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# PROCEEDINGS

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Society for the Study of Occupation: USA

# SSO:USA / CSOS / ISOS CONFERENCE PROCEEDINGS, 2014

## TABLE OF CONTENTS

## Friday: October 17, 2014

## Saturday: October 18, 2014

CSOS Townsend-Polatajko Lectureship: Work Mobility: Past meanings and future horizons

# Wednesday: October 14, 2014

**Pre-Conference Forum: Integrating Knowledge of Occupation into Occupational Therapy Education**

This session was organized by Charles Christiansen, Barbara Hooper, Debbie Laliberte Rudman, Elizabeth Townsend, Alison Wicks, and John White.

The Society for the Study of Occupation, SSO-USA; the Canadian Society of Occupational Scientists, CSOS; and the International Society for Occupational Science, ISOS, jointly supported a Pre-conference Forum for facilitated conversations on integrating knowledge about occupation generated by occupational science into occupational therapy education. The main objectives of this session were to stimulate conversations among international attendees on:

- What is the most relevant knowledge generated through the science of occupation to integrate into occupational therapy education?
- What knowledge of occupation is currently emphasized in occupational therapy education, and why?
- What strategies can be employed to effectively mobilize this knowledge?

The program for the Forum included facilitated conversations with critical reflection on:how existing knowledge of occupation generated through the science of occupation could strengthen occupational therapy education and the profession's contributions to society;

- The disconnect between what is known about occupation and what is being taught about occupation in occupational therapy; conversation stimulated by Dr. Barbara Hooper, drawing on findings from an on-going USA-based study examining how occupation is addressed in occupational therapy education;
- How to effectively and efficiently integrate knowledge about occupation into occupational therapy educational programs.

# Thursday: October 16, 2014

**ISOS Session 1: Mapping the Discussion about Social Issues and Building International Dialogues**

Ana Paula Serrate Malfitano, PhD, *Universidade Federal de São Carlos, Brazil*
Lilian  Magalhaes, PhD, *Western University*
Elizabeth A. Townsend, PhD, *Dalhousie University, Nova Scotia, Canada*

In the last two decades, the discussions of social issues and the link between social justice and occupations in daily life have been upfront in occupational science literature worldwide. Occupational justice is related to the occupational opportunities that individuals and communities have to develop meaningful occupations and equally advance their potential. In Brazil, social occupational therapy aims

to work toward social inclusion of individuals and groups who experience persistent social, cultural, and economic disadvantage. The claim for social occupational therapy is that a politically and ethically framed perspective is essential for researchers to understand contemporary social issues such as living conditions, inclusive entitlements, and social and occupational rights. A research project is underway, for which the main question is: What kind of discussion about social issues there is on occupational science and on occupational therapy around the world? From this question it is proposed the possibility of dialogue between occupational justice and social occupational therapy, focusing on these two concepts. The project is framed as a dialogical encounter, informed by Paulo Freire's legacy of critical reflexivity. It is proposed in three subprojects: (I) Scoping review of the literature on the production of occupational therapy related to social issues in Portuguese and English. (2) Interviews with researchers identified nationally and internationally will be performed, compiling their narratives about the production in the field, theoretical foundations and future challenges, seeking to reflect with the participants about the conceptual and technical tensions identified by Subproject I. (3) Working groups will be planned in order to integrate the other subprojects and produce an expanded discussion in the format of a scientific event. Narrative analysis will be done to reveal trends, similarities, contradictions, and conceptual tensions in the data. Much attention will be given to the contexts of each country and its specificities. It is expected that the outcomes of this discussion will contribute to a deeper understanding of occupation and its underpinnings and the assumptions of Social Occupational Therapy. As well it would stimulate discussions on translation of knowledge in occupational science across international contexts, indicating others interlocutors to dialogue in Occupational Science.

**ISOS Session 2: Critical Occupational Perspectives on Societal Issues: Reframing the Problems of 'Population Aging'**

Elizabeth A. Townsend, PhD, *Dalhousie University, Nova Scotia, Canada*
Debbie Laliberte Rudman, PhD, *Western University, Ontario, Canada*
Charles Christiansen, PhD, *American Occupational Therapy Foundation (AOTF), Bethesda, MD, USA*

Occupational scientists have proposed that an occupational perspective can offer new insights on societal issues that have both a particular local character and also transcend international boundaries. The aim of this workshop is to generate critical occupational perspectives on international concerns framed as 'population aging'. Within various nations, population aging is often framed as a threat to societal and economic stability, and major policy changes are proposed or being made in areas such as health and pension policy. Three North American presenters with diverse international connections will spark dialogues on the challenges and opportunities for building connections with occupational scientists who do research on 'population aging' outside North America. The first part will consider how to connect with international colleagues on research methods that can raise critical perspectives about local 'occupational' experiences of aging and the local and global governance that determines structural possibilities for aging well in diverse socio-cultural contexts. The second part will consider issues for publishing international, critical perspectives on 'population aging'. The presenters

will consider the issues for connecting occupational science research on 'population aging' in countries with and without taken-for-granted social supports which are being privatized under neo-liberal policies that accept class-based inequity. The presenters will use examples from their research to re-frame dialogue and policy on aging by prompting insights on occupational justice, governmental regulation of occupational possibilities and more. The anticipated workshop outcome is to stimulate dialogue and insights on the opportunities, benefits, and challenges in building and sustaining international, interdisciplinary, occupational science research collaborations – from building relationships to negotiating funding and satisfying ethical requirements for shared research projects and publications. The workshop implications are for participants to use the dialogue to expand their own international networks to study aging and other societal issues from a critical occupational perspective.

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**ISOS Session 3: Journal of Occupational Science: A Means of Advancing International Connections for the Study of Occupation**

Susan  Forwell, PhD, FCAOT, *University of British Columbia*
Mandy  Stanley, PhD, *University of South Australia*
Shoba  Nayar, PhD, *Auckland University of Technology*

The *Journal of Occupational Science* (JOS) serves a critical function in knowledge dissemination for studies in occupation that gives voice to international perspectives. Every edition of JOS showcases topics that offer insights into possibilities and examples of international connections in the study of occupation.  This presentation looks at the journal's role as a conduit for identifying and building international networks, and its future role in supporting international collaboration.

**Objectives**: The objectives of this presentation are threefold: to examine the history of international collaboration demonstrated in JOS and how that has changed over time; to reflect on the JOS practices that have facilitated international collaboration; and discuss possible future activities that might advance international collaboration in the study of occupation.

**Methods:** To address the first objective, 21 years (1993-2013) of JOS publications were reviewed to identify author teams, trends and topics that dominate since its inception; and the research infrastructure used to study occupation, including multi-jurisdictional teams. To address the second objective, decision processes and editorial activities that built the journal will be examined, including the

length and frequency of the journal, its distribution, its representation at various venues, representatives on editorial and review boards, the emergence of special themed issues and guest editors, and instituting constructive critiques and editorial support for author teams. To address the third objective, ideas for future directions are presented that might reduce barriers for international researchers, ensure that the widest population is accessing JOS, and provide editorial support for investigators with fewer resources within their country/community to conduct research.

**Outcomes & Implications**: This presentation will provide participants with strategies for stimulating international connections in the study of occupations through an examination of the JOS history that includes an analysis of 21 years of publication, an exploration of editorial activities, and a discussion of the future role of JOS in forging those international connections.

## Paper 1:  Illuminating Family Practices: Methods and Challenges

Nancy Bagatell, PhD, OTR, *University of North Carolina at Chapel Hill*
Ruth Humphry, PhD, OTR, *University of North Carolina at Chapel Hill*
Helen Lynch, PhD, *University College Cork*
Adrienne Maio, MS, OTR, *University of North Carolina at Chapel Hill*

Studying families has been of interest to scholars in many disciplines. The focus of these scholarly pursuits has most often been on "the family" rather than the process of "doing family," or family practices (DeVault, 2000; Morgan, 2011). Family practices involve action, have temporal and spatial dimensions, and are shaped by larger social structures and discourses. Studying family practices has global societal implications. Understanding what families do, the taken-for-granted ways things are done, are considered in the development of policies, such as school readiness and family leave. However, within occupational science, the study of family practices has been surprisingly limited in scope and method.  To broaden the conversation on family practices, this institute will address issues in the interdisciplinary field of family studies, from how families are conceptualized to how activity and practices are addressed. Next, how family occupation has been addressed in occupational science will be reviewed. The focus of the institute, however, will be on methods that illuminate family occupation as transactional, methods that take into account family practices within local and broader social landscapes and public discourses. The value of utilizing multiple methods, such as participant observation, visual methods, and discourse analysis, to uncover hidden processes that may otherwise be missed (Fontana & Frey, 2003) will be emphasized. Challenges to conducting research on occupation with diverse families will be discussed, including conducting research in private and public spaces, the family as a unit of analysis, and obtaining and making sense of multiple perspectives.

Key Words: family, practices, methodology

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**Paper 2: The Way We Look: Exploring Visual Methodologies in Occupational Science**

Debbie L Rudman, *Western University*
Eric Asaba, *Karolinska Institutet*
Lilian Magalhães, *University of Western Ontario*
Margarita Mondaca, *Karolinska Institute*
Melissa  Park , McGill University

Visual methodologies and methods encompass the use of various types of visual materials in systematic ways to understand, explain, and/or express a phenomenon. Visual methods can add to the study of occupation in numerous ways; for example, to access tacit and taken-for-granted aspects of occupation and to enhance awareness of cultural elements of occupation. In particular, visual methodologies and methods provide a key means to enact occupational science in critically informed ways, as they can be employed to work with collectives experiencing occupational marginalization to raise awareness of injustices and engage in praxis (Asaba et al., in press; Gastaldo, Carrasco & Magalhaes, 2012; Hartman et al., 2011; Park, 2012).

The key objectives of this institute include: a) engage in a collective dialogue to identify epistemological, ethical, and practical considerations for research that employs visual methodologies and methods; b) provoke reflexivity regarding how the 'visual' is understood, constructed and interpreted; c) provide hands-on experience engaging with visual materials, and working through connecting a research purpose with visual methodologies and methods; d) collectively identify future possibilities for the use of visual methodologies and methods and e) provide opportunities to network amongst scholars with interests in visual methodologies and methods.

Part 1 of the institute will focus on epistemological, practical and ethical considerations. In order to facilitate critical reflection regarding how the 'visual' is understood and its potential to add to the study of occupation Three, fifteen minute presentations will be used to illustrate epistemological, practical and ethical considerations in designing, carrying out, interpreting and disseminating such research. More specifically, examples will draw upon studies that have used body mapping to explore the impact of undocumentedness among migrant workers residing in the Great Toronto Area; Photovoice to identify and explore what supports and hinders aging processes among elder migrants in Sweden and Japan; and video and photography in ethnography for microanalysis of transformative processes that emerge in the interactions between persons and symbolic representation of embodied experiences.

Following the presentations, participants will be divided into three small facilitated groups, with each group focused on one type of consideration (i.e., epistemological, practical, ethical). These small groups will share their lists of key considerations, and lists will be circulated to all participants who provide email contact information.

The second part will provide opportunities for hands-on engagement, in 1 of 3 groups. In one group, working with participants' research ideas, facilitators will guide participants through the process of developing a rationale for using visual methods, reflecting on their epistemological perspective, and attempting to fit their research purpose and epistemological position with a methodology. In the second group, facilitators will expose participants to various ways photos can be drawn upon in research, and explore possibilities for analyses and interpretation of photographs. In the third group, participants will be lead through an approach to analysis of video and photographic material from narrative-phenomenological perspectives. The workshop will end with a discussion focused on identifying future possibilities for the use of visual methodologies and methods in occupational science.

**Key words**: epistemology, ethics, reflexivity

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**Paper 3: Situated Methodology;  Narrative as Tool to Access Situated and Enacted Qualities of Occupation**

Staffan  Josephsson , *Karolinska Institute*
Sissel  Alsaker, *Sør-Trøndelag University College,*
Virginia A Dickie, *University of North Carolina at Chapel Hill, Luleå University of Technolog*

Occupational science is increasingly moving beyond understandings of occupation as a capacity within individuals to a situated and unfolding conceptualization of our core concept. However such understandings of occupation have created some tensions in current research practices given that many of our research tools and approaches are framed within traditions setting the individual at the center of

data collection and analysis, regardless of the context/environment where occupation take place and in which meaning grows/unfolds. There is therefore a need for methodology sensitive to the situated and unfolding character of occupation. In this workshop we propose ways to develop research methodologies sensitive to situated and unfolding qualities in occupation. Drawing on Ricoeur's reasoning on narrative–in–action and Dewey's concept of transaction we demonstrate how adoption of narrative methods can make research sensitive to the situated and moving character of occupation. We bring perspectives developed within an established international network of researchers using narrative grounded in action (based in Scandinavia) and a relatively new body of research around the world that turns to the concept of transaction (developed within an American context) to situate its findings. The workshop exemplifies the conference theme of strengthening international connections and provides one perspective for studying social issues, another conference theme.

**Objectives:** Participants will: (1) Critique research designs with respect to the situated and unfolding nature of occupation, (2) Identify ways in which a transactional perspective might combine with narrative methods in a research program, (3) Outline a plan for a small research project using both narrative and transaction, and (4) Describe the concept of enacted narrative and identify its usefulness in occupational science.

The workshop will provide examples stemming from on-going research projects from Sweden, Norway, and the US that exemplify the use of a transactional perspective and narrative methods. After a description of narrative analysis methods, small groups will work with different types of narrative data (provided) in order to try out such a research approach. Small groups will then be formed around common interests (e.g., participation, a particular age group, social justice, etc.) to outline a small research program that might combine narrative and transaction to explicate the situated and changing nature of occupation. This workshop contributes a method for examining occupation as situated, enacted, participatory, and inclusive of individuals and context in the broadest sense. As such it proposes a next step in the development of knowledge in occupational science.

**Keywords**: action-based methodologies, narrative, transaction

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**Paper 4: Deepening the investigation with limited time: Rapid Ethnographic Methods**

Jennifer L Womack, MA ,MS, OTR/L, SCDCM C/PH, FAOTA, *University of North Carolina at Chapel Hill*

Traditional ethnographic methods are carried out with extended time spent as a participant observer embedded in the fieldwork context. In situations where time in the field may be limited, or a more rapid assessment may be warranted due to situational factors, the concepts of quick ethnography (Handwerker, 2001) or rapid ethnography (Millen, 2000), alternately known in various disciplines as blitz ethnography, Rapid Ethnographic Assessment (REA),Rapid Ethnographic Assessment Procedures (REAP), or Rapid Assessment Procedures (RAP: Harris, et al, 1997) , offer other means of immersion in the research context. These methods are distinct in their varied use by different disciplines yet also similar in terms of the core processes employed in each. For ease of description, the umbrella term 'rapid ethnography' (RE) will be used to collectively describe this body of approaches. RE is optimally carried out by a team of ethnographers who seek a broad understanding in a relatively short period of time but who have a fairly targeted focus in comparison with the scope of more traditional ethnographic approaches. This should not be confused with a narrow focus, however; RE demands consideration of multiple contextual layers and the actors inhabiting them simultaneously. Key informants, ubiquitous in the realm of ethnographic methods, occupy a more prominent role as community liaisons or liminal ethnographic team members in this more rapid process. Existing data as well as expert consultants have heightened importance in RE; rather than seeking a completely new interpretation of the subject, rapid ethnography often prioritizes multi-level scanning for existing definitions of phenomena and the augmentation of previous research. For occupational scientists, RE presents several opportunities. First, although cultural anthropologists have at times criticized rapid ethnography for lacking depth, Baines & Cunningham (2011) point out the capacity of RE to provide sufficiently complex descriptions of a social situation while operating within the current context of research funding constraints. Second, the emphasis in RE on attending to dialogue between actors and multiple levels of context support Laliberte Rudman's (2013) charge to examine how occupation possibilities align with and are negotiated within broader socio-political situations. This session describes rapid ethnographic approaches, outlines their characteristics potentially useful in the realm of occupational science research, and provides a specific example of rapid ethnography employed in a research project carried out in the content of a collaborative anthropology-occupational therapy field school with a team of faculty and student researchers

**Key words**: rapid ethnography, quick ethnography.

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**Poster Session 1: Using the Empirical Phenomenological Psychological Method to Explore and Describe the Lived Experience of Falls Self-efficacy Among People with Multiple Sclerosis.**

Elizabeth Walker Peterson, PhD, OTR/L, FAOTA, *Department of Occupational Therapy, University of Illinois at Chicago, Chicago, Illinois*

Kerstin Tham, PhD, OT Reg, *Division of Occupational Therapy at the Department of Neurobiology, Care Sciences and Society, Karolinska Institutet, Huddinge, Sweden*

Lena von Koch, PhD, RPT, *Division of Occupational Therapy at the Department of Neurobiology, Care Sciences and Society, Karolinska Institutet, Huddinge, Sweden*

**Background/Purpose**: Falls are a serious threat to people living with multiple sclerosis (MS) worldwide (Ytterberg, Einarsson, Widén Holmqvist, & Peterson, 2013; Peterson, Cho, von Koch, & Finlayson, 2008). Although fear of falling (FoF) and low falls self-efficacy (FSE) are widely recognized fall risk factors, (Peterson, Cho, von Koch, & Finlayson, 2008; Cumming, Salkeld, Thomas, & Szonyi, 2000) and MOHO-based research highlights the relationship between FSE and personal causation, (Peterson, Howland, Kielhofner, Lachman, Assmann, Cote, & Jette, 1999) understanding of FSE is overwhelmingly based upon etic perspectives. This presentation describes how the Empirical Phenomenological Psychological (EPP) method was used by U.S. and Sweden-based researchers to explore and describe the lived experience of FSE among people with MS (PwMS) (Peterson, Kielhofner, Tham, & von Koch, 2010).

**Methods**: Three men and three women with MS, ages 58-67, were interviewed in person. Inclusion criteria included having a diagnosis of MS, being age 40 or older, history of at least1 fall in the past year, and participation in a U.S.-based fall risk management program. The EPP method, used to collect and analyze data, aims to trace the meaning structure of phenomenon based on participants' lived experiences. Interviews and field notes were data sources. Participants were interviewed by the Principal Investigator (PI) 1x/month over 3 months. A semi-structured interview guide with open-ended questions that focused on generating detailed accounts of daily occupations and managing fall risk was used. Interviews were audiotaped, transcribed verbatim, and averaged 69 minutes. The PI recorded field notes which were used during analysis to understand the participants' experiences. To support data trustworthiness, participants verified accuracy of interview summaries. A deliberate and systematic process of self-examination was used by the PI to partition previous knowledge of medical and occupational science (OS) concepts. All themes initially identified by the PI were refined multiple times through discussions among investigators.

**Results/Limitations/Contribution to OS**  One main theme, managing fall risk as a means of supporting activity, and 6 subthemes were reflected in participants' lived experiences: understanding personal MS symptoms, abilities and fall risk; accepting one's changed capacity; focusing on what you can control; on-going learning by doing; vigilance while doing; and taking personal responsibility to reduce fall risk. While findings may represent PwMS with high FSE, the study highlights the value of EPP to understand how FSE operates as part of a larger volitional process, and contributes to OS by illustrating the fundamental value of occupation to PwMS, and how such insights can inform innovative, occupation-based fall prevention assessments and interventions.

**Key words**: falls, self-efficacy, empirical phenomenological psychological method, multiple sclerosis

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**Poster Session 2: The Influence of Context on Occupational Selection in Sport for Development Programs**

Amie  Tsang, MScOT, *University of Toronto*
Lauren  Fehlings, MScOT, *University of Toronto*
Janet  Njelesani, PhD, *University of Toronto*
Helene  Polatajko, PhD, OT Reg. (Ont.), *University of Toronto*

**Background:** Sport-for-development is a growing phenomenon involving engagement in sport activities, or occupations to achieve international development goals. 'Kicking AIDS Out is one sport for development initiative that raises HIV/AIDS awareness through sport. Despite sport-for–development's global prevalence, there is a paucity of literature exploring what occupations are used in sport-for-

development and why. An occupational perspective is useful to help understand the selection of occupations, sport or otherwise, in sport-for-development programming and the context in which they are implemented.

**Purpose.** To understand how context influences occupational selection in 'Kicking AIDS Out'

Methods. Thematic analysis was used to analyse previously collected semi-structured interview data of 'Kicking AIDS Out' staff in Lusaka, Zambia and Port-of-Spain, Trinidad and Tobago.

**Results**: 'Kicking AIDS Out' leaders filter contextual information to ultimately select occupations. The major contextual influences were: balancing the needs of attendees and leaders; and different understandings of sport as a development tool.

**Implications**: To enable a better fit of context and occupation, and accomplishment of international development goals, sport for development programmes might consider how context affects the goals of the program, and how leaders are trained to select occupations to achieve these goals.


**Poster Session 3: Exploring Work Through Occupational Science**

Anne M. Lexen, OTS, *St. Catherine University*
Christine K. Brough, OTS, *St. Catherine University*
Meganne S. McMurray, OTS, *St. Catherine University*
Elise C. Anderson, OTS, *St. Catherine University*
Toni M. Downey, OTS, *St. Catherine University*

**Introduction**: This research explores work through an occupational science lens. Economic, personal, and social aspects of work were examined. Five aspects of work examined include workers with intellectual disabilities, working mothers, immigrant Latinos, Japanese workers, and military members. Five different aspects of work were examined through research of peer-reviewed scholarly articles in partial fulfillment of an occupational science course. Three themes influencing how people experience work were identified as culture, identity, and motivation. Work is more than a source of income. It is a means by which people interact with their culture and community (Zimmerman, 2008). In addition, work satisfaction is closely related to having choice in employment and the degree to which it supports life balance.

