

**Fifth Annual Proceedings of
The Society for the Study of Occupation:USA**

From the Sixteenth Annual SSO:USA Research Conference

*Seattle, Washington
October 2017*

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

SSO:USA Sixteenth Annual Research Conference

Participation: People, Places, & Performances

Seattle, Washington

October 19-21, 2017

Society for the Study of Occupation: USA Conference Proceedings, 2017

Table of Contents

Mission Statement and Objectives of SSO: USA..... ii
History of the Society for the Study of Occupation: USA iii
List of Previous Conferences iv
Thank you vi
Conference Proceedings 1-91
Alphabetical List of Presenters 92-93
Schedule at a Glance 94

SOCIETY FOR THE STUDY OF OCCUPATION: USA MISSION STATEMENT

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

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

OBJECTIVES

The objectives of SSO:USA are:

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

SSO: USA HISTORY

By Elizabeth Larson, 2002

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

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

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

SSO: USA Web Page Address: <http://www.sso-usa.org>

PAST ANNUAL CONFERENCES

First Annual Research Conference; Inaugural Lecturer: Ruth Zemke: Occupational Science: Yesterday, Today, and Tomorrow; November 14-16, 2002 Galveston, Texas

Second: Research with an Attitude!; Ruth Zemke Lecture in Occupational Science Lecturer: Elizabeth Yerxa: The Infinite Distance Between the "I" and the "It" ; October 16-18, 2003 Park City, Utah

Third: Scholarship in the High Desert; Ruth Zemke Lecture in Occupational Science Lecturer: Jeanne Jackson: Occupation at the Center: Creating Authentic Lives in Social Worlds; 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: One Person's Thoughts in Mapping the Future of Occupational Science; 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: Meyer Revisited: Connections Between Lifestyles, Resilience and Illness; 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: Place in Occupational Science: A Life Course Perspective on the Role of Environmental Context in the Quest for Meaning; October 25-27, 2007 Albuquerque, New Mexico

Seventh: Occupations Under the Sun: Expand Your Scholarly Horizons; Ruth Zemke Lecture in Occupational Science Lecturer: Clare Hocking: The Challenge of Occupation: Describing the Things People Do; 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: Are occupations 'processes too complicated to explain'? What we can learn by trying; October 14-16, 2009 New Haven, Connecticut

Ninth: First CSOS and SSO: USA Joint Occupational Science Conference; Ruth Zemke Lecture in Occupational Science Lecturer: Gelya Frank: Occupational Therapy/Occupational Science/Occupational Justice: Moral Commitments and Global Assemblages; October 14-16, 2010 London, Ontario, Canada

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

Eleventh: Occupation and Place: Sustainability, Balance & Occupation; Ruth Zemke Lecture in Occupational Science Lecturer: Malcolm P. Cutchin: The Art and Science of Occupation: Nature, Inquiry, and the Aesthetics of Living; October 4-6, 2012 Portland, Oregon

Twelfth: Occupation and Education Ruth Zemke Lecture in Occupational Science Lecturer: Debbie Laliberte Rudman: Embracing and enacting ‘the occupational imagination’: Occupational science as transformative; October 17-19, 2013 Lexington, Kentucky

Thirteenth: Second Joint International Conference in Occupational Science: Globalization & Occupational Science: Partnerships, Methodologies & Research; SSO:USA Ruth Zemke Lecture in Occupational Science: Dr. Elizabeth Townsend: Doing and Being Well Into Old Age: Occupational Literacy for Justice and Ecological Sustainability; October 16 to 18, 2014 Minneapolis, Minnesota, USA

Fourteenth: Sun, Scholarship, and Occupation. Ruth Zemke Lecture in Occupational Science: Ruth Humphry: Appropriation and transformation of occupations: So what is know-how anyway?; October 1-3, 2015. Fort Lauderdale, Florida

Fifteenth: Third Joint International Conference in Occupational Science: Navigating the Seas of Change: Diversity of Occupation; Ruth Zemke Lecturer in Occupational Science: Kathlyn Reed: Pioneering OT and OS: Ideas & Practitioners before 1917; September 29-October 1, 2016 Portland, Maine

About the Ruth Zemke Lecture in Occupational Science: In recognition of Dr. Ruth Zemke's mentorship, questing intellect, and ongoing efforts to foster an occupational science community of researchers, this lectureship was named in her honor. The lectureship is designed as a forum to present visionary, theoretical, and critical analyses of occupational science.

THANK YOU

To Conference Committee Chair Jeanine Blanchard, University of Southern California, and her committee members, for hosting the 16th annual conference in Seattle, Washington.

To Abstract Review Committee Chair Sheama Krishnagiri and her reviewers.

To Kirstie Haruta of bepress, consulting services, for providing computer support and training for the BE Press repository for and management of the conference abstracts.

To Joythi Gupta for her leadership of SSO: USA

To the officers and committee chairs:

Secretary: Katie Serfas, Saint Louis University

Treasurer: Yvonne Randall, Touro University Nevada

Research Committee Chair: Mackenzi Pergolotti, Colorado State University

Communication Committee Chair: Aaron Bonsall, AT Still University

Membership Committee Chair: Anne Fleischer, Eastern Kentucky University

Legal Committee Chair: Beth Ekelman, Cleveland State University

To all the presenters for providing the contents of the conference proceedings

Proceedings Editor: Pollie Price, PhD, FAOTA, OTR/L

THURSDAY, OCTOBER 19, 2017

POSTER SESSION:

A CHALLENGING EXPLORATION OF THE OCCUPATIONAL EXPERIENCES OF AN ELDERLY PERSON WITH DEMENTIA

Mari Sakaue, *Sapporo Medical University*

Ryoko Michinobu, *Sapporo Medical University*

Abstract

Statement of Purpose: In Occupational Science, there are limited studies addressing the occupational experiences of people with difficulty communicating because of cognitive impairment. This study's aim was to explore the occupational experiences of a person with dementia through a story constructed using their daily life.

Method: Participants included nine elderly residents and care staff at a Long-Term Care Facility for dementia patients in Japan but focused on just one resident, an elderly woman in her 80's with severe Vascular Dementia and impaired communication skills - although capable of talking by repeating familiar words while smiling and using hand gestures.

Data collection occurred 40-times (about 150 hours) via fieldwork at that facility over 2 years by 2 researchers, including a medical anthropologist. Facility records, staff and family interviews were triangulated with field notes, which included actions, verbal/non-verbal interactions, and settings.

Data analysis of field notes used narrative methodology (Josephsson and Alsaker, 2014) and narrative-in-action (Alsaker, Josephsson, & Dickie, 2013) to identify significant occupational events and plots, focusing on sequence of actions, interactions and verbal/non-verbal expressions. Researchers and staff conducted debriefing meetings with researchers interpreting the data using a back-and-forth analytical process in consideration of similar occupational settings, cultural perspectives and personal life history.

Results: From the data, three plots were constructed; (a) comfort response when treated like a child, (b) caring for and warming to weaker residents and staff by connecting to her past life, (c) straining to follow the lead of less-affected residents.

Discussion/implications: The "narrative-in-action" concept explains how narrative meaning occurs in and through occupation (Alsaker et al., 2013). Limitations in understanding the occupational experiences of the participant existed because of single verbal/non-verbal expressions. However, three plots could be constructed through sequences of those expressions and interactions. Additionally, all plots were constructed based on her agency, which she used to engage in her occupations of caring of others and finding pleasure in connecting to others, suggesting that the response of others toward her expressions might shape her method of constructing plots tied to the transformation of her occupational experiences. Contribution to OS: This study suggests that using narrative analysis and narrative-in-action concepts –

observation of verbal/non-verbal expressions including cultural perspectives and life histories - may expand the possibility of constructing a story that interprets the occupational experiences of people with dementia. Furthermore, this narrative approach can explain the transformative processes of daily occupations.

Key words: dementia; older adults, occupational experience

References

Alsaker, S., Josephsson, S., & Dickie, A. V. (2013). Exploring the transactional quality of everyday occupations through narrative-in-action: meaning-making among women living with chronic conditions. In M.P. Cutchin & V. A. Dickie (Eds.), *Transactional perspectives on occupation* (pp.65-77). Springer, USA: New York. doi: 10.1007/978-94-007-4429-5

Josephsson, S. & Alsaker, S. (2014). Narrative methodology. In S. Nayar & M. Stanley (Eds.). *Qualitative research methodologies for occupational science and therapy* (pp.70-83). Routledge, UK: London.

CHARACTERISTICS OF VALUED OCCUPATIONS OF FRAIL ELDERLY JAPANESE MEN

Katsuyuki Nakashima, *Sapporo Medical University*

Mari Sakaue, *Sapporo Medical University*

Tetsuyoshi Sakaue, *Sapporo Medical University*

Yasuhito Sengoku, *Sapporo Medical University*

Abstract

Statement of Purpose: Population aging rates in Japan now exceed 26%, which has caused a doubling in the number of elderly men needing preventive intervention during this decade (Minister of Health, Labor and Welfare, 2015). There is growing recognition that personally valued occupations contribute to individual well-being, however, identifying occupations and providing satisfactory interventions for elderly men is difficult in Japan (Emori, 2010). A previous qualitative study of frail elderly men obtained some viewpoints on their valued occupations (Nakashima et al., 2017) but, in this study, identifying characteristics of valued occupations from the perspective of a wider age group was the focus.

Methods: Study participants were 11 frail elderly men in their 70's - 90's, living at home with sufficient cognitive capacities to answer interview questions. Collection of data came from semi-structured interviews, with participants required to complete a pre-interview time-use diary, so they might better identify their own valued occupations. Interview audio data was transcribed verbatim and analyzed line by line using constant comparative analysis to identify categories and codes for descriptions grounded in data. Data was independently analyzed by researchers who then reached a consensus agreement for code/category definitions and naming, followed by peer debriefing.

Results: Based on the data, two categories of occupational performance and occupational choice were created - "Thinking about occupations in consideration of society" and - "The criteria for occupational choice".

Discussion/implications: In Jonsson (2000), people's occupations after retirement were described as "People can be attracted by... a similar working method in the past even after their retirement". With nine of eleven study participants having belonged to a company - in the traditional Japanese valuation of male work priority - and all having had interest in the latest social trends, their occupational engagements of the past may have strongly influenced their current viewpoints on valued occupations. Additionally, for the eldest men, raised in postwar Japan's tradition of rebuilding society, they still perceived their retirement occupations with an awareness of society and/or membership in groups. Pierce (2013) noted that, compared to women, the numbers of descriptive studies of men in occupational science were fewer. This study may give some insight into the primary property of the occupational engagement processes in Japanese elderly men and contribute to a broader understanding of how they experience their retirement occupations.

Key words: men, elderly, valued occupations

References

Emori, T. (2010). Sagyo ga dekiru toiukoto tsusho [What is "enabling occupations"]. *The Japanese Journal of Occupational Therapy*, 44(10), 1035-1041.

Jonsson, H., Borell, L., & Sadlo, G. (2000). Retirement: An occupational transition with consequences on temporality, rhythm and balance. *Journal of Occupational Science*, 7(1), 29-37.
doi:10.1080/14427591.2000.9686462

Minister of Health, Labor and Welfare. (2015). Kaigo jokyo hokoku 2015 [Longterm care insurance report 2015]. Retrieved from <http://www.mhlw.go.jp/topics/kaigo/osirase/jigyoyo/m15/1503.html>

Nakashima, N., Sakaue, M., Sakaue, T., & Sengoku, Y.(2017). Chiiki ni sumu yoshien danseikoreisha no nitijyo seikatsu niokeru kachi wo oku sagyo no tokutyō ni kansuru sutsuteki kenkyū [A qualitative study of valued occupational characteristics in daily life for frail elderly men living in a community]. Paper presented at The 51st Japanese Occupational Therapy Congress and Expo, Tokyo, Japan.

Pierce, D.(2013). Building occupational science. *Japanese Journal of Occupational Science*, 7, 2-6.
Retrieved from <http://www.jssso.jp/JJOS/JJOS7/JJOS7-02-doris.pdf>

COLLABORATIVE OCCUPATION OF TRANSDISCIPLINARY PROCESS FOR ASSISTIVE TECHNOLOGY SELECTION

Tomoko Kondo, *Kyorin University*

Miwa Sakiyama, *Institute of National Rehabilitation Center for Persons with Disabilities*

Rie Takeshima, *Teikyo University of Science*

Yuki Sawasa, *Teikyo University of Science*

Takenobu Inoue, *Institute of National Rehabilitation Center for Persons with Disabilities*

Motoi Suwa, *Institute of National Rehabilitation Center for Persons with Disabilities*

Jun Suzurikawa, *Institute of National Rehabilitation Center for Persons with Disabilities*

Abstract

Purpose: Occupational science has emphasized its interdisciplinary origins and intentions. Today, the importance of transdisciplinary team work has been increasingly emphasized in a wide range of areas (Klein, 2004). However, the transdisciplinary process, how members collaborate, communicate, and transcend the borders of their disciplines, is still unclear. In this study, the collaborative occupation of transdisciplinary assistive technology selection is explored.

Method: The study employed qualitative descriptive study methods. The decision-making process of selecting assistive technology (AT) transdisciplinary professionals, a collaborative occupation, was studied with two purposefully selected teams belonging to public rehabilitation counseling centers. First, the two teams were observed during the selection process for optimal AT for a simulated client with spinal cord injury. Then, the team members were interviewed about how their regular practices differed from the simulation, and meanings and reasons for their performance in the transdisciplinary team. The observation data was background for and supplement to the interviews. Interview data was analyzed based on a modified grounded theory method (Kinoshita, 2003); conceptualized, defined, and categorized.

Results: The teams shared the goal of “finding a vital tool for the client”. To achieve the goal, they also shared primary questions of “Who is the client?” “What is necessary to improve the client’s quality of life and future?” and “How would AT affect the client?” The transdisciplinary decision making process comprised various sub-occupations such as intake, home visit and physical exam. No member participated in all sub-occupations, and there was no meeting in which all members participated. Each sub-occupation had a particular purpose and one to three members, whose disciplines were closely related to the purpose, participated in these sub-occupations. Transboundary knowledge was gradually widened through the process of sub-occupations. The members communicated not only verbally, but also tacitly through questions asked of the client by other discipline members. Their knowledge became transboundary, since the gained knowledge contained that of multiple members. The shared goal, basic questions and transdisciplinary interchanges contributed widened knowledge to converge into shared assumptions of optimal AT. Through the series of sub-occupations, the decision for selection of optimal AT became gradually concrete.

Implications: These findings add to our understanding of the collaborative occupations and revealed the usefulness of an occupational lens for exploring the selection of optimal assistive technology with transdisciplinary practice. The findings can also serve to facilitate structuring transdisciplinary practice and research in collaborative occupations.

Keywords: Collaborative occupation, team work, assistive devices

Questions for discussion:

How are the implications of these findings important to the field of occupational science?

Is the term collaborative occupation of transdisciplinary practice appropriate in occupational science?
If so, how is collaborative occupation different from co-occupation or collective occupation?

References

Klein, J., K. (2006). Prospects for transdisciplinary. *Future* 36, 515-526

Kinoshita, Y (2009). *Shituteki kenkyu to kijutuno atumi; M-GTA, jirei, esunogurafi* [Qualitative study and rich description; M-GTA, case, ethnography], Chiyoda-ku, Tokyo. Koubundou.

CONNECTING PUBLIC POLICIES AND EVERYDAY ACTIVITIES VIA MOBILIZING AN OCCUPATIONAL PERSPECTIVE

Rebecca Aldrich, *Saint Louis University*

Debbie Laliberte Rudman, *University of Western Ontario*

Abstract

Statement of Purpose: The need to bring an occupational perspective to bear within policy and public spheres has increasingly been framed as a “duty” of occupational scientists. However, given the dominance of a market model of society and its neoliberal view of humans as economic and entrepreneurial beings, how can occupational scientists ensure that their work “intensifies the value of research by providing a new lens through which public policy data can be interpreted” (Urbanowski, Shaw, & Chemuttut, 2013, p. 315)? This poster presentation describes knowledge mobilization efforts for a two-site, community engaged, collaborative ethnographic (Lassiter & Campbell, 2010) study of long-term unemployment in the United States and Canada that has been conducted since 2014.

Methods: To understand possibilities and boundaries for occupational engagement within the situation of long-term unemployment, we generated data at three levels in the United States and Canada: we interviewed 15 organizational stakeholders and reviewed organizational documents; we interviewed and observed 18 front-line employment support service providers; and we interviewed, observed, and completed time diaries and/or occupational maps with 23 people who self-identified as being long-term unemployed. Data analysis approaches included situational analysis (Clarke, 2005), critical discourse analysis (Cheek, 2004), and critical narrative inquiry (Hardin, 2003).

Results: Many of our findings illustrate the ways in which personal, environmental, material, non-material, and discursive situational elements create experiences of being “stuck” in long-term unemployment. To mobilize these findings beyond the academic realm, we are writing a series of site summaries and issue briefs that we can use to communicate with stakeholders and policy makers in each study context. These documents, along with other information about the study, are also being catalogued on a project website. Finally, we are planning knowledge mobilization workshops that will not only disseminate findings but will also bring study participants and policy makers together in an effort to minimize future experiences of being “stuck” in long-term unemployment.

Implications: By engaging participants in a discussion of non-academic knowledge mobilization efforts, we hope to strengthen disciplinary commitments to make occupational science research useful outside the academic realm.

Key words: Long-term unemployment, critical qualitative research, knowledge mobilization

Discussion questions:

1. What modes of non-academic knowledge mobilization might be used in occupational science?
2. In what ways can policy makers, in particular, be best engaged by researchers to foment change?

References

Cheek, J. (2004). At the margins? Discourse analysis and qualitative research. *Qualitative Health Research*, 14(8), 1140-1150. doi: 10.1177/1049732304266820

Clarke, A. E. (2005). *Situational analysis: Grounded theory after the postmodern turn*. Thousand Oaks: Sage.

Hardin, P. K. (2003). Constructing experience in individual interviews, autobiographies and on-line accounts: A poststructuralist approach. *Journal of Advanced Nursing*, 41(6), 536-544.

Laliberte Rudman, D. & Aldrich, R. M. (2016). 'Activated, but stuck': Applying a critical occupational lens to examine the negotiation of long-term unemployment in contemporary socio-political contexts. *Societies*, 6(28), 1-17. doi: 10.3390/soc6030028

Lassiter, L. E., & Campbell, E. (2010). What will we have ethnography do? *Qualitative Inquiry*, 16(9), 757-767.

Urbanowski, R., Shaw, L., & Chemmutter, L. C. (2013). Occupational science value propositions in the field of public policy. *Journal of Occupational Science*, 20(4), 314-325. doi: 10.1080/14427591.2013.806208

EVALUATING NURSING HOME ACTIVITY INTERVENTIONS: A SCOPING REVIEW

Carin Wong, *University of Southern California*

Natalie Leland, *University of Southern California*

Abstract

Statement of Purpose: Being engaged in meaningful occupations is an important component to quality of life and health for older adults. However, nursing home residents are often found to have poor quality of life. Specifically, inactivity, boredom, and depressive symptoms are common in this population (Pruchno & Rose, 2002). Despite the benefits of occupational engagement on quality of life and the influence on physical and mental health, participating in meaningful activities is limited among nursing home residents (Kolanowski, Buettner, Litaker, & Yu, 2006). Furthermore, facilitating resident occupational engagement is impacted by the diverse nursing home resident population, which includes a broad range of medical, functional, and cognitive abilities (Harris-Kojetin, Sengupta, Park-Lee, & Valverde, 2013). Thus, in order to promote engagement for a heterogeneous population and equip nursing homes with strategies to improve residents' quality of life, it is vital to explore effective nursing home activity interventions.

Methods: A scoping review methodology was utilized to summarize the current research, identify gaps in literature, and implicate the direction for future research. Three databases were searched. Included articles were: published between 1987 to 2015, written in English, published in a peer-review journal, implemented an activity intervention for long-term nursing home residents without a diagnosis of dementia, and had a study sample of individuals 65 years or older. The initial search resulted in 652 articles. After systematically reviewing manuscripts according to inclusion criteria, a final sample of 17 articles was identified.

Results: The activity intervention articles were targeted for four groups of nursing home residents: residents with dyspnea (n=1), residents with depression (n=2), residents with sleep problems (n=1), and the general nursing home population (n=13). Sixteen interventions demonstrated an improvement in residents' overall health outcomes. Two types of interventions were commonly implemented to improve the health and wellbeing of nursing home residents: physical activities (n=16) and individually tailored social activity (n=1). Health and well-being were most commonly measured through improvement in health-related quality of life (n=4), mood and affect (n=3), and physical function (n=8).

Discussion/Implications as related to Occupational Science: The findings of this scoping review suggests that there is a wide range of abilities and diagnoses among nursing homes residents as identified by the four types of targeted activity intervention populations. Thus, there is a need for occupational science to examine and develop activity interventions that are designed for a diverse nursing home population.

References

Harris-Kojetin, L., Sengupta, M., Park-Lee, E., & Valverde, R. (2013). Long-Term Care Services in the United States: 2013 Overview. Vital & health statistics. Series 3, Analytical and epidemiological studies/[US Dept. of Health and Human Services, Public Health Service, National Center for Health Statistics](37), 1-107.

Kolanowski, A., Buettner, L., Litaker, M., & Yu, F. (2006). Factors that relate to activity engagement in nursing home residents. *American Journal of Alzheimers Disease and Other Dementias*, 21(1), 15-22.

Pruchno, R. A., & Rose, M. S. (2002). Time use by frail older people in different care settings. *Journal of Applied Gerontology*, 21(1), 5-23.

EXPLORATORY STUDY OF BREAST CANCER SURVIVORS' LIVED EXPERIENCE THREE TO FOUR YEARS POST-TREATMENT

Anne Fleischer, *Eastern Kentucky University*

Rachel Parsley, *Eastern Kentucky University*

Abstract

Statement of purpose: Describe breast cancer survivors' experiences participating in important activities

three to four years after treatment.

