integrate its work within broader university systems. Rudman et al. (2009) expanded this idea and argued that "contextual challenges require academics to consider how they can ensure that the relevance of their work is recognized outside of the discipline, and can thereby influence the decisions and actions of individuals, collectives, and policy makers" (p. 141). We took up the challenge by embracing our university's campus wide theme Water in Our World within an OS doctoral seminar. Throughout the semester, seminar participants were tasked with expanding conceptions of occupation by considering if and how OS should incorporate an understanding of natural resources—specifically, water—into our disciplinary agenda. To date, few authors have examined the connection between occupation and natural resources, Blakeney and Marshall (2009) and Aoyama, Hudson, and Hoover (2012) representing notable exceptions. The readings for each student-led, discussion-based seminar were primarily drawn from other disciplines, challenging participants to integrate diverse literature into our understanding, extend ideas about occupation into the broader academic discourse, and ultimately to develop critical theoretical ideas about the position of OS in such discourse. While we continue to grapple with the exact role of OS in the global water dialogue,

this seminar produced powerful insights into education, responsibility, and interdisciplinarity that we feel are important to share with the OS community.

**Aims:** To engage forum participants in lively discussion about…
- effective integration of OS into broader university systems
- benefits and challenges of exploring "uncharted territory" within graduate education
- the relation of OS and natural resources as an agenda for our science
- potential for OS to participate in interdisciplinary work addressing global issues
- issues of scale in OS knowledge endeavors

**Outcomes Participants will:**
- examine ways to position OS within larger educational systems/institutions
- evaluate the potential for student seminars to explore "uncharted territory" and generate novel
- ways of thinking about occupation.
- expand conceptions of the role and trajectory of OS
- Identify areas for future research relative to occupation and natural resources
- determine the specific contributions OS can make to interdisciplinary global discourse

Key Words: natural resources, seminars, human activity

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2. Blakeney, A. B. & Marshall, A. (2009). Water quality, health, and human occupations. *American Journal of Occupational Therapy, 63*, 46-57
3. Rudman, D. L., Dennhardt, S., Fox, D., Huot, S., Molke, D., Park, A., & Zur, B. (2008). A vision for occupational science: Reflecting on our disciplinary culture. *Journal of Occupational Science, 15*(3), 136-146.
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**Panel: Doctoral Programs in Occupational Science: Diversity and Potential**

Doris Pierce (Secondary/Facilitator Only), *Eastern Kentucky University*
Antoine Bailliard, *University of North Carolina: Chapel Hill*
Florence Clark, *University of Southern California*
Debbie Laliberte Rudman, *Western University*
Beth Merryman, *Towson University*
Lynn Shaw, *Western University*
Wendy Wood, *Colorado State University*

The intent of occupational science was to produce knowledge of occupation to support occupational therapy and to produce disciplinary academics (Clark, 2006; Clark et al, 1991; Yerxa, 1991, 1993, 1998). This panel includes overviews of five occupational science doctoral

programs. Discussion will address how disciplinary doctoral education contributes to the science, as well as the successes, challenges, and pedagogy inherent in doing so.

**Colorado State University**: The interdisciplinary Ph.D. in Occupation and Rehabilitation Science at Colorado State University seeks to advance research, education and practice pertaining to this core subject: human performance and participation in everyday occupations and contexts. The first class began in fall 2013. The program requires students to support their dissertation work with scholarship of relevance to the core subject from the disciplines of occupational science and rehabilitation science. Individualized programs of study include in-depth immersion in mentored research experiences, and an accelerated MS. to Ph.D. option exists for entry-level occupational therapy students.

**Towson University**: The mission of the Department at Towson University is to promote education, research, and services that address occupational engagement and justice in support of the health and well-being of persons, organizations, and populations. Initiated in 2000, the doctoral program prepares graduates to expand knowledge of factors influencing the participation of people in their daily life activities or test theories of occupation. Core courses include the origin and evolution of occupational science and quality of life of individuals, communities, and populations.