**Contribution to Occupational Science**: Work can support and inhibit other meaningful life occupations of individuals and families. All five researched aspects of work are growing in relevance and significance: (a) Adults with intellectual disabilities are increasingly entering integrated work environments, but there is a lag between their legal rights and implementation of support in the workplace; (b) More women are working outside the home today, and are having difficulty balancing work and family; (c) Latino immigrants are another population that values work. The number of immigrants living and working in the United States is increasingly growing and many have lost their sense of identity by working in the

United States; (d) Karoshi, a recent condition in which Japanese employees work to death, also has negative consequences for personal identity. This condition parallels with the modern emphasis of overwork; (e) In the last decade, war has become more culturally significant and individuals that either work in the field or are family members experience. Despite their differences, culture, identity, and drive are important underlying factors. This research will benefit the application of knowledge for occupational science by representing a variety of professions across cultures and age groups.

**Key words**: work, identity, culture

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**Poster Session 4: The Lived Experience of Utilitarian Cyclists in Two Countries**

Ann G. Greenbaum , *Towson University*

This presentation will describe the experience of participation in physically active habitual occupations as an aspect of our daily lives. Many research studies have focused on the benefits of regular daily physical activity, including walking and bicycling (Wanner, Gotschi, Martin-Diener, Kahlmeier, & Martin, 2012; Pucher, Buehler, Bassett, & Dannenberg, 2010). However, there is a gap in the scholarly literature regarding the human experience of active commuting in the lives of those who cycle regularly, particularly when they replace automobile transport with bicycling (termed utilitarian cycling).

This research will address the question, "what is the lived experience of those who choose to commute regularly by bicycle, and how does that experience differ in countries that have policies that promote or discourage active transport?" Phenomenology, transportation policy, built environment, sustainability and occupational science perspectives will be incorporated into this study. The study will follow phenomenology design and analysis guidelines articulated by Creswell (2007). The study will include in-depth interviews of four research participants chosen from a convenience sample who choose regular utilitarian cycling; two participants will be identified from Baltimore, Maryland and two from Copenhagen, Denmark. Data will be collected through audio-taped Skype internet interviews of each individual, then transcribed and coded. Interviews will involve an occupational perspective of what cyclists should and shouldn't do in cycling behavior, and patterns of behavior relating to desired active occupation. Analysis will involve identification of themes, and subsequent participant confirmation and review. A literature review of the transportation policy from each region, as well as phenomenological active occupation literature, will be included.

Health officials, transportation officials and political leaders suggest that increasing physical activity and decreasing energy consumption is a solution to our problems of obesity and ecological sustainability (Goins et al., 2013; Rabi & de Nazelle, 2012). This study invites a discussion about what it

means to pursue an active and sustainable lifestyle by choosing active transport, and how transportation policy and environment influence participation in utilitarian cycling. This research will be of value to occupational scientists desiring information on how policy can influence modes of travel, occupational potential, and active occupation. Future research might look at how local policy influences transportation decisions for different socioeconomic classes and promotes or restricts occupational justice and inclusivity in our society.

**Key words**: active occupation, bicycling, transportation policy

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**Poster Session 5: Having Our Say: Where the Occupation Literature is Published**

Kathlyn L Reed, PhD, OTR, FAOTA, MLIS, Houston, TX

**Background & Rationale**: Central to all research studies is a review of existing literature relevant to the subject being studied. Occupational scientists may be challenged when reviewing the literature on occupation because it appears in many sources over many years. This presentation will make use of my skills as a librarian as well as a "student of occupation" to provide a structure for thinking about approaches to locating relevant published literature on occupation.

**Statement of Intent**: I propose there are eight key periods of publication relevant to the study of occupation that are of interest to occupational scientists. Each period has been given a name for easy reference in addition to brief descriptions of the relevant search terms and pertinent ideas of that time period.

**Argument**: Occupation is a dynamic subject which changes over time as society and culture shift what constitutes everyday living illustrated by the differences between farming and factory-city life. The argument for this presentation is to suggest that a better knowledge of how the changes have affected

publication may be helpful in providing better methods of retrieving relevant documents of interest. Eight time periods spanning the years from 1850 to the present are presented. The focus includes both "everyday" occupation and occupation as a therapeutic medium. An example is the term "habit training," familiar to occupational scientists because Eleanor Clarke Slagle's established programs of habit training in New York state institutions, but the concept originated in 1910 as treatment for dementia praecox, the old term for schizophrenia, and called systematic teaching or systematic occupation for temporally organizing daily occupations (Slagle, 1923; La Moure, 1910). Also in 1910 Thomas Bessell Kidner published a book entitled Educational Handwork which provides systematic instructions "for the training of the hands" in several manual training projects and occupations (Kidner, 1910, p. 9)

**Conclusion**: Knowledge of different time periods of publication and the types or purposes of publishing during a given time period can facilitate locating literature relevant to the review of literature for a particular research study.

**Importance to OS**: Advancing the study of occupation requires an understanding of the historical documents that provide the foundation for both occupational science and occupational therapy. Improving techniques for retrieving historical publications facilitates use of that information in current research.

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**Poster Session 6: Strengthening Occupational Science Education and Developing Student Cultural Competence: An International Collaboration between Saint Louis University and the University of the Philippines.**

Lenin  Grajo, *Saint Louis University*
Ma. Concepcion C. Cabatan, *University of the Philippines Manila*
Peñafrancia  Ching, *University of the Philippines Manila*

Scholars in the field of occupational science and occupational therapy recognize the importance of culture in understanding humans as occupational beings (Hasselkus, 2011). Leppa and Terry (2004) emphasized that international collaborations are effective means in promoting cultural interactions and increasing student engagement in the teaching and learning process in the health professions. Interactions and reflections that unpack personal biases, preferences and choices can help facilitate cultural awareness (Black & Wells, 207; Baptiste, 2003). International collaboration with emphasis on

critical reflection can therefore be utilized to strengthen cultural competence in occupational science and occupational therapy education.

This paper will describe a proposed international collaboration between the Saint Louis University Department of Occupational Science and Occupational Therapy (SLU-OSOT) and the University of the Philippines Manila Department of Occupational Therapy (UPM-OT). Still in its early phases, the SLU-OSOT and UPM-OT programs aim to link two foundational courses to enrich understanding of occupational science concepts and develop intercultural interactions and reflections in the understanding of humans as occupational beings. The SLU-OSOT course OCS 322 highlights the influence of various contexts in people's occupational behaviors. The UPM-OT course OT 122 covers various theories with occupational performance, engagement and participation as core principles. The proposed collaboration that will be piloted in the Fall of 2014 will include delivery of live and web-streamed inter-department lectures and presentations in the two courses; one-to-one and small group student conversations through internet-based programs and social media; various guided reflective coursework; and research on culturally-based theories of occupation. Cultural awareness will be developed by challenging UPM-OT students to develop a conceptual paper on various theories and perspectives in occupation. SLU-OSOT students will be asked to write an analysis of the different contexts that influence the occupational behaviors of their Filipino student partners. Faculty of the two courses will formulate memos and reflections based on feedback from students during class discussions and debriefings. Based on both faculty and student reflections, the value of the intercultural interactions will be analyzed in relation to impacts on occupational science and occupational therapy education.

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**Poster Session 7: Transition Experienced by Parents of Adolescents Entering High School**

Heather Shields, BA, *University of British Columbia*
Sarah Chapdelaine, BBA, *University of British Columbia*
Susan J. Forwell, PhD, OT(C), FCAOT, *The University of British Columbia*

**Introduction**: Transitions can have a profound impact on the person, their environment, and their occupations. It was thought that entering high school is a transition that has implications not only for the adolescent, but also for their family members.

**Objectives**: To gain an in-depth understanding of the lived experiences of parents whose adolescent child has recently entered high school. Three questions guided the research: (1) What is a parent's lived experience with an adolescent child in transition? (2). Do parents also experience a transition when their child is in transition? and (3). Is this transition compatible with the Model of Predictable Life Transition from an Occupation Perspective (MoPLT)?

**Methods**: This descriptive phenomenological study used semi-structured interviews to collect data from 5 parents with a child in grade 8 public high schools in Vancouver, Canada and surrounding area. Recruitment was conducted through convenience sampling. Participants were all female, married, between the ages of 35 and 54, and with a range of household income levels. All participants had multiple children, and for four participants it was their eldest child transitioning to high school.

**Findings:** Qualitative data was analyzed using thematic analysis. Four themes were developed that address the first research question: (1) Venturing into the Known and Unknown, (2) Collective Transition, (3) Negotiating Role Change, and (4) Redesigning Parent-Child Communication. All five participants reported experiencing a transition at the same time their adolescent child is transitioning to high school. Findings support compatibility with the Model of Predictable Life Transition (MoPLT).

**Conclusion**: Transitions create change and have the potential to disrupt occupation. A greater understanding from an occupation perspective of how people and groups adapt to life transition of one person is critical to understanding transition. This study highlights the theme of meaningful connections in the study of occupation, and contributes to a growing body of evidence on life transitions by exploring the impact of a predictable life transition on roles, routines, and occupations of parents with a child in his/her first year of high school.

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**Poster Session 8: To Be Part of an Unfolding Story - Togetherness in Everyday Occupations When Aging**

Anneli Nyman, *Division of Health and Rehabilitation, Department of Health Sciences, Luleå University of Technology*
Name missing, Division of Health and Rehabilitation, Department of Health Sciences Luleå University of technology
Name missing: Division of Occupational Therapy, Department of Neurobiology, Caring Science and Society Karolinska Institute   ,

The need to recognize the complex and situated nature of occupation has been addressed by researchers within occupational therapy and occupational science. Currently, there is an on-going dialog criticizing the notion of individualism upon which assumption within these disciplines are built (Cutchin & Dickie, 2012; Hammel, 2009; Laliberte Rudman & Dennhard, 2008). Addressing people's occupation beyond an individualistic notion is essential if we are to develop a contextualized understanding of occupation, i.e., as person-in-place, encompassing the importance of interconnectedness and interdependency in promoting engagement in meaningful occupation. The aim of this research paper is to explore and describe how togetherness in everyday occupations is experienced and discussed among elderly persons. Focus group discussions generated the data and a total of twelve elderly persons participated in this study. Analysis was performed using a constant comparative method based on the guidelines given by Charmaz (2006).The findings reflects how togetherness in everyday occupations can be comprehended as multifold transactional processes, emphasizing how an acted belonging was a situated experience connecting people and places through unfolding stories. However, being part of togetherness was complicated, especially when the person's life situation was challenged in some way. Togetherness could not be taken for granted; instead, it was understood as a process of constant negotiation, dealing with issues of how to become part of such contexts and whose responsibility it was. Our findings reflect how togetherness is a process of negotiating and creating meaning in on-going life through shared culture and experiences. Further, that there is a transparency of the different dimensions of meaning; doing, being, becoming and belonging, contributing to each other in various ways in different situations. In addition, our findings reflect the significance of place as an arena where participants became part of an unfolding story. Belonging to a place and being connected to others enabled the participants to negotiate their identity together with others through their shared experiences. From the findings, place could either be associated with togetherness or with loneliness and isolation. In light of this, there is a need to consider how to promote different places in society where elderly people can become part of togetherness in everyday occupations.

**Key words**: everyday occupation, meaning, togetherness

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**Poster Session 9: Occupational Justice for Young Adults with Autism in Transition**

Marguerite Falcon, Sc.D. Candidate, LCSW-C, MSW, *Towson University*

In alignment with Globalization & Occupational Science: Partnerships, Methods & Research, my dissertation project aims to explore current gaps for transitioning youth with autism post-high school. Further research is indicated to provide policy makers with evidence-based research that supports appropriate programming to lessen the gap for young adults with disabilities to engage in adult life-fulfilling occupations that support employment and independent living. Three specific areas that warrant further explorations include post-secondary education, employment, and independent activities such as caring for one self at home or self-home ownership. All three of these activities are noted by Occupational Scientist and the World Health Organization to promote health and well-being.

The United States has initiated leadership efforts in ensuring humanity and equal rights and can become a partner with other advanced nations and a model for underdeveloped countries to open pathways for equal access and opportunity post childhood for individuals with disabilities. In the United States, legislation such as the Individuals with Disability Education Act have supported students with disabilities. This legislation can be a starting point to launch modern advocacy efforts to increase programs post-high school for students who need further support into adulthood to access jobs and community living so they too can maintain progress in adulthood like their same aged peers. In order to truly understand the details of current programs that are in existence to support the transition of high-school students with disabilities into adulthood make continued progress, rigorous qualitative studies are required to rule out the variables that quantitative studies cannot address; being insight into the phenomenon through the eyes and words of those who are living the experience of a transitional youth with autism.

In my upcoming 2013-2014 dissertation project for my Doctor of Science in Occupational Science program, I aim to explore the decision making process of young adults, ages 18-22, with autism regarding their future through qualitative research utilizing a case study design and framework of occupational justice. This case study is guided through the work of Yin (2003) and Stake (1995). The ultimate goal is to gain insight into the lives of at least 2-4 adults and to illuminate the challenges they face as they navigate their journey as members of society.

**Poster Session 10: Stories of Occupation and Parental Separation: Narrative Accounts of Adolescents and Young Adults Whose Parents Divorced or Separated**

Laura R Hartman, PhD candidate, MSc OT, *University of Western Ontario*
Angie Mandich. PhD, OT Reg (Ont), *University of Western Ontario*
Lilian Magalhaes, PhD, *University of Western Ontario*
Janice Polgar, Phd, OT Reg (Ont), *University of Western Ontario*

**Purpose:** Through this research we sought to explore the changes in meaningful occupation surrounding parental divorce or separation for adolescents and young adults. Adolescence is a time of growth and transition in its own right, a time when roles change and occupations are explored. Parental separation or divorce may quickly and dramatically change one's roles and one's access or opportunity to participate in meaningful or desired occupations. In their own words, young adults shared their stories of parental divorce or separation, focusing on the role of occupation within this time of change.

**Methods**: Narrative interviews were conducted with 6 participants. The transcripts were then reviewed and re-ordered to create a 'storied version' of the participant's experience. The participant and researcher then reviewed the 'storied version' together and discussed salient points along with further information or corrections. Each story was analysed thematically on its own, and then all stories were analysed together to understand global themes that emerged.

**Results**: Results indicate varied utility for engagement in occupations for the participants. Participants use occupation to cope and move forward, and participate in occupations to assume their new roles and expectations, among other findings.

**Contribution**: This study explores the vast role of occupation in the prevalent phenomenon of parental divorce in Canada. While often linked to other clinical matters, divorce itself is not often explored in its own right as a contributor to potential hardships, issues, or even opportunities for growth for adolescents and young adults. Additionally, this study furthers the use of narrative methods to explore the role of occupations and the intricate contexts of occupational disruption. Finally, this study explores the acquisition and adaptation of occupations in adolescents, a group not often explored in a health context, as they tend to have low rates of morbidity. In studying the occupational participation patterns of adolescents, we may be able to better understand how humans choose and hone their occupational preferences throughout life.

**Key words**: divorce, adolescent, narrative

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**Poster Session 11: This is My Party! Exploring Nursing Home Residents Potentiality**

Margarita Mondaca,  OTR/L, PhD candidate, *Karolinska Institute*
Lena Rosenberg,  OTR, PhD., *Karolinska Institute*
Staffan Josephsson,  OTR, PhD., *Karolinska Institute*

Increasing aging populations, establishes challenges globally regarding the maintenance of a meaningful life of old people in different settings. Everyday life for older adults living in nursing homes (here called residents) is often strongly influenced by their institutional context. Furthermore this context affects residents' possibilities of influencing and shaping their everyday occupations. Conventional activity programs in nursing home settings have traditionally applied uniform events for all (e.g. chair exercises, ball games, bingo) scheduled to fulfill local policy goals, fit institutional and staff schedules and having little grounding and resonance in the residents' occupational preferences and interests. This paper presents empirically based knowledge on how actualization of potentiality can be enacted through everyday life events and how the residents negotiate and struggle with the institutional culture in order to have access to meaningful everyday occupations. We use the concept of potentiality(Agamben, 1999; Asaba & Wicks, 2010) based on the understanding that the exercise of latent power might bring about change in everyday life just in orchestration with the context, and that occupations have a pivotal role on this. Contextual aspects can inhibit occupational opportunities, or open up scenarios to play out the residents' potentiality.

The aim of the study is to explore how participation and potentiality can be unfolded and enacted in everyday occupations within a nursing home context.

The study had an ethnographic design in nursing home settings and used multiple narratives methods(Alsaker, Bongaardt, & Josephsson, 2009; Lawlor & Mattingly, 2001). Preliminary findings shows a strong tension between residents potentiality and the institutional culture, constituting even risk for occupational deprivation 1) Everyday life of the residents is characterized by a struggle between institutional culture multiple values and residents values. 2) Stereotype understandings of meaningful occupation in everyday life are promoted, and 3) the residents experience a lack of continuity from previous meaningful life. 4) Lack of access to different opportunities and resources to acknowledge individual differences in the occupations people want and need to engage in (Stadnyk, Townsend, & Wilcock, 2010).

Conclusively, the actualization of potentiality in everyday life might contribute to empowerment of the residents in institutional setting, however the institutional culture plays a crucial role regarding the actualization of it.

**Key words**: narrative methods, elderly, institutional culture

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**Poster Session 12: Occupational Science Foundations for Promoting Meaningful Activity in Prisons**

Karen F. Barney, PhD, OTR/L, FAOTA, *Saint Louis University*
Brittany Conners, MOTS, *Saint Louis University*

Globally approximately 1 in 700 persons is incarcerated, with the United States of America historically representing the highest prison population rate, nearly five times the overall world rate. Internationally prison settings are organized in such a way that they inherently dehumanize the inhabitants, due to inmates' forced migration, as well as restriction from the outside world and optimal, self-directed meaningful activity. Furthermore, the majority of prisons around the world do not offer support systems to the inhabitants to foster occupational balance, wellness and overall quality of life. These contextual prison elements result in occupational injustice to those in the system through deprivation of resources supporting meaningful activity and creative occupation. Yet humans cannot thrive, nor survive without the promotion of innovative ability, because humans are inherently creative. Additionally, due to the inmate's separation from their customary context, the meaning of life for an individual may be diminished, and a new sense of identity that results is often tied to fellow inmates in the prison system. When former meaning is removed from an inmate's life, typically the person experiences a progressive reduction in self-worth. Furthermore, without support for meaningful occupations for incarcerated individuals, there may be little or no motivation to succeed, overcome the life circumstances that lead to imprisonment, or even live. This type of deficiency often leads to a cycle of recidivism and loss of hope for those who are released, yet are unable to remain outside of prison walls, since individuals need to feel of value to society in order to use time productively. Occupational Science provides the theoretical basis and evidence supporting the development of maximally holistic and individualized meaningful activities in occupationally deprived prison settings. Occupational Science evidence provides the foundation for the development of relevant interventions to ensure inmates' accessible opportunities, free choice of occupations, occupational enrichment, and individualized competence development. Effectively applying the pedagogical scope of doing, being, and becoming to undergird interventions can facilitate the maintenance of a positive self-image, functional time utilization, and enhanced personal creativity, despite the incarcerated period of occupational disruption. Occupational science evidence is thus critical to addressing this societal need in the following areas: a) further defining meaningful occupation in confined settings, and b) understanding global applications in prison systems.

**Key words**: meaningful activity, incarceration, occupational science

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**Poster Session 13: An Occupational Science Approach to Understanding Family and Community Perspectives on 'Elopement' and 'Wandering' of Children with Autism**

Olga Solomon,  University of Southern California
Mary Lawlor, University of Southern California

We offer an occupational science approach to 'wandering' and 'elopement' that are common in children with autism (Anderson et al., 2012; Law & Anderson, 2011; Solomon & Lawlor, 2013). Home, school and stores are the most common locations from which children with autism 'wander' or 'elope' (Law & Anderson, 2011; Anderson et al., 2012). An occupational science perspective is uniquely suited to address the complexity of 'wandering' and 'elopement' and to provide a methodology to study this multifaceted social issue as linked to a larger issue of healthcare disparities. This paper generates a novel, translational understanding of the problem and offers policy-relevant insights that are responsive at the child, family and community levels.

The data were collected as part of a larger NIMH-funded, urban ethnographic project that followed 25 African American children with autism ages 4-10, and their families living in Los Angeles County. Nine of the children had a history of '**wandering'** and '**elopement'** during data collection period.

Data collection included narratively-based and social network interviews and participant observation in the home, clinical and community settings. The 'elopement' **and 'wandering'** narrative sub-corpus was compiled through computer-generated data-searches. Drawing on narrative, phenomenological and interpretive traditions, we used thematic and narrative analyses to capture the emic perspectives of the study participants. Our primary focus was on how the mothers experienced and narrated 'wandering' and 'elopement', and the responses to these behaviors by professionals, e.g.

service coordinators and law enforcement personnel. Perspectives and experiences of professionals, such as teachers and advocates reflected in the data were also analyzed.

Our findings suggest that the problem of '**elopement**' and '**wandering**' begins with description and naming, making the gap in professionals' **knowing enough** about the families especially visible (Lawlor & Mattingly, 1998, 2009) and obfuscating the impact on parents and other caregivers. This has consequences for clinical practice and service provision when practitioners do not recognize the urgency of the problem. This gap in understanding families' perspectives appears to perpetuate the healthcare disparities. Our data also show how both families and their communities are affected by the problem.

The paper demonstrates the unique contribution of occupational science to provide new information on complex social issues related to autism, and to inform the cross-sectional view of large-scale surveys about the problem.

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**Poster Session 14:  A Systematic Mapping Review of Justice Notions in Occupational Science & Occupational Therapy Literature**

Jyothi Gupta, Dr., *St. Catherine University*
Tracy Garber , *St. Catherine University*

Background: Occupational Science (OS) has brought into sharp focus the occupation-justice relationship to health and well being of individuals and society. In doing so, OS is recapitulating Occupational Therapy's activist heritage of empowerment through occupation-based practice in order to promote social inclusion.