Description of methods: Concurrent mixed method design using interpretative phenomenological analysis (IPA) to understand the experience of participating in the survivors' important activities (Smith, Flowers, & Larkin, 2009) and descriptive statistics to illustrate the activity level resumed since surgery and important activities by category: instrumental, social, low-demand leisure (sedentary) and high-demand leisure (physical). Breast cancer survivors three to four years past treatment were recruited from a group who began a previous study (Fleischer & Howell, in press). Participants were mailed a modified version of the Activity Card Sort (ACSm). Within the ACSm, the participant assigned one of five categories: (a) never done, (b) do now as often as before breast cancer treatment, (c) do less or differently than before breast cancer treatment, (d) have not done since breast cancer treatment, or (e) new activity to each of the 80 activities listed, and recorded her five most important activities. After the ACSm and the consent form were received, each survivor participated in 45- to 60-minute semi-structured interview centering around the survivor's experiences of participating in her important activities. IPA was used to analyze the data. To increase trustworthiness of the data, two researchers analyzed the data. When discrepancies occurred, data was reanalyzed until consensus was received. Additionally, descriptive statistics of the ACSm were used to further support the results.

Results: Three themes emerged from the interviews: a) exercise is important physically and emotionally, b) participating in important activities feels good, and c) plans have been made to continue engaging in important activities. Survivors returned to baseline or close to baseline activity levels for each category, as indicated by the ACSm except high-demand leisure in which half of the survivors were above baseline. Percentage of important activities by category was evenly distributed among the four categories.

Discussion/implications: This research adds to the understanding of the subjective relationship between occupation and well-being (Yerxa, 1990), and the intrinsic needs of engaging in occupations (Hammell, 2009), specifically among breast cancer survivors (Lyons, 2006). These survivors sought occupations, which were intrinsically important but also promoted physical and psychological well-being. Further investigation of these occupational science relationships are needed among a larger number of cancer survivors with other types of cancer at discrete points in their recovery, and from various cultures and age groups.

Key words: Breast Neoplasms, Occupations, Quality of Life

References

Fleischer, A., & Howell, D. (in press). Comparing survivors' experiences of participating in important activities during and after breast cancer treatment: Interpretative phenomenological analysis. *British Journal of Occupational Therapy*.

Hammell, K. W. (2009). Self-Care, Productivity, and Leisure, or Dimensions of Occupational Experience? Rethinking Occupational "Categories". *Canadian Journal of Occupational Therapy*, 76(2), 107-114. doi:10.1177/000841740907600208

Lyons, K. D. (2006). Occupation as a vehicle to surmount the psychosocial challenges of cancer. *Occupational Therapy in Health Care*, 20(2), 1-16. doi:10.1300/J003v20n02_01

Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, method, and research*. London: Sage.

Yerxa, E. J. (1990). An Introduction to Occupational Science, A Foundation for Occupational Therapy in the 21st Century. *Occupational Therapy in Health Care*, 6(4), 1-17.
doi:10.1080/J003v06n04_04

EXPLORING THE INFLUENCE OF AN EQUINE-ASSISTED ACTIVITY SITUATION ON THE QUALITY OF LIFE OF INSTITUTIONALIZED PEOPLE WITH DEMENTIA

Beth Fields, *Colorado State University*

Wendy Wood, *Colorado State University*

Abstract

Background and Statement of Purpose. To describe transactions among institutionalized people with dementia and activity situations, including their linkages to patterns of time use and emotional well-being (dementia-specific quality of life (QoL)). Activity situations serve to organize and structure the passage of time in institutionalized settings, and have demonstrated to have distinct environmental presses that are more or less likely to support QoL (Wood et al., 2016). The distinct environmental presses of activity situations were examined: an equine-assisted intervention, called *Riding in the Moment (RM)*, bus rides, meals, downtimes, physical therapy, television, and other activity groups.

Design. A convergent mixed methods case study design.

Participants. Six adults met these inclusion criteria: 1) diagnosed with mild-moderate stage dementia, 2) long-term care (LTC) resident at facility for four weeks or longer prior to the study, 3) not allergic to horses, 4) English-speaking, and 5) interest in horses. Five key informants met these inclusion criteria: 1) administrator or caregiver from LTC or equine facility, and 2) English-speaking.

Descriptions of Methods: Quantitative strand, qualitative strand, synthesis. Behavioral observational data were collected of the participants during activity situations using the Activity in Context and Time (Wood, 2005) and an instantaneous sampling strategy for eight weeks; 16 days, 64 hours, every ten minutes leading to 3,555 observations. Semi-structured interviews with key informants were gathered. Key informant's perceptions of the resident's daily lives and influence of environmental elements with QoL were investigated.

Analyses involved nonparametric statistical testing and basic qualitative description. Both data sets were initially analyzed separately and then merged together using a joint display.

Report of Results. Quantitative findings indicated that participants demonstrated the most complex occupational engagement and highest level of pleasure in *RM*; these outcomes were infrequently expressed during other activity situations. Qualitative findings described interrelationships among person and environment characteristics that either supported or hindered QoL. Syntheses of findings illuminate qualities of *RM* for facilitating occupationally enlivening presses; optimistic caregiving culture, occupational needs of the person, and direct contact with nature.

Implications. Findings revealed environmental presses generated by interpersonal experiences coupled with the physical and social stimuli of activity situations may have had immediate influences on QoL, for better and worse. These findings add to our understanding, and the research behind the importance of viewing occupation as a transactional experience (Dickie, Cutchin, & Humphrey, 2006) for enhancing QoL, especially for institutionalized people with dementia.

Key Words: Equine-assisted intervention; Environmental press; Activity situation

Discussion Questions:

How does understanding of occupational science benefit institutionalized people with dementia that may have limited occupational opportunities?

How might we better identify and address the conditions that contribute to deadening environmental presses for institutionalized people with dementia?

Can a rigorous framework for a hierarchy of occupational transactions be developed for specific activity situations such as Riding in the Moment, an equine-assisted intervention?

References:

Dickie, V., Cutchin, M., & Humphry, R. (2006). Occupation as transactional experience: A critique of individualism in occupational science. *Journal of Occupational Science*, 13, 83-93.

EXPLORING THE OCCUPATION OF DATING FOR YOUNG WOMEN LIVING IN IRELAND

Karen Harkins McCarthy, *Dominican University of California*

Abstract

Statement of Purpose: The discipline of occupational science has called for an increase in research focusing on the study of occupations. Gray (1997) stated that occupational therapy could benefit from “a more profound understanding of the essence of occupation” (p. 15). Dickie (2003) argues that “one way to achieve this understanding is to examine occupations directly” (p. 120). Dating is an occupation that has not been examined directly and has recently undergone rapid changes in its practice. Although occupational science research has been done on mate selection (Krishnagiri, 1996), there is a dearth of literature exploring the actual activities surrounding mate selection, how one actually participates actively in this selection which the researcher will refer to as dating. This study will address the gap in the literature by exploring the occupation of dating and the experience of young women participating in dating occupations in Ireland.

Method: A qualitative approach will be used to explore the occupation of dating. Data collection will include the use of semi-structured interviews, direct observation, and cultural material. Interviews will be audiotaped, transcribed. Field notes taken during observation and interviews will be coded using thematic analysis to generate common themes across cases (Braun & Clarke, 2006).

Results: Dating is described in terms of its form, function and meaning (Larson & Zemke, 2003), including the stages, environments, and occupations within dating. Stigma and the emotional aspect of dating are found to be implications for mental health and well-being. The purpose of dating is explored and

illuminates that dating is an occupation with a vision to meeting someone to share occupations with in the future.

Implications related to occupational science: This research answers the call to contribute to the study of occupations. This study also addresses the gap in literature in the experience of sexuality for persons without a disability and directly addresses the occupation of dating which has not been covered in depth.

Discussion questions to further occupational science concepts and ideas: How would you define dating? Is dating an occupation or a collection of other occupations with a sole purpose? How does dating differ in other cultures or populations that you have worked with? How can we as occupational scientists address the challenges of studying an occupation that is rapidly changing in society?

Key Words: Dating, Sexuality, Occupational Science

References

Braun, V. & Clarke, V. (2006). 'Using thematic analysis in psychology'. *Qualitative Research in Psychology*, 3, pp. 77-101.

Dickie, V. (2003). 'The role of learning in quilt making'. *Journal of Occupational Science*, 10(3), pp. 120-129.

Gray, J.M. (1997). 'Application of the phenomenological method to the concept of occupation'. *Journal of Occupational Science: Australia*, 4, pp. 5-17.

Krishnagiri, S. (1996). 'Mate selection as occupation'. In Zemke, R. & Clark, F. (eds.) *Occupational Science: The Evolving Discipline*. Philadelphia, F.A. Davis Company, pp. 193-203.

Larson, E. A., & Zemke, R. (2003). Shaping the temporal patterns of our lives: The social coordination of occupation. *Journal of Occupational Science*, 10(2), 80-89.

GAY MEN'S EXPERIENCE OF SAME-SEX MARRIAGE AND ITS RELATION TO WELL-BEING: AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS

William B. Wrightsman, *Touro University Nevada*

Abstract

Same-sex marriage is a recent and growing phenomenon. The study of this phenomenon provides an opportunity to explore the essence of marriage in relation to occupations. Similar to mothering occupations (Olson & Esdaile, 2000), fathering occupations (Bonsall, 2013), and family occupations (Humphry & Corcoran, 2004), occupations associated with same-sex marriage must be explored to illuminate this new societal phenomenon.

Occupational scientists are interested in occupations and their dynamic relationship with occupational concepts such as engagement, identity, occupational justice, and well-being. Also, occupational scientists are concerned with social norms (Kiepek, Phelan, & Magalhaes, 2014), political policies, and their

impact on the occupational engagement of individuals, groups, and populations. The LGBT community, and same-sex marriage specifically, has garnered little attention from researchers, including occupational scientists; as such, it is imperative that occupational scientists illuminate this recent phenomenon to understand the experience of same-sex marriage and its relation to occupation and well-being.

Method: This study will explore the lived experiences of three gay men, who have participated in the phenomenon of same-sex marriage. Interpretative phenomenological analysis (IPA) is the primary methodology that will be used for this study. IPA combines various phenomenological elements, such as phenomenology, hermeneutics, and idiography, to understand how research participants perceive a particular life experience. To achieve this goal, the researcher will conduct two 90 -120 minute interviews with each participant, followed by a third 30-45 minute interview.

The third interview will be conducted after the researcher has completed preliminary data analysis to validate analytic categories and interpretations. The researcher will utilize in-depth, semi-structured, one-to-one interviews for data collection. All interviews will be audio-taped, and the content will be transcribed verbatim to validate the data collection and analysis process. The researcher will utilize Smith, Flowers, and Larkin's (2012) analytic stages to complete data analysis for this dissertation study. IPA stages of analysis include reading and initial noting, the discovery of emergent themes, searching for connections across emergent themes, moving to the next case, and considering patterns across cases. An audit trail, triangulation, member checking, and peer review during analysis will be used to establish trustworthiness.

Implications for Occupational Science: Studying the relationship between occupations, occupational concepts, and occupational beings is the goal of occupational science. Understanding same-sex marriage from an occupational perspective will allow scientists to gain new knowledge regarding how gay men experience same-sex marriage, and how this experience influences well-being.

Keywords: Occupation, same-sex marriage, well-being

Discussion questions:

How has the legalization of same-sex marriage influenced same-sex relationships?

What occupational science threshold concepts emerge from gay men's description of same-sex marriage?

How do intersectional identities influence gay men's experience of same-sex marriage?

How do occupational justice mechanisms, such as discrimination, microaggression, and stigma, influence the gay men's experience of same-sex marriage?

How do gay men perceive that marriage has influenced their well-being?

References

Bonsall, A. (2013). Fathering occupations: An analysis of narrative accounts of fathering children with special needs. *Journal of Occupational Science*, 21(4), 504-518. doi: 10.1080/14427591.2012.760423

Humphry, R., & Corcoran, M. (2004). Exploring the role of family in occupation and family occupations. *American Journal of Occupational Therapy*, 58(5), 487-488. doi:10.5014/ajot.58.5.487

Kiepek, N., Phelan, S. K., & Magalhaes, L. (2014). Introducing a critical analysis of the figured world of occupation. *Journal of Occupational Science*, 21(4), 1-15. doi: 10.1080/14427591.2013.816998

Olson, J., & Esdaile, S. (2000). Mothering young children with disabilities in a challenging urban environment. *American Journal of Occupational Therapy*, 54(3), 307-314. Retrieved from <http://ajot.aota.org/article.aspx?articleid=1868871>

Smith, J. A., Flowers, P., & Larkin, M. (2012). *Interpretative phenomenological analysis: Theory, method, and research*. Thousand Oaks, CA: Sage.

INFLUENCE OF STRESS ON OCCUPATIONAL ENGAGEMENT AND SLEEP QUALITY AMONG GRADUATE STUDENTS

Megan C. Chang, *San Jose State University*

Abstract

College students have frequently reported being overwhelmed and of those, 75% to 80% of them demonstrated moderate stress, and 10% to 12% of them were severely stressed (Abouserie, 1994; Pierceall & Keim, 2007). Past studies have shown that perceived stress levels have detrimental effects on academic performance, physical health, and psychological well-being in medical students (Linn & Zeppa, 1984; Wolf, Elston, & Kissling, 1989). Those students do not have proper stress management and adaptive skills may experience psychological distress such as anxiety or depression while others may seek unhealthy risk-taking behaviors, such as substance use and binge eating disorders (Baer, 2003; Kristeller & Hallett, 1999; Segal, Williams, & Teasdale, 2002).

In occupational therapy (OT), a female dominant profession, common stress factors and stress levels perceived by graduate students remain unclear. OT graduate students are expected to cope with stress during the intensive academic program and yet little is known about the influence of stress factors on occupational engagement and sleep quality. Thus, this study intends to understand perceived stress levels as well to identify common stress factors among OT graduate students. Additionally, the relationships between stress levels and occupational engagements as well as sleep quality will be examined.

One hundred thirty-nine students completed the survey and majority of them were female (87.5%). Stress factors were measured by the Stress Profile® (Nowack, 1999), a standardized assessment that measures 15 stress factors, such as personality, social network, cognitive coping skills, lifestyle, etc. Occupational engagement was measured by the Engagement in Meaningful Activities Survey (EMAS; Eakman et al., 2012), and higher scores indicate better occupational engagement. Sleep quality was measured by the Pittsburgh Sleep Quality Index (PSQI; Buysse et al., 1989) and lower scores denote a healthier sleep quality. Descriptive statistics were used to describe stress levels, sleep quality and occupational engagement. T-test was used to examine group differences while correlational analysis was used to examine relationships between these factors.

Results showed that 86% of the graduate students perceived mild to moderate stress levels. Most commonly identified stress factors included type A behavior, negative appraisal, and behaviors related to substance use. More than half of the students (64%) reported having poor sleep. Of those, they had significantly lower occupational engagement than those who did not have sleep problems ($p = 0.01$). Pearson's correlation revealed a significant negative impact on occupational engagement

(EMAS) when overall perceived stress is high ($r = -.37, p < .01$) and poor sleep quality ($r = -.33, p < .001$). However, it is worth to note that several occupational engagement was significantly correlated several stress protective factors, which include having healthy habits ($r = .31, p < .01$), routine exercise ($r = .29, p = .01$), proper eating and nutrition ($r = .35, p < .01$), social support network ($r = .25, p = .03$), and positive appraisal ($r = .36, p < .01$).

This study illustrates the importance of engagement in meaningful activities to achieve occupational balance among OT graduate students. The preliminary results suggest that graduate students need to strive for implementing protective factors for better sleep and stress management while pursuing occupational therapy degrees. Future research needs to focus on assisting students who presented as severely stressed or unable to engage in meaningful activities as occupational therapists must recognize stress in themselves and their clients in order to achieve the most effective therapeutic outcomes and personal life balance.

References

- Eakman, A. (2012). Measurement characteristics of the Engagement in Meaningful Activities Survey in an age-diverse sample. *American Journal of Occupational Therapy, 66*, e20-e29.
- Kristeller, J. L., & Hallett, C. B. (1999). An exploratory study of a meditation-based intervention for binge eating disorder. *Journal of Health Psychology, 4*, 357-363.
- Linn, B. S., & Zeppa, R. (1984). Stress in junior medical students: Relationship to personality and performance. *Journal of Medical Education, 59*, 7-12.
- Pierceall, E. A., & Keim, M. C. (2007). Stress and coping strategies among community college students. *Community College Journal of Research & Practice, 31*(9), 701-712.
- Wolf, T. M., Elston, R. C., & Kissling, G. E. (1989). Relationship of hassles, uplifts, and life events to psychological well-being of freshman medical students. *Behavioral Medicine, 15*, 37-45.

PARTICIPATION AND PLAY: OUTDOOR PLAYSPACES AS SITES OF SOCIAL EXCLUSION? A EUROPEAN PERSPECTIVE

Helen Lynch, *University College Cork, Ireland*

Alice Moore, *University College Cork, Ireland*

Abstract

Purpose: The purpose of this paper is to present emerging results from a current research project (a COST Action) that explores outdoor play policy for children with disabilities in Europe. COST is the longest running European framework, that brings together researchers from disparate fields of study. The Ludi COST Action was established in 2014 to develop a coordinated research agenda concerning play and children with disability.

Background: Playing outdoors is a valued occupation for many children and has traditionally been a setting

for social inclusion (Gleave & Cole-Hamilton, 2012). However, studies have found that children with disabilities experience significantly reduced participation in play and are often excluded from outdoor play due to factors such as physical inaccessibility, attitudinal barriers and poor social supports (Anaby, et al., 2013). From an occupational rights-based perspective, this exclusion is compounded by a lack of national and regional policy to promote play occupation in communities (Barron et al, 2017; Moore & Lynch, 2015). In their scoping review of playgrounds, Moore and Lynch (2015) concluded that there is a need to establish policy and practice guidelines for promoting inclusive play opportunities in outdoor community settings. For the purpose of this study, play occupation is the primary focus, which refers to free, unstructured play.

Method: This paper presents emerging results of a policy review across 28 European countries. For this review, policy documents were defined as ‘written documents that contain strategies or priorities, goals and objectives, and are issued by a part of the public administration (Daugbjerg, et al, 2009, p. 806). A combination of methods were employed to search for documents, including an internet search of databases, web-sites, and a survey of Ludi members. Identification of relevant documents involved a screening process, followed by an exploration for english versions of each publication. Content analysis was carried out on the identified policies, from an occupational rights-based perspective.

Report of results: Initial findings show that European states have progressed policy and the rights of the child for play in different ways. However, few states have developed specific play policies and few have established guidelines for children’s participation in outdoor play design. Exemplars will be presented to show how policy has influenced play provision at national and local levels, and future implications for research identified.

Implications related to occupational science: Occupational scientists have a significant contribution to make to promote social inclusion in outdoor play for children with disabilities.

Key words: play deprivation, social justice, play advocacy

Questions/objectives for discussion:

1. There is a significant lack of knowledge about how to promote play in community settings for children with disability, across policy, play provision and practice in a European context. How can we progress this agenda from policy to practice?
2. Children with disabilities are rarely included in studies of playgrounds to date, yet need to participate in playground design if solutions are to be found. What can occupational scientists bring to this arena to progress the participation of children in research?

References

Anaby, D., Hand, C., Bradley, L., Direzze, B., Forhan, M., Digiacomio, A. & Law, M. (2013). The effect of the environment on participation of children and youth with disabilities: a scoping review. *Disability and Rehabilitation*, 35 (19), 1589-1598

Barron, C., Beckett, A., Coussens, M., Desoete, A., Cannon Jones, N., Lynch, H., Prellwitz, M., & Fenney Salkeld, D. (2017) *Barriers to play and recreation for children and young people with disabilities*. China: De Gruyter

Daugbjerg, S., Kahlmeier, S., Racioppi, F., Martin-Diener, E., Martin, B., Pekka, O. & Bull, F. (2009). Promotion of physical activity in the European region: content analysis of 27 national policy documents. *Journal of Physical Activity and Health*, 6, 805-817.

Gleave, J. & Cole-Hamilton, I. 2012. A world without play: A literature review. *Play England*.

Moore, A., & Lynch, H. (2015). Accessibility and usability of playground environments for children under 12: A scoping review. *Scandinavian Journal of Occupational Therapy*, 22 (5), 331-344.

PROMOTING OCCUPATIONAL JUSTICE USING AN APPRECIATIVE INQUIRY APPROACH WITH KEY STAKEHOLDERS AT A DAY SHELTER FOR INDIVIDUALS EXPERIENCING HOMELESSNESS

Carol Lambdin-Pattavina, *Nova Southeastern University*

Kristie Cabrera, *Nova Southeastern University*

Catherine Peirce, *Nova Southeastern University*

Rachel Decker, *Nova Southeastern University*

Aimee Denne, *Nova Southeastern University*

Kori Desiderio, *Nova Southeastern University*

Rebecca Gilmore, *Nova Southeastern University*

Ariana Gutierrez, *Nova Southeastern University*

Carli Immerman, *Nova Southeastern University*

Basmatee Manohar, *Nova Southeastern University*

Julia Roncesvalles, *Nova Southeastern University*

Autumn West, *Nova Southeastern University*

Ramneek Williams, *Nova Southeastern University*

Abstract

Objectives: Recognize the occupational science concepts that drive thinking about translational research and intervention; Understand how using an Appreciative Inquiry approach creates space for change that diminishes power differentials between service providers and users; Understand how social and physical environments pose barriers to empowerment and transitioning and that Appreciate Inquiry may dismantle barriers to occupational justice.