**University of North Carolina: Chapel Hill**: The mission of UNC: Chapel Hill is to produce outstanding occupational scientists who develop, expand, and disseminate knowledge about occupation and translate that knowledge to various therapeutic arenas. The first doctoral cohort was admitted in 2005 and 13 students are currently enrolled. The curriculum follows a traditional Ph.D. course of study and offers seminars in five domains: core foundations in occupational science, topics of interest in occupational science, cognates on occupational and human activity, research design and methodology, and grant writing. Graduates are trained to excel in both teaching and research.

**University of Southern California**: Creating the first Ph.D. in occupational science in 1989, the USC Division of Occupational Science and Occupational Therapy envisioned a cutting-edge discipline devoted to generating new and useful knowledge. Through a rigorous curriculum, the Division produces career scientists capable of securing competitive funding and positions at research intensive universities. Nearly 25 years later, 60 scholars have graduated from USC into academic positions worldwide while research within the Division informs both practice and theory.

**University of Western Ontario**: The occupational science field at the University of Western Ontario investigates a range of concepts in connection to occupation. An interdisciplinary program prepares graduates for academic, research, and policy-related careers. One of ten fields within a Health and Rehabilitation Sciences Graduate Program, first admissions occurred in 2006. Seven doctoral and five masters students have completed: six doctoral and six master's students are enrolled. Requirements include an occupational science theoretical foundations seminar, a comprehensive examination and dissertation, a methodology course and an elective.

Key words: curriculum, graduate education, trends

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**Preconference: Determining How the Construct of Occupation is Addressed in Curricula (Research presented as the SSO 2013 Pre-Conference Institute, *Strategies for Making Occupation Explicit in Curricula*)**

Barbara Hooper, Ph.D., OTR, FAOTA**,** *Colorado State University*

Sheama Krishnagiri, Ph.D., OTR/L, FAOTA**,** *San Jose State University*

Andrea Bilics, Ph.D., OTR/L, FAOTA**,** *Worcester State University*
Pollie Price, Ph.D., OTR/L, *University of Utah*
Steve Taff, PhD, OTR/L**,** *Washington University in St. Louis*
Maralynne Mitcham, Ph.D., OTR/L, *Medical University of South Carolina*

**Background/Need.** The core subject of occupational science and occupational therapy is occupation and its vast potential as a source of health, well-being and life-satisfaction (Christiansen, et al., 1995). Core subjects are either preserved or obscured through education, making it vital to understand educational practices by which the core is upheld.

**Purpose.** This qualitative study explored how occupation is *addressed at curriculum and instructional levels, assessed as an outcome, and encountered as a challenge.*

**Methods.** Interviews were conducted with 25 randomly-selected programs. Artifact and video data were subsequently collected. Data were analyzed using line-by-line analysis (interviews), part-to-whole analysis (artifacts), and continuous sampling (video).

**Results.** When explicit, occupation was portrayed as both a way of seeing self and others and as a tool for practice. When implicit, occupation was 1) portrayed as synonymous with various concepts and tools, such as the Occupational Therapy Practice Framework, 2) "jumped over," meaning occupation was mentioned but not taught. When absent, topics were not connected to occupation. Experiential learning dominated instructional strategies, yet learning assessment often omitted occupation. Discrepancies with practice dominated challenges to teaching occupation.

**Discussion.** Two themes—elucidating the construct of occupation as a whole and providing knowledge and a perspective to be used in occupational therapy—were evident in how occupation

was conveyed to students, reflecting challenges identified within occupational science (Molke et al., 2004). Additionally, occupation at times was taught as "seen but not noticed" (Hasselkus, 2006).

**Implications:** To ensure that learning activities make occupation explicit, it is recommended that knowledge of occupation be paired with pedagogical content knowledge (Kleickmann, et al., 2013), and that occupation be framed as both content to be learned and a lens for teaching diverse curriculum topics.

**Key words:** human occupation, occupational therapy education, curriculum

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