**Method**: A systematic mapping review was performed to deconstruct how notions of justice have been woven into the professional and disciplinary literature. A broad sweep of the databases yielded a final

cut of eighty-nine articles that met the inclusion criteria for this mapping review. A Framework Analysis method (Ritchie & Spencer, 2004) was used to code, categorize and analyze the extracted data for recurring themes.

**Results:** Four broad categories with related sub-codes emerged from the analysis of the literature. Within the four broad categories, the article distribution was as follows: values of the profession (n = 34), social justice (n = 22), the practice environment (n = 21), and occupational justice (n = 12). The four major recurring themes were: (1) The health and well-being of individuals and groups are at risk when socially-constructed barriers prevent their participation in occupation; (2) Contextual and social conditions are determined by the dominant group; (3) Occupational therapy practitioners are called to be true to the profession's core values; (4) Tensions exist between practice contexts and the values of the profession, creating a crisis in professional identity.

**Conclusion:** The results reveal the irrevocable relationship of OS and OT that is bound together in their shared ethos for justice and human rights. The lynchpin between the discipline and the profession is the belief of occupation as a requisite for health, participation and social inclusion. Occupational science can help to not only bridge the gap between the ethos of the profession and current practice, but strengthen the profession's identity and its contributions to societal health.

**Keywords**: Systematic mapping; justice; theory; practice

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**Poster Session 15: Expanding Occupational Possibilities Through Community-Based Public Policies**

MaryBeth Merryman , *Towson University*

According to Law (2002) environmental factors significantly influence the community participation of people with disabilities. Wilcock (2005) described a model in which there was a dynamic relationship between environmental factors and occupationally just public policies. The purpose of this pilot study was to examine environmental factors associated with states' adoption of a particular public policy for children and youth with autism spectrum disorders (ASD) (Eskow, 2012, p. 20). There is evidence that particular community-based policies that broaden the types of services people with disabilities receive decrease institutionalization rates and promote participation in their communities. This expansion of services represents occupational possibilities by broadening the environment in which intervention occurs and promoting opportunities for meaningful engagement (Laliberte Rudman, Huot, & Dennhardt, 2007). These opportunities include respite for family members or in-home aide services that enable organization of homework, familial routines, and engagement in new leisure activities. Further, services may lead to an expansion of the child's skills in areas such as communication, self-care, and behavior, and, in turn, an expansion of the child's overall occupational performance.

This pilot study involved in-depth, individual qualitative interviews with key informants from five states regarding their perspectives on adopting and implementing the Medicaid Home and Community-Based Services (HCBS) autism-specific waiver for children and youth in their state. Interview questions were developed from a review of the literature and feedback from content experts. Key informants included government employees familiar with the waiver program and were purposively recruited for this exempt research study through information on state websites. Interviews were conducted using conference call technology and were audiotaped. Following verbatim transcription, interviews were analyzed, member checked, and compiled into results. Findings revealed that personal advocacy and support of an elected official were most critical in the adoption of such a waiver. Challenges to implementation most commonly identified were decisions on population and services as well as limited numbers of qualified providers. The results of this study are informing a larger study addressing impact of services provided to families living in a state with an ASD waiver. This study is of value to occupational scientists as it provides a means to explore aspects of public policies that have the capacity to promote or restrict occupational possibilities for people with disabilities.

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# Friday: October 17, 2014

**SSO:USA Ruth Zemke Lecture in Occupational Science**

**Title: Doing and Being Well Into Old Age: Occupational Literacy for Justice and Ecological Sustainability**

Elizabeth Townsend, PhD, *Dalhousie University*

Conversations about the costs, civic implications and human experiences of aging are rampant in North America. A provocative conversation on aging will be the subject of the 2014 Ruth Zemke Lecture in Occupational Science by Dr. Townsend, a Canadian occupational scientist known internationally for introducing the concept of occupational justice with Dr. Ann Wilcock of Australia. Dr. Townsend's lecture will scan global conditions for doing and being well into old age. She will introduce occupational literacy as a tool for critical reflection in conversations about occupation (very broadly

defined), and on the possibilities and limits of building inclusive and ecologically sustainable societies to support all in doing and being well into old age.

**Brief Biography**: Elizabeth (Liz) Townsend, PhD, OT Reg (PEI), FCAOT is a Canadian Adjunct Professor, Faculty of Education, University of Prince Edward Island and Professor Emerita, School of Occupational Therapy, Dalhousie University in Nova Scotia.

**Paper 5: Seeking and becoming the 'Other': A story about culture and race**

Michelle L. Elliot, *University of Southern California*

Much has been written and critiqued about the conceptualization of culture in social science literature including occupational science. Not as much attention has been directed to race within cross-cultural encounters. This paper will examine the presence of race within such relations between groups from 'the West' traveling to developing countries. To introduce the awareness of race into the experiential narrative of a trip abroad invites the risk of reification and misrepresentation. However to deny the influence and presence of racial difference within and between groups is to presuppose an imagined equality (Dunlap, Scoggin, Green & Davi, 2011).

An ethnographic study was conducted over a nine month period, of the lived and narrated experiences of American occupational therapy students who traveled to West Africa for a two week immersion. Data from narrative interviewing, participant observation, extensive field notes and reflective essays across this time period revealed anticipatory, participatory and retrospective student perspectives. Narrative analysis was used to highlight individual experiential and reflective themes, from which broader socio-cultural constructions emerged.

The 'pursuit of culture' was identified as a motivating variable to participate in the immersion experience, and was discussed and even problematized as a primarily external concept. Acknowledgment of race and difference was present though subtly embedded in the narratives, often indirectly nested in humor or seemingly neutral statements. The social construction of race and the legacy of immersion trips being potential spaces for perpetuating inequalities were only distantly inferred. Instead, stories of curiosity and pride at being the 'outsider' or of moments of 'first contact' - being the first white person a child may have seen - were shared.

Is culture a more neutralized framing for conversations inclusive of race (Adichie, 2013)? The narrative and experiential recognition of power, class, race and politics are all present during international sojourns, particularly those involving travel to nations with colonial history (Bruner, 1991). However this is also present in the home communities and in the personal narratives which professionals and researchers must acknowledge (Hammel, 2013). In striving to demonstrate sensitivity to difference, the gaze is frequently cast outward. This paper proposes that attending to the 'Other' within ourselves (Straker, 2011) in the intersubjective milieu of clinic, classroom and community is as necessary as deconstructing the cultural realms we occupy.

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**Paper 6: Dozing, dreaming, searching, being together and doing in another way – occupational engagement patterns of nursing home residents with dementia**

Katharina M. Röse, OT (B.Sc; M.Sc.), *Occupational Therapist (B.Sc.), Management and Quality Development in the Healthcare Sector (M.Sc.) Charité-Universitätsmedizin Berlin, Department of Medical Sociology, PhD Program "Multimorbidity in Old Age"*

Uwe Flick, Univ. Prof., *Freie Universität Berlin, Department of Education and Psychology, Qualitative Social and Education Research*

Occupational engagement refers to doing occupations and a sense of being involved in occupations (Christiansen & Townsend, 2011). Patterns of occupations are mostly conceptualized in the way of what Meyer (1922) called the big four: Work, Play, Rest and Sleep. These gradations of occupation neglect individual experiences and the social dimensions of occupations. Hammel (2009) suggests conceptualizing occupations in experienced-based categories as an alternative. In case of nursing home residents with dementia, their occupational engagement is affected by disease-specific losses of capacities and abilities as well as the conditions, procedures and care routines in nursing homes. Previous research on nursing home residents' occupations often included interviews with persons with mild dementia; there is a lack of knowledge concerning the occupational engagement of residents with middle- and late-stage dementia.

Analyzing and conceptualizing unknown aspects of the occupational engagement of specific groups are important issues for occupational science. This study takes an occupational science perspective for focusing on the occupational engagement of nursing home residents with middle- and late-stage dementia. Its main objectives are to generate new understandings of the complexity of residents` occupational engagement in their everyday life in the nursing home environment and to find a new way to characterize and conceptualize occupations.

Using a qualitative research design based on 'grounded theory' (Charmaz, 2006), data was collected in two ways: In ethnographic-participant observations in two German nursing homes, a wide range of occupational situations for residents with middle- and late-stage dementia were studied. In episodic interviews (Flick, 2009), occupational therapists, nurses and care assistants were asked about

their perspectives on the residents' occupational engagement. The data were coded openly and in a focused way and continually compared (Charmaz, 2006). Several methods, data and perspectives were triangulated (Flick, 2009).

Our results show four specific dimensions of occupational engagement: 'being together and connected with each other', 'spending time, waiting, dozing and dreaming', 'covering excessive demands, creative recreations ' and 'searching for anchor points, connecting between past and present'. Nursing home residents' occupational engagement can be characterized by elusiveness, coincidence and fragility. They no longer get involved in occupations in the habitual and culturally shared ways. The results advance the understanding of the occupational engagement patterns of residents with dementia under the specific conditions in nursing homes.

**Key words**: occupational engagement, nursing home residents, dementia

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**Paper 7: Building global connections in occupational science and occupational therapy education: Preliminary findings and future directions of a US-Swedish partnership**

Beccy Aldrich, PhD, OTR/L, *Saint Louis University*
Karin Johansson,  PhD, *Karolinska Institute*

Scant literature addresses how to infuse global perspectives into occupational science and occupational therapy student learning environments. The need for global perspectives has long been recognized vis-à-vis cultural tensions in occupational therapy practice (Iwama, 2007) and the opportunities afforded by globalization (Westcott & Whitcombe, 2003); however, occupational science has been relatively silent regarding the development of global educational partnerships. The time is thus ripe for educators to form such partnerships (Thibeault, 2006) and explore various instructional designs – such as online technologies (Trujillo, 2007) – to infuse global perspectives into their curricula.

This paper describes how Saint Louis University's (SLU) undergraduate occupational science students and the Karolinska Institute's (KI) undergraduate occupational therapy students are being connected via online communication technologies. During four weeks of real-time interactions in February and March 2013, paired groups of 10-26 SLU and KI students discussed a shared topic for one hour per week. Before and after the four weeks of interactions, Saint Louis University students completed ungraded case-based written reflections, the purpose of which was to elicit information about the impact of the interactions on student learning. Between June and October 2013, the first author analyzed 45 anonymized student reflections in Atlas.ti using open- and focused coding procedures (Charmaz, 2006). Over 50% of the students (N=25) identified the real-time interactions as the most influential aspect of the course for their learning. Based on these and other preliminary findings, the authors collaboratively refined the interactive sessions for their Spring 2014 courses. In these refined interactions, both SLU and KI students will complete reflections focused on ascertaining students' knowledge of global issues in occupational science, the global practice of occupational therapy, and ways to gain knowledge about those topics. In the revised post-interaction reflection, students will also be asked to pinpoint what facet(s) of the real-time interactions (if any) facilitated their learning.

This paper will describe the rationale for initiating the SLU-KI partnership, the process of designing and implementing the real-time interactions, and the findings from both the 2013 and 2014 sets of student reflections. Discussion of these topics will emphasize future directions for global occupational science and occupational therapy educational partnerships, focusing in particular on what subject areas and university resources provide the optimal platform for bridging international educational programs.

Key words: global education, occupational science, learning technologies

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**Paper 8: Say cheese! Photo elicitation interviewing as a feasible method to capture children's perspectives on family routines**

Sabrina R. White, MOT, *University of British Columbia*

Lindsey P. McCloy, MOT, *University of British Columbia*
Katie Lee-Bunting, MScOT, *University of British Columbia*
Susan Forwell. PhD, OT(C), FCAOT, *University of British Columbia*

**Introduction**: There is little research about the routines of typically developing school-aged children and even less investigating these concepts from the child's perspective. These gaps may be attributed, in part, to difficulties interviewing children, their ability to accurately recall events, differences in language and communication styles, and the perceived power differential between child participants and adult researchers. Visual methodologies can mitigate some of these challenges while offering a deeper and richer understanding of the experiences of children. In particular, photographs can provide an artifact to assist memory and stimulate conversation while empowering children to lead the interview.

**Objectives:** To explore the routines of typically developing school-aged children from the child's perspective and to test Photo Elicitation Interviewing (PEI) methodology to determine the viability with this population. <strong>Methods:</strong> Eight children, ages 7-12, were asked to take photographs of their daily routines over a one week period. Consistent with PEI methodology, these photographs were explored with the child during a subsequent interview. Using a phenomenological framework, the interviews were individually coded by two researchers then analyzed and interpreted by a four-member research team to establish investigator triangulation and enhance trustworthiness. An audit trail was documented and both primary researchers maintained reflexive journals throughout the research process. <strong>Results:</strong> Three themes emerged from the data: orchestration of routines within the family unit and individual members' contributions; weekend versus weekday routines; and PEI as a useful methodology for research with children. <strong>Conclusion:</strong> The orchestration of routines is essential for establishing roles, and developing responsibilities and collaboration. The temporal component of routines facilitates self-regulation and builds confidence by enabling competency. PEI methodology offers a unique perspective and a plethora of benefits when used with school-aged children. Most noticeably, PEI methodology is perceived to be fun, provides a richness of data, and assists with articulating abstract concepts. Eliciting the perspectives of children using PEI illuminates an authentic understanding of the meaning of their occupations and how these occupations affect their lives. This study provides evidence that PEI is a promising and viable research methodology for future studies investigating occupation among school-aged children.

**Key words**: children, photo-elicitation, routines

**Paper 9: Collective Occupation in a Greek Town**

Sarah Kantartzis, DipCOT, MSc, PhD candidate, *Queen Margaret University, Edinburgh, UK*
Matthew Molineux, BOccThy, MSc, PhD, *Griffith University, Gold Coast, Australia*
Sally Foster, *Leeds Metropolitan University, Leeds, UK*

Introduction**:** There is an emerging recognition of the need to consider collective occupation, in contrast to the traditional focus on the occupation of individuals. This discussion takes a variety of perspectives, including exploring occupation as distributed across populations, communities, groups and individuals in the USA (Fogelberg & Frauworth, 2010), and from Africa exploring the intentionality of such occupation towards social cohesion or dysfunction, advancing or aversion to a common good (Ramugondo & Kronenberg 2013). Furthermore, explorations of agency from a transactional perspective support the importance of understanding occupation as essentially constituted through the multiple elements of the situation including the social (Dickie, Cutchin & Humphrey, 2006). This study developed further understandings of this emerging concept through exploration of occupation in the context of a Greek town.

**Methods**: Using ethnographic methodology the first author spent 270 days over a 30-month period in a Greek town with the aim of exploring occupation. Observations, experiences of participation, conversations, and a small number of interviews formed the primary data, supported by photographs, local documents and websites. The narrative form of daily life (Ricoeur, 2008) was analysed to develop a narrative of occupation in the town, with occupation as the action of the narrative. Ethics approval was obtained.

**Results**:A transactional perspective underpinned the understanding of occupation that emerged. Occupation in the town was a dynamic and multidimensional process, which worked to maintain not only the self, but also the family and the social fabric, the latter through collective occupation. Collective occupation included: informal daily encounters in public spaces that (re)constructed occupational networks enabling experiences of trust, sharing and information exchange; participation in local associations embedding experiences of protest and organisation; and community celebrations and events embedding experiences of enhanced emotional expression.

**Conclusion**:The power present in the potential of people acting together, recognised since Aristotle's writings on the polis, was evident in collective occupation in the town. It enabled experiences beyond that of the individual, working to construct and maintain the particular social fabric of the town, promoting not only flourishing but also marginalisation and discrimination.

**Contribution**: This study contributes to the current exploration of collective occupation, particularly in understanding the power of collective agency and its importance in constructing living spaces which can promote flourishing.

**Key words**: Greece, social fabric, power

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**Paper 10: Mother Sense of Competence Associated with Child Sensory Processing and Social Skills/Behavior Challenges in Homeless and Low-Income Housed Families**

Debra A. Rybski, MS, *Saint Louis University*

Seventeen million children are low-income and 1.6 million are homeless in the United States. Mothers, who are poor, care for their children in environments that can be toxic and a challenge to optimal mothering. These factors may negatively impact child occupational participation and development (Shonkoff et al. 2011). Occupational science compels researchers to observe meaningful connections in the study of mother and child occupations. Thus, mother-child co-occupations are important scenarios to explore in the situated sphere. A mother's sense of competence is a self-reflection of one's achievement as a parent and can impact mothering behaviors which in turn, may impact child participation. Mothers who are poor or homeless may experience a diminished sense of competence and their children may experience sensory, social and emotional challenges (Gewirtz et al., 2009). Occupational science and occupational therapy study family co-occupations "of and in natural environments" (Cutchin, 2012) to better understand and inform occupationally just and best practice family-centered care. The purpose of this study was to explore a mother's sense of competence in relationship to her child's sensory processing, social skills and behavioral challenges in homeless and low-income housed families.

Participants were 91 mothers: 18 years of age, with a child 36-71 months; homeless or low-income housed from a large Midwest city. The Parent Sense of Competence Scale (PSOC) (Johnston, 1989) measures self-efficacy and satisfaction, a general parenting domain. The Sensory Profile measures child sensory processing. The Social Skills Rating Scales measures child social skills and behavior challenges.

Quantitative methods were used to investigate mother reports. The association between a mother's PSOC and her child's sensory and social skills /behavior challenges was measured by Pearson's correlation. Results indicated significant associations between mother PSOC and child social skills/ behavior challenges and sensory processing, with the former, a stronger association, than the later. This study can contribute to the understanding of mothering and the development of young children in challenging natural environments. Furthermore, the findings can add to occupational science research, with a unique focus on enhancing mother child co-occupations in multi-risk environmental contexts. Finally, the results will provide insight for interdisciplinary policy and intervention agendas to address

the social needs and occupational possibilities (Rudmin, 2006) of mothers and young children who are poor and or homeless.

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**Paper 11: A Critical Interpretative Review of how Critical Theory has been used in Occupational Science Literature**

Lisette Farias, BScOT, MScOT, OT Reg.(SE/CH), PhD Student, *Doctoral Program in Health & Rehabilitation Sciences, Field of Occupational Science, Faculty of Health Sciences, University of Western Ontario, London, Ontario, Canada*

Debbie Laliberte Rudman, PhD, MSc, OT Reg (Ont), *Associate Professor, School of Occupational Therapy and Health and Rehabilitation Sciences Graduate Program, Field of Occupational Science, Faculty of Health Sciences, University of Western Ontario, London, Ontario, Canada*

An emancipatory agenda is emerging within occupational science, involving scholars advocating for a more critical, reflexive and socially responsive occupational science (Angell, 2012; Hocking, 2012; Laliberte Rudman, 2013). Although several analysis of the discipline's genesis and underpinning paradigms have been presented and there has been recognition of an increasing use of critical approaches in the recent occupational science literature (Whiteford & Hocking, 2012), little is known about how critical theory has been taken up in the occupational science literature. This study aims to present a critical interpretative review of the literature in occupational science that implicitly or explicitly employs critical theory in order to provide an overview of how this call for a 'critical occupational science' has thus far evolved. Initially, a scoping review of the literature published on-line in the Journal of Occupational Science was conducted in order to select key articles for this critical interpretative review. Then, a critical interpretative synthesis (Dixon-Woods et al., 2006) of the selected literature was conducted in relation to questions regarding; (a) how 'critical' has been defined in this literature; (b) how critical theories are being utilized to inform occupational science; and (c) how critical analyses have been put forward into praxis. Within this presentation, in addition to presenting the

results of the critical interpretative review which is currently in process, dialogue regarding the implications of these results in relation to the aim of developing as a socially responsive discipline as well as the importance of meeting the challenge of engaging in praxis will be facilitated.

**Key words**:  critical theory, critical interpretative review, praxis

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**Paper 12: Cross-cultural research in occupational science: Exploiting the potential of grounded theory methodology**

Mandy Stanley , *University of South Australia*

Background: There have been growing calls for research within occupational science that is situated within contexts that better represent the diversity that makes up the world and occupational engagement. Currently the majority of occupational science research focuses on studies investigating the occupational processes of one particular cultural group. There are very few studies that look at the process of occupational engagement across cultures or in multiple cultural contexts.

**Purpose**: Nayar (2011) has argued for greater use of grounded theory methodology within occupational science and has shown that the methodology meets Yerxa et al's (1990) specifications for the study of occupation. This paper focuses on how grounded theory methodology can be used by occupational scientists in studies to extend current understandings of occupation and to address the lack of diversity in occupational science research.

**Methodology**: This paper draws on findings from a grounded theory which explored how senior Chinese, Indian and Korean immigrants contribute to New Zealand society (Nayar & Wright-St.Clair, in review). Semi structured interviews and focus groups were audio recorded and transcribed verbatim for

analysis using grounded theory methods, in particular dimensional analysis (Schatzman, 1991). Ethics approval was granted from the relevant university ethics committee. Other examples of cross cultural studies employing grounded theory in the wider literature will also be drawn on.

**Results**: A study employing grounded theory seeks to develop a theory that is grounded in the data. The researcher has to remain open to what emerges through the analysis rather than imposing pre-existing theory. In this way researchers can be open to what is heard or seen and to expose basic social processes no matter what cultural group the participants might come from. In the study of senior Asian immigrants contributing to New Zealand society, the outcome was a substantive theory of a basic social process 'Strengthening Community'. The process captured the occupational experiences of the seniors living in a new culture.

**Contribution**: Grounded theory, with its focus on process, and emphasis on the theory being grounded in the data appears to be under-utilised in occupational science. However, this paper reveals that it is an ideal methodology for cross cultural research and developing understandings of cross cultural occupations, needed for advancing the field of occupational science.