Statement of Purpose: Individuals experiencing homelessness have significant insight, knowledge and ability to identify solutions to address homelessness and poverty-related issues (Hammell, 2016). However, they are generally not asked about their needs or wants nor are they consistently consulted

on the most effective ways to deliver programs and services. In fact, evidence indicates that they are routinely excluded from decision-making that affects their daily lives (Sakamoto et al., 2008). The purpose of this phenomenological study was to use an inclusive, strengths-based approach rooted in organizational behavior (Appreciative Inquiry) to determine perceptions of key stakeholders (shelter attendees, staff, and board members) regarding a day shelter environment's role in supporting empowerment for engagement in occupations and transitioning out of homelessness. Based upon these perceptions, environmental enhancements were made to support occupational engagement and reduce injustice.

Description of Methods: Researchers conducted seven focus groups with shelter stakeholders. Based on the 5-D cycle (define, discover, dream, design, and destiny) of Appreciative Inquiry, a focus group interview guide was developed. The interview guide was designed to 1) define the focus of the inquiry, 2) determine positive ways the shelter currently supports empowerment and transition, 3) elicit a vision for the future, 4) elicit ideas for promoting, planning and prioritizing an ideal organization and 5) explore sustainability of proposed environmental changes. Responses to the interview were analyzed using a constant comparative approach (Glaser, 1965). Emergent themes were used to develop suggestions for a variety of enhancements to the shelter environment. Final enhancements were prioritized and selected by the stakeholders. Interventions included changes to the physical and social environments to facilitate engagement in health promoting occupations. Post-intervention satisfaction surveys completed data collection.

Report of Results: Themes that emerged regarding empowerment included topics such as at-homeness, choice and voice, and pay it forward. Analysis yielded themes for transitioning including belongingness, bridge to the outside, and environmental reciprocity. These themes echo and are supported by concepts from the occupational science literature including “doing, being, and becoming” and occupational justice.

Implications Related to Occupational Science: Individuals experiencing homelessness are subject to occupational injustices (Chard, Faulkner, & Chugg, 2009) including those described by Townsend and Wilcock such as marginalization and deprivation (2004). Using an Appreciative Inquiry lens may help to mitigate occupational injustices that stem from systems of service provision.

Key Words: Occupational Injustice; Homelessness; Empowerment

Discussion Questions:

How can we more effectively bridge the gap between occupational science and occupational therapy to better appreciate how systemic oppression/occupational injustice contribute to/hinder empowerment and transitioning for individuals who are experiencing homeless?

How can we apply the Appreciative Inquiry approach to other marginalized populations and what are the benefits of doing so to enhance occupational participation and occupational justice?

References

Chard, G., Faulkner, T., & Chugg, A. (2009). Exploring occupation and its meaning among homeless men. *British Journal of Occupational Therapy*, 72(3), 116-124.

Glaser, B. (1965). The constant comparative method of qualitative analysis. *Social Problems*, 12(4), 36-445.

Hammell, K. W. (2016). Empowerment and occupation: A new perspective. *Canadian Journal of Occupational Therapy*, 83(5), 281-287. doi:10.1177/0008417416652910

Sakamoto, I., Khandor, E., Chapra, A., Hendrickson, T., Maher, J., Roche, B., & Chin, M.(2008). Homelessness—diverse experiences, common issues, shared solutions: The need for inclusion and accountability. Toronto, ON: Factor Inwentash Faculty of Social Work, University of Toronto.

Townsend, E., & Wilcock, A. (2004). Occupational justice and client-centered practice: a dialogue in progress. *Canadian Journal of Occupational Therapy*, 71(2), 75-87.

RECOVERING IDENTITY AFTER OCCUPATIONAL DISPLACEMENT-20 YEAR FOLLOW-UP ON IMPACT OF ADA LITIGATION ON LIFE COURSE

John A. White, *Pacific University*

Abstract

This is a follow up to a 1999 dissertation project entitled *Occupation and Adaptation: An Ethnographic Study of Ten People with Disabilities using Title I of the ADA to Fight Employment Discrimination* (White, 1999). Interviews explored participants' perceptions of their roles as pioneers in shaping ADA law, and the impact of that litigation experience on occupation, adaptation, and identity in their lives, and how occupations displaced by unemployment and litigation were replaced and the perceived effect of the new occupations.

Description of methods: Participants: 5 of original 10 people with mobility impairments. Data collection: Ethnography including longitudinal life history, participant observation, and document analysis. Analysis: NVivo for coding and thematic analysis.

Report of results: The concept of occupational displacement and recovery and its role in self-identity of the participants was one of several theoretical concepts developed in the 1999 study. The current study is examining the effect of the litigation experience on the participants 20 years after they pioneered ADA litigation to fight discrimination. Nine of ten participants lost employment to alleged disability discrimination and with it, lost a significant element of their occupational identity (Christiansen, 1999), plunging them into a liminal (Turner, 1977; Murphy, Scheer, Murphry & Mack, 1988) tunnel (White, 1999). Left with excess free time and less income with which to fill the time, most participants struggled. Yet most found meaning through the moral imperative of fighting for rights through the ADA in hopes of 'making life better for those who come after' by breaking down stigma and the social construct of disability (Liachowitz, 1988) and increasing employment opportunities. Trends emerging from analysis are: two participants have assumed identity of disability advocate and are using 1996-9 interview transcripts to inform their autobiographies. Overcoming occupational displacement by meaningful work as volunteer, disability rights advocate, entrepreneur, and hobbyist among others. The restored identity is more resilient to subsequent life challenges such as divorce, business challenges, and illness.

Implications related to occupational science: A deeper exploration of the impact of liminality in situations of traumatic life events: unreality, identity loss, displacement. An attempt to understand the process of identity transformation and re-identification through recapturing occupation following

displacement, and further appreciation of narrative as a research, practice, and life story enrichment tool.

Discussion questions to further occupational science concepts and ideas:

How useful is the concept of occupational displacement?

What about the traumatic liminal experience contributes to resilience?

In longitudinal life history, what other OS-relevant themes might emerge?

References

Christiansen, C. (1999). 1999 Eleanor Clarke Slagle Lecture. Defining lives: Occupation as identity: An essay on competence, coherence, and the creation of meaning. *American Journal of Occupational Therapy*, 53, 547-558.

Liachowitz, C. H. (1988). *Disability as a social construct: Legislative roots*. Philadelphia: University of Pennsylvania Press.

Murphy, R., Scheer, J., Murphy, Y., & Mack, R. (1988). Physical disability and social liminality: A study in the rituals of adversity. *Social Science and Medicine*, 26(2), 235-242.

Turner, T. T. (1977). Transformation, hierarchy, and transcendence: A reformulation of van Gennep's model of the structure of rites de passage. In S. F. Moore & B. G. Myerhoff (Eds.), *Secular ritual* (pp. 53-70). Amsterdam: Van Gorcum.

White, John A. (1999). *Occupation and adaptation: An ethnographic study of people with disabilities using the ADA to fight employment discrimination*. (dissertation), University of Southern California.

RELATIONSHIPS BETWEEN SLEEP BELIEF CHANGES AND BEHAVIOR CHANGES WITHIN AN OCCUPATIONAL THERAPY LED COGNITIVE BEHAVIORAL THERAPY FOR INSOMNIA PROGRAM

Aaron Eakman, *Colorado State University*

Jessica Smith, *Colorado State University*

Karen Adler, *Colorado State University*

Abstract

Statement of purpose: We sought to explore relationships between sleep beliefs change and behavior (occupation) change in military veterans in college with service connected injuries. These veterans had chronic insomnia and completed a safe and effective occupational therapy (OT) led cognitive behavioral therapy for insomnia (CBT-I) program (Eakman et al., 2017). Specifically, we investigated how sleep belief changes were related to changes in occupations within a CBT-I treatment program as persons are instructed to go to bed and wake at times prescribed by the therapist. Such understanding could contribute to improved behavioral (occupation) adherence to CBT-I resulting in greater improvements in sleep quality. Cognitive and behavioral models of chronic insomnia (Carney &

Edinger, 2006), CBT-I intervention theories (Perlis, et al., 2008), and the organismic integration theory of intrinsic and extrinsic control (Ryan & Deci, 2000) guided study design and interpretation.

Method: This in-process mixed method study included 21 military veterans in college with chronic insomnia who completed a 7-week OT led CBT-I program; 18 of these veterans then participated in a one-hour semi-structured interview. Pre- post-test quantitative data were collected on 10 dysfunctional sleep beliefs (Espie, et al., 2000) and t-tests evaluated sleep belief change. A-priori codes based upon interview questions (e.g., occupation to adhere) and the above models/ theories (e.g. circadian rhythm) were applied to interview transcripts. De novo codes and higher-order thematic development followed upon consensus of a team of three researchers.

Results: Each of the 10 sleep beliefs changed in response to the CBT-I program ($p < .05$; Cohen's d range .68 – 2.18) (e.g., from “agree” to “somewhat disagree” that poor sleep disrupts activities the next day). Higher-order thematic development indicated occupations can be intentionally and routinely employed prior to a prescribed bedtime and following a prescribed wake time as participants adhere to therapist prescriptions within a CBT-I program. The intentional application of occupations accompanied sleep belief changes, and followed an apparent developmental trajectory from extrinsically controlled motivation (e.g., “I just do what she tells me”) to intrinsically controlled motivation (e.g., “I know what I need to do to get good sleep”). Participants’ understanding of chronic insomnia, circadian rhythm, and sleep drive processes contributed to change through modifying sleep beliefs and adopting new routines of occupation.

Discussion: This study deepens understanding of how shaping beliefs about occupations and sleep can lead to the adoption of novel routines of occupations capable of fostering improved sleep quality.

References

- Carney, C. E., & Edinger, J. D. (2006). Identifying critical beliefs about sleep in primary insomnia. *Sleep*, 29(4), 444-453.
- Eakman, A. M., Schmid, A., Henry, K. L., Rolle, N. R., Schelly, C., Grupe, C.E., & Burns, J. (2017). Restoring Effective Sleep Tranquility (REST): A feasibility and pilot study. *British Journal of Occupational Therapy*. in press, DOI: 10.1177/0308022617691538
- Espie, C. A., Inglis, S. J., Harvey, L., & Tessler, S. (2000). Insomniacs' attributions: Psychometric properties of the Dysfunctional Beliefs and Attitudes about Sleep Scale and the Sleep Disturbance Questionnaire. *Journal of Psychosomatic Research*, 48(2), 141-148.
- Perlis, M. L., Jungquist, C., Smith, M. T., & Posner, D. (2008). *Cognitive Behavioral Treatment of Insomnia: A session-by-session guide*. New York, NY: Springer Science+Business Media, LLC.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.

THE HEALTH-PROMOTING POTENTIAL OF CREATIVE AND SOCIAL OCCUPATIONS: PROPOSAL FOR AN EXPLORATORY STUDY OF ADULTS WITH AND WITHOUT INFLAMMATORY ARTHRITIS

Flora To-Miles, *University of British Columbia*

Catherine Backman, *University of British Columbia*

Abstract

Over 4.6 million Canadians have arthritis, 60% of whom report disruption in a range of valued life occupations. Yet regular participation in satisfying occupations promotes physical and mental well-being. Physical activity is known to improve health. I posit similar benefits may accrue from engaging in other occupations. According to the Do-Live-Well framework, “what you do everyday matters” and a variety of activities contributes to overall health and well-being (Moll et al., 2015). I propose to study creative and social activities as predictors of health among adults with inflammatory arthritis (IA) and healthy age/sex-matched controls. Recent discoveries in measuring cellular aging allow us to supplement self-reported health with a biological marker: telomere length (TL). Telomeres cap and protect chromosomes. Immune cell aging and poor health are marked by short telomeres, and telomere attrition is observed in chronic health conditions like arthritis due to inflammation (Steer et al., 2007). Physical and meditative activities preserve TL and promote health, possibly due to stress reduction (To-Miles & Backman, 2016). My proposed project asks: Does socializing with others and expressing creativity have similar potential?

Purpose: To explore the relationship between social and creative occupations with health and well-being as the first step for future intervention trials.

H1: Social and creative activities are associated with health outcomes, controlling for age, sex, BMI, socioeconomic status, and physical activity.

H2: Stress is a significant mediator between social and/or creative activities and health.

H3: There are significant between-group differences (IA vs healthy controls; male vs female) in the association between activities and health.

Methods: A cross-sectional study with a 1-year follow up will be conducted with non-smoking adults, 75 with IA and 75 healthy controls. Health outcomes include TL and self-reported health (SF-36). TL will be measured from saliva samples and analyzed by an external lab with extensive experience in telomere analyses (www.dnagenotek.com). Personal Projects Analysis (Little, 1983) will measure creative and social activity traits. Stress as a potential mediating variable will be measured by the Perceived Stress Scale. A one-year follow-up will allow us to assess the stability of predictor variables, as well as the relationship between activities and health outcomes. 150 participants allow for conservative regression analyses with 15 variables to examine associations between occupations and health measures.

Implications: Occupational science draws from diverse perspectives to understand how occupations affect people’s lives. Occupation as a determinant of health is a core assumption in occupational science.

Using a biomarker such as telomeres corroborates self-reported health, and is a novel approach that will objectively measure the relationship between meaningful occupations and health. Findings would inform lifestyle recommendations and occupation-based theoretical frameworks for public health (e.g., Do-Live-Well) on promoting occupational participation to advance health and well-being.

Keywords: Biomarker; Well-being; Inflammatory arthritis

Questions/objectives for discussion period:

This interactive poster discussion invites critical comments on the study and its research design. In addition, I seek to ask the following questions during the discussion period:

1. Can occupational science be advanced using basic science and/or biomarkers, such as telomeres?
2. Do diverse forms of occupations affect health and well-being differently, and if so, how?
3. How should occupational science be used to inform lifestyle recommendations, and what are its limits?

References:

Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24(4), 385-396.

Little, B. R. (1983). Personal projects: A rationale and method for investigation. *Environment and Behavior*, 15(3), 273-309. doi:10.1177/0013916583153002

Moll, S., Gewurtz, R., Krupa, T., Law, M. C., Lariviere, N., & Levasseur, M. (2015). "Do-Live-Well": A Canadian framework for promoting occupation, health, and well-being. *Canadian Journal of Occupational Therapy*, 82, 9-23. doi: 10.1177/0008417414545981

Steer, S. E., Williams, F. M. K., Kato, B., Gardner, J. P., Norman, P. J., Hall, M. A., . . . Spector, T. D. (2007). Reduced telomere length in rheumatoid arthritis is independent of disease activity and duration. *Annals of the Rheumatic Diseases*, 66(4), 476-480. doi:10.1136/ard.2006.059188

To-Miles, F. & Backman, C. L. (2016). What telomeres say about activity and health: A rapid review. *The Canadian Journal of Occupational Therapy*, 83(3), 143. doi:10.1177/0008417415627345

FRIDAY, OCTOBER 20, 2017

RESEARCH PAPERS:

LINKING COMMUNITIES AND CLASSROOMS THROUGH SERVICE LEARNING: OCCUPATIONAL JUSTICE IN ACTION

Caroline Beals, *University of New England*

Abstract

The intent of this theoretical paper is to discuss the intentional use of service learning in an undergraduate curriculum as a method to explore occupational justice and compassion. Through engagement in service learning, students explored complex elements of occupational justice and compassion, thereby triggering critical thinking around common occupational injustices within

communities. With occupational justice as a framework, educators can conceptualize the intersection of the traditional classroom with service learning to broaden the lens of undergraduate education centered on occupation.

Education research has shown that highly contextualized education that encourages active learning is most impactful, and represents “learning through doing” (Schaber, 2014). The theoretical concept of occupational justice states that “all people need to be able or enabled to engage in the occupations of their need and choice; to grow through what they do; and to experience independence or interdependence, equality, participation, security, health, and well-being” (Wilcock & Townsend, 2008, p. 198). Without compassionate and client centered behaviors, it would be difficult to advocate and empower engagement in these meaningful and desired occupations. Occupational justice provided a unique lens for considering this active learning strategy, thus thoughtfully preparing competent and compassionate scholars to be such advocates for enabling occupation.

Occupational Justice is grounded in the belief that all humans are occupational beings (Townsend & Wilcock, 2004). This belief is central in the study of diverse occupational needs, strengths, and potential of individuals and groups living in our communities (Townsend & Wilcock, 2004). Occupational justice also calls for professionals to consider the fairness, rights, empowerment, and enablement of occupational opportunities for individuals and populations. Through this lens of occupational justice, scholars can consider and call for action on issues related to justice from a distinct occupational perspective (Nilsson & Townsend, 2014). An overt curricular connection to health, wellness and occupational needs of individuals, communities, and populations prepares students to engage in higher-order thinking around enabling occupation across the lifespan.

The theoretical framework of occupational justice provides a useful lens in which to examine the impact of service learning as an active learning strategy to explore occupation, compassion, and justice. Curricular and pedagogical consideration should ensure future scientists understand and embrace this same spirit of occupational justice and compassion both in practice and research. Re-centering our focus on explicit connections to issues of occupational justice beyond the four walls of a classroom inherently empowers future scholars in the discipline to act as advocates for enabling occupation.

Key Words: Occupational Justice, Education, Service Learning

Discussion Questions:

1. Are common pedagogical practices successful in fostering an understanding of occupational justice?
2. Does exposure to an environment where health disparities and occupational injustices exist create a highly contextualized learning environment for exploring these issues?
3. Can we conceptualize an educational framework in which the gap between knowledge and practice for teaching the importance of occupational justice and compassion is reduced?
4. Can any other theoretical frameworks assist in re-framing educational practices around occupational justice and compassion?

References:

Nilsson, I., & Townsend, E. (2014). Occupational Justice-Bridging theory and practice. *Scandinavian Journal of Occupational Therapy*, 21, 64-70. doi:10.3109/11038128.2014.952906

Schaber, P. (2014). Keynote address: Searching for and identifying signature pedagogies in occupational therapy education. *American Journal of Occupational Therapy*, 68, S40-44. doi:10.5014/ajot.2014.685S08

Townsend, E., & Wilcock, A. A. (2004). Occupational justice and client centered practice: A dialogue in progress. *Canadian Journal of Occupational Therapy*, 71(2), 13.

Wilcock, A. A., & Townsend, E. A. (2008). Occupational justice. In E. B. Crepeau, E. S. Cohn, & B. A. Boyt Schell (Eds.), *Willard and Spackman's occupational therapy* (11th ed., pp. 192-199). Baltimore: Lippincott Williams & Wilkins.

OCCUPATIONAL ENGAGEMENT IN PRISON

Sandra Rogers, *Pacific University*

Abstract

Statement of Purpose: Mass incarceration in the US has propelled millions of people into occupational deprivation where social or economic self-sufficiency is affected even after an individual is released (Enggist, Møller, Galea, & Udesen, 2014). Occupational deprivation, a feature of prison life, has serious consequences including the reduction of an individual's capacities and diminishment of an individual's health and quality of life (Whiteford, 1997). The barriers of introducing occupational engagement in a correctional facility are numerous where engagement is typically seen as a privilege (Whiteford, 2011). In this study, occupational engagement is viewed through a lens of informants who are incarcerated but engaged in writing and blogging. The aim was to understand occupational engagement and its ability to sustain and buffer the informants from the stark reality of prison life.

Description of Methods: This initial exploration of themes began by establishing the essential information related to the blog, who, what, when, where, the writings in the blog corpus were about. Raw data consisted of 380 written blog texts available on the blog that were combined into a single text-file, stop words were added to enable meaningful analysis. The single entry was then analyzed using Voyant tools. Initially word analysis, indigenous categories, and key-words-in-context (KWIC) were used to identify themes. In a small subset of informant blogs (n = 4), chosen for abundant writings and caliber of expression, application of a constant comparison approach to thematic development was conducted looking for evidence of occupational engagement or occupational deprivation.

Report of Results: This blog, designed for those who are incarcerated, includes writings from men who are housed in all custody levels. This blog was established and is maintained by an incarcerated man. The majority of participants are incarcerated in the same facility and their writings often reflect this facility. The occupations include internal personal (i.e., feelings,

emotions), external personal (i.e., daily life or routines), social (i.e., family, friends), spiritual, or environmental. Themes related to occupational engagement continuity appear to be in tension with occupational deprivation and disruption that affect all aspects of daily life.

Implications to Occupational Science: Occupational engagement, posited as an approach that could be adopted in correctional environments to meet the needs of incarcerated persons and society at large, is contrasted to occupational deprivation (Farnworth & Munoz, 2009; Molineux & Whiteford, 1999). Based on the analysis of a blog written by men who are incarcerated, occupational engagement is possible but in constant tension with occupational deprivation.

Key words: Occupations, Deprivation, Engagement

Discussion Questions:

Does this analysis speak to quality or quantity of occupational engagement or just provide tension for the main issue, occupational deprivation?

The term occupational deprivation draws attention to the broad social and political forces that deprive people from engagement in meaningful activities due to circumstances beyond their control. Should greater attention be focused on relief of occupational injustice or facilitation of occupational engagement?

References

Enggist, S., Møller, L., Galea, G., & Udesen, C. (Eds.). (2014). *Prisons and Health*. Copenhagen, Denmark: World Health Organization.

Farnworth, L., & Munoz, J. P. (2009). An occupational and rehabilitation perspective for institutional practice. *Psychiatric Rehabilitation Journal*, 32(3), 192-198. doi: 10.2975/32.3.2009.192.198

Molineux, M. L., & Whiteford, G. (1999). Prisons: From occupational deprivation to occupational enrichment. *Journal of occupational Science*, 6(3), 124-130. doi: 10.1080/14427591.1999.9686457

Whiteford, G. (1997). Occupational deprivation and incarceration. *Journal of Occupational Science*, 4(3), 126-130. doi: 10.1080/14427591.1997.9686429

Whiteford, G. (2011). From occupational deprivation to social inclusion: retrospective insights. *British Journal of Occupational Therapy*, 74(12), 545-545 541p. doi: 10.4276/030802211X13232584581290

DRAWING ON MULTIPLE PERSPECTIVES TO UNDERSTAND ROLES AND OCCUPATIONS OF CAREGIVING WITH SPINAL CORD INJURY

Carol Haywood, *University of Southern California*

Mary C. Lawlor, *University of Southern California*

Abstract

Statement of Purpose: The overarching objective of this research was to examine and unpack experiences in daily life for adolescents and young adults (AYA) with a spinal cord injury (SCI) and their caregivers in order to further understandings of relationships among identity, development, and well-being. Within this research, the purpose of this analysis was to understand roles and occupations of caregiving as they are realized in individual lives.