**Key words**: grounded theory, cross-cultural, qualitative

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**Paper 13: Phase II: A National Study Examining How Occupation is Addressed in Occupational Therapy Curricula**

Pollie Price, PhD, *University of Utah*
Barbara Hooper, *PhD, OTR/L, FAOTA*
Sheema Krishnagiri , *PhD, OTR/L, FAOTA*
Andrea Bilics, *PhD, OTR/L, FAOTA*
SteveTaff, *PhD, OTR/L*
Maralynne Mitcham,  *PhD, OTR/L, FAOTA*

**Introduction**: To effectively address challenges facing global societies, it is vital that students learn how such challenges intersect with the understanding and application of occupation. Therefore, making occupation explicit in curricula is critical for occupational therapy education (Ashby & Chandler,2010; Turpin et al, 2012; Whiteford & Wilcock, 2001; Yerxa, 1998). Yet, as Wilcock (2005) asserted, occupation has been obscured by other important, but not core, issues such as evidence-based practice and ADL interventions. These distractions cause students to lose the core focus on occupation. Therefore, understanding what educators in one cultural context do to explicitly help students keep that focus is a first-step toward growing global perspectives on keeping occupation at the center of learning.

**Objective**s:This research paper is based on a large-scale study in the United States that sought to understand the interrelationship between the discipline of occupational science and the profession of occupational therapy specifically by exploring how the US sector of the profession teaches its novitiates about occupation and occupation's relationship to health and well-being.

**Methods**. This study used a multi-phase, mixed methods approach to address the study's objective. Phase I utilized a stratified random sample of all occupational therapy and occupational therapy assistant programs in the United States. Data were collected from 25 programs, including in-depth interviews with key informants, videotaped recordings of teaching, and collection of related artifacts or learning materials. Key themes from this phase were: I. Occupation is addressed as a way of seeing; II. Occupation is addressed as a tool for practice; III. Occupation is addressed implicitly and synonymously with other concepts or tools, and is sometimes absent; IV. Occupation is addressed as a significant curricular challenge; V. Occupation is addressed through brilliant experiential learning. Analyses of these data informed Phase II which entailed a survey of all programs in the US. Analysis of the survey data will be conducted in early 2014.

**Results**. Results will be followed by discussion about relevance of findings to educational contexts internationally.

**Discussion points**: (1). Evaluate the assumptions and methods of the study from their own cultural perspectives on occupational therapy education. (2). Discuss and critique implications of the study results for educational practices in different cultural contexts with regard to teaching human occupation.

Key words: occupational therapy education; teaching occupation; pedagogy

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**Paper 14: Collective Occupations as a Way of Fostering a Sense of Citizenship: Looking for Meaningful Connections between Theories and Practices in Community Development – A German Perspective**

Sandra Schiller, *HAWK University of Applied Sciences and Arts Hildesheim / Holzminden / Göttingen*
Silke Dennhardt, *University of Western Ontario, Canada*

**Background and Rationale**: In Germany, as in other European countries, a new interest in community development as an approach in health care has led to increased attention regarding the importance of collective occupations. So far, occupation-based initiatives in Europe seem to predominantly limit the role of occupation to its positive influence on health and well-being. The potential of occupation as a medium of social transformation in community development awaits further exploration.

**Statement of Intent**: In this paper, we discuss the potential role of collective occupations in fostering pluralistic, diverse and inclusive communities based on a critical awareness of existing power structures within societies. We draw upon an exploration of existing theoretical approaches and practical experiences gained from a community development project focussing on urban gardening in a low SES neighbourhood in Germany.

**Argument:** Approaches to community development frequently refer to discourses of citizenship (ENOTE, 2013). Notions of 'citizenship' are linked with questions of identification and commitment, as well as questions of social rights. According to Mitchell (2003) rights are dependent on people's capacity for doing, for claiming public space. Urban gardening is an occupation that connects the appropriation of space by transforming and shaping public areas with the doing of collective occupations. Common approaches of community often assume a homogeneity of values and standards and a shared and common sense of identity (Shaw, 2008). Instead, arguably the most significant feature of living and doing together in community in a contemporary democratic society is (learning) to deal with pluralism and diversity and negotiating difference, conflict and dissent (Mouffe, 2000).

**Conclusions:** An exploration of the transformative potential of collective occupations needs to be based on the lived realities in the neighbourhoods concerned, referring to the world as it is, but at the same time critically analysing these realities in terms of injustices and disempowering roles and relationships. Occupational science, located interdisciplinary and internationally has great potential for the use of occupation as a means for social transformation. In connecting global experiences about current approaches, much can be learned. Projects should be developed within their unique practical and theoretical contexts and in making meaningful connections with similar practices in other areas of a globalized world, such as those e.g. in Brazil, South-Africa or the UK.

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**Paper 15: Social Practices and Material Engagement in Institutional Long-term Care: The Making and Unmaking of Personhood in People with Alzheimer's Disease and Related Dementias**

Jayne M. Yatczak, *Eastern Michigan University*

Individuals with Alzheimer's disease and related dementias (ADRD) are faced with multiple threats to their social lives and to their sense of self and personhood. Threats include the assumption that a sense of self is entirely dependent upon cognition and memory, elements that become impaired in ADRD (Kontos 2006) and images of ADRD as the death before death (Behuniak 2011). The move to long-term care with its stripping away of possessions that supply one with personal identity also poses a threat. I propose that what matters most in classifying people is what they do, what actions they engage in, and what identities they perform all of which are mediated and co-constituted through engagement with objects.

The goal of this study was to examine the relationship between the individual with ADRD and his/her engagement with the material world and how this engagement may substantiate the self and personhood of people with ADRD. This anthropological study employed Practice Theory (Bourdieu, 1990) and Material Engagement Theory (Malafouris, 2008). The two perspectives are interconnected, as engagement with objects is fundamental to the development of the habitus and the objects made available are in large part influenced by the tone of sociocultural representations. An ethnographic approach was used in which data was collected over a 12 month period using participant observation, interviews, and direct systematic observation. I examine how the multi-modal experience of daily activities brings together objects, language, ideas and bodies to accomplish shared activities that make, unmake and remake people with ADRD.

Through a consideration of the material environment I address the larger socio-cultural factors and the subjective factors that impact the performance of self and the making and unmaking of personhood among people with ADRD. By attending to the broader social practices of institutional long-term care and the collective experiences of residents in a long-term care facility, this research contributes to the effort to reframe how we understand the capabilities and potential of people with

dementia that is advocated by Bartlett and O'Connor (2010). They stress "the need to move from the individual experience to include an examination of how lived experiences of dementia are entwined, shaped and constrained by broader societal structures and discourses" (Bartlett & O'Connor, 2010, p.5).

**Key words:** Alzheimer's disease, material engagement, practice theory, long-term care

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**Paper 16: Grounded Theory: A Qualitative Methodology for Researching Occupational Adaptation**

Shoba Nayar PhD, *Auckland University of Technology*
Mandy Stanley PhD, *University of South Australia*

**Background:** Occupational adaptation is a concept that frequently appears in the literature of occupational science. It is has been the focus of much research as occupational scientists have sought to gain deeper appreciation and understanding of the complex phenomenon that is occupation. However, most studies have deliberately imposed a lens of 'occupational adaptation' on the data/experiences of participants – potentially limiting understandings of this concept.

Purpose: This paper considers how grounded theory methodology can be used by occupational scientists to further explore understandings of occupational adaptation as a social process that people engage in as part of their everyday context.

Methodology: This paper draws on findings from two grounded theory studies. Study one explored the settlement processes of 25 women who had emigrated from India to New Zealand between the years 1987-2005. Semi structured interviews were audio recorded and transcribed verbatim for analysis using grounded theory methods, in particular dimensional analysis (Schatzman, 1991). In study two, 15 participants over the age of 75, living in an Australian city were interviewed regarding their understanding of well-being. Data were audio recorded and transcribed before analysed using the tenets of traditional grounded theory (Glaser, 1992). Ethics approval was granted from the researchers' university ethics committees.

**Results**: Neither of these studies deliberately asked about the concept 'occupational adaptation'; yet, each study shed new insights into how occupational adaptation emerges in everyday life. In study one, 'Shaping Self', was revealed as a form of occupational adaptation wherein the immigrant women chose how much of themselves to reveal as Indian at any given moment as a way of increasing their occupational choices and overcoming societal issues of racism. In the second study 'Trading Off', as a form of occupational adaptation, was used to exchange occupations that were no longer within participants capacity for occupations that were, or for other people to complete those tasks in order for the person to perceive that they were in control.

**Contribution**: Grounded theory, with its focus on social process, enables rich insights of the process of occupational adaptation to emerge from participants' perspectives, into this concept. Re-framing occupational adaptation using language grounded in the experiences of particular social groups further extends understandings of this concept as it unfolds in individuals' everyday lives.

**Key words:** grounded theory, occupational adaptation, qualitative

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**Paper 17: A Pilot Study Exploring Outdoor Occupational Engagement of Residents in an Aged Care Facility**

Alison Mary Wicks, PhD, *University of Canberra*
Ingeborg Nilsson, PhD, *Umea University*

As the population ages, it is anticipated there will be increasing numbers of people in Western societies living in aged care facilities. Therefore research on optimal environments and programs within aged care facilities is essential to ensure residents' health and well-being. There is increasing evidence that outdoor participation is necessary for residents' physical and mental health (Nilsson, Lundgren, & Liliequist, 2012), yet little research on how to promote adequate outdoor participation has been undertaken.

This presentation describes an ongoing pilot study being conducted by a multidisciplinary team. The setting is Canberra, Australia, in an aged care facility for self-care residents, residents with low and high care needs, including residents with cognitive impairment. The pilot is designed to inform a proposed large multi-centred international study. The aims of the pilot are to (i) trial tools for measuring the level of residents' outdoor occupational engagement (ii) explore residents' experiences of outdoor participation and (iii) identify enablers of and barriers to outdoor participation.

A diverse mix of tools, including interviews, questionnaires, occupational mapping, observation, accelerometers and radio frequency identification tags, are being used to collect data. Study participants include staff, residents' and family of residents, all of whom will provide different viewpoints. Approval to include residents with mild to moderate cognitive impairment as participants was sought from the ethics committee and was granted, ensuring their needs for and concerns about outdoor participation are heard. The inclusion of participants with cognitive impairments in research that is relevant to them, is strongly supported (Monroe et al., 2012; Whitehouse, 2008; Wilkinson, 2002). The multidisciplinary international research team includes occupational therapists, occupational scientists, a nutritionist, an exercise physiologist, psychologist and epidemiologist. The findings in this presentation will focus on what facilitates and limits residents' outdoor participation from the perspectives of staff, residents and residents' family.

There are several reasons this small study has important implications for occupational science. The involvement of occupational scientists in multidisciplinary international teams will help promote mainstreaming of occupational science. Moreover, connecting occupational scientists with other disciplines will highlight the value of an occupational lens in addressing global population and social issues. Finally, the study's findings on the relationship between the outdoors and occupational engagement of older people in aged care facilities will demonstrate the potential contribution of occupational science to landscape design and the built environment, two areas in which there has been little involvement to date by occupational scientists.

**Key words**: outdoor environment, occupational engagement, older people

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**Paper 18: Co-occupation Interrupted:  Factors Affecting Parenting in the Neonatal Intensive Care Unit**

Ashlea D. Cardin, MS, OTR/L, BCP, *Missouri State University - Springfield*

The mother of an infant in the Neonatal Intensive Care Unit (NICU) describes the highly technical and complex environment as "An 'alien world' filled with wilderness and without landmarks" (Hall, Brinchmann & Aagaard, 2012, p. 86). Interwoven with feelings of alienation, there can exist parental perception of community through shared experience; unfortunately, that perception is often one of exclusion and distance from the dominant (medical) group, as well as the perception of membership in the marginalized "other" (parent) group. Parenting can feel suspended and commandeered in the NICU, resulting in a power struggle between those wanting to participate in the infant's care and those

wanting to control the infant's course of treatment. The field of occupational science recognizes the relationship between engagement and health, leading to consideration of concepts such as occupational deprivation and injustice. Within the "alien" world of the NICU, occupational therapists function as both familiar landmarks and facilitators of parent-infant "co-occupation," defined as "the degree to which the occupations of two or more individuals are interactively shaping each other" (Pierce, 2009, p. 204). In an effort to both contribute to the knowledge base of occupational science and to guide therapy intervention, a 12-point narrative questionnaire was constructed to examine parent-identified factors influencing co-occupation in the NICU. Twenty-eight parents from three different NICUs participated, either by completing the questionnaire or by participating in a focus group discussion led by the questionnaire topics. Eleven themes emerged as barriers to parental participation in the care of their NICU infant. Rooted in postcolonial critical theory and social identity approach, the goal of this project is to build on strengths, resources, and group relationships, and to form parent-researcher partnerships that foster change and challenge the status quo. Neonatal occupational therapists are uniquely poised to help create meaningful connections, to mediate between parent and professional communities, to facilitate "decolonization" in the NICU by emphasizing the importance of co-occupation at every stage of life, and to enable collaborative caregiving between groups throughout an infant's NICU admission and beyond. "(As) practitioners working in today's postcolonial climate, we must remain cognizant of the deep-rooted attitudes and relations of power that are built into the fabric of the systems in which we conduct our practice" (Browne et al., 2005, p. 19).

**Key words**: co-occupation, meonatal, power

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**Paper 19: The Contingency of Occupation: Connecting Rorty's Pragmatism to Narrative Theory and Methods**

Aaron Bonsall, *University of Missouri*

A movement within the social sciences often described as the "narrative turn" has made an important contribution to occupational science. Narratives in the simplest sense are stories that are used by individuals to organize meaning and experience. In occupational science, narrative has been

used as a phenomenology for analyzing various situations and cultures (Bonsall, 2012). Rorty's publications on the contingency of self and culture serves as one of the influences that has made the narrative turn possible (Bruner, 1990). Rorty (1979) argues objectivity should be viewed not as a representation of external reality, but as an agreed upon result of past and present arguments. For instance, defining objectivity as social agreement, the practice of science invents "descriptions of the world which are useful for purposes of prediction and controlling what happens" (Rorty, 1989, p. 4). However, these descriptions of the world are contingent descriptions, not representations of the world itself.

This paper will explore the theoretical overlap between Rorty's pragmatism and narrative, ultimately relating his influence back to occupational science. I will focus on three areas particularly important for narrative in occupational science using my own research, an ethnographic study of the experiences of fathers of children with disabilities, to illustrate and support these arguments. First, narratives shape worldviews that influence understanding through the creation of public vocabularies. Second, selves are created through the emergence of personal narratives. The exploration of narrative action within occupational science adds further insight into Rorty's description of self-creation through narrative. Third, narrative can be seen as a methodology utilized for analyzing what Rorty calls abnormal discourse that challenges existing norms. Revolutionary vocabularies arise when two vocabularies clash, resulting in a third. For instance, within my research discourse that emerged around masculinity, fatherhood, and disability served to challenge social norms that did not fit the realities of practice.

This paper contributes to occupational science by applying Rorty's pragmatism to the theoretical and methodological underpinnings of narrative. The examination of public, private, and abnormal vocabularies provides insight into the construction of meaningful occupations. In addition, this paper explores on the importance of methodologies that study abnormal discourses that have the potential to change societies.

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**Paper 20: Community-Campus Partnership for Health: Addressing Occupational Disparities in At-risk Children and Families Through a Collaborative Process**

Paula A. Rabaey, MS, OTR/L, *St. Catherine University*
Mary Hearst, PhD, MPH, *St. Catherine University*
Anna Drennen, MA, *St. Catherine University*
Molly O'Shaughnessy, MEd, *Montessori Center of Minnesota*

Connie Black, MEd, *Montessori Center of Minnesota*

In recent years, the issues of health and social inequities that limit occupational performance and participation have become a focus for health professionals and <a>occupational scientists</a>. Themes of social and occupational justice, health disparities, occupational deprivation, and client advocacy are becoming more prevalent not only in the health profession literature, but also among those in education and social sciences (Bass-Haugen,  2009). Low-income children and families, particularly in under-served and immigrant populations, have fewer opportunities to engage in occupations that support health and well-being (Bass-Haugen, 2009). An occupational justice perspective takes into account that "individuals have the right to equal opportunities to engage in varied and meaningful occupations in order to meet basic needs and maximize their potential" (Durocher, Gibson, & Rappolt, 2013, p. 3). The focus on occupational justice presents an opportunity for academic institutions and community partners to work together to help children and families improve access to occupational opportunities and address individual and contextual factors that create barriers to educational achievement and holistic health. This presentation will describe the application and first year evaluation of an interprofessional Community-Campus Partnership for Health (CCPH) between St. Catherine University, the Montessori Center of Minnesota and community-based affiliate partners. The partnership includes faculty, health profession and education students, Montessori professionals, and community-based affiliate partner representatives. The aims of the partnership are to (1) increase the percentage of at-risk children ages 3 to 6 to be socially, emotionally, developmentally and physically ready to succeed in school and life; (2) increase caregiver capacity to support engagement in healthy child occupations; and (3)create a sustainable and interprofessional partnership.

To achieve the aims, first the Community-Academic partnership was established and guided by the Community Based Participatory Research Principles established by Israel et al. (2003). Partners worked to develop communication, trust, and a model of shared knowledge, leadership and power among community-campus partners to ensure a sustainable model that addresses issues of occupational justice with at-risk children and their families. This presentation will examine the use of a CCPH model to build a sustainable partnership that integrates, strengthens and mobilizes the resources of all partners to support the occupational health and success of children and families in school and life, and demonstrates how occupational science principles can be utilized across disciplines.

**Key words**: occupational justice, community-campus partnerships, at-risk children

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**Paper 21: Journey to the Center: Exploring a Subject-Centered Education Model and the Teaching of Occupation**

Lauren Musick, BS, *Colorado State University - Fort Collins*
Barbara Hooper, PhD, OTR/L, FAOTA, *Colorado State University - Fort Collins*

**Objective**s: Participants will: (1). Understand subject-centered education and its conceptual relevance to occupational science and therapy. (2). Discuss how subject-centered education was and was not elaborated through this study. (3). Discuss the implications and transferability of this study's findings to international educational contexts.

**Introduction:** For two decades, occupational scientists around the globe have urged the profession to prioritize placing occupation at the center of curricular designs and educational activities in order to advance occupational science and therapy (e.g., Yerxa, 1998; Whiteford & Wilcock, 2001). Therefore, a teaching model with occupation as a central organizing concept has international relevance as education is a key mechanism for disseminating knowledge of occupation. Due to its emphasis on designing learning around a core subject, subject-centered education has been proposed as one model for occupational therapy education (Hooper, 2006, 2010). However, the elements of the model and their transactive links have not been empirically elaborated.

**Purpose:** This study in progress uses classroom video recordings of educators teaching occupation to explore which elements of a subject-centered model are present and in what configuration. Elements include occupation as subject, other topics, and a community of knowers (see Palmer, 1998).

Methods: Video data of educators teaching occupation were collected from a random, stratified sample of entry level OT and OTA programs as part of a larger study. Data are being secondarily analyzed by identifying video recorded events in which occupation was explicitly addressed, transcribing those events, and coding the transcripts using a priori codes related to subject-centered education. Thematic analysis is then applied to describe individual and linked elements of the model as well as identify gaps that are not represented in the data.

Findings: The stratified sample allowed the findings to be inclusive of different perspectives in occupational therapy education found in the U.S. Preliminary analysis indicates that in the classroom events where occupation is featured explicitly as the key idea, occupation is addressed in connection to other elements in the subject-centered education model, not typically as a topic unto itself.

**Contribution**: One mission of occupational science has been to generate knowledge about occupation for occupational therapy. Education is one bridge between the science and the therapy. Developing a

model that can help educators locate occupation more centrally in teaching and learning can help complete this mission of occupational science. By observing teaching of occupation, this study can also elucidate diverse understandings of occupation as it is operationalized in education.

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**Paper 22: Sex, Cancer and Quality of Life: The Perceived Occupational Possibilities of Women with Gynecologic Cancers**

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

Few scholars within occupational science, therapy and oncology recognize the impact of sexual activity on the quality of life and wellbeing of individuals (Sakellariou & Algado, 2006). This is especially true for women with gynecologic cancers who undergo surgical treatments that alter their body image, change their ability to participate in meaningful occupations, and decrease their quality of life (Reis, Beji, & Coskun, 2010). In particular, there is a gap in the literature exploring how the quality of life of women with gynecologic cancers relates to their perception of social pressures for activity participation and their confidence to participate in sexual, homecare, and work occupations.

This paper will present an interdisciplinary and collaborative study of the relationship between quality of life and the perceived occupational possibilities of women with newly diagnosed gynecologic cancers. Approximately 100 women with newly diagnosed gynecologic cancers requiring surgery will complete quality of life assessments and the Possibilities for Activity Scale- Gynecologic Oncology (PAcTS-GO) at one month after their primary surgical treatment (Pergolotti & Reeve, 2014). The PAcTS-GO assesses individuals' perception of social pressures and their confidence in doing occupations. A regression approach will assess correlates with quality of life. We hypothesize that higher quality of life scores will be associated with higher scores on the PAcTS-GO. In other words, women with better overall quality of life, following surgery, will have more confidence in activity participation and a stronger perception that sexual, work and home care occupations are socially ideal.

These findings will enhance understandings of quality of life and survivorship for women with gynecologic cancers and will elucidate the relationship between perceived social norms and quality life. Finally, this study will further understandings of occupational possibilities as related to the lived experience, and perceived possibilities of participation in occupations for women with cancer.

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**Paper 23: Occupation in Innovative Secondary Transition Practices: Theoretical Congruence and Temporal Challenges**

Doris E. Pierce, *Eastern Kentucky University*

Occupational science was founded to provide occupational therapy with the unique knowledge base necessary to effective practice and an autonomous profession (Clark et al, 1991). Yet, occupational science research examining occupation in practice is limited and confronted by barriers (Pierce, 2013). This in-progress study captures innovative occupation-based services and reveals occupational therapists' deft management of the temporal dimension of therapist-client interactions.

According to IDEA (2004), transition services support a student's movement from high school to a successful and productive adult life, including education or employment, independent living, and community integration (Kohler & Field, 2003). Education programs must provide evaluation and instruction in these activities, based on the individual student's strengths, needs, and interests. Still, these youth face poor adult outcomes, including unemployment, underemployment, and lives of poverty (National Organization on Disability, 2004). Despite an obvious theoretical congruence, few occupational therapists serve secondary students' transition needs.

The Ohio Occupational Therapy Transition Outcomes Study (Ohio-OTTO) is a mixed methods study of the process and outcomes of innovative occupation-based services in the schools. Eighteen therapists provide interventions over two years to 50, 14 year old students with high incidence disabilities. Reported here are results of the iterative qualitative analysis of monthly therapist reflective notes, monthly therapist team meetings, and therapist interviews, using HyperRESEARCH.

Interventions were original to therapists in response to the results of two evaluations, as well as the post-secondary goals set by the students' transition teams. Peer-based groups were perceived by therapists to be the most effective approach in terms of time, cost, and level of engagement for

adolescents. Group interventions used fundraising projects, internet discovery of work futures, portfolio design, IEP and disability knowledge development, job tours, job search skills, cooking, budgeting, community outings, and issue discussions on such topics as friendships, support networks, bullying, and self-advocacy. The temporal dimension of intervention was challenging. Therapists faced novel work and were required to synchronize complex and relatively inflexible multi-person and multi-location schedules. Scheduling strategies included group-based services, collaborative classes, student selection by schedule, and nontraditional scheduling.

This research offers an opportunity to consider innovative occupation-based practices within the everyday worlds of clients and targeting mandated occupational outcomes. It also raises a potent occupational justice issue: therapists' failure to offer legally-mandated services to adolescents in their schools.

**Key words**: time, occupation-based practice, occupational justice

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**Panel Presentation 1 - Occupational Balance – Definition and State of the Art**

Hans Jonsson, PhD, *Karolinska Institutet*
Kathleen Matuska, PhD, *St. Catherine University*
Carita Håkansson, PhD, *Lund University*
Catherine Backman, PhD, *University of British Columbia*
Petra Wagman, PhD, *Jonkoping University*

Occupational balance has been an important concept within the discipline of occupational science. Historically it was one of the first formulated assumptions regarding occupation and health; for example, it was posited that participating in different types of occupation was essential to health. However assumptions are far from solid theoretical constructs that are confirmed in empirical studies. Questions on how balance is defined from an occupational perspective are likely to result in vague answers. However, the good news is that this is about to change. The past decade has offered a growing

number of international empirical and theoretical studies that developed our knowledge of balance as a central concept in the discipline. In this seminar we will give a historical summary and examples from our own extensive research that reflect different but complementary emerging occupational perspectives on balance. Aspects of balance that will be covered in this international panel are:

- Historical background,
- Perceptions of occupational balance in different populations,
- Experiences of balance in relationship to challenges and skills,
- Occupational balance and health,
- International perspectives on the concept of occupational balance,
- A life balance model and measurement of balance,
- A proposed definition of occupational balance developed from a concept analysis.

The introducing presentations will illustrate the "state of the art" as a point of departure for discussion (30 minutes). The panel will then encourage a free dialogue in small groups (20 minutes) and summarised in a plenary session (10 minutes) on what it means to have an occupational perspective of balance and what aspects of balance occupational science might focus on and develop in the future. Implications for research will be emphasized. The panel session directly addresses the conference theme of globalization and partnerships by demonstrating meaningful, international connections toward advancing the theoretical construct of balance and empirical evidence for the relationship between occupational balance and health.

**Key words**:nature of human occupation, occupational balance, theory and philosophy

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**Panel Presentation 2 - Reflexivity in Qualitative Approaches: Uncovering multiple layers**

Elizabeth Francis-Connolly, PhD, OTR, FAOTA, *University of New England*
Sandee Dunbar. DPA, OTR/L, FAOTA, *Nova Southeastern University*

Nancie Furgang. MA, OTR/L, *University of New Mexico - Main Campus*
Amber Angell, MOT, OTR/L, PhD candidate, *University of Southern California*

**Introduction**: Laliberte-Rudman (2013) challenged us to view research as a moral and political responsibility full of challenging power relations that need to be explored and explicit. Thus, it is imperative for us a researchers and practitioners to understand and reflect on the multiple lenses in which we see the world. Too often views of illness, race/ethnicity, social economic class and religion are shaped within a cultural narrative that is full of myth, misinformation and bias. Current beliefs regarding qualitative methods underscore that discourse is varied and narratives are unique to individuals, as well as groups, and there is no general claim to authoritative knowledge (Denzin & Lincoln, 2013). As occupational scientists continue their involvement in qualitative research, it is essential that critical steps are taken to enhance rigor and meaningful outcomes (Frank & Polkinghorn, 2010). This panel presentation will discuss the importance of reflexivity in qualitative research. Examples from the panelist's research and clinical practice will be used to illustrate best practice.

Participants will have an opportunity for reflection on their own socio-cultural lenses. Specific objectives for this panel presentation include (1) Understand the significance of enhancing qualitative research rigor, and (2) Build awareness regarding assumptions and how they can impact research.

Paper 1: Through understanding the experience of mothering young adult children with addictions, this study sought to explore the tension between mothering and the stigma of addiction. Mothers are often held responsible for their children's behavior and their outcomes and fall prey to false ideals of perfect mothering. The author explores her assumptions of addiction and what is considered good mothering.

Paper 2: This paper will discuss the steps the author took in a series of qualitative studies related to mothering occupations among culturally diverse women. These included engaging in critical reflexivity, seeking out a role model, and re-framing the data reduction process with the use of antenarratology by Boje (1995).

Paper 3: Intensive clinical practice in the remote regions of the Navajo Nation in New Mexico has sharpened the author's perspectives on the nature, meaning, and value of qualitative data. While making the journey from "outsider" (Kluckhon, 1966) to colleague and being given entrée into the most intimate family situations, the luxury of community immersion over time has allowed the author's perceptions, biases and assumptions to evolve while informing clinical practice and the concept of occupation.

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**Panel Presentation 3 - Bridging the Individual-Collective Divide: Examination of 'Mid-range' Social Analytic Units**

Carol Haywood, *University of Southern California*
Michelle L. Elliot, *University of Southern California*
Mary C. Lawlor, *University of Southern California*

The growing critical discourse in occupational science pertaining to the 'polarity' of scholarship as individualistic or collective marks an important developmental moment in the evolution of the science. When this 'either-or' tension is privileged, the under-theorized reality that individuals live and engage with one another in multiple cultural worlds is obscured (i.e. Dickie, Cutchin, & Humphrey, 2006; Laliberte Rudman, 2013). This panel will present the theoretical underpinnings of analytic units with particular attention to a unit of analysis that captures 'mid-range' social engagements (Lawlor, Park, & Huecker). Drawing on narrative and ethnographic data, panelists will present three papers that address the 'boundary crossing' nature of studying people in their diverse contextual realties and highlight how this analytic unit could further occupational science.

In the first paper, the author will present a conceptual framework for understanding the 'mid-range' social engagements that permeate daily life (e.g. family life, working on interdisciplinary teams, being in a classroom). These 'mid-range' social units fall between the individual or dyadic modes of understanding engagement and the larger collectives theorized in much of contemporary social theory. Ethnographic examples related to family life will be used to illustrate how this proposed unit of analysis contributes to understandings of interdependent aspects of living and learning in daily life.

In spite of advocacy for engagement in social contexts, tensions remain when children with disabilities approach participation (Hammell, 2013). The second paper draws on ethnographic data from a 15-year longitudinal study to illuminate the role of stigma in social participation for African American children with disabilities. Narrative accounts of family experiences reveal themes of marginalization, which expand beyond dyads of mother and child to affect social connections at home and within school and community groups.

The third paper describes an ethnographic study of occupational therapy students traveling abroad for a short-term immersion in a developing country. The primary unit of analysis was the narrative representations of the students' experiences; however their stories are nested in the legacy of global education opportunities which many post-secondary institutions endorse. Using person-centered

ethnography (Hollan, 1997) as a methodological and analytic tool, the voices of the students speak not only to the potential for personal transformation, but also to larger issues of globalization, service and cultural intersubjectivity (Hammell, 2013).

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**Panel Presentation  4 - Aging Between Places: Including Older Adults in a Process**

Eric Asaba, *Karolinska Institutet*
Margarita Mondaca, *Karolinska Institute*
Debbie Laliberte Rudman, PhD, OT Reg (ON), *University of Western Ontario*
Melissa Park, *McGill University*
Karin  Johansson , *Karolinska Institute*

Increasingly people are today experiencing geographical mobility in later life, characterized by international or national migration as well as simply moving from home to institution. This mobility can be the result of active choice or to different degrees against ones will, fundamentally challenging conventional ideas about aging in place. Conceptual arguments for addressing the concept of 'place', as dynamically created and negotiated through occupations, has been proposed as relevant in research addressing aging today (Johansson et al., 2012). The authors of this paper argue for the need to highlight the importance of exploring experiences at the intersection of migration and aging through an occupational lens, focusing on situations among people who have moved between and negotiated places while actively (re)creating identities through occupations (Huot & Rudman, 2010; Nayar, Hocking, & Giddings, 2011).

Voices among older adults who are negotiating a sense of liminality from being between places (between countries or between home and institution), many times are unheard. Participatory research (Suarez-Balcazar & Harper, 2003; Wang & Burris, 1997) that builds on ideas of ownership, sustainability, and authenticity can serve as appropriate in this context: (1) members in a project are empowered to be actively engaged throughout the research process, (2) community partners and project members acquire competencies to continue the work when researchers are no longer on site, and (3) voices of

project members are not solely represented by researchers in scholarly publications, but also fed directly back into local practices through potential programs developed.

The aim of this panel will be to draw on examples from older adults experiences of being between places in making an argument for participatory research designs in occupational science. The authors will critically examining challenges from the field, putting particular focus on the inherent fit between foundations of occupational science and participatory methods.

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**Paper 24: An Investigation of Occupational Balance: United States University Students' Time Use Patterns in Relation to Levels of Depression, Anxiety and Alcohol Use**

S. Maggie Maloney, Ph.D, OTR/L , *Saint Louis University*
Amanda Fonner, MOTS, *Saint Louis University*

A developing body of research aims to address the concepts surrounding occupational (or lifestyle) balance. Occupational balance has been described as a congruency of work, productivity, leisure, self-care, and rest which is essential to maintaining a healthy lifestyle and satisfaction (Backman, 2004; Matuska & Christiansen, 2009; Wilcock et al., 1997). One study of university students found their main impediments to achieving occupational balance were personal and interpersonal influences, time constraints, and financial factors (Wilson & Wilcock, 2005). Annual national USA surveys consistently indicate university students report excessive stress, sleep deficits, depression, and alcohol misuse, all of which were noted as impediments to their academic performance (ACHA, 2009). This research study aimed to not only document university students' time use patterns and levels of anxiety, depression and alcohol use, but to also infer relationships between these factors. <strong> </strong> HSIRB approval was secured and all students enrolled at a large urban public university in the Midwest USA were eligible for the study. Researchers visited 6 large classroom buildings at variable times/days during a one-week period mid-semester in order to survey a broad range of subjects. Subjects voluntarily completed the

self-report survey and then received a $10 gift card. Data included basic demographic information and 3 self-report screening tools (State-Trait Anxiety Inventory, Center for Epidemiologic Studies Depression Scale, Alcohol Use Disorders Identification Test). Subjects also completed a time use questionnaire to self-estimate time spent on a weekly basis in 25 areas of occupation. The questionnaire was developed by the lead author based upon the Occupational Therapy Practice Framework- 2 edition (AOTA, 2008) and had been pilot-tested. Research assistants were trained on administering/scoring the surveys. Preliminary statistical data analysis (utilizing SPSS) from N= 306 subjects showed a mean age of 23, and were 53% male and 55% Caucasian. High levels of anxiety, depression, and alcohol use were found. Preliminary statistical analysis of time use patterns indicated occupational imbalance for the students. Further analysis is in progress. This study adds to the growing body of occupational science literature to document and explore the negative implications of occupational imbalance. Such imbalance may adversely affect a student's sense of competency and enjoyment of activities, and is associated with feelings of depression and anxiety and alcohol misuse, which is a serious social issue at universities.

**Key words**: university students; time use, occupational balance; mental health

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**Paper 25: An Occupation-Based Model for Promoting Social Sustainability**

Sarah  Walsh,  MOT, OTR/L, *St. Louis University*

The 1992 United Nations Conference on Environment and Development (UNCED) is widely recognized as "one of the defining moments for sustainable development," (United Nations, 2012). Since that time, the focus of the sustainability movement has been to promote economic development and facilitate social engagement while protecting the environment (Stoddart, et al., 2011). While the more easily measurable economic and environmental constructs of sustainability are widely researched and developed, limited progress has been made toward developing, quantifying, or qualifying social sustainability (Bacon, Cochrane, & Woodcraft, 2012).

The concept of social sustainability does, however, offer a unique opportunity to the fields of occupational science and occupational therapy, as social sustainability's definition closely relates to several of the basic tenets of occupational engagement: "Social sustainability is about people's quality of life, now and in the future. It describes the extent to which a neighborhood supports individual and collective well-being…It is enhanced by development which provides the right infrastructure to support a strong social and cultural life, opportunities for people to get involved, and scope for the place and the community to evolve." (Bacon, et al., 2012) While considerations related to social sustainability are vital to community engagement of all persons, a literature review by Wolbring and Rybchinski (2013) noted a marked lack of research into the experiences of persons with disabilities in relation to social sustainability.<strong></strong>

This presentation will demonstrate the role that occupation and occupational science concepts (e.g., occupational (in)justice, occupational identity, occupational deprivation), have the potential to play in the development of and research regarding social sustainability. More specifically, attention will be focused on applying the information through examination of the importance of occupational engagement and occupational balance for persons with severe and persistent mental illness and a history of homelessness regarding ability to successfully integrate into social communities. Attention will be focused on several interconnected issues, including: (1) the value of the form, function, and meaning of occupation in the development of social sustainability in communities; (2) the implications for occupational scientists and occupational therapy practitioners regarding the facilitation of participation in socially sustainable communities (3) the importance of occupation in health, well-being, and community participation; and (4) potential avenues for advocacy and change to promote occupation-based social sustainability practices on a global scale.

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## Saturday: October 18, 2014

**CSOS Townsend-Polatajko Lectureship - Work Mobility: Past Meanings and Future Horizons Implications for Canadians and Occupational Science**

Lynn  Shaw, *Western University*

Work Mobility denotes movement and change in both a literal and metaphoric sense. Work mobility manifests opportunities for economic prosperity as well as disparities. This concept is also about transformative opportunities and inequities in access to employment in contemporary world of work. Daily discourses that raise awareness of work mobility are most commonly known through the reporting of the fluctuations in unemployment rates within the formal economy or the movement of work sectors or organizations out of province or country. Little attention is focused on other scales of mobility such as the movement into or within the informal or underground work economies, or the uptake of risk laden work, or the questioning of the rise in underemployment for those completing higher education, or the contribution and effort of workers to the economy. Moreover, there is a lack of research focused on what people will do in terms of employment or what or how futures research might be conducted to open up alterative options for inclusive work participation. New ways of considering what people will do or have options to do or how persons of diversity can participate in future work may assist policy makers, educators, economists and employers in fostering human resources that are able to respond to the flexible and changing work opportunities. Occupational science knowledge can contribute to interdisciplinary insight needed to tackle these critical societal issues through raising awareness and acknowledging the past, challenging hegemonic views on present work mobility and focusing on how work meanings shape human engagement in work or act as catalysts for change. Canada is one country concerned about the social security of young people and future economic growth. Currently, the uncertainty of work for young people, the underemployment of our post-secondary graduates and the drop in participation in employment of persons with disabilities that have completed higher education are of concern to the federal and provincial labour ministries as well as many parents who question 'What will our children do? What kind of work will be available to them?" This lecture will focus on one approach that occupational scientists might consider to open the door to new ways of understanding what people 'will do' using work as the occupation of inquiry. Part of futures research involves looking across vertical and horizontal dimensions and intersections of discourses as well as valuing  different ways of knowing to unravel assumptions that  reveal new possibilities for the future. One part of this method involves the use of myths and metaphors. This lecture focuses on the literary arts -Canadian songs about work mobility and work meanings. The discourses of Canadian composers and singers are used to look back, examine and understand work meanings, how work mobility has been shaped and how workers have contributed to change. This discourse forms the backdrop to developing myths and metaphors to open up new ideas in the journey toward dealing with uncertainties about the future of work.

**Paper 26: Towards an experience-based Categorisation of Occupation**

Hans Jonsson, PhD, *Karolinska Institutet*

Occupational Science current categorisation of occupation reflects a direction in thinking that addresses societal and political needs rather than how occupation relates to human development, health, and well-being. Categories most often used are work, leisure and self-care. They are general and abstract categories used for example in everyday language and in statistical population studies. How limited they are becomes obvious when considering that a majority of the population in a western society are not working (in the meaning into paid work). By definion they will then only do leisure and self-care. Occupational science need to move in new directions to develop conceptualisations about occupation that matter for people.

In this presentation, an alternative way to conceptualise and categorise occupation will be proposed that are based on the actual experiences of people (Jonsson, 2008). Drawing from a longitudinal study of working people who went into retirement (Jonsson, 2011) a new empirically-based typology of occupation will be suggested. Using this new typology, it will be argued that some occupations are more important than others and that they contribute to well-being to a greater degree than others. Other suggestions that move toward an experience based categorisation will also be discussed; in occupational therapy (Hammel, 2009), in leisure studies (Stebbins, 1997), and in time-use studies (Harvey & Pentland, 2003).

**Key words**: categorisation, typologies, engaging occupation

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**Paper 27: A critical analysis of the figured world of occupation**

Niki Kiepek , *Dalhousie University*
Shanon K. Phelan , *University of Alberta*
Lilian Magalhães PhD, *Western University*

**Introduction.** In recent years, occupational scientists have called for critical and epistemic reflexivity in relation to the disciplinary assumptions, beliefs, and values shaping occupation (Hammell, 2009; Hocking, 2012; Phelan & Kinsella, 2009). This presentation contributes to a critical analysis of occupation using an examination of the "figured world" of occupation. Figured worlds are "typical" representations of a particular construct based on taken-for-granted theories and stories developed through experience and "guided, shaped, and normed" though social interactions (Gee, 2011, p. 76).

**Objectives**. The purpose of this presentation is to examine the implicit and explicit values and beliefs that contribute to current understandings of the figured world of occupation.

**Methods**. An interpretative literature synthesis using the figured worlds discourse analysis tool (Gee, 2011) was undertaken to inform concept development and to integrate theories into the analysis (Dixon-Woods et al., 2005). The literature reviewed included peer reviewed articles published in the Journal of Occupational Science between the years 2000 and 2012. The authors adopted a critically reflexive lens (Alvesson & Skoldberg, 2009; Bourdieu & Wacquant, 1992; Kinsella, 2012; Kinsella & Whiteford, 2008) to interpret the findings. Tensions with respect to current conceptualizations of occupation, health, and well-being is discussed.

**Results**. It is proposed that there are tendencies to identify occupations as being activities that are viewed as "positive" and to focus on the relationship of occupational engagement to enhanced health and well-being. At the same time, there may be an implicit exclusion of activities that are considered "negative," "unhealthy" or "deviant" from the figured world of occupation which has the potential to stigmatize and marginalize individuals and collectives.

**Conclusion**s. The role of occupational science in (re-)presenting occupations is framed as a social justice issue that contributes to social constructions of socially sanctioned ways of doing and being. The authors conclude that occupational science may have a significant role to play in developing critical understandings of social constructions of occupations as moral or immoral, normal or deviant, and healthy or unhealthy. In advancing occupational science, it is imperative to further our understanding of a broader spectrum of occupations that are a part of daily life. This may minimize the possibilities of rendering particular occupations socially invisible (Galheigo, 2011) and further (albeit unintentionally) stigmatizing, marginalizing, and oppressing individuals and collectives.

**Key words:** social justice, critical reflexivity, discourse analysis

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**Paper 28: The Transactional Perspective: An Appraisal of Theory and Application in Research**

Antoine Bailliard, *University of North Carolina at Chapel Hill*
Virginia A. Dickie, *University of North Carolina at Chapel Hill, Luleå University of Technology*

The transactional perspective, grounded in American Pragmatism, was proposed as a means to examine and encompass the complexity of occupation (Dickie, Cutchin, & Humphry, 2006). Transaction, in this context, eschews dualisms separating humans from environments and champions occupation as the "relational glue" that binds them into situational wholes (Cutchin, Aldrich, Bailliard, & Coppola, 2008 p. 158). Since its inception, the transactional perspective has garnered considerable interest from scholars across the globe and is currently the most cited article in the Journal of Occupational Science (Taylor & Francis Online, 2013). Conceptualization of the transactional perspective was further expanded in an edited book (Cutchin & Dickie, 2013), with contributions by authors from 5 different countries, and a chapter in a recent occupational science book (Whiteford & Hocking, 2012) with an international array of authors. Given the apparent acceptance of the concept of transaction in many occupational science endeavors across the world, it is time to survey and critique the manner in which the transactional perspective has been used, including identification of where further development seems warranted. The objective of this paper is to promote critical examination and development of the transactional perspective in order to enhance its application in future knowledge expansion in occupational science. We will argue that the transactional perspective is sometimes misunderstood and misapplied in the literature, as in critiques that transaction eschews phenomenological and first person perspectives (see for example, Barber, 2006), despite the fact that Dickie et al acknowledged the importance of the first person perspective as "a **necessary** [emphasis added] but **insufficient** [emphasis in original] condition for understanding occupation that occurs through complex contexts" (p. 83). Furthermore, while the transactional perspective is particularly useful in the study of social issues because it allows occupational scientists to adopt a broad scope of inquiry and to shift their analytic foci to group and ecological system level processes, we are uncertain if this potential is being met. We also consider ways in which the transactional perspective might be clarified, developed, and strengthened as a theoretical base that can facilitate international research collaborations and address global social issues. This paper is important to occupational science because it contributes to a necessary scholarly discourse that scrutinizes and develops theory and its application to research.