Description of Methods: AYAs aged 15-22, who acquired a SCI within the previous five years, were recruited from rehabilitation hospitals and community organizations throughout Los Angeles County. With expressed interest in the study, AYAs were invited to nominate a caregiver to also participate. In total, 17 individuals were enrolled (9 AYAs, 8 caregivers), with varying ages, levels and mechanisms of SCI, races, ethnicities, and socioeconomic statuses. Data was collected in two phases with narrative and phenomenological methods. In Phase I, participants were seen in their homes or communities for an individual interview and a series of two group interviews, held separately for AYAs and caregivers. A diverse subset of Phase I participants were identified through iterative data analysis; these individuals (n=6) enrolled in Phase II, which involved additional individual interviews (2-4/AYA, 1-3/caregiver) and activity observations (1/AYA). All interviews were audio recorded and transcribed verbatim for coding in NVivo 11. Data were analyzed categorically, thematically, and narratively within- and across-cases.

Report of Results: Perspectives of individuals receiving and giving care revealed diverse experiences across-cases. However, a number of salient themes indicated complexity in caregiving roles and responsibilities. Caregiving encompassed a wide range of physical, emotional, and developmental responsibilities in daily life. There was considerable fluidity in the social nature of occupations; remarkably, few activities were solitary while many were performed as co-occupations (Zemke & Clark, 1996; Pierce, 2011). Furthermore, examination of predominant narrative themes and time use in daily life revealed multifaceted relationships among actions, values, and interests. Ultimately, day-to-day life for AYAs with a SCI and their caregivers was largely interrelated, and vulnerability was significant within dyads. As such, caregiving must be studied from multiple perspectives in order to appreciate the “linked” nature of lives lived (Elder, 1998).

Implications Related to Occupational Science: This work underlines the significance of narrative approaches for understanding phenomena in day-to-day life (Mattingly, 2016). Furthermore, it contributes to ongoing discussions (e.g. Pickens & Pizur-Barnekow, 2009) on the social nature of occupations, and it posits how conceptualization of a dynamic social spectrum of occupational engagement can inform occupational science.

Keywords: caregiving, co-occupations, narrative phenomenology

Discussion Questions to Further Occupational Science Concepts and Ideas:

Are multiple perspectives required to understand lived experience? If so, how can such perspectives be managed in research designs and methods?

What does the analysis of lived experience reveal about the social nature of occupational engagement, particularly in caregiving relationships?
How would a conceptualization of the social nature of occupational engagement as a dynamic spectrum influence occupational science, and in particular, studies of experience?

References

- Elder, G. (1998). The life course as developmental theory. *Child Development*, 69(1), 1-12.
- Mattingly, C. (2016). Resilience, disparity, and narrative phenomenology: African American families raising medically vulnerable children. In C. DeMichelis and M. Ferrari (Eds.) *Child and Adolescent Resilience in Medical Contexts*. (pp.37-49) Springer International Publishing: Switzerland.
- Pickens, N. D., & Pizur-Barnekow, K. (2009). Co-occupation: Extending the dialogue. *Journal of Occupational Science*, 16(3), 151-156.
- Pierce, D. (2009). Co-occupation: The challenges of defining concepts original to occupational science. *Journal of Occupational Science*, 16(3), 203-207.
- Zemke, R., & Clark, F. (Eds.). (1996). *Occupational science: The evolving discipline*. Philadelphia, PA: F. A. Davis.

MOTHERING OCCUPATIONS: CONCEPTUALIZING PARENTING AS A RELATIONAL ROLE

Chetna Sethi, *Towson University*

Abstract

Background: It can be argued that the family focused literature within OS has viewed parenting as an individualistic and bidirectional approach to parent-child interactions. This current conceptualization is not fully able to capture the complexities that are associated with family beliefs and values, the multitude of social influences on parenting occupations, or the cultural world of parents as a whole. This paper, guided by the principals of life course sociology (Elder, 1998), aims to conceptualize parenting occupations as transactions among parents' historical contexts, their cultural situation as a whole, and their social roles.

Methods: The larger study explored how mothers, who were primary caregivers of typically developing children between the ages of 2 and 6, manage everyday interactions with their children and make decisions regarding everyday parenting. Charmaz's (2014) constructivist grounded theory methodology was used to analyze twenty-two interviews from twelve mothers using open, focused, axial, and theoretical coding in order to construct a framework of parental decision-making. The results presented here are one aspect of the larger study.

Results: Consistent with the concept of pathways within life course sociology, this study identified the interconnected and dynamic nature of a woman's role as a mother, wife, student,

daughter, etc., the temporal continuity of these roles, as well as the life events that may change these roles over time. This study also found, however, that the role of mother, itself, contains multiple interconnected roles. These include the roles of caregiver, nurturer, educator, protector, and learner. The findings indicated that these categories are not mutually exclusive, as every mother in the study described engaging in occupations to fulfill all of these roles either singularly or in concert with each other.

Implications for OS: This study has several implications for occupational science. First, instead of describing parenting as an occupation or co-occupation, the findings of this study revealed that it is more appropriate to study parenting as a relational role encompassing multiple occupations. Further, the study emphasizes the parent-child relationship as a transactional process rather than describing it as a bidirectional interaction. Finally, the findings from this study attempt to understand mothers as more holistic occupational beings, including their historical contexts, their present socio-cultural situations, and their everyday parenting occupations.

References

Charmaz, K. (2014). *Constructing Grounded Theory (Second Edition)*. Thousand Oaks, CA: SAGE Publications Ltd.

Elder, G.H., Jr. (1998). The life course as developmental theory. *Child Development*, 69, 1, 1-12.

THE TRANSITION FROM HIGH SCHOOL TO UNIVERSITY: CORRELATES OF OCCUPATIONAL PERFORMANCE AND SATISFACTION TO ADJUSTMENT TO UNIVERSITY

Karen Keptner, *Cleveland State University*

The transition from high school to university can be an exciting time, but some students may have difficulty with the new context of university. Students who do not adapt well to university may be at risk for mental health concerns and/or dropping out of school; both of which can impact their lifetime earning potential and quality of life. University support services are overwhelmed and unable to provide services for all the needs that are found on campus. As a result, students may find excessive wait times for services or may not seek services at all. A student's occupational performance (OP) may impact their adaptation to university, but little research looks at the occupations of university students or how it relates to their adaptation to university. In addition, most of the research on the OP of students looks at those with an identified disability. This study looks at the OP and performance satisfaction (PS) of a general population of university students and correlates it to adaptation to university. The Canadian Occupational Performance Measure (COPM) and the Student Adaptation to College Questionnaire (SACQ) were administered to a sample of students who attend a Midwestern, public university to explore OP and PS and their adaptation to university. The overall mean self-perceived OP score was 30.23 (SD=7.19) and PS score was 27.51 (SD =7.79) among the sample. Descriptive statistics indicated that time management (n=51), making new friends (n=43), and sleep (n=39) were the three most commonly reported OP deficits among this sample.

Productivity had the most reported deficits (175 mentions over 34 deficits). Preliminary exploratory analysis uncovered that students who had higher scores in OP had higher scores that were statistically significant in social adjustment ($r=0.25$, $p=0.02$) and personal emotional adjustment ($r=0.25$, $p=0.02$). Also, higher scores in PS demonstrated a statistically significant correlation with higher scores in academic adjustment ($r=0.24$, $p=0.02$), social adjustment ($r=0.23$, $p=0.03$), and personal emotional adjustment ($r=0.30$, $p=.01$). This study can provide a foundation for the exploration of occupation as it relates to the adaptation of university students to university and into adulthood. The impact of a poor transition on the life trajectory of a student should not be underestimated and further exploration of the OP and PS of transitioning university students can inform screening systems and services for individuals who are “at risk” of dropping out of school and/or who may experience mental health concerns.

References

Baker, R.W. & Siryk, B. (1999). *Student Adaptation to College Questionnaire [Manual]*. Torrance, CA: Western Psychological Services.

Crider, C., Calder, C. R., Bunting, K. L., & Forwell, S. (2015). An integrative review of occupational science and theoretical literature exploring transition. *Journal of Occupational Science*, 22(3), 304–319. <https://doi.org/10.1080/14427591.2014.4922913>

Law, M., Baptiste, S., Carswell, A., McColl, M.A., Polatajko, H., & Pollock, N. (1994). *Canadian Occupational Performance Measure (2nd ed.)* Toronto, ON: CAOT Publications ACE.xs

Peters, L., Galvaan, R., & Kathard, H. (2016). Navigating the occupational transition of dropping out of school: Anchoring occupations and champions as facilitators. *South African Journal of Occupational Therapy*, 46(2), 37–43.

INFLUENCE OF CURRICULUM DESIGN CONCEPTS IN PIONEER SCHOOLS OF OCCUPATION ON OS EDUCATION TODAY

Kathlyn L. Reed, *Texas Woman's University*

Abstract

Purpose Statement: This study is a review of the curriculum or program design of pioneer schools of occupation developed between 1906 and 1922. The purpose of the study is to compare and contrast the concepts and purpose statements contained in descriptions of pioneer schools of occupation with practice models included in occupational science curriculum design today. The dates were selected to examine ideas before the document entitled *Minimum Standards for Courses of Training in Occupational Therapy* was adopted in 1923 which outlined course content (AOTA, 1924)

Questions: What were the organizing concepts incorporated into curriculum designs of pioneer programs from 1906-1922? Are any of those concepts relevant (found) in curriculum designs today?

Methodology: Historical research based on source criticism (Garraghan (1947). Names of pioneer schools were identified from lists of schools printed in journal articles or newsletters. Copies of curriculum design and content were found in school brochures and bulletins, journal articles and newspaper announcements. A major source was the Wilma L. West Library and Archives in Bethesda, Maryland. Current concepts were drawn from models of practice discussed Boyt Schell, Gillen and Scaffa (2014)

Results: Seventy-five pioneer schools of occupational therapy were identified. Descriptions of the curriculum and/or purpose statements were found for 23 schools. Invalid occupation was the dominant concept, followed by bedside occupation for convalescents, work and workshops, and re-education or habit training. Invalid occupation included both diversional occupation and Tracy's concept of targeted or selected occupation for specific clients or client groups (Tracy, 1910). Other individuals named as sources of concepts were Barton, Dunton, Hall, Meyer, and Slagle.

Implications: Two dichotomies appeared in the analysis of the concepts. One is the indirect (substitution, diversional) versus direct (curative, remedial) approach to intervention (Upham, 1918). The second is time and environment structuring versus skill building/rebuilding approaches. Crossing the two dichotomies provided a four way matrix for examining past and current concepts in curriculum design. The concepts contained within the matrix will be illustrated and are relevant to curriculum design today.

Keywords: Curriculum design, Occupational therapy schools, Occupational therapy education.

Discussion Questions:

What are the enduring concepts (themes) in curriculum design for occupational science education?

Have the concepts central to curriculum design changed over the years?

If so, why have the changes occurred and what influences have caused the changes?

References

American Occupational Therapy Association (AOTA). (1924). Minimum standards for courses of training in occupational therapy. *Archives of Occupational Therapy*, 3(4), 295-298

Boyt Schell, B.A. Gillen, G. & Scaffa, M.E. (Eds.). *Willard & Spackman's occupational therapy*, 12th ed. Philadelphia: Wolters Kluwer.

Garraghan, G.J. (1947). *A guide to historical method*. New York: Fordham University Press..

Tracy, S.E. (1910). *Studies in invalid occupations*. Boston, MA: Wittcomb & Barrows.

Upham, E.G. (1918). *Training of teachers for occupational therapy for the rehabilitation of disabled soldiers and sailors*. Washington, D.C.: Government Printing Office (Federal Board for Vocational Education. Bulletin No. 6

FORUM

HOW TO BALANCE TEACHING THE CONCEPTUAL AND PRACTICE-BASED PRODUCTS OF OCCUPATIONAL SCIENCE WITH TEACHING THE SCIENCE ITSELF

Barbara Hooper, *Colorado State University*

Sheama Krishnagiri, *Private Practice, Los Angeles, CA*

Pollie Price, *University of Utah*

Steve Taff, *Washington University*

Andrea Bilics, *Worcester State University*

Abstract

Aims/Intent: To present, and explore implications from, a study conducted by the forum team on how educational programs addressed occupation, with particular attention to how educators represented occupational science (Hooper, et al., 2016).

Rationale: The forum team used a basic qualitative research design to explore how occupational therapy and occupational therapy assistant programs in the US addressed occupation. All educational programs were stratified by geographical region and institutional type and then randomly selected. Key informants from twenty-five programs were interviewed about how they addressed occupation and were asked to submit representative artifacts and videorecorded class sessions. Data were coded using both inductive and deductive coding strategies. This forum presents data coded as ‘occupational science.’ These data suggested occupational science was infused in occupational therapy education, but in ways that left the science itself obscure. Educational materials incorporated concepts and research findings generated by occupational science without reference to occupational science. Additionally, a few assignments that were labeled “Occupational Science,” involved students interviewing each other about occupation and context. Occupational science was also taught as a topic within lectures on the development of occupational therapy. The data included few examples of teaching the science itself; that is the discipline’s focus, questions, and processes used to generate knowledge.

Based on these findings, the forum explores with participants these questions:

1. What are the implications for long-term sustainability of occupational science of distributing and teaching the products of the science across a curriculum detached from teaching the science itself?
2. What are the implications for students, future occupational scientists, of learning concepts derived from occupational science apart from learning about the scientific discipline—the commitments, processes and people that collectively birthed those concepts?
3. If educators teach occupational science concepts applied to therapy and detached from the science itself, how might that support or detract from a translation and implementation occupational science (Wright-St.Clair & Hocking, 2014)?

4. What resources are needed to support teaching occupational science as a discipline in addition to the products of the science?

Intended Participant Outcomes:

1. To unify teaching occupational science with teaching the conceptual and practice-based products of the science;
2. To generate pedagogical approaches and resources that increase the presence of occupational science in education.
3. To clarify the importance of a systematic translational occupational science in light of educators' informal "translation" of occupational science concepts for practice.

References

Hooper, B., Krishnagiri, S., Taff, S. D., Price, P., & Bilics, A. (2016). Teaching knowledge generated through occupational science and teaching the science itself. *Journal of Occupational Science*, 23(4), 525-531.

Wright-St.Clair, V. & Hocking, C. (2014). Occupational science: The study of occupation. In B. A. Schell, G., Gillen, M., Scaffa, & E. S Cohn (Eds) *Willard and Spackman's occupational therapy*. Lippincott Williams & Wilkins (12th ed, pp. 82-93). Philadelphia, PA: LWW.

RESEARCH PAPER

EXPLORATION OF THE RELATIONSHIP OF HUMANITIES AND OCCUPATIONAL SCIENCE

Susan Coppola, *University of North Carolina at Chapel Hill*

Elizabeth Anne Kinsella, *Western University*

Abstract

Intent: This session is designed to prompt dialogue about the relationship between the humanities (including arts) and occupational science, and the significance of blurring or distinguishing these epistemic communities.

Argument: Occupational science (OS) is frequently positioned in the social sciences branch of knowledge, in contrast to the physical and biological sciences, or the humanities. Whereas, social sciences typically focus on human behavior, the humanities explore the human condition through visual art, literature, dance, music, drama, history, philosophy and language. Humanities are infused with emotion, and move beyond science and language. Early in the development of OS, humanities were identified as offering important methodologies (Carlson and Clark, 1991). Humanities offer sharper instruments to explore the range and depth of human experience (Belling, 2010).

Yerxa & Sharrott (1986) have argued that the humanities can contribute to learning about occupation, and are part of a liberal arts base for understanding the human condition, and for cultivating critical thinking and ethical reasoning. From a pedagogical perspective humanities-

informed learning, such as art making, can engage students in interactive, inquisitive and imaginative experiences (Dewey, 1934). Humanities such as dance, poetry, writing, and photography, are commonly depicted in the OS literature, and frequently depict lessons about culture, aesthetics, transactions and intentions. Furthermore, methodologies such as narrative and arts-based inquiry, are increasingly being incorporated into occupational science scholarship.

Smith, Molineux, Rowe, and Larkinson (2006) enumerated benefits of health humanities to appreciate the complexity and diversity of human experience, and meanings of illness, loss, and suffering, and to connect personal and professional knowledge and experience. Humanities may be especially important as a counterbalance to discourses in biomedicine that overshadow the epistemological significance of experiences of individuals and communities (Kinsella and Whiteford, 2009).

Importance to occupational science: Consideration of the place of the humanities in occupational science opens a dialogue of epistemological significance to the field.

Conclusion: Exploring the possibilities of humanities for understanding occupations and the human condition is important for the OS discipline.

Key words: Humanities, Epistemology, Arts

Questions:

How do social forces pose risks and benefits for occupational science in blurring distinctions between, and defining a relationship with the humanities?

How might the humanities deepen understandings of occupation as it relates to the human condition, including issues such as justice, quality of life, and well-being?

What contributions might humanities informed scholarship offer to the field of occupational science? How might such work be enacted?

References

Carlson, M. E., & Clark, F. A. (1991). The search for useful methodologies in occupational science. *American Journal of Occupational Therapy*, 45(3), 235-241.

Dewey, J. (1934/1958). *Art as experience*. New York: Capricorn Books.

Kinsella, E. A., & Whiteford, G. E. (2009). Knowledge generation and utilisation in occupational therapy: Towards epistemic reflexivity. *Australian Occupational Therapy Journal*, 56(4), 249-258.

Smith, S., Molineux, M., Rowe, N., & Larkinson, L. (2006). Integrating medical humanities into physiotherapy and occupational therapy education. *International Journal of Therapy & Rehabilitation*, 13(9).

Yerxa, E. J., & Sharrott, G. (1986). Liberal arts: The foundation for occupational therapy education. *American Journal of Occupational Therapy*, 40(3), 153-159.

FORUM

AN INTEGRATED SALON: VISIONING THE FUTURE OF OCCUPATIONAL SCIENCE

Kristine L. Haertl, *St. Catherine University*

Linda R. Buxell, *St. Catherine University*

Abstract

Aims/ Intent: Historical French Salons aimed to provide a venue for intellectual discourse. Transcending time, present day salons and Socratic Cafés provide a creative outlet for artists, scientists and philosophers to exchange ideas and advance thought and creativity. The salon venue provides a means to both embrace and distance from peer review; at times analytical distance is necessary for advancement of thought and idea (Sawhney, 2013). This forum will briefly discuss the history of salons, their use in present day society, and articulate the potential for advancing ideas in occupational science. The session will end with a brief, one hour salon to explore pre-identified and emerging ideas related to occupational science and potential future directions for the national and global research societies and for the advancement of the state of the science.

Rationale: In an era that has seen a growth in OS research societies around the world, occupational science literature has also expanded to include text books, journals, blogs, and informal means of idea exchange. The salon forum is a unique means to provide reflection (Petty, 2010) and idea exchange beyond the traditional conference format.

Outcomes: From this session participants will: 1- Describe the history and format for salons and their potential to advance occupational science. 2- Engage in a salon based discussion designed to advance ideas related to national and global efforts to grow and disseminate knowledge of occupational science. 3- Acquire the skills to utilize a historical methodology with the values of collaboration and critical discourse designed to facilitate sharing and perspective taking to serve humanity.

Discussion Questions (*Note, the salon is designed to generate the questions; these are guiding discussion suggestions)

- 1- Discuss the state of occupational science and suggestions for future directions for the global societies, discourse, and research.
- 2- What recommendations would you have for the future of educational efforts in occupational science?
- 3- How do our students best come to know and understand occupational science?
- 4- What are your thoughts on the state of occupational science and how it needs to be nurtured in its growth to meet the needs of society?

References

Petty, M. (2010). Nursing salons, an opportunity to reflect on our practice. *Creative Nursing*, 16, 188-189.

Sawhney, H. (2013). Analytics of organized spontaneity: Rethinking participant selection, interaction, format, and milieu for academic forums. *The Information Society*, 29, 78-87. DOI: 10.1080/01972243.2013.758470

FORUM

THE IMPORTANCE OF OCCUPATION IN LIFE COURSE HEALTH-DEVELOPMENT: SHIFTING THE PARADIGM IN THEORY, RESEARCH, AND PRACTICE

Jennifer S. Pitonyak, *University of Puget Sound*

Jyothi Gupta, *A.T. Still University*

Ericka Tullis, *University of California, Los Angeles*

Neal Halfon, *University of California, Los Angeles*

Abstract

Aims/Intent: The intent of this forum is to share initial outcomes from an innovative interdisciplinary collaboration between occupational scientists and researchers in the field of maternal child health, focused on advancing theoretical understanding of the role that occupation plays in life course health-development. We will first provide an overview of the Life Course Health-Development (LCHD) model (Halfon & Hochstein, 2002; Halfon, et al., 2014; Halfon & Forrest, forthcoming), and then illustrate the relationships between this perspective and core constructs of occupational science through brief examples from our use of LCHD in the study of family occupation. Through these examples and by posing key questions, we aim to facilitate a critical discussion about the opportunities for occupational science to address disparities in life course health-development.

Rationale: Occupation is an important determinant of life course health-development: when persons encounter barriers to participation in desired and necessary occupations, this contributes to decreased health, well-being, and quality of life (Madsen, et al., 2016; Gupta, et al., in press). We use illustrative examples to argue that occupational science has a vital role to play in health promotion and primary prevention, thereby contributing to public health initiatives such as reducing health inequities by working to lessen contextual barriers to health, well-being, and quality of life. Public health research, policy, and program development is guided by perspectives such as the LCHD model; therefore, it is important that theorists and scientists interested in occupational injustices and occupational potential are familiar with the applicability and relevance of the LCHD model to occupation.