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Paper 29: **Methodological Innovation to Study Occupation, Environmental Stressors, and Stress in a Post-Industrial Riskscape**

Heather A. Fritz, *Wayne State University*
Malcolm P. Cutchin, PhD, *Wayne State University Detroit, Michigan*
Cathy Lysack Dr., *Wayne State University Detroit, Michigan*

In the current socio-cultural contexts of globalization and multiculturalism, there is a need to apply the concept of occupation at the community and population level. To do so allows examination of issues caused or aggravated by the forces of neoliberalism, globalization, structural violence, and social inequities (Frank, 2011). One such issue is how the global socio-economic changes of the last few decades have resulted in the development of urban 'riskscapes' that are disproportionately inhabited by older minorities (Mair, Cutchin, & Peek, 2011; United Nations Centre for Human Settlements, 2007). Urban environments such as Detroit, Michigan exemplify this issue. Changes have created residential environments containing numerous industrial hazards related to previous/current industrial activity. However, equally important, are the socio-economic stressors such as crime rates, derelict infrastructure, pervasive poverty, and the decay of social capital that are encountered in the course of daily occupations. The purpose of this paper is to present and describe the use of multiple methods strategically configured to examine the intersection of daily occupations, exposure to urban stressors, and associated stress responses in 100 African-Americans aged 55 and older living in Detroit. To this aim, we describe methods and discuss their integration for understanding the role of occupation in urban risk and health. Methods to be discussed include: (a) ecological momentary assessment (EMA) using the movisensSX application for android devices; (b) participant-generated photos and audio journal entries about environments and stress using the Android phones; (c) collection of stress biomarkers via saliva samples at four times a day across a week to establish comprehensive diurnal cortisol curves; and (d) a pilot of the electronically activated ear and the collection of hair cortisol. We discuss the potential and problems for such methods in studying occupations in the context of urban life and environmental issues. The paper thus contributes knowledge about the potential of innovative combinations of multiple methods to more fully examine the role of occupation in larger socio-cultural processes.

Keywords: Occupation, Multiple-methods, Urban health

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## Paper 30: Crossthreads: Craftwork and Social Justice in a Guatemalan Context

Jennifer L. Womack, MA MS OTR/L SCDCM C/PH FAOTA, *University of North Carolina at Chapel Hill*
Laura Daniel. OTS, *San Jose State University*
Sarah R. Jay, BS, *North Texas University - Anthropology*
Marie Miller. OTS, *Eastern Michigan University*
Stephanie Roche, *Boston University*
Jessica Southard, OTS, *Winston-Salem State University*
Gelya Frank, PhD, *University of Southern California*

Craftwork in Guatemala is a construct appropriated for political purposes and tourism advertising as well as a means of making a living for many indigenous people of the southern highlands. This paper will present findings from a rapid (aka "quick") ethnography (Handwerker, 2001; Millen, 2000) conducted in the summer of 2012 in Antigua, Guatemala a city where tourism, crafts, cultural identity and political stratification intersect in complex and symbolic ways. A team of six ethnographers carried out vendor, crafter and consumer interviews, mapped craft locations, visited the home of indigenous artisans and conducted craft object and craft advertising analyses over the course of four weeks in the field. Results from this study point to craft as a multidimensional occupational concept, closely tied to relationships, multifaceted, strategic - and at times contradictory - aspects of identity (Dickie, 2003) and complex questions regarding social justice (Frank, 2012). Crafters in Antigua are relied upon to attract tourists to the historic city as well as inconsistently censured for their sales practices and market locations (Little, 2004). Their relationships with local officials, artisans, vendors and one another echo the historical context of a country only recently emerged from civil war and the economic context of a country where 78% of indigenous people live below the poverty line. As a vocation, the production and sale of craftwork symbolizing indigenous traditions and patterns literally provides food, clothing and shelter for many highland families; when viewed as an occupation, craftwork in Antigua represents a much more nuanced concept, evoking questions regarding social justice in the context of stark social and economic inequality.

**Keywords**: Craftwork, Guatemala, social justice

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**Paper 31: Ethical Considerations for Advancing Occupational Science Globally: Starting the Dialogue**

Melinda J. Suto, PhD, *University of British Columbia Faculty of Medicine*

Many occupational scientists who were educated as occupational therapists, especially those who were imbued with principles and practices that developed from Western ways of thinking, have been strongly influenced by individualism and independence, the importance of doing, and a health care ethics that arose from a biomedical model. Occupational scientists have already challenged the legacy of individualism with transactional experience (Dickie, Cutchin & Humphry, 2006) and have argued for an understanding of occupations that extends beyond performance to include knowledge (Hocking, 2009). It is imperative that we explore ethical principles that are consistent with a global vision of occupational science.

This paper will synthesize the occupational science literature that addresses ethical principles and present a set of principles of global ethics. The principles will be examined for their fit with occupational science and with the aims of ISOS regarding international research collaboration and the 'promotion of occupation for health and community development' (International Society of Occupational Science, 2009).  Occupational science is moving from its academic and intellectual roots to develop a more inclusive science. The maturation of any science requires a re-examination of values, beliefs, research processes and decisions about where to allocate human and financial resources.

This is a critical step that requires the discipline to determine its stance and to avoid reproducing a global science that promotes discourse that is inadvertently oppressive at intellectual and social levels. Any set of ethical principles being considered should be rigorously debated by occupational scientists worldwide. Hocking (2009) proposed ethical principles for researching occupation that cautioned against developing knowledge that homogenized occupations or set a normative standard for them. She championed the principle of occupational justice and the sustainability of occupations, considering the ecological impacts and the implications of occupations for the common good of societies. The principles of global ethics presented here furthers the dialogue that Hocking began.

The development of a global occupational science offers an opportunity to continue challenging occupational therapy influences and determine their applicability to the science as it develops. Without an explicit examination of ethical principles that could offer a framework for what 'ought' to be done, there exists the potential to revert to personal and/or health care ethics that may not serve the aim of a global occupational science.

**Key Words**: global ethical principles, interdependence, common good

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**Paper 32: Building Global Partnerships to Study the Occupational Implications of Long-term Unemployment**

Rebecca Aldrich, PhD, OTR/L, *Saint Louis University*
Debbie Laliberte Rudman, PhD, *Western University*

Occupational science is increasingly attending to how sociopolitical discourses and policies influence everyday occupation (Laliberte Rudman & Forwell, 2013). Given that occupational science is a global discipline, research must account for how such social forces differ across international contexts. This paper will highlight preliminary findings from a cross-national ethnographic pilot study of occupation during long-term unemployment. The pilot study took place at sister non-profit organizations that provided services to people who were unemployed in the United States and Canada. Each author generated data at one of the sites, beginning with informal (non-audio recorded) interviews with two to four front-line service providers (Lipsky, 2010) and repeated observations of group classes and individual client-provider meetings. Each author also conducted up to two 30 to 90-minute interviews with four service seekers from each site. All data generation occurred between March and November 2013 and included a total of 14 participants. Study data continues to be iteratively analyzed based on both critical discourse (Cheek, 2004) and situational (Clarke, 2005) analytic approaches.

This presentation will address how the topic of occupation manifested in individual service seeker interviews as well as interactions between service providers and service seekers at each site. Preliminary findings reveal that sociopolitical discourses overtly influenced provider-client interactions by constructing service seekers as 'activated unemployed job seekers' (Olsen, 2008) and idealizing particular occupations relative to such a construction. Discussion of these findings will attend to how service providers and service seekers framed the occupational implications of long-term unemployment in each study context. In particular, the discussion will focus on the imperatives of becoming work ready

and procuring work, and how service seekers negotiated occupations relative to those imperatives in the United States and Canada.

This presentation will also describe the expansion of this pilot project into a larger interdisciplinary international study. Currently underway, this expansion aims to include marginalized sub-groups within the population of unemployed people, such as immigrants and people with criminal backgrounds. The presentation will close with two questions: 1) What is the potential of such work to illuminate contradictory social forces surrounding work and unemployment? 2) How can the study of occupation address and be used to rectify such contradictions for various groups in society?

**Key words**: occupational science, cross-national research, unemployment

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**Paper 33: Getting Published in the Journal of Occupational Science**

Mandy Stanley, Dr, *University of South Australia*
Clare Hocking, Prof, *Auckland University of Technology*
Shoba Nayar, PhD, *Auckland University of Technology*

Background: One indication of the growth and development of a discipline is the quality of its research publications. The *Journal of Occupational Science* (JOS) is the only international journal dedicated to publishing occupational science research. The journal is in its 20th year of production and holds a well-respected place in the library of occupational scientists. As the number of submissions to JOS grows each year, a rigorous review process is required to maintain the quality of the journal. Being alert to referees' expectations will assist prospective authors to manage the review process.

Intent: In this paper, members of the JOS editorial team draw on their experience of reviewing and editing manuscripts to alert prospective authors to the common issues and omissions and offer suggestions to avoid or overcome them. Examples of common problems include abstracts that lack

clarity and structure, lack of attention to reporting methodological rigour, "inventing" terminology, and lack of consideration of the audience of the journal. Conference participants will learn about the JOS scope, editorial policy and publication process, including strategies for submission, writing and responding to reviews, and the resubmission process, through interaction with JOS editorial members. Information in the presentation will be particularly useful for novice authors but may also apply to those with more experience.

**Conclusion**: There is increasing pressure from universities and employers for researchers to publish their work. However, getting published can be challenging process. Attending this presentation is an opportunity for conference participants to develop knowledge and skills that will aid in the publication process.

**Contribution**: Publication of occupational science studies that demonstrate conceptual clarity and methodological rigor will contribute to a strong knowledge base and growth of the discipline.

**Key words**: academic writing, publication, rigor

**Paper 34: The Stories They Tell: A Participatory Research Approach to Illuminating Film Representations of Intellectual/Developmental Disability**

Rebecca Renwick, PhD, *University of Toronto*
Ann Fudge Schormans, PhD, *McMaster University*

Previous research on film representations of disability has highlighted the powerful influence of media on social understandings and expectations of people with psychiatric and physical disabilities. However, there is very sparse literature about film representations of people with intellectual/ developmental disabilities (IDD), including their engagement in occupation. Further, there has been no research about how people with IDD themselves interpret and respond to such representations. Accordingly, this qualitative study examined: (a) the stories and messages (representations) about people with IDD portrayed in contemporary film and (b) the extent to which these film representations reflect the lived experiences and perspectives of people with IDD. The study was theoretically underpinned by Hall's model of the process of mass media communication (including film) and a constructivist perspective of disability. The participatory research approach and methods employed involved several co-researchers -- three adult self-advocates with IDD, two university-based researchers, and two MSc OT students -- and focused on inclusion, collaboration, and reciprocal learning throughout the study. Eight English-language Hollywood films portraying a lead or major adult character with IDD and released between 2003 and 2009 were viewed repeatedly and thematically analyzed using constant comparison between and across films. Several themes related to occupational engagement of adults with IDD (i.e., limited sexuality, exaggerated vulnerability, desirable occupational participation) emerged from the qualitative analysis. The self-advocate co-researchers with IDD then critiqued these emergent themes with respect to congruence of the themes with their own lived experiences. The congruencies

and mis-matches between the film portrayals and lived experiences of the co-rsearchers are discussed in terms of their implications for occupational science. The findings: (a) contribute new knowledge that challenges stereotypes and assumptions about occupational meaning and occupational engagement for people with IDD; (b) highlight the value and potential for revealing new insights and understandings about occupation for people with IDD, and possibly other populations, through the use of participatory research methods; and (c) underscore the potential benefits of participatory methods for co-researchers with IDD.

**Key words**: participatory methods; qualitative research; film representations of intellectual/developmental disability

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**Paper 35: Understanding the Experience of Fracking Through the Model of Occupational Justice.**

Kate Barrett, *St. Catherine University*
Anne Lexon, OTS, *St. Catherine University*
Jill Sohre, OTS, *St. Catherine University*

Grounded in Laliberte-Rudman's (2013) belief in the critical potential of occupational science to transform our understanding of occupational inequities, this paper will examine the occupation of fracking and the occupational impact it has on local residents, neighbors, and miners specific to the Williston, North Dakota area. Inspired by the work of Blakeny & Marshall (2009), this study will apply the model of occupational justice (Townsend & Wilcock, 2003) to examine how fracking contributes to occupational deprivation, occupational alienation, and occupational imbalance on a systems level in Williston, ND.

Fracking is a method used to extract oil from the earth. Fracking began in North Dakota in 2007 and in 2012, North Dakota surpassed Alaska to become the $2^{nd}$ highest oil producing state. Williston is a small town in the north western region of North Dakota. Many studies have examined the environmental impact, but few, if any have considered fracking from an occupational justice perspective. The voices of people whose daily lives have been affected by fracking, especially those of miners and their families, are greatly underrepresented in the literature and media. Using narrative analysis, this paper will analyze newspaper articles published between 2007–2014 that include personal narratives and stories from residents, neighbors, and miners in Williston.

In keeping with the spirit of the theme of globalization for this conference, the local, national, and international impact of fracking specific to Williston, ND will also be studied and shared.

**Key words**: occupational Justice, critical theory, narrative analysis

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**Paper 36: Meaningful Connections Between Disciplines: The Occupation of Parenting from a Life Course Perspective**

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

The current focus of occupational science is closely tied to self-action. In many instances, the definition has been extended to include inter-action, a sort of reciprocal engagement between an individual and his/her environment or another individual. However, some scholars have critiqued this individualistic approach toward occupation and presented a case for a more deliberate inclusion of social and cultural contexts within the study of occupation. When studying the occupations of children, it then becomes important to study the family as a whole in order to include social and cultural components of daily life. Although occupational therapy practitioners have highlighted the importance of the family, the unique occupation of parenting has received much less attention by occupational scientists and therapists alike. Where included, mothering has been studied either as a co-occupation or as co-creating experiences in order to describe shared occupations of parent and child. However, family routines and rituals have been given much more importance, and the process and experience of parenting as a socially embedded occupation has not been studied.

In order to understand the social and cultural existence of families, this paper presents life course sociology as an opportunity to study the occupation of parenting in a holistic manner. The life course perspective as a concept describes a sequence of age-graded roles, which are a consequence of opportunities, expectations and limitations. Expectations are typically decided by societal norms and structure the life course. Thus, the life course perspective as a paradigm examines situations holistically, taking into account concepts like social roles, historical contexts, institutions such as education and family, linked lives, timing of events, and human agency, to mention a few. For the purpose of this argument, three distinct life course concepts will be highlighted as potential starting points to study the occupation of parenting. First, to illustrate the additive or leveling effects of adverse or favorable situations, 'cumulative advantage/disadvantage' will be explored. Next, in order to examine parenting roles in the contexts of other roles, the concept of 'pathways' will be described. Finally, to make an argument for comprehensive data collection pertaining to the history and lineage of parenting practices, the importance of 'intergenerational/multigenerational' studies will be highlighted. In conclusion, the implications for occupational science and therapy as well as methodological implications for the same will be examined.

**Key words**: parenting; occupational science; life course sociology

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**Paper 37: Theoretical Perspective of Occupational Engagement**

Wanda J. Mahoney, *Midwestern University - Downers Grove*
Sarah Austin, *Chicago State University*

The purpose of this paper is to propose a new theory about the constructs of doing, occupational performance, occupational engagement, and participation. These are key constructs in occupational science and occupational therapy, but often researchers and others use the terms without clearly defining what they mean. While it is a good thing to recognize that these constructs are not simple and may have multiple definitions, researchers need to define the terms that they use so that we can more clearly communicate with each other. The focus of this discussion will be on the construct of

occupational engagement. It is used synonymously with "doing" (i.e. Eakman, Carlson, & Clark, 2010) or used to mean several different things even within the same document (Townsend, & Polatajko, 2013). We propose occupational engagement as a construct unique from doing, occupational performance, and participation which relates directly to people's subjective experiences of occupation and their level of involvement in occupation. We will discuss that although positive psychology equates flow with engagement (Seligman, 2011), we feel that occupational engagement may not be limited to positive experiences. We will explore examples in the literature and through our own research and experience with individuals with developmental disabilities, mental illness, dementia, and other cognitive disabilities. This topic is important for occupational science because occupational engagement is a key construct within the discipline. Clearly defining and discussing the complexity of key constructs within occupational science helps to demonstrate the similarities and differences between occupational science and other disciplines.

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**Paper 38: The differential value of symbolic capital: Occupational implications within varying social fields of practice**

Suzanne Huot, PhD, *University of Western Ontario*
Shoba Nayar, PhD, NZROT, *Auckland University of Technology*
Debbie Laliberte Rudman, PhD, OT Reg (ON), *University of Western Ontario*

**Background**: Globalization is enabling greater mobility and the associated rise of international migration contributes to social change. As people migrate, they become embedded within varying fields of practice (i.e. social spaces or settings characterized by particular norms), such as workplaces. Within these fields, forms of symbolic capital (i.e. resources and assets) such as linguistic skills or educational credentials may be more highly valued than others (Bourdieu, 1997; Moore, 2008; Thomson, 2008).

**Purpose**: To illustrate how the value of immigrants' capital within the host societies' fields influences their integration following migration and to examine the implications for their daily engagement in occupations.

Methodology: An internationally comparative study of multinational migrants residing in London, Ontario, Canada and Auckland, New Zealand was conducted using an ethnographic approach.

**Participants**: Nineteen participants were purposefully recruited. Ten respondents (5 male, 5 female) participated in London and nine respondents (4 male, 5 female) participated in Auckland.

**Data collection**: First, participants engaged in a narrative interview regarding their international migration. Second, they created an occupational map and described the occupations they engaged in within the places drawn. Finally, semi-structured interviews addressed shifts participants experienced to their occupations following migration.

**Data analysis**: We focus on findings from the theoretical analysis of the verbatim transcripts. This approach applied high-level codes from our framework including Bourdieu's concepts of field and capital. Findings were generated inductively from the data themselves and from our critically informed analysis and interpretation process (Huot et al., 2013; Ryan & Russell Bernard, 2003).

**Results:** Our analysis identified a range of fields within which the participants engaged in occupation. These were categorized as economic, educational, political, religious, socio-cultural, health care, and social services. Within each, the participants described how their varied forms of objective and embodied symbolic capital were differentially valued. Economic (e.g. finances), educational (e.g. degrees) and linguistic (e.g. fluency) capital were emphasized, among other forms of symbolic capital described.

**Contribution**: When immigrants' capital was valued, it served as an enabler to occupational engagement, whereas the devaluing of capital was a barrier to meaningful occupations that led many to have to try and acquire the necessary forms of capital that would facilitate their opportunities within specific fields.

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**Paper 39: Occupation Defined: Worldviews, Philosophical Analysis & Synthesis**

Kathlyn L Reed, Ph.D., OTR, FAOTA, MLIS, *Associate Professor Emerita, Texas Woman's University*

**Background & Rationale**: The concept of occupation is defined in the occupational science and occupational therapy literature in many different definitions which appear to be based on different worldviews. Some definitions suggest categories of occupation (formism), others describe doing or performing occupations (organicism) and still others describe the context or environmental conditions for doing occupation (contextualism). Finally, some definitions combine two or three different worldviews.

*Statement of Intent*: The purpose is to use the technique of concept analyze to explore the themes within the definitions of occupation based on the worldview or worldviews attributable in the definitions, to compare the results to definitions of occupation found in dictionaries over the last three centuries and synthesize similarities and differences (Walker & Avant, 2005; Pepper, 1942).

**Argument:** Occupation is the central organizing concept for occupational science and occupational therapy. Many definitions exist in the literature. The focus of this presentation is to analyze the common themes in relationship to worldviews and philosophical constructs and examine the congruity to dictionary definitions.

**Conclusion**: Worldviews included in the definitions include formism, organicism and contextualism. Twenty-eight concepts were identified from dictionaries published from 1897 to present. OS and OT definitions of occupation contained 68 concepts. Only six concepts overlapped between the two groups of definitions

**Importance to OS**: Clarity of concepts is considered important in theory construction. At present the concept of occupation as stated in OS and OT literature fails to communicate a clearly articulated concept although the elements can be identified. In addition, definitions of occupation in standard English dictionaries do not convey the essence of occupation as a concept in the OS and OT literature. Professional communication is a responsibility of a discipline and should be considered in future publication.

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**Paper 40: Defining Occupation: A Move Towards Globalization and Interdisciplinary Partnerships.**

Nikhil Tomar, *University of North Carolina at Chapel Hill*

**Background**: Many definitions and constructs of occupation have been conceptualized by advocators of Occupational Therapy, and with the inception of Occupational Science these discussions have continued to advance. While, some of the definitions and their implications have been contested by other scholars

in the field it is important to acknowledge the differences and biases that have been witnessed. Many have debated on aspects such as activity vs. occupation, individualism vs. transactionalism, or hierarchy of occupational engagement. Such debates have helped to acknowledge the importance of an agreed upon definition or a construct.

**Rationale and argument**: Defining a construct provides basis for identifying epistemology, knowledge production, and facilitating inter-disciplinary collaboration. Collaborative research, conceptualized as advancement of scientific inquiry through a process of working with other professionals, can promote globalization of knowledge. Also, collaborative or interdisciplinary research potentially involves innovative methodologies which require epistemological and/or philosophical harmony between the constructs or phenomena being studied. A clear understanding of the construct and/or definition of occupation might require lesser compromise from the occupational science researchers.

Having an agreed-upon construct will give occupational scientists and occupational therapy practitioners a tool to work with, a framework to work under and a construct to research upon. All these aspects are integral for both professional and educational progress. Experimentation, emphasizing causal relationships or generalizations, is one of the primary aspects of science. While carving our identity as occupational scientists it is important to note that science becomes a major responsibility. Therefore, this paper argues that having an agreed upon conceptual construct and/or a definition can further scientific research and facilitate globalization of occupational science.

**Statement of Intent and Implications for Occupational Science**: Having different definitions of occupation and related debates have contributed to knowledge growth; however this leads to confusion when viewing it from larger (global and inter-disciplinary) perspectives. Occupational science, as a field of inquiry, can benefit from having an agreed upon definition and/or a conceptual construct. Especially for globalization, inter-disciplinary collaboration can be as beneficial as intra-disciplinary debates. This paper suggests forming an agreed upon construct including concepts which are widely accepted in the field with further research advancing the construct. Strategies such as survey research and card sorting can be used to formally form a construct under the guidance of experts from the field.

**Key words**: definition, globalization, collaboration

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**Paper 41: To engage or not to engage; the influence of meaningfulness in decision-making.**

Laura C. Titus, PhD, OT Reg(Ont), *Western University*
Janice Polgar, PhD, OT Reg (Ont), *Western University*

**Background and Rationale**: The decision to engage in an occupation is influenced by choice and control over the decision as well as the meaning attributed to engaging in the occupation. This grounded theory study explored this decision making process for people who use power tilt wheelchairs, particularly the influence of using tilt to address physical needs, which arise during occupational engagement. For people who use power tilt wheelchairs, the spontaneous reaction of moving their bodies in response to physical needs such as discomfort, poor postural alignment or pressure, can be enabled through the power tilt feature. Using power tilt to move their body is a means to reduce the risk of developing secondary health issues such as pressure ulcers which subsequently can reduce engagement in occupations. However, current research literature found that people who use power tilt do so inconsistently and infrequently throughout the day.

**Purpose:** Current research did not explore the reasons for low use of power tilt but alluded to the presence of tension between engaging in daily occupations and using power tilt. Applying an occupational lens, this grounded theory research study aimed to explore this tension. <strong>Methods:</strong> Using a constant comparative approach, the perspectives of 5 people who use power tilt wheelchairs and 6 therapists who prescribed this technology were gathered through multiple interviews and a 3 day journal. This iterative approach to data collection and analysis enabled the exploration of the process by which addressing physical needs were integrated with engagement in daily occupations.

**Results**: The substantive theory generated from this study elucidates the complexity of occupational engagement across the course of the day particularly as engagement is challenged by competing needs. Personal meaning placed on engaging in the occupation in the context at that point in time, shaped the decisions to prioritize occupation over physical needs, to modify occupations so as to accommodate physical needs or to interrupt, stop or change occupations in order to address physical needs.

**Conclusions**: This substantive theory advances the understanding of occupational engagement by blending occupational and bio-medical perspectives. The theory elucidates the powerful influence context, choice, control, and attribution of meaning to an occupation have on the process of deciding to engage or remain engaged in an occupation when competing physical needs arise.

**Key words**: Meaningfulness; Occupational engagement; Grounded theory

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**Paper 42: Quality of Life in People with Parkinson's Disease: A Q-methodology Analysis**

Tina McNulty , *University of Utah*

**Objective**: The purpose of this research study was to describe quality of life, for persons with Parkinson's disease (PD) through the q methodology (Brown, 1993) and, specifically through the administration of the q-sort by Palombi et al. (2010). This study was an international collaboration that originated at the CSOS/SSO:USA conference in London, Ontario in 2010.

**Methods**:Twenty-six persons with Idiopathic PD participated in this study. The q-sort, developed by Palombi, Corr, and Bartolomucci (2010), was administered to each participant, who completed it based on his or her perceptions of quality of life.

**Results**: The statistical analysis resulted in three factors: Factor 1) Accept, cope, and contribute; Factor 2) Enriched sense of self and relationships; and Factor 3) Maintaining control and keeping dignity. Factor 1 showed that quality of life is being able to accept and cope to one's situation while actively contributing to society. Being able to contribute to society may be a coping strategy for individuals in this factor, as they focus on what they can do instead of what they are unable to do. Factor 2 reflects how spirituality may dictate how one views themselves and their role as a member of their family. Although family and friends are important, individuals in factor 2 value independence and the ability to provide for others that are close rather than to be a burden. Factor 3 reflected the importance of being in control of one's life by maintaining physical, emotional and intellectual functioning. This factor also shows the importance of preserving personal dignity through control of their own body, despite the presence of PD.

**Conclusion**: It is valuable for occupational scientists to understand how one defines quality of life when considering the lives of people with PD. Occupations that are consistent with an individual person's quality of life factor or axis, may hold more meaning and potential to affect his or her health. In addition, promoting a holistic understanding of this population's quality of life can assist the practice of occupational therapy in its effort to be more client-centered. Lastly, q-methodology is a valuable research approach that provides insights into people's subjective experiences by combining the best of both qualitative and quantitative design (Barker, 2008).

**Key words**: Q-methodology, coping, relationships

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**Paper 43: Conceptualization of Occupation across the Health Continuum: A Critical Occupational Perspective**

Katherine Stewart, BASc, MScOT (candidate), *University of Toronto*
Tess Fischer, BA, MScOT (candidate), *University of Toronto*
Rehana Hirji, MScOT, OT Reg. (Ont.), *University of Toronto*
Jane A. Davis, MSc, OT Reg. (Ont.), OTR, *University of Toronto*

**Introduction**: The view that engagement in "occupation" is health promoting has been asserted by Wilcock (2005, 2007) and Yerxa (1998) as a foundational principle of occupational therapy and occupational science. However, this perspective does not acknowledge the numerous occupations that are fundamentally harmful or risky to one's health or to the health of society. Kantartzis and Molineux (2011) argue that the current conceptualization of occupation has become associated with "Western society's construction of a 'healthy' daily life" (p. 62). To date, a comprehensive understanding of how occupation is conceptualized within the occupation-based literature across the health continuum, that is, from health to illness, has not been articulated.

**Objectives**: The objective of this study is to describe and critique how occupation is conceptualized across the health continuum within the occupation-based literature. <strong>Methods</strong>: The methodological framework outlined by Arksey and O'Malley (2005) will serve as the basis for a scoping review of the occupation-based literature that discusses occupation across the health continuum. A critical occupational perspective, the view that occupation is a site for the social re/production of knowledge understood from within political and social structures (Njelesani, 2012, p. 58), will be used to synthesize the data into themes related to the conceptualizations of occupation.

Results The findings will provide an understanding of what has been the preferred way to "situate" occupation in relation to health by occupational scholars. The assumptions underlying this current conceptualization will be discussed. A framework will be proposed as a way of articulating the complex relationship of occupation and health to broaden an appreciation of human occupation as a site of knowledge production.

**Conclusions:** Viewing occupation as predominantly health-promoting is argued as problematic, as it leads to an incomplete understanding of human occupation and reproduces assumptions related to

occupation and health. A refinement of the conceptualization of occupation will provide a more nuanced understanding of the potential risks and benefits to individual and societal health and wellbeing, as influenced by occupational engagement and choice.

**Key words**: occupation; health; illness.

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**Paper 44: Occupational Balance in Different Populations and an Evaluation of the Psychometric Properties of a Newly Developed Instrument**

Petra Wagman, PhD, reg occupational therapist, *Jönköping University, Sweden*
Carita Håkansson, PhD, reg occupational therapist, *Lund University, Sweden*
Mathilda Björk, PhD, reg occupational therapist, *Department of Medical and Health Sciences. Linköping University, Sweden*
A. Birgitta Gunnarsson, PhD, reg occupational therapist, *Unit for Research and Development, Kronoberg County Council, Sweden*

Occupational balance is an important concept in occupational science. It has, however, been criticized for being defined and operationalized in different ways and, therefore, difficult to measure. The new instrument Occupational Balance Questionnaire (OBQ) may contribute to address this. The OBQ is in line with the definition that occupational balance is the individual's experience of having the right amount and variation of occupations. It also builds on empirical research in a general as well as a population sharing a health condition.

The OBQ focuses on the individual's perception of amount and variation of occupations but not on the actual time spent in different occupations. By doing so the intention is to overcome the problem of preferring different time use or occupations in different contexts, making it potentially useful globally.

The OBQ has shown good content validity and sufficient psychometric properties regarding internal consistency and test-retest reliability in a general Swedish population. However, it needs to be further evaluated in various populations.

The aim of this study is to describe occupational balance, measured with the OBQ, in several populations; people sharing a health condition, e.g. rheumatoid arthritis and anxiety/depression and people sharing the same profession or work place. Furthermore the aim is to evaluate the psychometric properties of the OBQ in these populations.

This is a currently occurring study. Most of the data has been collected but the analyses have not yet been conducted. The results from these analyses are expected to provide broader knowledge about occupational balance as well as about the psychometric properties regarding the OBQ, because previous solely general populations have been researched using it. The knowledge gained would be valuable for occupational science by a useful operationalization of this important concept. If the OBQ has good psychometric properties also in these populations, further validation in other countries and cultures would be a useful next step in the instrument development.

**Key words:** instrument development, psychometric properties, Occupational Balance Questionnaire

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**Paper 45: Conceptualizing Meaning with Semiotic Mediation: Expanding the Conversation**

Khalilah R. Johnson, MS, OT/L , *University of North Carolina at Chapel Hill*

There is much to be considered concerning how meaning is examined when the capacities for speaking or writing are not possible. Meaning, as it is discussed in occupational science and occupational therapy literature, is generally couched in the understanding that the meaning of occupational experiences are revealed through verbal and written language. Lev Vygotsky, as cited by Berthoff (1978), theorized that it is not possible to appreciate the power of language in its entirety if it is reduced to a communication skill. Verbal and written forms of communications have become a substitute for

understanding meaning, and these forms of communication as a means to interpret meaning alone are insufficient. To conceptualize meaning, as Vygotsky does with language, requires "recognizing that word and idea are dialectically related and the place to begin considering them both is 'the unit of meaning'" (Berthoff, 1978, p. 253). Similar to the complexity of the relationship between word and idea, meaning is enacted in the complexity of everyday living. Scholars within and outside occupational science have explored meaning by considering cultural, contextual, temporal, and spatial factors (Humphry, 2002; Spitzer, 2003; Reed, Hocking, & Smythe, 2010); how objects are used by people individually, in addition to how objects are used with others, should be considered. Vygotsky's concept of semiotic mediation, the way in which people learn to co-construct meaning via signs and objects in their environments, may provide an alternative way to conceptualize meaning. Objects or signs become demonstrations of or symbols for meaning (Holland & Lachicotte, 2007). We learn how to ascribe meaning by placing objects or signs into the environment for others to pick up. In turn, how others use those objects mediates our learning about our own meaning making. In other words, one learns how to see what is meaningful. To understand meaning is to understand the whole social person, which involves more than expressed language. This paper expands the discussion on how making meaning is conceptualized, employing the theoretical contributions of Vygotsky as a framework for our understanding. I will use examples from my preliminary observations and work experience with persons with intellectual disabilities to illustrate how the use of semiotic mediation contributes to understanding meaning.

**Key words**: meaning, semiotic mediation, intellectual disabilities

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**Paper 46: Prisoner at Home or Active Community Participant:  Exploring Factors that Influence Public Transport Service Provision for Persons with Disabilities in the eThekwini District, South Africa.**

Helga Elke Koch, *University of KwaZulu-Natal*
Catherine Sutherland, *University of KwaZulu-Natal, Department of Development Studies*

Persons with disabilities experience occupational injustices regarding transport participation. Since transport is an occupation as well as a means to achieving other occupations, accessible transport is the passport to independence. Unfortunately however, for many individuals the structural, societal, political and economic barriers continue to limit persons with disabilities in achieving integration in society. This study explores the factors that influence public transport service provision for persons with disabilities in the eThekwini district, a municipal area in South Africa.

A qualitative design was employed with purposive sampling of persons with mobility, visual and hearing impairments, transport operators, one transport (taxi) owner, two city officials, two consultants, one academic focusing on transport and one disability expert. The researcher used semi-structured interviews and three focus groups within the design. They were digitally recorded, transcribed and reviewed by either one or two independent persons for accuracy. Two of them were reviewed by the original interviewee. The transcriptions were analyzed using Nvivo 10. A conceptual framework was made by the researcher. Based on deductive reasoning, the researcher created 'broad-brush' coding to organize the material into topics. A second and third phase of data analysis was done and nodes were created using topic coding and analytical coding. Thematic analysis was then completed.

Reliability was ensured by using the same researcher for all the interviews and focus groups. Additional, when a translator was required, the same translator was utilized, who also had an in-depth understanding of the nature of disability. Confirmability was ensured by conclusions having a strong link between supporting literature and the data gained throughout the research process.

The results indicate that persons with disabilities experience occupational marginalization, apartheid, deprivation and limited occupational choice leading to occupational injustice. This is through inaccessibility, power dynamics, lack of compassion, safety concerns and the influence of money. Unless an occupational injustice framework is applied to policy creation, many of these additional barriers will remain unresolved and not addressed. This thus highlights the importance of occupational science framework in multi-stakeholder and departmental planning. This will enable meaningful connections across disciplines and sectors and further increase the dimensionality of occupational science.

**Paper 47: Connecting risk and occupation: Problematizing uses of risk in the study of occupation**

Silke Dennhardt , *University of Western Ontario, Canada*
Debbie Laliberte Rudman , *University of Western Ontario*

**Background and Rationale**:The idea that responsible choice of certain occupations, such as exercising, can reduce health risks has gained prominence around the world. Critical scholars (Dean, 1999, Rose, 1999), addressing risk as a particular 'thinking style' and powerful neoliberal rationality, relate the global prominence of risk to current social transformations in many countries that shift social responsibility onto individuals. As particular risk rationalities obscure structural inequalities in economic resources,

safe and health-supporting environments, and an individual's opportunities to choose and engage in occupation, it is vital for occupational scientists to explore the use of risk in the study of occupation.

**Purpose:** This study sought to identify the relationship between occupation and risk in the occupation-based literature, including the epistemological perspectives on risk informing this literature and their potential effects on the study of occupation.

**Methods:** Drawing on Arksey and O'Malley's (2005) methodological framework, a scoping review was completed, comprehensively searching relevant literature published between 2007 and 2012 in 17 peer-reviewed occupational science and occupational therapy journals. The final sample resulted in 61 articles. Inclusion criteria required that articles referred to 'risk' (in title, abstract, or keyword) and clearly focused on occupation as defined in occupational science ('the ordinary and familiar things that people do every day'). Subsequent content and thematic analysis explored how risk and occupation were conceptually related, as well as how risk was epistemologically positioned, using Lupton's (1999) risk heuristic.

**Findings**: The relationship between risk and occupation was conceptualized in four major ways: 'occupation as a risk', 'occupation to screen for risk', 'occupation to prevent risk', and 'occupation at risk'. Although various relationships between occupation and risk existed, this review found that a technico-scientific perspective on risk was dominant.

**Conclusion/Contribution**: These findings are of concern for the study of occupation for two reasons. First, the predominant technico-scientific perspective on risk places the focus on occupation as an individual concept, which limits the ability to advance the study of occupation as a socio-politically constructed phenomenon. Second, without critical reflection of the ways risk, occupation, and health are connected, the study of occupation might unintentionally contribute to reinforcing social, occupational and health injustices around the world, by locating risk in individuals rather than attending to its socio-political production.

**Key words**: risk, epistemology, study of occupation

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**Panel Presentation 5 - Critical Occupational Science: Ethical, Philosophical and Political Frameworks**

Debbie L. Rudman, *Western University*

Amber Angell, *University of Souther California*

Lisette Farias, *University of Western Ontario*

Gelya Frank, *University of Southern California*

A recent 'critical turn' in occupational science challenges the discipline to expand upon being a basic science focused on the human as an occupational being or the nature of occupation (Angell, 2012; Frank, 2012; Laliberte Rudman, 2013; Sellar, 2012). This critical turn encompasses a vision of occupational science as a socially responsible intellectual and moral enterprise aimed at enhancing awareness of occupational inequities and injustices and acting to bring about social transformation and enable occupation as 'a human right'. Excitingly, this challenge is being responded to and a growing body of work in occupational science is attempting to enact what, in this panel, will be framed as 'critical occupational science'. This activity among occupational scientists intersects with recent international developments to develop politically oriented occupational therapy. Given that critical scholars emphasize the need for continuous collective reflexivity regarding the ethical and political underpinnings and drivers of their work (Sayer, 2009; Sellar, 2012), this panel aims to provoke such reflexivity by considering questions pertaining to: (a) how critical occupational science might be framed or defined, (b) how it has been enacted thus far in relation to epistemology and methodology, (c) how it could be enacted in the future, (d) what might be its moral or ethical base, and (e) what it can add to the study of occupation and the capacity of the discipline to be socially and politically responsive and responsible. To promote this dialogue, each panelist will provide critical reflections on her occupational science work which has embraced a critical turn, sharing both the promises and challenges of such work. The panelists draw on various theoretical influences (e.g. Foucault, Black feminist theory, American pragmatist and neo-pragmatist thought, the capabilities approach, critical medical anthropology, globalization theory, Freirian-style pedagogies of the oppressed, and varieties of neo-Marxist and poststructuralist thinking); methodologies (e.g. critical ethnography, critical interpretive synthesis and critical discourse analysis); and substantive topic areas (e.g. aging, poverty, social justice, and international development). Thus, the panel presentation will both address the diversity that can exist within critical occupational science and also point to key anchors and defining features. Following these presentations, the session will be opened to dialogue with the audience to further refine the meaning and possibilities of critical occupational science.

**Key words**:collective reflexivity, critical paradigm, ethics

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**Panel Presentation  6- Pursuing Health in a Global City: Latino Angelenos' Participation in Health-Related Occupations**

Beth Pyatak, PhD, OTR/L, *University of Southern California*
Lucia Florindez. MA, *University of Southern California*
Jesus Diaz, OTD, OTR/L, *University of Southern California*
Jeanine Blanchard, PhD, OTR/L, *University of Southern California*
Erna Imperatore Blanche, PhD, OTR/L, FAOTA, *University of Southern California*

**Background**:: Global cities are worldwide hubs of economic, cultural, and political activity; they attract immigrants from around the world and often develop high levels of socioeconomic inequality (Sassen, 2005). Los Angeles is one such city, in which more than a third of residents are foreign-born (over half of whom are from Latin America) and a quarter of residents are in poverty. These circumstances of diversity and inequality affect the performance of everyday occupations, in some cases contributing to occupational deprivation and injustice.

**Purpose**: This panel will explore how globalization impacts engagement in health-related occupations (e.g., navigating health systems, interacting with healthcare professionals, and implementing treatment) among Latinos living in Los Angeles.

**Approach**: We will present case examples from three related projects which investigated the performance of health-related occupations among Latinos with various health conditions:  A qualitative study, drawing on narrative and phenomenological approaches, investigating how young adults with diabetes integrate disease management into their everyday occupations; A randomized controlled trial investigating a lifestyle intervention to prevent pressure ulcers among adults with spinal cord injury; and A qualitative study investigating the challenges and daily experiences of Latino families with a child with autism. The case examples extracted from these three studies are analyzed through a transactional theoretical perspective (Dickie, Cutchin & Humphry, 2006), emphasizing the interdependence of people and their environment in shaping occupational engagement.

**Results**: Latinos' performance of health-related occupations were influenced by a multitude of factors related to globalization. Some of these included language, immigration status, economic constraints due to limited employment opportunities, and the capacity of healthcare providers and health systems to provide culturally competent, accessible, and affordable care. For example, low-status employment restricted many participants' abilities to attend health-related appointments or perform self-care occupations (Vaishampayan, Clark, Carlson & Blanche, 2011). Participants who interfaced with

overburdened healthcare systems developed creative strategies to access healthcare, such as lying about symptom severity or need for medications.

**Conclusions<**: Latinos' participation in health-related occupations in a global city provides a vivid illustration of how the interplay between person and context shapes occupational performance. Exploring health-related occupations from a transactional perspective contributes to our understanding of how individual, community-level, and societal factors interact to influence the performance of these occupations.

**Key Words**: globalization, immigration, healthcare

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**Paper 48: Exploring the Occupational Aspirations of Youth with Motor Impairments**

Shannon Moores, BSc, Student Occupational Therapist, *University of Toronto*
Winnie Ly, BSc, Student Occupational Therapist, *University of Toronto*
Jane A. Davis, MSc, OT Reg. (Ont.), OTR, *University of Toronto*

**Introduction**: Adolescence is the stage between childhood and adulthood when youth begin to develop their occupational aspirations. Adolescence is often marked by increased stress due to changes such as physical maturation, brain development, increased desire for independence, and planning for future (Casey et al., 2010). Youth with motor impairments (YMI) face additional uncertainties as they develop aspirations within a society that may not be accessible to them due to various societal factors, such as stereotyping, prejudice, and lack of supports and accommodations (King & Cathers, 1996). YMI have had limited opportunity to share their stories of their occupational aspirations and to explore them over the life course.

**Objective**:This study explored the occupational aspirations of YMI as they moved through life transitions, such as college and looking for employment.

**Methods**:A narrative inquiry approach was used to frame this study for which participant stories were gathered as data. One participant engaged in a series of three interviews each with their own focus, and six published autobiographies were reviewed for narrative content applicable to the study. Narrative

analysis was used to combine events and weave a coherent narrative of the stories that provided new information and a deeper understanding of the seven participants' experiences (Bailey & Jackson, 2003).

**Results**: An overarching narrative, occupational aspirations, captured participants' experiences of pursuing their prospective life goals. Three sub-narratives (Everyday Adaptations, Perceptions of Self and Disability, and Connectedness) woven across the life stages shaped the development of the occupational aspirations for YMI.

**Conclusion**:This study provides a deeper understanding of occupational aspirations and reveals it as a dynamic and evolving construct. The participants viewed their impairments as a part of their identity and were able to enact adaptations to fully engage in their everyday occupations. Understanding disability as a result of activity limitations and participation restrictions is more congruent with how YMI perceive their impairment. Viewing impairment in this way, society is challenged by these individuals to create a more inclusive, accessible environment (Shakespeare, 1996).