Potential outcomes: Forum participants will gain a clear understanding of the LCHD model and the 7 principles it employs to synthesize existing evidence regarding the relationship between early experience and lifelong health and well-being. Occupational science can inform understanding of disparities in life course health-development, and the use of the LCHD model to inform theory and research about occupation may assist in shifting the paradigm in the practice of occupational therapy towards situations of social injustice and inequality. Outcomes of this forum include furthering collaborations among occupational scientists and researchers in

public health and related disciplines, particularly as they pertain to elucidating the link between occupation and LCHD theoretical frameworks, and identifying effective strategies for optimizing experiences during the early part of the life course when health and occupational trajectories are most amenable.

Key words: life course health-development, occupational justice, theory development

Questions/Objectives for discussion:

1. How may interdisciplinary collaborations, such as those between occupational science and public health, inform development of innovative theoretical perspectives that recognize occupation as a determinant of health and well-being?
2. What are the possible applications of the Life Course Health-Developmental (LCHD) model for the study of human occupation?
3. What is the role of occupational scientists in informing understanding of how occupational injustices contribute to health disparities and inequities over the life course?

References

Gupta, J., Lynch, A., Pitonyak, J., Rybski, D., & Taff, S. (in press). Enhancing occupational potential and health: Addressing early adversity and social exclusion using a life course health development approach. In N. Pollard., S. Kantartzis., & H. Van Bruggen (Eds.). *Manifesto for occupational therapy: Occupation-based social inclusion*. Whiting Birch, UK.

Halfon, N. & Hochstein, M. (2002). Life course health development: An integrated framework for developing health, policy, and research. *The Milbank Quarterly*, 80(3), 433-479.

Halfon, N., Larson, K., Lu, M., Tullis, E., & Russ, S. (2014). Lifecourse health development: past, present and future. *Maternal and Child Health*, 18(2):344-365.

Halfon, N. & Forrest, C.B. (forthcoming, Springer). The Emerging Theoretical Framework of Life Course Health Development. In Halfon N, Forrest CB, Lerner RM & Faustman E. (Eds.). *The Handbook of Life Course Health-Development Science*.

Madsen, J., Kanstrup, A.M. & Josephsson, S. (2016). The assumed relation between occupation and inequality in health. *Scandinavian Journal of Occupational Therapy*, 23, 1-12.

RESEARCH PAPERS

BRIDGING OCCUPATION SCIENCE AND PUBLIC HEALTH PERSPECTIVES IN AN INTERNATIONAL EDUCATIONAL EXCHANGE

Suzanne Huot, *University of Western Ontario*

Ruth Kjørsti Raanaas, *Norwegian University of Life Sciences*

Debbie Laliberte Rudman, *Western University*

Abstract

Intent: We will describe a partnership between three universities, two in Norway and one in Canada, in order to illustrate how the integration of occupational science and public health perspectives on diverse health determinants contributed to interdisciplinary graduate education through a collaborative international exchange. Two specific initiatives will be addressed: the development of integrated occupational science and public health curriculum materials, and the participation of students from each country in courses at the institutions overseas.

Argument: The conditions of everyday life and the occupations these conditions enable are well recognized as key determinants of health and well-being within occupational science, occupational therapy and public health. Within occupational science in particular, there is growing recognition that full realization of the vision of health promotion through occupation requires expanding beyond individual-level approaches in order to address socio-political conditions that contribute to occupational inequities and injustices. It is also clear that public health initiatives need to take into account the circumstances in which people live and work, as well as occupational opportunities across various realms in order to enhance health equity. As such, educational initiatives that bring together occupational science, occupational therapy and public health provide a useful approach in addressing the complexity of factors that shape life circumstances and occupational possibilities as a means to promote health. Promoting interdisciplinary graduate education through international exchange also contributes a useful experiential learning approach.

Importance to Occupational Science: A key outcome of this educational exchange has been its translation into interdisciplinary research conducted by graduate students that was co-supervised by public health and occupational scholars from both countries. International and interdisciplinary collaboration in education and research can expand the reach and potential impacts of occupation-based knowledge by informing health promotion work. Exposure to the various aspects of this partnership has contributed to new knowledge that can better prepare future researchers and practitioners for working in diverse settings, and may, as suggested by Zemke (2016), inspire students to link across disciplines to address social issues of relevance to occupation, health and well-being.

Conclusion: In travelling abroad and working as part of internationally collaborative teams to study occupational science, occupational therapy, and public health, students and faculty participating in the interdisciplinary educational exchange program have had diverse opportunities to broaden their focus to ‘the social’ and expand their own disciplinary location.

Key words: education, international exchange, social determinants of health

Discussion questions:

How can international educational opportunities also contribute to students’ understanding of occupation as a culturally-informed and situated construct?

How could similar partnerships with other relevant disciplines be forged and what novel contributions could be made by occupational scientists to interdisciplinary education and research?

What challenges threaten the sustainability of such international institutional partnerships and what strategies can be used to ensure their continued success?

References

- Farias, L., Rudman, D. L., & Magalhães, L. (2016). Illustrating the importance of critical epistemology to realize the promise of occupational justice. *OTJR: Occupation, Participation and Health*, 36(4), 234-243.
- Leclair, L. (2010). Re-examining concepts of occupation and occupation-based models: Occupational therapy and community development. *Canadian Journal of Occupational Therapy*, 77(1), 15-19.
- Townsend, E., Stone, S. D., Angelucci, T., Howey, M., Johnston, D., & Lawlor, S. (2009). Linking occupation and place in community health. *Journal of Occupational Science*, 16(1), 50-55.
- Zemke, R. (2016). Extending occupational science education. *Journal of Occupational Science* 23(4): 510-513.

PLAY IN 6 MONTH OLDS LATER DIAGNOSED WITH AUTISM

Barbara Benen Demchick, *Towson University*

Joanne E. Flanagan, *University of Texas Medical Branch*

Abstract

Statement of Purpose: Few researchers have examined early play behaviors in mid infancy; with even fewer using home videos. Early play behaviors include the ability to explore the environment, play with objects, and attend and interact with a caregiver. These may provide valuable information about sensory, motor, cognitive, and social functioning that may predict autism risk. The purpose of this pilot study was to examine the relation between infant play behaviors at 5 1/2-7 months and a later diagnosis of autism, using retrospective video analysis.

Description of Methods: In this descriptive pilot study, researchers examined home videos, of 10 infants ages 5 1/2-7 months, 5 who later received a diagnosis of autism, and 5 who are typically developing. Researchers viewed video footage of infants, which included the infant interacting with a caregiver and playing. Coders were blind to outcome category (autism or typically developing), which was provided by the parent. Researchers used the Revised Knox Preschool Play scale (RKPPS) to code dimensions of play, including gross and fine motor skills, early imitation and early social and communication behaviors (e.g participation) (Knox, 2008). Researchers operationally defined play categories and established inter-rater reliability. Additionally, researchers used the Functional Emotional Assessment Scale (FEAS) to code babies' abilities to organize play interactions with objects and people and to engage in reciprocal interactions and communication (Greenspan & DeGangi, 2001). Data were analyzed descriptively.

Report of Results: Infants later diagnosed with autism scored lower than those later determined to be typically developing in all dimensions of play and on items in the FEAS. Researchers correctly identified 4 of the 5 children with autism and all of the typically developing children. Results suggest that play skills observed in a naturalistic context captured by home video can be

used to identify infants at risk for autism. Limitations include small sample size, variability of age, and limited quality of videos.

Implications for Occupational Science: Play is a primary occupation of childhood (Parham, 2008) and is a critical factor in cognitive, physical, social and emotional development. Infant play is a co-occupation between infant and caregiver (Olson, 2004). Co-occupations of infants and caregivers center on social interactions and playful routines studied here.

Key Words: autism, co-occupation, play

Discussion Questions: If we can identify infants at risk for autism and intervene early, how might that enhance caregiver infant co-occupations? How might retrospective video analysis be appropriate for the study of occupation?

References

Greenspan S.I., DeGangi G. (2001). Research on the FEAS: Test development, reliability, and validity studies. in S. Greenspan, G DeGangi, & S Wieder (Eds.), *The Functional Emotional Assessment Scale (FEAS) for infancy and early childhood: Clinical and research applications* (pp. 167-247). Bethesda, MD: Interdisciplinary Council on Developmental and Learning Disorders (ICDL), www.icdl.com.

Knox, S. (2008). Development and current use of the Revised Knox Preschool Play Scale. In L. D. Parham & L. S. Fazio (Eds.), *Play in occupational therapy for children.* (2nd ed.) (pp.55-70). St Louis: Mosby.

Olson, J.A. (2004). Mothering co- occupations in caring for infants and young children. In S.A. Esdaile & J.A. Olson (Eds.). *Mothering occupations: Challenge, agency, and participation* (pp.28-51). Philadelphia: F.A. Davis.

Parham, L. D. (2008). Play and occupational therapy. In L. D. Parham & L. S. Fazio (Eds.). *Play in occupational therapy for children* (pp. 3-39). St. Louis, MO: Mosby.

LANGUAGE MATTERS: HIDDEN ASSUMPTIONS OF HEALTH CARE PROFESSIONALS CARING FOR CHILDREN WITH AUTISM

Lucía I. Floríndez, *University of Southern California*

Dominique H. Como, *University of Southern California*

Jose Polido, *Children's Hospital Los Angeles*

Sharon A. Cermak, *University of Southern California*

Leah I. Stein Duker, *University of Southern California*

Abstract

Background: Children with autism spectrum disorders (cASD) experience challenges when receiving medical care due to their sensory sensitivities and unique sets of occupational needs. Health care providers (HCPs) have direct contact with cASD and their families, and rely on

communication to build relationships and create rapport.² Language used by HCPs can influence provider-patient encounters, impact the stigma associated with being diagnosed with a disability, and change the way cASD experience health.

Statement of Purpose: This paper will explore hidden assumptions held by some HCPs toward their patients with ASD, and how those beliefs are expressed in their language and actions.

Methods: Two focus groups of 9 dental practitioners treating cASD were conducted to describe oral care related challenges experienced by cASD and identify strategies to address them. Each session lasted 2.5-3 hours and was transcribed verbatim. Thematic analysis and grounded theory were used to describe strategies to improve care, with codes developed inductively from the data and informed by sensitizing concepts from the literature. Having completed the analysis focused on strategies, it was clear that there were important aspects of the data that were not accounted for by the initial coding scheme. Additional codes driven by the data emerged related to the hidden biases of dentists when discussing children with ASD and their families.

Results: Three themes were identified. The first, Healthcare Microaggressions, described instances when HCPs described their patients in a manner that communicated subtle negative opinions. The second theme, Marginalization, denoted the use of exclusionary language, such as “those kids,” which created a sense of otherness, specifically identifying children with ASD as different from “normal” patients. The last theme, Preconceptions, focused on HCPs comments that illuminated subtle biases and opinions they had about their patients, including assumptions about their patients’ cultural backgrounds.

Conclusions: Focus group findings provide insight into the implicit biases held by HCPs, and how they manifest in their language and interactions with patients. Further research is necessary to understand how these assumptions relate to quality of care.

Relationship to Occupational Science: From an occupational justice perspective, everyone has a right to engage in meaningful occupations³ and be treated with respect. The lives of cASD are affected by the stigma they experience in health care settings. In presenting examples of assumptions embedded in HCPs language, we aim to raise awareness about the significance and consequences of biased communication in the patient-provider relationship, and how to decrease stigma in marginalized populations.

Key Words: Autism, health care provider, children, stigma

Discussion Questions:

1. How does HCPs language impact how cASD experience health occupations?
2. How does biased language with marginalized populations fit into our current approach to occupational justice?
3. How do we reduce stigma in health encounters for cASD?

References

1. Vohra, R., Madhavan, S., Sambamoorthi, U., & St Peter, C. (2014). Access to services, quality of care, and family impact for children with autism, other developmental disabilities, and other mental health conditions. *Autism, 18*(7), 815-826.
2. Solomon, O., Angell, A. M., Yin, L., & Lawlor, M. C. (2015). "You can turn off the light if you'd like": Pediatric health care visits for children with Autism Spectrum Disorder as an interactional achievement. *Medical Anthropology Quarterly, 29*(4), 531-555.
3. Durocher, E., Gibson, B. E., & Rappolt, S. (2014). Occupational justice: A conceptual review. *Journal of Occupational Science, 21*(4), 418-430.

MEALTIME INSIGHTS: A PHOTOVOICE PROJECT WITH AFRICAN AMERICAN MOTHERS AND THEIR YOUNG CHILDREN

Paula A. Rabaey, *St. Catherine University*

Kristin Winston, *University of New England*

Abstract

Background and purpose: Mothering is a complex and multifaceted occupation that encompasses the nurturing work that women engage in. One important task that occurs within a mothers' daily routine is that of making meals for their children. It is a major daily occupation in the life of a mother that is often associated with maternal self-efficacy (Horodynski, Stommel, Brophy-Herb, Xie, & Weatherspoon, 2010). It is also been established that ethnicity, class, and gender have effects on motherhood that need to be taken into account when looking at the occupations of motherhood across cultures (Fourquier, 2011). The purpose of this study was to gain a rich, in-depth description of the phenomenon of the mealtime experience for African American mothers with low socioeconomic status and young children living in an inner city environment in the mid-west.

Methods: This study used a phenomenological approach with modified photovoice to capture the essence of mealtime for African American mothers raising young children (Moustakas, 1994; Wang & Burris, 1997). Seven mothers, from an inner city environment in the mid-west, were recruited for the study and consented to two in-depth interviews. Following the initial interview, mothers were asked to take 10-12 photographs over a two week period encompassing moments which reflected their lived experience and meaning around their family mealtimes. Mothers then participated in a second photo elicitation interview using the photos as visual prompts for discussion (Rose, 2012). Phenomenological analyses were used for textual data, with photographs analyzed separately and then together with the textual data from the photo elicitation interviews. Member checks with three mothers were conducted to increase trustworthiness of the data analysis.

Discussion/Conclusion: Results of this study indicate the intricate complexities of the occupation of mealtime and mothering with African American mothers. Overall phenomenological themes will be discussed along with the photographic analysis process and results of the textual data in order to illuminate the essence and meaning of mothering and mealtimes. Occupational scientists

can benefit from this study by obtaining in-depth knowledge about the lived experience of mealtime from the perspective of African Americans mothering young children. This research can promote a greater understanding of mothers' perceptions around mealtime with their young children; especially those mothers who have varied cultural and socioeconomic backgrounds. This study will demonstrate how photo techniques can enhance the depth of phenomenological analysis to explicate meaning around mealtime occupations with a diverse group of mothers.

Key words: mealtime, mothering, photovoice

Questions for discussion:

1. How can initial evidence from this study help inform both occupational science and occupational therapy?
2. How does photographic analysis and reflection influence our understanding of the construct of the occupations of mothering and mealtime?
3. What implications does photovoice have in understanding the occupational story of those we work with?

References

Fouquier, K.F. (2011). The concept of motherhood among three generations of African American women. *Journal of Nursing Scholarship*, 43(2), 145-153. doi: 10.1111/j.1547-5069.2011.01394.x

Horodyski, M.A., Stommel, M., Brophy-Herb, H., Xie, Y., & Weatherspoon, L. (2010). Low-income African American and non-Hispanic White mothers' self-efficacy, "picky eater" perception, and toddler fruit and vegetable consumption. *Public Health Nursing*, 27(5), 408-417. doi: 10.1111/j.1525-1446.2010.00873.x

Moustakas, C. (1994). *Phenomenological research methods* (1st ed.). Thousand Oaks, CA: Sage Publications INC.

Rose, G. (2012). *Visual Methodologies: An introduction to researching with visual methods* (3rd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Wang, C., & Burris, M.A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education and Behavior*, 24(3), 369-387

HOW IS THE CONCEPT OF GENDER CONTEMPLATED WITHIN OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY?

Eoin Gorman, *University College Cork, Ireland*

Alice Moore, *University College Cork, Ireland*

Karen Harkins McCarthy, *Dominican University of California*

Jeanne Jackson, *University College Cork, Ireland*

Abstract

Purpose: A major paradigm shift regarding queer issues occurred over the last 5 years. In Ireland and America equal marriage became a constitutional right (Irish Times, 2015; New York Times, 2016). Media representation of transgender people has increased; “Transparent” “Orange is the New Black”, and “The Danish Girl”. Transgender celebrities have become “du-jour” and their visage commonplace. Trans-actress Laverne Cox graced the cover of Time magazine (2014) and in Ireland, Panti Bliss, a self-titled “gender-discombobulist” (O’Neill, 2014), appeared as the epitomic image of evolving LGBT equality. Within the political sphere transgender rights have drawn attention, with much debate surrounding so-called “bathroom bills” in various American states. House Bill 2 in North Carolina (Washington Post, 2017) raises concerns of political and societal discrimination; and is of relevance in terms of occupational injustices. This explosion of gender related discourses draws attention to the complex and nuanced meaning of gender and occupations. This study explores the concept of gender and how it manifests within occupational research.

Research Methods: A scoping review of gender in occupational science and occupational therapy is in process. The methodology is informed by a framework consolidated by Arksey and O’Malley (2002) and enhanced by Levac et al. (2010). Thirty-five search terms were identified. Databases were selected according to relevant journal subscriptions. Duplicated information was eliminated. Information was independently reviewed for inclusion. Disagreements were settled by majority consensus. Data charting was an iterative process and variables to extract were determined by the research team. Information and resulting themes and findings will be documented for dissemination.

Results: Tentative results indicate themes and specific issues including, among others, gender as a social construct, gender ideologies, division of labour, transitions, societal and cultural impact on occupations as well as evolving concepts and understanding of identity and occupational choice.

Implications to occupational science: Gender is more than an influence on occupation; it is produced through occupation (Beagan and Saunders, 2005). It is envisioned this study will illuminate gaps and trends regarding gender in occupational literature. This study will contribute information concerning complex and nuanced interplay entrenched in the reciprocity between gender and occupation. Contributions will be made to the gender dialogue by promoting a more inclusive consideration towards non-binary concepts of gender within occupational literature. This study can potentially contribute to research surrounding intersectional gender issues in occupational research.

Keywords: Scoping Study, Gender, Occupational Discourses.

Discussion questions to further occupational science concepts and ideas:

What are the OS/OT discourses on gender?

1. Should gender be considered within OS/OT discourses?
2. Is gender explicitly and tacitly addressed in OS/OT literature?
3. Are there tacit assumptions made regarding gender in the OS/OT discourses?
4. Are certain occupations/activities considered masculine/feminine? Why?
5. Are certain occupations/activities considered masculine/feminine? Why?
6. Is there evidence of gender literacy in OS/OT research?

7. Is gender literacy integrated into OS/OT?
8. Should gender literacy be included as part of occupational science and occupational therapy curricula?

References

- Arksey, H. & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International Journal Social Research Methodology*, 8, 1, 19-32.
- Beagan, B. & Saunders, S. (2005). Occupations of Masculinity: Producing gender through what men do and don't do. *Journal of Occupational Science*, 12, 13, 161-169.
- Levac, D., Colquhoun, H., & O'Brien, K. (2010). Scoping studies: Advancing the methodology. *Implementation Science*, 5, 69.
- O'Neill, R. (2014). *Woman in the making: A memoir*. Hachette Books, Ireland.
- Steinmetz, K. (2014, June). The Transgender Tipping Point. *Time*, 38-46.
- The Irish Times. (2015). Same-sex marriage referendum. Retrieved from <http://www.irishtimes.com/news/politics/marriage-referendum>
- The New York Times. (2015). Supreme Court Ruling Makes Same-Sex Marriage a Right Nationwide. Retrieved from http://www.nytimes.com/2015/06/27/us/supreme-court-same-sex-marriage.html?_r=0
- The Washington Post. (2017). North Carolina governor signs bill repealing and replacing transgender bathroom law amid criticism. Retrieved from https://www.washingtonpost.com/news/post-nation/wp/2017/03/30/north-carolina-lawmakers-say-theyve-agreed-on-a-deal-to-repeal-the-bathroom-bill/?utm_term=.89c2b9843807

FORUM

STUDENT VOICES: A CALL FOR EQUITY IN REPRESENTATIONS OF GENDER IN OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY LITERATURE

Tobey Close, *University of Washington*

Hilary Figgs, *University of Washington*

Kayla Bender, *Temple University*

Caitlin Mitchell, *University of Puget Sound*

Roger I. Ideishi, *Temple University*

Jennifer S. Pitonyak, *University of Puget Sound*

Abstract

Aims/Intent: The intent of this forum is to critically examine representations of gender expression within occupational science (OS) and occupational therapy (OT) literature, frequently

used within OT curricula, in response to students' call for social inclusion in learning about occupation. Our aim is to promote an understanding of gender expression among researchers, educators, students, and practitioners in order to better support clients with diverse gender expressions. First, we will share approaches for inclusive pedagogy and the importance of creating a learning environment of social inclusion. Next, we will present findings from a review of OS and OT literature examining representations of gender and how inequity in portrayal of gender prevents client-centeredness. Then, we will discuss disparities in the health and occupations of individuals with gender expressions outside the binary norm. Through these areas of discussion and by posing key questions, we aim to facilitate critical discourse about representations of gender expression within OS and OT.

Rationale: Current feminist and social psychology theorists view gender as socially constructed and performed along a spectrum of expression.^{2, 3} This expression influences occupational opportunities and choices.⁴ Client-centered thinking values affirming identity; therefore, it is essential that practitioners give voice to client gender expression. Unfortunately, much of the available literature in OS and OT has treated gender at best as categorical and at worst as a determinant of behavior. Gender minorities experience disparities in everyday living due to the stressors of performing gender and the lack of societal acceptance of diverse gender expressions. Gender minorities are at higher risk of experiencing refusal of care, harassment, violence, and lack of practitioner knowledge when seeking health care, a reality that contributes to higher instances of avoidance of care and subsequent physical and mental health disparities. Similarly, lack of knowledge of the occupational needs and experiences of gender minorities contributes to occupational marginalization, deprivation, and alienation.⁵ Learning about the importance of gender inclusivity, and applying that knowledge to education, practice and research, is one way to help lessen these disparities.

Potential Outcomes: OS can inform understanding of gender disparities and critical discussion can influence theory and research about occupation that may lead to a shift in understanding of diverse gender expressions. Outcomes of this forum include furthering collaborations among OS and other disciplines to move forward research and practice that reflects the evolving understanding of gender expression in contemporary society.

Key words: gender expression, occupation, pedagogy

Questions/Objectives for Discussion:

1. What is the current state of representing gender expression in occupational science and occupational therapy literature? What factors (theory, research methods) may limit inclusion of diverse gender representations?
2. What opportunities exist for research and literature within occupational science to inform gender inclusivity in society, and particularly among health care providers? What knowledge, skills, and values are needed to foster true social inclusion in client-centered practice?
3. How does the current level of societal understanding of diverse gender expressions influence occupational performance for this population?
4. What opportunities exist for occupational science to contribute to intentional, inclusive pedagogy in occupational therapy education? What pedagogical approaches and learning activities are well suited for fostering social inclusion in education and practice?
5. How can students play a role in advocating for inclusion of diverse gender expressions in occupational therapy education?

References:

Goodman, D. J. (2011). *Promoting diversity and social justice: Educating people from privileged groups*. New York: Routledge.

Butler, J. (1990). *Gender trouble: feminism and the subversion of identity*. New York: Routledge.

West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender and Society*, 1(2), 125–151.

Angell, A. M. (2012). Occupation-centered analysis of social difference: Contributions to a socially responsive occupational science. *Journal of Occupational Science*, 21(2), 104–116.

Beagan, B., De Souza, L., Godbout, C., Hamilton, L., Macleod, J., Paynter, E., & Tobin, A. (2012). ‘This is the biggest thing you’ll ever do in your life:’ Exploring the occupations of transgendered people. *Journal of Occupational Science*, 19(3), 226-240.

PANEL

DISCUSSING THE TRANSFORMATIVE FUNCTIONING OF OCCUPATION

Staffan Josephsson, *Karolinska Institute*

Jacob Madsen, *University College of Northern Denmark*

Rebecca M. Aldrich, *Saint Louis University*

Charles Christiansen, *University of Texas Medical Branch at Galveston*

Abstract

Purpose/ aims: To discuss different contemporary understandings on the transformative functioning of occupation.

Methods: The discussion is grounded in research consolidation comparing and combining results or other output from multiple previously conducted research and theory.

Intent Argument: Based on our own research trajectories as well as on analysis of existing theory suggestions on how occupation is transformative will be presented juxtaposed and challenged. The discussions will draw on transactional perspectives based on such theoretical traditions as pragmatism- (John Dewey), Narrative - in – action (Ricoeur, Bruner and Mattingly) Personal construct theory (eg Kelly, Sarbin, Little and Baumeister) Intrinsic motivation theory (e g, White, Bandura, Deci & Ryan, etc), and Developmental theory (Piaget, Erikson, Baltes, etc),

Importance to occupational science: Occupation is used in variety of programs and interventions: the underlying rationale for this use is not always explicit and few well-developed theoretical notions exist to support this use. It is therefore relevant to encourage dialogue about the theoretical underpinnings for viewing occupation as a transformational phenomenon as well as sketching hypothesis on future development of theory on the transformative functioning of occupation.

Key Words: Theory, transformative functioning, occupation

Objectives for discussion

- (1) To give participants better insight into known and inferred theoretical groundings supporting the transformative functioning of occupation
- (2) To discuss examples of how these theoretical groundings propose transformation as result of engagement in occupation.
- (3) To give participants possibilities to identify and discuss developments needed in future theory to better support and tailor programs to draw on transformative functioning of occupation.

FORUM

TELLING OTHERS' STORIES: AN ETHICAL EXPLORATION

Colleen M. Powell, *University of Washington*

Janet M. Powell, *University of Washington*

Donald J. Fogelberg, *University of Washington*

Melissa M. Park, *McGill University*

Tamar Tembeck, *McGill University*

Abstract

Aims/Intent: The aims of this forum are to illuminate considerations of everyday ethics (Mattingly, 2014) inherent in conveying the stories of others for pedagogical and research purposes, such as how to identify the roles and responsibilities of those who share their personal stories, those who tell the stories of others, and those who listen and how to notice and resolve the subtle, often unrecognized, everyday dilemmas in deciding what is the “best good” among, often competing, perspectives and stakes in portraying the stories of “other” (Lawrence-Lightfoot & Davis, 1997). As a springboard for this discussion, the second author will share her own experience as a mother, caregiver, and educator telling a story to occupational therapy students about the role of occupation in the life of the first author (her daughter), a woman living with multiple mental and physical conditions, that incorporated the first author’s written and spoken words and photographs of her intimate experiences. The subsequent discussion will explore everyday ethical issues relating to truth, voice, ownership, and power in safeguarding occupational identity in the use of first-person narratives.

Rationale: There is long-held recognition of the imperative for truth and accuracy in representing the voices of those who live with mental and physical health conditions in order to understand illness experiences (Kleinman, 1988) in addition to a diagnosis. However, we believe that there are multiple practices and beliefs which are frequently invoked in using first-person accounts that would benefit from greater in-depth exploration and critical reflection on the everyday ethical issues that such a task entails. These include how we decide what is the “best good” in interpreting and shaping or re-presenting these particular experiences into stories that can call to (Coles, 1988) and invoke action for particular purposes and particular audiences (Mattingly & Garro, 2000).

Potential Outcomes for Participants: This forum contributes to the development of our everyday ethical considerations of the representation of experience for occupational science. Participants will critically reflect on and gain a greater knowledge of the everyday ethical considerations and dilemmas involved when including first-person narratives in education and research.

Key Words: everyday ethics, occupational identity, narrative, photography

Discussion Questions: 1. What are the implications and ramifications of shaping the stories of others for a particular education or research purpose including the cultural, political, and structural inequities that may be heightened when re-situating the context of a story from a local to an institutional one? What does it mean when one person gives another person permission to use his/her story? What are the responsibilities of the story owner, story teller, and story listener? What happens when the purpose of telling the story becomes more important than the story itself? As story tellers, how do we negotiate conflicting needs of the person whose story we are telling and our audience?

2. Where does the truth of a story lie? Is it within a single perspective or multiple perspectives? What are the reasons for and implications of leaving out other perspectives or bringing them in? What are the implications of learning from stories that are told without the full context of an individual's life?

3. What are the implications of copyrighting the stories of others? What does it mean when story owners are required to give away the rights to their stories in order to for them to be shared more widely?

4. In occupational science's efforts to create order, are we leaving out too many disorderly parts?

References

Lawrence-Lightfoot, S., & Davis, J. H. (1997). *The art and science of portraiture*. San Francisco: Jossey-Bass.

Coles, R. (1989). *The call of stories: Teaching and the moral imagination*. Boston: Houghton Mifflin Company.

Kleinman, A. (1988). *The illness narratives: Suffering, healing and the human condition*. USA: Basic Books.

Mattingly, C. (2014). *Moral laboratories: Family peril and the struggle for a good life*. Oakland: University of California Press.

Mattingly, C., & Garro, L. C. (Eds.). (2000). *Narrative and the cultural construction of illness and healing*. Los Angeles: University of California Press.

RESEARCH PAPERS

EVERYDAY OCCUPATIONS FOR CHILDREN WITH AUTISM: IMPROVING ORAL CARE

Dominique H. Como, *University of Southern California*

Lucia Isabella Florindez, *University of Southern California*

Benjamin Henwood, *University of Southern California*

Sharon A. Cermak, *University of Southern California*

Leah I. Stein Duker, *University of Southern California*

Abstract

Background: Oral health, an everyday occupation of daily living, is important to both physical and psychological health.¹ Children with autism spectrum disorders (cASD) experience significant barriers to adequate oral care, including sensory processing concerns, impairments in communication, and ineffective techniques to alleviate fear and anxiety.² However, little research on efficacious interventions to improve care for this population exists.

Statement of Purpose: To gather information from caregivers and dental professionals on current strategies to facilitate successful oral care encounters for cASD.

Methods: Two focus groups with parents of cASD (9 parents with children aged 5-18 years) and two focus groups with 7 dental practitioners who treat cASD were conducted. Semi-structured questions were asked about the oral care related challenges experienced by cASD and the strategies employed to address them. Each session lasted 2.5-3 hours in duration and was transcribed verbatim. Thematic analysis following a grounded theory approach was used to analyze the data by 3 independent coders.

Results: Three themes emerged from the parent focus groups. The first theme, What Makes a Good Dentist, focused on the dentist's knowledge, understanding, and experience. The second theme, Tricks, Tactics, and Diversions, described different techniques to improve dental visits. The last theme, Preparation, Preparation, Preparation, explored parent-implemented strategies.

In the dentist focus groups, four themes emerged. The first theme, Parents Know Best, described how dentists often valued parental expertise regarding care techniques. The second theme, Desensitization, explored strategies for preparation in the home and at the dental office. The third theme, Network of Colleagues, referred to dentists seeking advice of other health care professionals regarding working with the ASD population, as well as mentoring new dentists.

The last theme, Flexibility, focused on dentists doing "whatever it takes" to accommodate the needs of cASD.

Conclusions: Focus group findings provide insight into the techniques perceived by parents and dental providers to lead to successful dental care encounters for cASD. This information has the potential to improve care for this population by identifying areas for modification to create the optimal experience for cASD and their parents.

Relationship to Occupational Science: Caring for a child with ASD is a unique and challenging experience.³ Better understanding of these strategies can help to improve oral care for cASD, and illuminate the particularities of how cASD engage in everyday occupations.³ Discussion about how to facilitate better experiences for cASD in dental settings also has potential to help mitigate the health disparities faced by this marginalized population.

Key Words: Autism, oral care, children

Discussion Questions:

1. How do these oral care strategies impact the experience of everyday occupations for cASD?
2. How is engagement and participation in oral health affected by a diagnosis of ASD?

References

1. U.S. Department of Health & Human Services (2010). Healthy People 2020, Oral Health: Overview, objectives, and interventions and resources. Retrieved from <http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=32>
2. Loo, C. Y., Graham, R. M., & Hughes, C. V. (2008). The caries experience and behavior of dental patients with autism spectrum disorder. *Journal of the American Dental Association*, 139(11), 1518-1524. doi:10.14219/jada.archive.2008.0078
3. Spitzer, S. L. (2003). With and without words: Exploring occupation in relation to young children with autism. *Journal of Occupational Science*, 10(2), 67-79.

Acknowledgements: This study was supported by the National Institute of Dental and Craniofacial Research (1R34DE022263-01 and DE024978-01).

FACILITATING SOCIAL PARTICIPATION OF CHILDREN WITH SEVERE DISABILITIES FROM THE PERSPECTIVE OF CO-OCCUPATION

Etsuko Odawara, *Seirei Christopher University*

Hirokazu Nishikata, *Bunkyo Gakuin University*

Nanako Kamotou, *Peer Clinic*

Abstract

Purpose: The purpose of this study was to investigate changes over time in co-occupations of mothers and their young children with severe disabilities and the development of social participation. Co-occupations, with two or more actors mutually responsively engaged, begin with mother-child at birth (Olson, 2003). Disabilities influence co-occupations across the life course (Pickens, 2009). Traditionally, in Japan, people with severe disabilities were “children throughout life” and mothers and their disabled children, both young and adult were segregated socially (Shindo, 2009). Today, some social participation and separation of the child with disability from the mother in later life is a goal. Building social participation requires gradual changes in mother/child co-occupations. This study investigates maternal experiences of these changes.

Methods: Data collection for this qualitative study included individual unstructured interviews and participant observations of everyday life. The first participants were Ryu (41 yrs. old), an excellent informant who had blogged about her experiences from birth of Kazu, her 11 year old daughter diagnosed with spina bifida and hydrocephalus. They were visited seven times (over 20 hours) across 3 yrs. Field notes, interview transcripts and family photos, the blog and other data were analyzed. Data and theorizing were checked with the participant and another researcher. After initial analysis, the study included three more mothers (30-50 years old), with severely disabled children (6-13 years), who have been interviewed and observed 1-3 times (3 hrs) across a year and from whom data will continue to be gathered to provide constant comparative contrast for future analysis.

Results: In spite of Kazu's severe disabilities, Ryu's perception of Kazu's intentionality and her goal to increase Kazu's social participation encouraged her to expand the feeding co-occupation from tube feeding during the family mealtime to encouraging tastes of sweets, then family favorite foods. With improved swallowing and Ryu's daily attendance to feed her pureed food, school lunch became possible. With Ryu's advocacy, others learned to feed Kazu, and Ryu eventually taught her to feed herself. Similarly, Ryu used teacher's notes reporting on Kazu as the route to shared storytelling communication in which others began to recognize Kazu as an occupational and social being.

Implications: Co-occupations are no longer accepted as unchanging by parents in Japan. Instead they work to expand co-occupations and increase possibilities for social participation. Such goals require occupational places where children with disability can begin to act as agentic participants in society.

Keywords: separation, participation, life course

Discussion: Have you seen examples of this in other co-occupations of mothers and their children with severe (or less severe) disability? Is this expansion of maternal/child co-occupation seen in the mothers of typically developing children?

References

Olson, J. A. (2003). Mothering co-occupation in caring for infants and young children. In S. Esdaile & J. Olson (Eds.) *Mothering occupations: Challenge, agency, and participation* (pp. 28-51). Philadelphia, PA: F. A. Davis.

Pickens, N. D. (2009). Co-occupation: Expanding the Dialogue. *Journal of Occupational Science*, 16(1), 151-156.

Shindo, K. (2009). Oya to kurasu shougai sha no jiritsu -juudoshougaiji/sha o kakaeru oya eno intabyuuchousa o chuushin ni- (Independence of people with disabilities living with their parents-Using interviewing parents of young or adults with disabilities). *Kyouiku Hukushi Kenkyuu (Journal of Education and Social Work)*, 15, 1-10.

HOW STUDENT KNOWLEDGE AND APPLICATION OF OCCUPATION IS ASSESSED AND MEASURED: A NATIONAL STUDY

Pollie Price, *University of Utah*

Sheama Krishnagiri, *Private Practice Los Angeles*

Barbara Hooper, *Colorado State University*

Steven Taff, *Washington University School of Medicine*

Andrea Bilics, Professor Emeritus, *Worcester State University*

Abstract

Leaders and scholars consider occupation core and threshold knowledge for occupational therapy (Fortune and Kennedy-Jones, 2014), yet how it is conveyed through education is not well understood. This national study examined how faculty teach and assess student knowledge of occupation and its application in practice in US programs. Using a qualitative descriptive research design, we analyzed interviews, video recordings, and artifacts of teaching occupation collected from 25 programs, chosen using stratified random sampling. The research team analyzed Interview data using an inductive, constant comparative approach; video and artifact data were analyzed using findings from the interviews (Krishnagiri, Hooper, Price, Taff, & Bilics, 2017). For this study, the research team analyzed a subset of data to examine how faculty assess student knowledge and application of occupation.

All participants described desired outcomes related to occupation, yet analysis revealed there was very little actual measurement of learning the concept. When faculty did measure the concept, they almost exclusively assessed student knowledge related to occupation applied in the occupational therapy process. Few examples exist of criteria to measure student knowledge of occupation beyond its relation to the occupational therapy process. Similar to the findings of the larger study of how occupation is taught in curricula, when faculty measured student's knowledge about occupation, strategies of measurement ranged on a continuum from explicit to implicit and coupled with practice to absent.

It is unclear whether the limited assessment of learning occupation is related to a gap between desired learning outcomes and outcome assessments, faculty assumption that students have mastered the concept and its application in practice, a lack of understanding of assessment development, or variability of faculty knowledge regarding occupation. The intersection of knowledge of occupation and the ability to design instructional strategies to effectively teach and assess the concept is called pedagogical content knowledge (Zepke, 2013). Each of these potential barriers to assessing student knowledge of occupation has implications for faculty development in education.

Questions for discussion: 1) As occupational scientists, what can we do in terms of faculty development regarding increasing faculty understanding of occupation and how to assess students' knowledge? 2) How do participants assess students' knowledge of occupation?

Key terms: occupation in education, assessment of occupation, pedagogical content knowledge

References

Fortune, T. & Kennedy-Jones, M. (2014). Occupation and its relationship with health and well-being: The threshold concept for occupational therapy. *Australian Occupational Therapy Journal*, 61, 293-298. <https://doi.org/10.1111/1440-1630.12144>

Krishnagiri, S., Hooper, B., Price, P., Taff, S. D., & Bilics, A. Explicit or hidden? Exploring how occupation is taught in occupational therapy curricula in the United States. *American Journal of Occupational Therapy*, 71, 7102230020. <https://doi.org/10.5014/ajot.2017.024174>

Zepke, N. (2013). Threshold concepts and student engagement: Revisiting pedagogical content knowledge. *Active Learning in Higher Education*, 14, 97-107. <https://doi.org/10.1177/1469787413481127>

THREADING OCCUPATIONAL SCIENCE CONSTRUCTS ACROSS A CURRICULUM: PREPARING MORAL AND GLOBAL THINKING PRACTITIONERS

Kirsten Wilbur, *University of Puget Sound*

Jennifer S. Pitonyak, *University of Puget Sound*

Abstract

Intent: This theoretical paper presents one occupational therapy graduate school's curriculum designed around enabling students' increased awareness of others' life situation, life options, and cultural values, and at the same time instilling in students the need for a life of learning that values diversity and advocacy for occupational justice across diverse populations. The presenters will share a curricular model that uses an approach to teaching and learning employing both classroom and authentic experiences, integrated through reflection, to support student mastery of content and the ability to think globally and morally about occupation. Finally, the presenters will share specific examples of curricular learning activities in which topics of race, power, and identity are interwoven throughout the two year curriculum.

Argument: In order to practice as a moral health professional in today's global context, an occupational therapist must value occupational diversity and be able to demonstrate empathy for all consumers, clients and/or families. Racism and implicit bias that leads to stereotyping and marginalization of under-represented individuals and groups is a threat to the health of all minoritized people and to society. Race, ethnicity, class, education, ability status, gender, and sexual orientation interact in a tacit system of advantage and disadvantage in our complex society. When students are guided to locate themselves in that system and to acknowledge unearned privileges or advantages that they have, then they are able to experience accurate empathy for less advantaged persons and to work for a more just distribution of occupational resources.² This moral thinking and appreciation of occupational diversity underlies contemporary approaches to client-centeredness and therapeutic use of self, as well as the outcome of occupational justice in the practice of occupational therapy.

Importance to occupational science: Occupational science is the conceptual and empirical basis for the practice of occupational therapy, and informs pedagogical approaches to teaching the

epistemology of the discipline of occupational therapy. Occupational science scholars have posited the importance of disciplinary culture and moral and global thinking within occupational science in order to educate occupational therapists who are prepared to address issues of occupational injustice.

Conclusion: Occupational therapy curricula built on principles of occupational science prepares students to be moral and global thinkers who are prepared to work for occupational justice and eradicate the disparities in occupational performance and quality of life that afflict our nation.

Keywords: curriculum design, diversity, occupational justice, social inclusion

Questions to facilitate discussion:

1. How can occupational therapy programs that are separate from programs in occupational science best incorporate constructs and principles of occupational science in their graduate program curriculum?
2. What are some contemporary examples of how occupational science theory and research could be used to transform curriculum design and strengthen outcomes of social inclusion and diversity in occupation therapy programs?
3. What types of learning experiences best prepare occupational therapy students to be moral and global thinkers about occupational justice?
4. What is our current thinking about the relationship between occupational science and the practice of occupational therapy, and the essential interdisciplinary constructs, particularly in regards to moral and global thinking for occupational justice?

References

- Frank, G. (2012). The 2010 Ruth Zemke Lecture in Occupational Science Occupational Therapy/Occupational Science/ Occupational Justice: Moral Commitments and Global Assemblages. *Journal of Occupational Science*, 19(1), 25-35.
- Goodman D. J. (2011). *Promoting Diversity and Social Justice: Educating People from Privileged Groups*. New York and London: Routledge.
- Gupta, J., & Taff, S. D. (2015). The illusion of client-centred practice. *Scandinavian Journal of Occupational Therapy*, 22(4), 244–251.
- Pitonyak, J. S., Mroz, T. M., & Fogelberg, D. (2015). Expanding client-centred thinking to include social determinants: A practical scenario based on the occupation of breastfeeding. *Scandinavian Journal of Occupational Therapy*, 22(4), 277-282.
- Rudman, D. L., Dennhardt, S., Fok, D., Huot, S., Molke, D., Park, A., & Zur, B. (2008). A vision for occupational science: Reflecting on our disciplinary culture. *Journal of Occupational Science*, 15(3), 136-146.

META-EMOTION OF OCCUPATION

Charlotte I. Royeen, *Rush University*

Abstract

Intent: The purpose of this paper is to pose a series of question for participants to consider: (1) What is the concept of meta-emotion of occupation (adapted from metacognition) and (2) How may the concept be useful for contributing to the theoretical foundations of occupational science?

Argument: In 2001 Royeen, Duncan, and McCormack, published a short definition meta-emotion of occupation. This was approximately at the same time a poster presentation on the concept (Royeen and Duncan, 2001) was presented. And, a short summary of it was presented for a major lecture (Royeen, 2003). Meta-emotion of occupation, as presented in these pieces will be summarized for this presentation. Doing with meaning is but one operational definition of occupation in the published literature (Royeen, 2002). Meta-emotion of occupation constitutes feeling about feeling while doing with meaning. Meta-emotion has been seen in the literature from 1996 through 2014 (Norman & Furnes, 2014), mostly pertaining to family systems.