**Key words**: youth, occupational aspirations, motor impairments

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**Paper 49: A Critical Analysis of Our Knowledge of Participation: Have Occupational Scientists Neglected Key Occupational Domains?**

Clare Hocking, DipOT, AdvDipOT, MHSc(OT), PhD, *Auckland University of Technology, New Zealand*
Susan J. Forwell, PhD, FCAOT, *University of British Columbia, Canada*
Primrose Lentin, PhD, *Monash University, Australia*
Shoba Nayar, PhD, *Auckland University of Technology, New Zealand*
Birgit Prodinger, PhD, *Swiss Paraplegic Research*
Mandy Stanley, PhD, *University of South Australia*

**Introduction**: The World Health Organization asserts that participation, as conceptualized in the International Classification of Functioning (ICF), is the outcome of health services. Occupational science

supports that global vision and seeks to advance the evidence for this assertion by generating knowledge of participation in occupation. It is unclear, however, whether our knowledge of occupation encompasses participation and meaningfully connects across all ICF chapters (Learning and applying knowledge; general tasks and demands; communication; mobility; self-care; domestic life; interpersonal interactions and relationships; major life areas; community, social and civic life). If some are neglected, health services will lack the knowledge required for effective participation interventions in those domains.

**Purpose**: To identify research priorities by auditing current knowledge of participation in occupation and critically analyzing the importance of identified gaps.

Method: An audit of volumes 1-20 of the Journal of Occupational Science (JOS) was completed, to identify findings related to participation and its relationship to health and map them onto the ICF activities and participation chapters. The inclusion criterion was articles reporting research findings or synthesizing literature to generate new understandings of occupation.

Results: The number of articles published in JOS that add to knowledge of participation is reported, as a whole and across the ICF participation chapters. Areas of concentration of knowledge development, and areas of neglect, are reported and the implications for occupational science, occupational therapists and health service provision are critically interpreted.

**Contribution**: The audit supports the planned development of occupational science by drawing attention to participation domains where knowledge is concentrated and where further research is needed. The findings will inform occupational scientists, health care providers and policy directions seeking to focus on participation as a primary health outcome. The study identifies areas where relatively substantial evidence exists, and where there is a need to interpret the broader literature to understand the value and meaningful connections of participation in occupation and its contribution to health.

Key words: Research priorities, ICF, participation


**Paper 59: The Influence of Occupational Engagement on the Lived Experience of Resilience Among Women who Lived in Poverty During Childhood**

Nedra Peter, BSc, Msc, PhD student, Western University. npeter2@uwo.ca
Donna Dennis, BScOT, MA. Lecturer Western University.
Janice Polgar, BScOT, MAOT, PhD. Associate Professor Western University.

**Background**: Resilience is a dynamic process through which positive adaptation to life situations is achieved despite adversity. With respect to poverty, resilience involves a range of protective processes that enables a person to adapt or adjust to disadvantageous circumstances. Social integration is an external influence on resilience achieved through engagement in relationships and activities with others.

Social integration provides increased social support and social contact and the opportunity to participate in valued occupations and thereby may contribute to a sense of being, belonging and identity. However there is little focus in the literature about how integration influences the resilience of youth living in poverty.

**Objectives**:The aim of the main study was to investigate the influence of social integration on resilience to the adverse effects of poverty. This research paper focuses on the contribution that occupational engagement makes to resilience.

**Design and Methods**: This study used a hermeneutic phenomenological approach. Data were collected through retrospective methods. Seven women who lived in poverty during childhood participated in semi-structured interviews lasting 60 to 90 minutes. Data were analyzed through thematic analysis informed by van Manen (1990, 1997).

**Results:** Three main concepts were identified by the participants: the challenges of living in poverty, the impact of poverty, and the adaptations made due to living in poverty. In relation to occupational engagement, participants experienced stigma resulting in exclusion from and rejection for participation in many occupations. Two themes represented the influence of occupational engagement through social integration in the broader community. The theme 'finding sources of support' describes the occupations participants engaged in to support their development of powerful identities. The theme 'gaining social capital' represents the participants' engagement in occupations with other members of the community in ways that were mutually beneficial for the wellbeing of those involved.

**Implications/Importance to building Occupational Science**: Integration in specific social opportunities provided a context for participation in meaningful occupations void in other areas of the participants' lives. Occupations performed with others who shared similar life experiences helped participants develop a feeling of belonging and created a shared meaning of these occupations. Engagement in social occupations fostered purpose in life, the opportunity to exercise choice and enhanced self-worth; which collectively support being resilient. These findings suggest further research into the nature of shared occupations and resilience of women who grew up in poverty.

**Key words**:resilience, social Integration, occupational engagement

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**Paper 51: Concept Mapping: A Dynamic, Individualized and Qualitative Method for Uncovering Occupational Meaning.**

Jessie A. Wilson, *Western University*

Kaity Gain, *Western University*

Lilian Magalhães, PhD, *Western University*

**Background/Rationale**: Concept mapping uncovers the natural complexities embedded in the formation of knowledge. It provides a visual representation of how the nuances of one's participation in a chosen occupation communicate and inform one another, exposing how the individual constructs meaning.

**Statement of Intent**: In this presentation the researchers look to explore the history of concept mapping and its current developments in occupational science research. We will elaborate on the benefits of moving toward a more qualitative representation of concept mapping, and will propose a new framework for its application and analysis. Finally we will discuss how our new approach to concept mapping will impact the field of occupational science, and examine areas for future development.

**Argument:** Concept mapping is founded on the understanding that knowledge is constructed among individuals and not discovered. The constructivism paradigm views meaning as constructed by individuals interacting and engaging with the world they are interpreting (Crotty, 2003). Meaning is therefore seen as subjective as are the concept maps that are created in response to understanding a particular question or phenomenon. They are subjective representations of one's understanding, and facilitate a creative interaction between the individual and the occupation they are exploring. Concept maps can be created in a manner that appeals to the different senses of the individual as well as the researcher. This multi-sensory experience facilitates the complex and holistic construction of knowledge and understanding around occupations.

**Conclusion**: The manner in which an individual constructs their concept map gives clues to their values, beliefs and the meaning they attribute to their occupations (Wheeldon & Faubert, 2009). Concept mapping allows the researcher to interact with their data, uncover new relationships, and view the information from a different perspective. It celebrates the diversity and complexity that is embedded in occupations therefore making it an ideal method for collecting and analyzing data in the field of occupational science. The blend of structure and creativity in concept mapping encourages researchers utilize this visual method as another tool to explore the individual meanings, and expose the complexity of occupations.

**Key words**: concept mapping, qualitative research, visual methods

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**Paper 52: Digital Access and Occupational Justice among Young People with Disabilities**

Helena Hemmingsson, *Linkoping University*
Helene Lidström, *Linkoping University*
Vedrana Bolic, *Linkoping University*

From an occupational justice perspective this paper reports on young Swedish people's (9-16 years) engagement in computer activities in school and during leisure time focusing on children and young people with disabilities in comparison with general population. Article 9 (on accessibility) in the United Nations' Convention on the Rights of Persons with Disabilities states that the parties to the convention shall take appropriate measures to 'promote access for persons with disabilities to new information and communications technologies and systems, including the Internet'. The United Nations' position is that digital access is a matter involving equality between groups of people, the securing of democratic rights, and equal opportunities for all citizens.

Analysis is based on survey data where computer and internet use by young people with disabilities (n= 389) are compared with a reference group from general population (n=940). The results demonstrate that young people with disabilities had restricted participation in computer use in educational activities, in comparison to young people in general. During leisure time however, the opposite pattern were found. Out of school young people with disabilities had a leading position with respect to internet use in a variety of activities. The discussion points to beneficial environmental conditions at home (and the reverse in school) as parts of the explanation for the differing engagement levels at home and at school, and among young people with disabilities and young people in general.

**Key words**: internet activities, adolescence, equality

**Paper 53: Being homeless or being housed: tales of an occupational transition**

Catherine Vallée, *Université Laval*

**Introduction**: The occupational needs of homeless individuals living with mental illness are receiving growing attention. However, the literature tends to focus on services delivery. As growing efforts are made to implement supported housing initiatives, the passage from streets to homes becomes not only a concern amongst practitioners, but also the focus of their interventions. Yet, little is known about the occupational nature of this transition.

**Objectives**: This study aims to understand the nature of the occupational transitions and occupational engagement of people living with mental illness who are homeless or recently housed.

Methods: A large randomized controlled trial, aimed at measuring the effects of a supported housing approach, was conducted in five Canadian cities. In order to contextualize the impact of housing, narratives were collected from a subsample of participants, while respecting assignments to the comparison groups. This presentation focuses on narratives of participants collected at one site (n=44), at their entry into the project and 18 months later. Each pair of narratives constituted a case. Cases were analyzed individually in order to situate transitions within the participant's life course occupational development (Davis & Polatajko, 2010) before any comparison. The inductive analysis process focused on the characteristics of this occupational transition by examining its various dimensions such as the nature, experience, value and meaning of occupational engagement, its transformative potential and its relationships with place, time and social environment. Several procedures, including methodological journals and audits, were implemented to ensure the transparency, accountability and procedural rigor of the study.

Results: Narratives reveal how occupational engagement is modulated by the experience of homelessness, addiction, trauma and occupational injustices, even beyond homelessness. Initially focused on survival needs, participants strive to meet their need for affiliation and their desire to reclaim their dignity and sense of citizenship, while transforming their occupational patterns and identity.

**Conclusion**: This study offers some empirical basis to substantiate the theoretical foundations surrounding occupational development of an adult population. In addition, it highlights overlooked occupational issues experienced by persons who are homeless or recently housed. Occupational changes associated with being housed occur slowly as participants redefine their social and occupational identity, shift their frame of reference and strive to come to terms with their potential occupational engagement while remaining faithful to their history.

**Key words** : occupational transitions; occupational engagement; homelessnes</strong>

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**Paper 54: Meaning of Everyday Food-Related Occupations: A Qualitative Study with Individuals in Cross-Cultural Transition**

Dorothea Harth, Cand. MSc OT, *University of Applied Science and Arts, Hildesheim, Germany*
Ulrike Marotzki, PhD, *University of Applied Sciences and Arts, Hildesheim, Germany*
Silke Dennhardt, PhD, *Western University*

**Background and Rationale**: Movement of people is part of increasing globalization. It is expected that more people will experience a transition from living in one culture into another. This transition to cross-cultural living influences daily routines and occupations in peoples' lives and might also influence the individual meaning of occupation. Meaning is an important subject to Occupational Science as it is a parameter of human occupation (Hocking, 2000), and a basic assumption is that meaningful occupations may influence health and well-being in general (Wilcock, 2006).

**Purpose**: This study sought to identify the meanings of food-related occupations in individuals in cross-cultural transition.

**Method**: A phenomenological approach was used as this study's research methodology (Creswell, 2003). In-depth interviews explored the meaning of the lived experience of food-related occupations. Four adults (3 male, 1 female) who moved to Germany two to twelve months prior to the interview and who came from different cultural backgrounds (Austria, Iran, UK, USA) participated in this study. Data was collected by in-depth interviews and accompanied by two small questionnaires. The semi-structured interview guide focused on an item the participants chose as related to one of their food-related occupations and which they brought to the interview, as well as on the occupation and it's meaning. Questions were open-ended and, for instance, asked to describe the item, how the occupation was experienced, and how this experience changed in transition. Participants gave feedback on the case summary via questionnaire. In order to work out the essence of the meaning of experienced food-related occupations, the researcher described her own experience for following bracketing and a qualitative content analysis (Kuckartz, 2012) was performed by creating case summaries, building codes and categories and synthesizing the findings of the four interviews.

**Results & Discussion**: As the study will be completed in February 2014, the results are preliminary, but they indicate a similarity between the participants' origin of meaning in food-related occupations. The meaning seems to have roots in their culture- and family-background. It also can be derived that the cross-cultural transition may not have changed the meaning of the occupation but the awareness of it. The findings will contribute to the understanding of meaning regarding occupation and its origin, as well as the influence of meaningful occupations in cross-cultural transition.

**Key words**: meaning, food-related occupation, cross-cultural transition

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**Panel Presentation 7 - Promoting diversity in qualitative methods: Expanding beyond talking about occupation**

Mandy Stanley, *University of South Australia*
Eric Asaba, *Karolinska Institutet*
Debbie Laliberte Rudman, *University of Western Ontario*
Shoba Nayar, *Auckland University of Technology*
Clare Wilding, *Charles Sturt University*

The objective of this panel is to promote discussion regarding the variety of qualitative methods, beyond interviews, that can be drawn upon to further the study of occupation. Within qualitative research, both in the broader health sciences and specifically in occupational science, the interview has been a primary method for data collection and subsequent analysis (Frank & Polkinghorne, 2010; Nunkoosing, 2005). Although interviews enable exploration of individuals' perspectives on an experience or topic, there is increasing critical reflexivity regarding the limits of interviewing and on the confines associated with a sole or primary reliance on interviews in qualitative research. For example, critiques have pointed to interviews as limited in enabling researchers to grasp aspects of phenomenon that are taken-for-granted, tacit, or rarely spoken about. Critiques have also raised concerns about who gets defined as 'information-rich' within interview-based studies, as well as who becomes excluded due to differential capabilities to frame their thoughts, experiences, and perspectives in verbal ways (Mason, 2002; Nunkoosing, 2005; Suzuki, Ahluwalia, Arora, & Mattis, 2007). Given that occupational scientists seek to elucidate occupation at many levels and scales, such as an individual experience, a collective phenomenon, and a socio-political process, and seek to engage with diverse types of informants and collectives (Hocking, 2009), a primary reliance on interviews to obtain qualitative data will limit the capacity of scholars to illuminate the complexity of occupation. In this panel, members will discuss and illustrate their experiences drawing upon other methods, such as doing occupations with informants, using arts-based and visual methods, observation, and engaging with informants over a prolonged period of time to inspire each other to experiment with the ways they perform occupations. Panel members will examine what these methods can add to the study of occupation. In addition, panel members will address the importance of placing these various methods into methodologies, such as grounded theory or ethnography, and clearly articulating the epistemological assumptions informing how such methods are used and the ways in which the information generated is analysed. Audience members will be asked to share their experiences using a diversity of qualitative methods to research occupation and to further consider the range of possibilities and their prospects for advancing the study of occupation.

**Key words**: epistemology, methods, qualitative

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**Panel Presentation 8 - Conceptualizing Occupational Justice Globally: Present Understandings and Future Directions**

Jyothi Gupta, Dr., *St. Catherine University*
Evelyne Durocher, PhD(c), OT Reg. (Ont.), *University of Toronto*
Robert Pereira, *Macquarie University, Sydney, Australia*

Both occupational science (OS) and occupational therapy (OT) share core beliefs related to human dignity, rights, and social inclusion (Frank, 2012; Whiteford & Townsend, 2011). Of concern to both, then, is the promotion of occupational justice. This international panel will review how occupational justice has been conceptualized, articulated, and operationalized in OS and OT. Then empirical data will be used to show how occupational injustices can arise inadvertently through the intersection of sociopolitical structures and discourses and from policy-driven processes. These 'on the ground' situations will be used to 'think with,' highlighting current challenges to operationalizing occupational justice. Discussion will focus on future directions for promoting occupational justice in practice.

First, a meta-synthesis of the results of a scoping review (Durocher, 2013) and a systematic mapping review of justice articulations in OS and OT literature will show the diverse ways that justice has been conceptualized.

Next, a Canadian study of discharge planning with older adults will show how the intersection of social and political forces can result in occupational injustice. Discharge planning from inpatient care involves the decision of where individuals will live upon discharge, which can have significant implications determining available opportunities and how and by whom needs will be met. In one older adult inpatient rehabilitation setting, co-constituting underlying beliefs about aging as decline and the primacy of healthcare professionals' knowledge intersected with conventions in discharge planning processes and practices to maximize safety resulting in the marginalization of older adults in their own discharge decisions as they were disallowed from making decisions deemed "risky" by others.

Next, a study on the Australian National Disability Insurance Scheme (NDIS) will reveal how occupational possibilities were promoted and situated within the institutional ethos. The NDIS, labelled the biggest social policy reform since the introduction of Medicare in the 1970s, aimed to provide

support and foster capability enablement for people living with severe and profound disability through opportunities for social inclusion and individualised funding. Analysis of the NDIS from a critical occupational science perspective reveals how the NDIS facilitates occupational justice in practice and highlights areas of future development.

Discussion will focus on how to move concepts of occupational justice into the practice realm, focusing on the intersection of practice, policy and research championed within occupation-based disciplines.

**Key words**: occupational justice; theory; practice; policy

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**Paper 55: Housing for ageing LGBT people in Sweden: A descriptive study of needs, preferences and concerns.**

Anders Kottorp, *Karolinska Institutet*
Karin Johansson, *Karolinska Institute*
Lena Rosenberg, *Karolinska Institute*

It is well documented that societies in many countries builds upon a hetero-normative perspective. Such perspective influence upon how the individual identity is shaped, as well as how we interact and organize our daily lives in relation to roles and places within home and society. Our identities are also reflected in how we organize our homes and relationships. With an increasing number of ageing people who identify themselves as lesbian, gay, bisexual or transsexual (LGBT), there is a risk that traditional housing for older people fails to meet the needs and preferences of LGBT people, or even exclude this group in planning services and support for the elderly.

The aim of this study was therefore to describe LGBT persons' needs, preferences and concerns according to ageing and housing. Further, the ambition was to examine if and how specific senior housing facilities for this group can meet those needs, preferences and worriers.

Based on a survey (n=487), followed by six focus group discussions (n=30), with persons who identified themselves as LGBT, both quantitative and qualitative approaches were used to analyze the findings.

When comparing the ranking of specific preferences (in terms of architectural and environmental features and staff competence) in a senior housing between the LGBT people (n=200) and heterosexual matched controls (n=198), only minor differences were detected according to sexual preferences. The findings from the focus group discussions explored other aspects of importance for successful ageing and housing for older LGBT people that were not detected in the survey questions.

A dilemma between segregation and openness: When reasoning about this topic, the participants agreed upon that they did not want to exclude any group from a LGBT senior housing, while at the same time agreeing upon the importance of being able to age in a safe LGBT culture, in particular when there is a need for a lot of care or social support.

Senior housing with a clearly defined LGBT profile where LGBT people constitute the majority creates a safe atmosphere for them to age in place. This safe atmosphere also makes it possible to include heterosexual individuals as residents, without risking that the safety associated with **ageing together with persons with similar experiences** through the life story is to be threatened.

People associated with the LGBT community are often connected to families of choice, constituted by networks of persons at different ages connected through close friendship. This resource should be supported in an LGBT senior housing.

In order to give space for the **variety among lifestyles** and preferences in LGBT people, and also to include heterosexual individuals, a senior housing for LGBT people should include different forms of housing and residential care facilities. The achieved knowledge from the study is also translated into **architectural features and environmental designs** within a fictive building.


**Paper 56: Transition: The occupation of changing occupations**

Emily Furgang Kertcher, PhD, MOT, OTR/L, *University of North Carolina at Chapel Hill*

Scholars in occupational science have emphasized occupational transitions as important aspects of the life course (Shaw & Rudman, 2009). Referring to the reformatting of current occupations and the acquisition of new occupations as people leave and begin stages throughout their lives, occupational transition characterizes a period of time, as well as a process, in which occupations change. The construct of transition also carries weight in the practices of the United States' educational system. For example, the Individuals with Disabilities Education Act mandates development of a post-school transition plan beginning at age 16 for students with intellectual and developmental disabilities (IDD). This plan maps out the changes involved in leaving secondary school.

While both theory and practice of transition appreciate changing occupations, there exists a strong disconnect in how we think about transition and how we address it in practice. For example, occupational scientists have evidenced the process of transition in research on occupational transitions (e.g., Arnold, Shaw, & Landry, 2009; Shaw & Rudman; Pettican & Prior, 2011), while the transition plan in secondary education has merely become an outcome product that ends abruptly before the transition is even complete. The connection of theory and practice can be fostered through appreciation of transition as occupation in and of itself. This novel concept gives the theoretical construct of transition a practical application.

This theoretical paper explores transition as occupation through connection of past international discourse on occupational transitions with current research of the transitional experiences of students with IDD. It asks and discusses the question, "Can the process of changing occupations be occupation in and of itself?" In doing so, this paper makes the case that the understanding of transition as occupation can support effective transitional experiences for young adults with IDD. Further, it offers a refreshed perspective for research on transition in occupational science.

This paper is relevant to the aims of occupational science because it encourages scholarly discourse about the occupational experiences of transition for youths with IDD. Further, it joins current research with past occupational science literature to inform future scholarship on transition processes across the lifespan and around the world. Thirdly, it addresses Shaw and Rudman's (2009) call to address the multiple facets of the transition process in transition research.

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# Alphabetic List of Presentations

# Alphabetic List of Presenters

# 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:

- 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 enage 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 no 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 or this fledging

profession, focused on the core idea of occupation: 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 & Clar, 1996)

In November, 2002, nearly 90 years later, another landmark event in the evolution of occupational science occurred.  In Galveston, Texas, another goryup of scholars met to formally establish the first US.-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 financially and emotional, that it would be 8impossible to mention them all here. Suffice to say, it takes the effort of many to continue the mission.


SSO: USA Web Page Address: www.sso-usa.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: Galya 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: Sustainabiity, Balance & Occupation
Ruth Zemke Lecture in Occupational Science Lecturer: Malcolm P. Cutchin
October 4-6, 2012
Portland, Oregon

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

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

## THANK YOU

To the Joint International Conference Steering Committee for their work in organizing an international conference on occupational science and to the 2014 Conference Committee members for making the Minneapolis conference a success

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Kathlyn L. Reed, PhD, OTR, FAOTA, MLIS Proceedings editor