Metacognition, from which meta-emotion is adapted, refers to thinking about thinking in a global sense, but not necessarily linked to thinking about thinking while doing at any level. In fact, due to the complex interplay of cognition and emotion, it is truly impossible to separate them. Thus, meta-emotion of occupation is not just feeling about feeling while doing with meaning, but may also intertwine with cognition. That is to say, meta-emotion of occupation is a holistic concept, related to the psychobiology of man as expressed by Meyer (1982). Emotion and reflection upon emotions are not just feelings based but also includes some degree of cognition. However, the concept of meta-emotion of occupation is distinctly different from metacognition for two reasons: metacognition excludes the emotional subsystems and does not relate thinking to occupational engagement.

Importance to occupational science: The essential concept of meta-emotion of occupation is an innovative conceptualization to bring to occupational science. There is an emerging knowledge in occupational science, but the field has not adequately or sufficiently linked occupational science to the field of emotional systems of the human brain.

It is speculated that meta-emotion of occupation is one dimension or the process that underpins the restorative, pleasurable and productive qualities (or perceptions thereof) of occupational engagement. Further, it is speculated that almost any aspect of occupational engagement and its unique meaning for that instance, is directly related to the valence (positive or negative feelings) brought forth by reflection on participation in occupation.

Conclusion: This theoretical presentation will explore the realm of participating in occupation and the feelings about feelings (meta-emotion) manifest during engagement in occupation.

Key words: metacognition, meta-emotion, feeling about feeling while doing with meaning

Questions to facilitate discussion importance to mission of SSO: USA:

1. Given understanding of meta-emotion of occupation as a concept, how and why is it important for occupational science?

2. How does meta-emotion of occupation sideline the dichotomy of cognition versus emotion for a more holistic approach to reflexivity?
3. Can meta-emotion of occupation create a value-added function of participation in occupation for further advance understanding of our field?

References

- Meyer, A. (1982). The philosophy of occupational therapy. *Occupational Therapy in Mental Health*, Vol. 2(3), 79-86. doi.org/10.1300/J004V2n3_05
- Norman, E., & Furnes, B. (2016). The concept of “metaemotion”: What is there to learn from research on metacognition? *Emotion Review*, Vol. 8, Issue 2. DOI:10.1177/175073914552913
- Royeen, C.B. (2003). The 2003 Eleanor Clarke Slagle Lecture – Chaotic Occupational Therapy: Collective Wisdom for a Complex Profession. *The American Journal of Occupational Therapy*, November/December, Vol. 57, No. 6, 609-624
- Royeen, C.B. (2002). Occupation Reconsidered. *Occupational Therapy International*, Vol. 9, Issue 2, pages 111-120.
- Royeen, C.B., and Duncan, M. (2001). Meta-emotion of occupation: A new twist for mental health. Poster presentation at the AOTA Annual conference, Philadelphia, April.

THE TRANSACTIONAL RELATIONSHIP BETWEEN OCCUPATIONAL IDENTITY AND PLACE IN ONLINE HIGHER EDUCATION

Sarah Grinder, *Nova Southeastern University*

Abstract

Intent: This theoretical paper will present the current understandings of identity, place and placemaking, and online higher education from interdisciplinary perspectives. This discussion will use occupational science theories of occupational identity, place, and the Transactional Model to understand the interplay of these concepts within the virtual classroom. The discussion will suggest ways in which student identity in online higher education transacts with the virtual educational place, and theoretical approaches to consider to support the formation of that identity.

Argument: Blended and online higher education has grown significantly from single courses to entire programs and colleges, even within occupational science and occupational therapy programs. In 2014, 28.5% of students in higher education took some or all of their courses through distance education. Some evidence suggests that outcomes of online education do not differ significantly from traditional, face-to-face formats, even though attrition rates in online classes are much higher. However, no literature has examined the relationship between the virtual place of the online classroom and the occupational identity formation of the online student. Such a consideration from an occupational science perspective may support the design of online courses and programs, reduce attrition rates, and increase student satisfaction.

Importance to occupational science: Discussions of the nature of occupational identity are ongoing in occupational science, and there is an emerging consideration of place in relation to technology. This paper continues that discussion by exploring the transactional relationship between the two. Application to online course design, including concepts of placelessness and placemaking in an online context, and future directions for research will be suggested. Such examination not only brings this discussion into the occupational science realm, but begins to bring the occupational science perspective into the forefront of higher education, online education, technology design, and student affairs.

Conclusion: As the situation of the current college student has changed, from the traditional age student in the traditional, face-to-face classroom to the non-traditional student in a virtual classroom, so has the educational market changed to meet that demand. However, no literature has examined the change in occupational identity that may have resulted from this shift in educational place. An understanding of the relationship between occupational identity and online places will support colleges and universities in designing online higher educational experiences that support overall student well-being.

Key Words: Online education, Placemaking, Occupational identity

Questions:

1. What are the unique features of an online place that help inform occupational science research in a digital age?
2. What are the influences of place, placelessness, and placemaking in distance education?
3. How can occupational identity formation be understood in the virtual classroom?
4. What is the transaction between the virtual classroom and occupational identity as a college student in higher education?
5. How do the occupational science understandings of place and identity inform online education design?

References

- Easthope, H. (2009). Fixed identities in a mobile work? The relationship between mobility, place, and identity. *Identities*, 16(1), 61-82. DOI: 10.1080/10702890802605810
- Ehret, C., & Hollett, T. (2016). Affective dimensions of participatory design research in informal learning environments: Placemaking, belonging, and correspondence. *Cognition and Instruction*, 34(3), 250-258. DOI: 10.1080/07370008.2016.1169815
- Kuo, A. (2011). A transactional view: Occupation as a means to create experiences that matter. *Journal of Occupational Science*, 18(2), 131-138. DOI: 10.1080/14427591.2011.575759
- Phelan, S., & Kinsella, E. A. (2009). Occupational identity: Engaging socio-cultural perspectives. *Journal of Occupational Science*, 16(2), 85-91. DOI: 10.1080/14427591.2009.9686647
- Richardson, J. C. Maeda, Y., Lv, J., & Caskurlu, S. (2017). Social presence in relation to students' satisfaction and learning in the online environment: A meta-analysis. *Computers in Human Behavior*, 71, 402-417. doi:10.1016/j.chb.2017.02.001

SATURDAY, OCTOBER 21, 2017

RESEARCH PAPERS

MEAD AND MERLEAU-PONTY: GESTURE AS A UNIT OF ANALYSIS IN OCCUPATION.

Aaron R. Dallman, *University of North Carolina at Chapel Hill*

Abstract

Intent: The purpose of this paper is to examine how the philosophical perspectives of George Mead and Maurice Merleau-Ponty contribute to our understanding of occupation. These philosophers ground our analysis of action in gesture. Gestures, I will argue, are not simply vocal actions or movements of the body, but are context-driven, embodied, social actions which comprise occupations.

Argument: Occupational science has focused its analysis of occupation using a top-down approach. By starting from the top (occupations) we have biased ourselves towards the occupations with which we are familiar (e.g., eating, sleeping, playing sports). This paper argues that gestures (and indeed movements) are relational actions in which a body and environment join into one harmonious action. These actions can both be minor movements (such as a twitch in the eye) to large movements (such as throwing clothes into a laundry hamper) and it is in this composition of both minor and major movements through which we see occupation.

Understandably, our analysis of occupations has focused on the occupations which contain gestures with which we are most familiar. However, this limited perspective has yielded an incomplete understanding of occupation. By applying Mead's philosophy of action with Merleau-Ponty's philosophy of embodiment, our focus shifts to looking at the organization of gestures in individuals. This provides a point of departure to discover and understand new occupations that extend beyond our own limited perspectives. Further, this understanding of gesture bridges current paradigms of occupation that derive from individual and social perspectives.

Importance to Occupational Science: Many disciplines have theorized and debated the nature of gestures. However, these fields have failed to appreciate how gestures comprise our everyday doings. Specifically, a grounded, embodied, and relational study of gestures will provide occupational scientists with a refined analytic tool to conceptualize new and meaningful occupations. These occupations, such as those of individuals with a disability, will build our understanding of occupation and provide new theoretical tools.

Conclusion: This analysis of gestures expands on current theories of occupational science by exploring action as embodied and relational. The contributions of both Mead and Merleau-Ponty provide a unique perspective to suggest action is relational arising through both the social and physical contexts.

Keywords: gesture, embodied, action

Questions to Facilitate Discussion:

1. I have argued that all relational movement is a gesture. However, this brings into question what movements (if any) are not gestures. Using this framework, how do we conceptualize tremors? Are they gestures because they arise out of a relational body?
2. What research methodologies are implied using this method of inquiry?

References

- Mead, G. H. (1912). The mechanisms of social consciousness. *The Journal of Philosophy, Psychology and Scientific Methods*, 9, 401-406. <https://doi.org/10.2307/2012643>
- Mead, G. H. (1913). The social self. *The Journal of Philosophy, Psychology, and Scientific Methods*, 10, 374-380. <https://doi.org/10.2307/2012910>
- Mead, G. H. (1934). *Mind, self, and society*. C. W. Morris (Ed.). Chicago: University of Chicago Press, 1934.
- Merleau-Ponty, M. (1962). *The phenomenology of perception* (C. Smith, Trans). T. Honderich (Ed.). London: Routledge & Kegan Paul LTD 1962.
- Merleau-Ponty, M. (1968). *The visible and the invisible* (C. Lefort, Trans). C. Lefort (Ed.). USA: Northwestern University Press.

EXAMINING THE PERSISTENCE OF OCCUPATIONAL SCIENCE CONCEPTS OUTLINED BY DR. ADOLF MEYER IN HIS 1922 LECTURE TO AOTA (THE PHILOSOPHY OF OCCUPATIONAL THERAPY-1922)

John A. White, *Pacific University*

Abstract

Statement of purpose: In the 100th anniversary year of occupational therapy, to examine the visionary work of Dr. Adolf Meyer (*The Philosophy of Occupational Therapy* (1922) and actually entitled “*The Evolution and Principles of Occupational Therapy in Personal Reminiscence and Outlook*”) as he identified concepts that have persisted through occupational therapy to emerge in occupational science as key concepts. The purpose is also to deliver excerpts of this classic speech while re-enacting the personage of Dr. Meyer in period costume with a Swiss-German accent as if delivering the speech to the attendees of the 1921 conference for the National Society for the Promotion of Occupational Therapy in order to provide a richer context for the examination of his ideas.

Description of methods: Participants: Literature and historical analysis, dramatic reenactment

Report of results: Following delivery of excerpts of the *Philosophy of OT* (1922) speech, an exploration of key occupational science concepts will be described with a brief tracing of their evolution to the science we are researching today (e.g., adaptation, temporality and time use, life-story narrative to explore occupational interests, boredom, purpose and meaning).

Implications related to occupational science: By examining the persistence of themes of occupation arising out of Dr. Meyer's speech and paper, better understand the evolution of some of the most fundamental concepts extant in occupational science today. Explore what we can learn from more recent analyses of Meyer's life by contemporary occupational scientists (Christiansen, 2007; Anderson & Reed, 2017; Royeen, 2017)

Discussion questions to further occupational science concepts and ideas:

Was Adolf Meyer the first occupational scientist and if so, so what?

What other concepts from Meyer's work have you considered as useful to current occupational science?

Will developing and promoting this understanding of Meyer and Meyer's work create new opportunities to promote occupational science within occupational therapy?

References

Anderson, Lori T., & Reed, Kathlyn L. (2017). *The history of occupational therapy: The first century*. Thorofare, NJ: SLACK.

Christiansen, Charles. (2007). Adolf Meyer revisited: Connections between lifestyles, resilience and illness. *Journal of Occupational Science*, 14(2), 63-76.

Meyer, Adolph. (1922). The philosophy of occupational therapy. *Archives of Occupational Therapy*, 1, 1-10.

Royeen, C. (2017). Adolf Meyer. 2017 AOTA Annual Conference and Centennial Celebration. Philadelphia, PA.

THE SHREDDING AND RECONSTITUTING OF COMPLEX HEALING OCCUPATIONS INVOLVING HORSES

Wendy Wood, *Colorado State University*

Beth Fields, *Colorado State University*

Abstract

Intent: To explore historical and sociocultural factors underlying the mid-twentieth century shredding and contemporary reconstituting of complex, healing occupations involving horses, as suggested by the example of hippotherapy, one type of equine-assisted therapy.

Argument: In 1949, Liz Hartel was paralyzed by polio. In 1957, nine years later, she won a silver medal in the Grand Prix Dressage at the Helsinki Olympics. While needing help mounting and dismounting, Hartel's disability vanished once she began riding and she and her horse transformed into a world class athletic partnership. Their remarkable Olympic success is credited with promoting the healing power of horses worldwide, particularly hippotherapy for people with physical disabilities (Berg, 2014).

Though inspired by Hartel, mid-twentieth century proponents of hippotherapy 'saw' her success in dressage, an exceedingly complex occupation, through reductionist lenses. A discourse and practice of hippotherapy arose that reduced healing occupations involving horses into no more

than therapists' manipulation of equine movement to remediate motor impairments. Early hippotherapy in Europe and the United States was not occupational in nature; rather, it was popularly delivered and portrayed as a treatment strategy in which the horse was a tool and the patient passively received sensorimotor stimulation controlled by the therapist. Our systematic mapping review of 35 years of literature on hippotherapy (under development) found, however, that occupational therapists objected to this depiction (e.g., Engel, 1984) on largely occupational grounds, and are now reframing hippotherapy from an occupational perspective (Ajzenman, Standeven, & Shurtleff, 2013). In response to occupational therapists, the American Hippotherapy Association (2017) also recently broadened hippotherapy's definition to encompass therapeutic environmental affordances. Moreover, the term, hippotherapy, is now being abandoned in lieu of equine-assisted occupational therapy, which better captures the complexity of occupations involving horses (Llambias, Magill-Evans, Smith, & Warren, 2016).

In this theoretical paper, we aim to explore historical and socio-cultural factors implicated in the shredding of complex, healing occupations involving horses and the contemporary reconstituting of the richness of such occupations.

Importance to Occupational Science: Our exploration of hippotherapy offers insights into how discourses and dominant practices can render the healing potential of complex occupations invisible, and contemporary factors conducive to a reclaiming of complex occupations pertaining to changing conceptions of disability, health, nature, and the role of animals in society.

Conclusion: Occupations involving horses and other animals may offer antidotes to contemporary ways of living that are devoid of direct experiences with the natural world.

Key words: Hippotherapy, nature-based occupation, horses as healers

Questions to facilitate discussion:

1. In what ways, if any, does the example of hippotherapy help to illustrate how other complex, healing occupations have been rendered invisible culturally?
2. In what ways, if any, does the example of hippotherapy help to illustrate how other previously shredded occupations are re-emerging with their occupational complexity more intact and valued?
3. How can the holistic transactional nature of nature-based occupations best be studied and described?

References

Ajzenman, H. F., Standeven, J. W., & Shurtleff, T. L. (2013). Effect of Hippotherapy on Motor Control, Adaptive Behaviors, and Participation in Children With Autism Spectrum Disorder: A Pilot Study. *American Journal of Occupational Therapy*, 67, 653-663. doi: 10.5014/ajot.2013.008383

American Hippotherapy Association. (2017). What is Hippotherapy? The American Hippotherapy Association, Inc. Retrieved from <http://www.americanhippotherapyassociation.com/>

Berg, E. L. (2014). The life-changing power of the horse: Equine-assisted activities and therapies in the US. *Animal frontiers*, 4(3), 72.

Engel, B. T. (1984). The horse as a modality for occupational therapy. *Occupational Therapy in Health Care*, 1(1), 41-47.

Llambias, C., Magill-Evans, J., Smith, V., & Warren, S. (2016). Equine-assisted occupational therapy: Increasing engagement for children with Autism Spectrum Disorder. *American Journal of Occupational Therapy*, 70(6), 177-185. doi: doi:10.5014/ajot.2016.020701

MAPPING OCCUPATIONAL ENGAGEMENT DURING LONG-TERM UNEMPLOYMENT: INTERCONNECTIONS AND CROSS-NATIONAL COMPARISONS OF PEOPLE, PLACES AND PERFORMANCES

Rebecca Aldrich, *Saint Louis University*

Suzanne Huot, *University of British Columbia*

Debbie Laliberte Rudman, *University of Western Ontario*

Abstract

Statement of Purpose: This presentation will report one set of findings from a two-sited, multi-year study of long-term unemployment. Rates of long-term unemployment remain higher than pre-recession estimates despite North American economies' return to nearly full employment. To understand possibilities and boundaries for occupational engagement within the situation of long-term unemployment, we generated data at three levels in the United States and Canada: we interviewed 15 organizational stakeholders and reviewed organizational documents; we interviewed and observed 18 front-line employment support service providers; and we interviewed, observed, and completed time diaries and/or occupational maps with 23 people who self-identified as being long-term unemployed. In this presentation, we report findings from the occupational mapping process used with 18 participants.

Methods: Occupational mapping is an elicitation method that is as much about process as it is about product. In our study, we asked participants to hand draw a map to explain the places they regularly traveled within their communities. We prompted participants to describe what was being drawn, the places depicted, activities engaged in within particular places, and modes of travel used. Once the map was completed, we asked participants to reflect on if and how their experience of long-term unemployment had implications for where they went, how they got to places, and the types of activities they needed and wanted to do. We audio-recorded all conversations during the mapping process. Our ongoing analyses of maps and accompanying transcriptions address the types of places and occupations represented; the ways in which maps and transcriptions illuminate social, political, and economic influences on occupation in each study context; common threads between maps; and omissions in maps.

Results: We will present emerging findings from our occupational mapping process in relation to national context, gender, financial and transportation resources, and family situation. We will also integrate these findings with understandings gained through other analytic approaches used in the study, such as situational analysis and critical narrative inquiry.

Implications: Occupational mapping can elicit details about everyday doing that are difficult to articulate using narrative methods given the tacit and experiential nature of daily occupations. It

can be a useful strategy for understanding interconnections between people, places, and performances of everyday occupations in line with calls to transcend individual perspectives in occupational science. Our findings suggest that this method is a valuable means of illuminating the transactional person-environment relationships that shape occupational engagement during contemporary long-term unemployment.

Key words: Occupational mapping, long-term unemployment, critical qualitative research

Discussion questions:

1. In what ways can occupational mapping augment other data generation and analysis approaches?
2. How does occupational mapping fit within larger efforts to transcend individual perspectives in occupational science?
3. Within a multi-level, cross-national study of long-term unemployment, what kinds of understandings does occupational mapping yield?

References

Aldrich, R. M. & Laliberte Rudman, D. (2016). Situational analysis: A visual analytic approach to unpack the complexity of occupation. *Journal of Occupational Science*, 23(1), 51-66. doi: 10.1080/14427591.2015.1045014.

Bureau of Labor Statistics. (2016). Labor force statistics from the Current Population Survey: Number unemployed for 27 weeks or over. Retrieved from <https://data.bls.gov/cgi-bin/surveymost>

Huot, S. L., & Laliberte Rudman, D. (2015). Extending beyond qualitative interviewing to illuminate the tacit nature of everyday occupation. *Occupational Therapy Journal of Research: Occupation, Participation, and Health*, 35(3), 142-150.

Laliberte Rudman, D. & Aldrich, R. M. (2016). 'Activated, but stuck': Applying a critical occupational lens to examine the negotiation of long-term unemployment in contemporary socio-political contexts. *Societies*, 6(28), 1-17. doi: 10.3390/soc6030028

Statistics Canada. (2016). Table282-0048. Labour Force Survey estimates (LFS), duration of unemployment by sex and age group, annual (persons unless otherwise noted). CANSIM (database). Retrieved from <http://www5.statcan.gc.ca/cansim/a26?lang=eng&id=2820048>

THE OCCUPATIONAL DEVELOPMENT OF INSTRUMENTAL ACTIVITIES OF DAILY LIVING RELATED TO FOOD RESOURCE MANAGEMENT WITH INDIVIDUALS LIVING IN POVERTY

Laura Schmelzer, *University of Toledo*

Theresa Leto, *Davenport University*

Abstract

Living in poverty is an everyday experience for approximately 14.8% of Americans (Coleman-Jensen, Gregory, Rabbitt, & Singh, 2015). This experience often entails living in housing that

does not meet minimal code requirements, such as running water or heat, remaining in neighborhoods full of violence, lacking grocery stores, parks, and places of employment, and decreased access to education. For many individuals this experience also involves food insecurity, which is defined as lacking consistent access to, or intake of, nutritional food (Coleman-Jensen, Gregory, & Rabbit, 2015). The circumstances that surround being in poverty are multidimensional and complex, as are the consequences of growing up and/or living in poverty. This presentation will draw from a participatory action research (PAR) project designed to help those living in poverty learn to maximize their food resources. This PAR project culminated in a seven-week occupation-based program targeting interests, values, skills, and resources that surround food resource management. This presentation will describe the program and results with the intent of initiating a discussion regarding the occupational development or lack thereof basic IADL skills, which support food security for those living in poverty.

Methods: Pre-post program measures included the Making Meals Performance Measure and the Canadian Occupational Performance Measure. Data from 16 participants who completed the seven-week program were analyzed using t-tests and the Wilcoxin Signed Rank Tests. Results indicate statistically significant improvements in the participants' abilities to make meals with specific food items as well as perceived performance and satisfaction in tasks associated with food resource management (Schmelzer & Leto, in press). While the findings from the program are encouraging, this PAR project also illuminated various occupational challenges that face those living in poverty.

Implications for Occupational Science: Basic IADL skills associated with food resource management require trial and error, repetition, and continued exposure to varying opportunities in order to develop. Competence in these skills contributes to an individual's ability to obtain and maintain food security and is expected at a societal level. Many individuals living in poverty exist in environments with limited human, as well as physical resources. This appears to significantly hinder their occupational development of these IADL skills. Wilcock (2006) discussed options for doing and its impact on occupational capacities, self-efficacy beliefs, and identity construction. Further discussion and exploration of occupational development and occupational deprivation (as well as the transactions which occur within a life of poverty) are needed to guide research in this area.

Discussion Questions:

What methods could be used to investigate occupational deprivation, atrophied occupational capacities, and/or the occupational challenges to developing health promoting lifestyles for those living in poverty?

If occupation is a process at the level of the situation (Dickie, Cutchin, & Humphry, 2006) what does that mean for the occupational development of individuals living in generational poverty?

How can occupational science contribute to the identification of the occupational needs of this population?

References

Coleman-Jensen, A., Gregory, C., Rabbitt, M., & Singh, A. (2015). Household food insecurity in the United States in 2014, ERR-155. Retrieved from United States Department of Agriculture Economic Research Service. <http://www.ers.usda.gov/media/1896841/err194.pdf>

Coleman-Jensen, A., Gregory, C., & Rabbitt, M. (2015). Food security in the U.S.: Survey tools. Retrieved from <http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/survey-tools.aspx>

Dickie, V., Cutchin, M., & Humphry, R. (2006). Occupation as transactional experience: A critique of individualism in occupational science. *Journal of Occupational Science*, 13(1), 83-93

Schmelzer, L. & Leto, T. (in press). Promoting health through engagement in occupations that maximize food resources. *American Journal of Occupational Therapy*.

Wilcock, A. (2006). *An occupational perspective of health*. Thorofare, NJ : Slack.

PROMOTING CRITICAL DIALOGUE TO ADVANCE OCCUPATIONAL SCIENCE AND THERAPY TOWARD SOCIAL TRANSFORMATIVE GOALS

Lisette Farias, *Western University*

Debbie Laliberte Rudman, *Western University*

Abstract

Statement of purpose: Within this presentation, we draw from a study that aims to contribute to emerging efforts working toward more critical and reflexive ways to address issues of social inequity and (in)justice through occupation. In particular, the objectives of this study are to critically reflect on the potential opportunities and challenges that may arise when trying to enact social transformation through occupation and examine how these opportunities and challenges are embedded within disciplinary discourses, social processes, and contextual features.

Description of methods: In this qualitative study, a critical dialogical approach (Bakhtin, 1981; Freire, 1970) was used. Five participants from diverse geographical areas were recruited based on their experiences developing and enacting occupation-based projects aligned with social transformative and justice goals. To obtain a multilayered understanding of how participants thought about and acted in relation to the challenges and opportunities that arise within their projects, three sessions consisting of in-depth dialogical interviews were conducted with each participant. To enact critical reflexivity, each participant engaged in a process of responding to their transcripts and critical reflexive documents written by the study investigator. A critical discourse analysis was conducted drawing together material from interviews, critical reflexive documents, and notes using a recursive and non-linear process. In line with critical discourse analysis, this analytical process was grounded in the study's research questions, theoretical framework, and methodology.

Report of results: The findings provide critical insights into ways discourse and other contextual features shape practice by facilitating, contradicting and/or constraining possibilities to work toward social justice goals. They also describe the complex negotiations behind attempts to enact processes of social transformation and problematize discourses and forms of thinking that have been under-examined or taken-for-granted in occupational science.

Implications related to occupational science: Despite a growing interest in addressing social inequities, the discipline of occupational science seems stuck in moving beyond articulating a

commitment to enacting social change (Farias, Rudman, & Magalhães, 2016; Magalhães, 2012; Whiteford and Hocking, 2012). The findings provoke fundamental questions about the role of occupational science in social transformative practices and promote an examination of possibilities for promoting action in this field. As such, this study promotes critical dialogue regarding the contextual features and epistemological frames that shape socially transformative scholarship and supports the advancement of transformative work by bringing together experiential and theoretical knowledge developed in critical occupational science and therapy.

Keywords: occupational science, critical dialogical approach, critical reflexivity

Discussion questions:

- a) What are the current and possible roles of occupational science in addressing issues of social inequities?
- b) What kind of processes should be enacted within occupational science to capture the complexity of contemporary social issues related to occupation?
- c) How can occupational science support processes of social transformation through occupation?

References

Bakhtin, M. (1981). *The Dialogic Imagination: Four Essays* (C. Emerson & M. Holquist, Trans.). Austin and London: University of Texas Press.

Farias, L., Rudman, D. L., & Magalhães, L. (2016). Illustrating the Importance of Critical Epistemology to Realize the Promise of Occupational Justice. *OTJR: Occupation, Participation and Health*, 36(4), 234-243. doi:10.1177/1539449216665561

Freire, P. (1970). *Pedagogy of the oppressed* (M. Bergman Ramos, Trans.). New York: The Continuum International Publishing Group Inc.

Magalhães, L. (2012). What would Paulo Freire think of Occupational Science? In G. E. Whiteford & C. Hocking (Eds.), *Occupational Science: Society, Inclusion, Participation* (pp. 8-19). West Sussex, UK: Wiley-Blackwell.

Whiteford, G. E., & Hocking, C. (2012). *Occupational science: Society, inclusion and participation*. West Sussex, UK: Wiley-Blackwell.

FORUM

COMMUNITY SOCIAL PARTICIPATION THROUGH THE LENS OF INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES AND FAMILIES

Tracy Jirikowic, *University of Washington*

Jennifer S. Pitonyak, *University of Puget Sound*

Caroline J. Umeda, *University of Washington*

Donald Fogelberg, *University of Washington*

Roger Ideishi, *Temple University*

Abstract

Aims/Intent:

1. Describe the meaning of community social participation through the experiences of individuals with developmental disabilities and families.
2. Discuss the following “How can we conceptualize, measure and fully understand the experience of community social participation as a determinant of family quality of life, health and well-being?”

Rationale: Community social participation is a critical determinant of health, well-being and quality of life for all people, including those with disabilities. Notably, “What defines individuals with disabilities, their abilities, and their health outcomes more often depends on their community, including social and environmental circumstances. To be healthy, all individuals with or without disabilities must have opportunities to take part in meaningful daily activities that add to their growth, development, fulfillment, and community contribution”.¹

However, barriers to accessing satisfying community social participation exist. Specifically, individuals with developmental disabilities and their families disproportionately face environmental and social barriers that impede participation in meaningful community-based social, recreational and leisure activities.^{2, 3} This is an occupational justice issue as families may not be able to access opportunities, disengage because they feel judged or unwelcome, or outings are “not worth the effort” because they are too difficult.^{3, 4}

Our collective work with community organizations aims to shift characteristics of the physical and social environment so that people and places in the community are more supportive of occupational participation for individuals with diverse needs.⁵ Specifically, work in the cultural arts will serve as an example whereby we have asked families to (1) identify barriers and challenges to community participation, and (2) describe their family participation experiences in art-making and as patrons of cultural arts performances.

We will ignite discussion with qualitative research that reveals family experiences “doing, being and belonging” in community cultural arts activities. Following, we will engage in dynamic discussion on the value and challenges of measuring community social participation as a determinant and outcome in relation to health, well-being, and quality of life. Occupational science principles will shape dialogue around participation as a complex and individually-perceived construct and an issue of occupational justice and health equity.

Potential Outcomes for Participants: Gain insight into research that aims to understand family experiences following community cultural arts participation and discuss how these efforts factor into larger occupational justice and health equity initiatives.

Key words: occupational justice, community social participation, health equity

Discussion questions to facilitate occupational science concepts and ideas:

1. Can we effectively and efficiently understand family experiences of community cultural arts as a means to harness efforts to advocate for and propel occupational justice in relation to access and equity in community social and leisure activities?
2. How can we use findings to strengthen partnerships with community organizations to adopt new practices and government/other institutions to adjust policy?

3. How do we effectively measure community social participation as a determinant and outcome that relates to health, well-being and quality of life?

References

- Office of Disease Prevention and Health Promotion. (2016). Disability and Health. In Healthy People 2020. Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/disability-and-health>. Accessed 4-17-17.
- Bedell, G., Coster, W., Law, M., Liljenquist, K., Kao, Y.-C., Teplicky, R., ... Khetani, M. A. (2013). Community participation, supports, and barriers of school-age children with and without disabilities. *Archives of Physical Medicine and Rehabilitation*, 94(2), 315–323.
- Solish, A., Perry, A., & Minnes, P. (2010). Participation of children with and without disabilities in social, recreational and leisure activities. *Journal of Applied Research in Intellectual Disabilities*, 23(3), 226–236.
- Nilsson I, Townsend E. (2010). Occupational justice: Bridging theory and practice. *Scandinavian Journal of Occupational Therapy*, 17(1), 57-63.
- Umeda, C., Fogelberg, D., Jirikowic, T., Pitonyak, J. S., Mroz, T., & Ideishi, R. I. (in press). Expanding the implementation of the Americans with Disabilities Act for populations with intellectual and developmental disabilities: Role of organizational-level occupational therapy consultation. *American Journal of Occupational Therapy*.

PANEL

USING PATIENT EXPERIENCES OF HEALTH MANAGEMENT OCCUPATIONS TO GUIDE RESEARCH ON MEDICAL ADHERENCE

Mark E. Hardison, *University of Southern California*

Kristine Carandang, *University of Southern California*

Sandy Takata, *University of Southern California*

Shawn C. Roll, *University of Southern California*

Abstract

Topic: Examining the construct of medical adherence through the lens of occupational science

Purpose/Aims: Adherence originates from medical science literature and is a revision of the earlier concept of compliance. Modern conceptualization of adherence integrates feedback from patients and expands the patient's role in directing care. Yet still, medical advice is privileged above patient perspectives maintaining providers in the role of expert. Little is known about how patients' lived experiences of adherence fit within their occupational experience of health management. In this panel, we will explore the dialogue between the medical perspective of adherence and the lived occupational experiences of patients seeking to heal from an injury or manage a chronic disease.

Presentation #1

Methods: Using a review of the literature, Presenter 1 compares the constructs of adherence, compliance, patient-provider communication, and partnership.

Result: Evidence in this area remains sparse. We argue that the transactionalism (Cutchin & Dickie, 2012) framework within occupational science is poised to assist in improving patient and provider relationships, and support the occupation of health management through research.

Presentation #2

Methods: Presenter 2 reports on emergent qualitative findings from a multi-phase, mixed methods study that explored the impact of rheumatic disease on young adults' occupational engagement. Young adults (n=12) were individually interviewed using a semi-structured guide. Based on iterative analysis, three participants were then purposively recruited to each complete a series of four additional follow-up narrative interviews.

Result: Data revealed diverse experiences when young adults collaborated with rheumatologists to find tailored medication regimens while also exploring strategies to maintain a "normal" life.

Presentation #3

Methods: A mixed-methods, case series was completed with 16 patients receiving care at an outpatient hand therapy clinic. Qualitative data was collected via individual, semi-structured interviews across the patients' episodes of care, and quantitative survey data was collected after each therapy visit.

Result: Quantitative data revealed that therapists rated patients as highly adherent and engaged with little variation. However, patients' perspectives revealed disparate amounts of engagement in therapy because of the interaction between home life and assigned home exercise.

Argument/Importance to Occupational Science: Experience-near accounts of patients provide a contextualized perspective of medical treatment. This reveals how adherence fits as a component of the occupation of health management, and expands current understandings of adherence in order to support patients in future applied occupational science research.

Key Words: Transactionalism, Health Management Occupations, Adherence, Engagement

Objectives for Discussion:

Does the current literature as discussed in presentation 1 on adherence accurately describe the construct as patients experience it as seen in presentations 2 and 3? How so?

How do the results of presentation 2 and 3 fit with or contradict frameworks in Occupational Science (e.g. Transactionalism, Systems Theory)?

What is the opportunity for applied Occupational Science in reframing the medical research on adherence?

What are the next steps with this line of work (e.g., development of a model, development of outcome measures for engagement or adherence)?

References

Cutchin, M. P. & Dickie, V. A. (2012). Transactionalism: Occupational science and the pragmatic attitude. In G. E. Whiteford, & C. Hocking (Eds.), *Occupational Science: Society, Inclusion, Participation* (pp. 23 – 37). West Sussex, UK: John Wiley & Sons.

RESEARCH PAPERS

EXAMINING RELATIONSHIPS BETWEEN PARTICIPATION, GLYCEMIC CONTROL, AND QUALITY OF LIFE

Kristine Carandang, *University of Southern California*

Jeanine Blanchard, *University of Southern California*

Cheryl L. P. Vigen, *University of Southern California*

Elizabeth Pyatak, *University of Southern California*

Abstract

Purpose: Persons with chronic medical conditions are prescribed self-management regimens with the goal of maintaining physical health, often measured through biological markers. However, self-management regimens are complex and time-consuming; as such, they may interfere with or limit participation in meaningful occupations, which in turn may negatively influence quality of life (e.g. Pyatak, 2011). Therefore, using an occupational science lens (Wilcock, 2007; Durocher, Rappolt, & Gibson, 2014), we examined the relationship between occupational engagement and multiple domains of health using baseline data from the Resilient, Empowered, Active Living with Diabetes (REAL Diabetes) study, a randomized controlled trial of an occupation-based diabetes management intervention. Our presentation focuses on young adults with diabetes and the associations between participation, glycemic control, and quality of life.

Methods: The REAL Diabetes study included 81 young adults diagnosed with type 1 or type 2 diabetes from low socioeconomic status and minority backgrounds (Pyatak et al., 2016). We assessed the following: (1) objective participation: frequency of participation across five domains of activities: household activities, productive activities, transportation, leisure, and social activities and (2) subjective participation, calculated by multiplying participants' ratings of personal importance of individual activities by satisfaction with their frequency of participation in those activities, both measured by the Participation Objective, Participation Subjective scale (POPS) (Brown et al., 2004); (3) glycemic control, as measured by Hemoglobin A1c (HbA1c); and (4) diabetes-related quality of life, as measured by the Audit of Diabetes Dependent Quality of Life. We examined the associations of both domains of participation with HbA1c and diabetes-related quality of life using nonparametric statistical methods, then examined these associations for potential effect modification.

Results: Subjective participation was negatively associated with HbA1c ($r=-0.23$, $p=0.04$).

Diabetes type was an effect modifier for this association (p for interaction=0.03); subjective participation was associated with lower HbA1c in people with type 1 diabetes ($p=0.004$) but not type 2 diabetes ($p=0.22$). In addition, subjective participation was positively associated with diabetes-related quality of life among all participants ($r=0.24$, $p=0.03$). There were no significant associations between objective participation and HbA1c or diabetes-related quality of life.

Implications for Occupational Science: Our findings suggest that satisfaction with, but not frequency of, participation is associated with both physical health and disease-related quality of life. These findings substantiate the link between occupation and health and provide insight that different dimensions of participation (objective versus subjective) make different contributions to well-being.

Three key words: Chronic disease, Self-management, Participation

Discussion Questions/Objectives for Discussion:

1. How can healthcare providers and systems incorporate knowledge about subjective participation within approaches to chronic disease management?
2. How does occupational science incorporate objective and subjective domains of participation when examining the relationship between occupation and health?
3. How can occupational scientists engage with other communities to translate research findings about the link between occupation and health into practical applications for health promotion?

References

1. Pyatak, E. (2011). Participation in occupation and diabetes self-management in emerging adulthood. *American Journal of Occupational Therapy*, 65(4) 462-469.
2. Wilcock, A. A. (2007). Occupation and health: Are they one in the same? *Journal of Occupational Science*, 14(1), 3-8.
3. Durocher, E., Rappolt, S., & Gibson, B. E. (2014). Occupational justice: Future directions. *Journal of Occupational Science*, 21(4), 431-441.
4. Pyatak, E., Carandang, K., Vigen, C. L., Blanchard, J., Sequeira, P. A., Wood, J. R., Spruijt Metz, D., Whittemore, R., Peters, A. L. (2016). Resilient, Empowered, Active Living with Diabetes (REAL Diabetes) Study: Methodology and baseline characteristics of a randomized controlled trial evaluating an occupation-based diabetes management intervention for young adults. *Contemporary Clinical Trials*. Doi:10.1016/j.cct.2016.12.05.
5. Brown, M., Dijkers, M. P., Gordon, W. A., Ashman, T., Charatz, H., & Cheng, Z. (2004). Participation objective, participation subjective: a measure of participation combining outsider and insider perspectives. *The Journal of Head Trauma Rehabilitation*, 19(6), 459-481.

BELONGING AND QUALITY OF LIFE AS PERCEIVED BY PEOPLE WITH ADVANCED CANCER WHO LIVE AT HOME

Hanne Peoples, *University of Southern Denmark*

Nina Nissen, *University of Southern Denmark*

Åse Brandt, *University of Southern Denmark and the National Board of Social Services*

Karen la Cour, *University of Southern Denmark*

Abstract

Purpose: In previous research (Peoples, Nissen, Brandt, & la Cour, 2017), we explored how people with advanced cancer who live at home perceive quality of life, which pointed to the importance of relationships with others to the experience of quality of life. These emerging findings resonate with the theoretical conceptualization of belonging within occupational science, prompting us to explore further how perceived quality of life may be associated with belonging when living with advanced cancer. The purpose was therefore to gain a deeper understanding of the ways in which belonging is perceived as an aspect of quality of life by people with advanced cancer.

Method: The study employed a qualitative approach using a combination of qualitative interviews and photo-elicitation. A thematic approach was used to analyse data from 18 interviews and 77 photographs. Nine participants took part in the study.

Results: The findings suggest that maintaining a sense of belonging was associated with quality of life and was expressed as a complex and challenging process when living with life moving towards its end. The data supported the theoretical dimensions of belonging noted in occupational science and contribute with knowledge about artifacts as mediators of belonging which may enable valued social connections as well as evoke existential and spiritual concerns at end of life.

Implications in relation to OS: This study adds to knowledge within occupational science of how quality of life and belonging may be linked. However, there is a need for further research, for example to understand how artifacts may be linked to dimensions of belonging, and to understand the impact of potential negative connotation of belonging, such as feelings of isolation.

Key words: End-of-life, everyday life, photo-elicitation.

Questions for discussion:

How may research about quality of life from the perspective of people living with a life-threatening illness, add to knowledge of the concept of belonging within the occupational science literature?

How may knowledge about potential barriers of belonging contribute to the concept of belonging in the occupational science literature?

References

Peoples, H., Nissen, N., Brandt, Å., & la Cour, K. (2017). Perceptions of quality of life by people with advanced cancer who live at home. *Scand J Caring Sci*, (In review - unpublished manuscript).

ADOLF MEYER: AN EARLY OCCUPATIONAL SCIENTIST?

Charlotte I. Royeen, *Rush University*

Intent: There is a resurgence of academic interest in Dr. Adolf Meyer (Lamb, 2014). The purpose of this paper is to pose a question for participants to consider: Was Adolf Meyer an early occupational scientist who has not been adequately vetted or recognized for being such? And, if this is true, why does it matter?

Argument: In addition to the four conceptual foundations (psychobiology, habit order/disorder and harmony/disharmony, and participation with meaning) that Adolph Meyer provided to medicine, neuroscience, occupational therapy, psychiatric social work and psychiatric nursing in the first half of the 20th century, he also provided four sets of tools for scientific inquiry (scientific observation, the life chart or life history, case studies and lists/action protocols) (Royeen, 2017). Using only primary sources of approximately 60 papers (Meyer, 1982; Meyer & Lief, 1948) this paper presentation will delineate how each of these conceptual foundations relate to the field of occupational science that started to emerge in the latter part of the 20th century into the 21st century. Further, this presentation will analyze how each of the tools he described or innovated also relate to the current field of occupational science, and how they may be used to further occupational science research and scholarship.

Importance to occupational science: Current emphases in occupational science reflect its origins in the latter part of the 20th century. Yet, many of the tenets of occupational science are not unique to modern times and these tenets may be matched to the original work of a major scholar of the latter part of the 19th century and early part of the 20th century, Dr. Adolf Meyer. By delineating how aspects of his work presaged the emergence of occupational science, the historical foundations of occupational science may be traced much earlier than typically considered. This is important since it means the historical foundations of key aspects of occupational science are nearly hundred years ago. These historical foundations, currently underappreciated, lend academic rigor and validity to occupational science by further tracing key tenets to historical foundations beyond modern times.

Conclusion: Upon presentation of the “evidence” (key quotes from primary sources and interpretative, historical analysis according to Salevouris & Furay (2015), conceptual foundations and scientific tools described in his writings, the session participants will be asked to judge whether or not Adolf Meyer was, in fact, an early occupational scientists heretofore unclaimed by the developing science.

Key words: historiography, historical origins of occupational science, and tenets of occupational science

Questions to facilitate discussion importance to mission of SSO:USA:

1. Compare the scientific tools Adolf Meyer used to develop knowledge to scientific methods employed in occupational science.
2. Compare the conceptual foundations theorized by Adolf Meter to tenets of occupational science.

3. Why would consideration of historical writings by Adolf Meyer be politically important for the field of occupational science?
4. Why is the history of any science important?
5. How can understanding the deep historical foundations of occupational science enhance its rigor and validity?

References

- Lamb, S.C. (2014). *Pathologist of the mind: Adolf Meyers and the origins of American Psychiatry*. Baltimore: Johns Hopkins University Press.
- Meyer, A. (1982). The philosophy of occupational therapy. *Occupational Therapy in Mental Health*, Vol. 2(3), 79-86. doi.org/10.1300/J004V2n3_05
- Meyer, A. & Lief, A. (1948). *The Commonsense Psychiatry of Dr. Adolf Meyer: Fifty-Two Selected Paper, with biographical Narrative*. New York: McGraw Hill Book Company.
- Royeen, C.B. (2017). The historical legacy of Adolf Meyer across professions: occupational therapy, psychiatry, neuroscience and public health: Part One. Paper presentation at the 2017 AOTA Annual Conference and Centennial Celebration, Thursday, March 30.
- Salevouris, M.J., Furay, C. (2015). *The Methods and Skills of History: A Practical Guide*. (4th edition). Westchester, UK: John Wiley and Sons.

OCCUPATION AS EMBODIED SOCIAL EXPERIENCE: THE CONTRIBUTIONS OF MAURICE MERLEAU-PONTY

Aaron Dallman, *University of North Carolina at Chapel Hill*

Amanda Carroll, *University of North Carolina at Chapel Hill*

Antoine Bailliard, *University of North Carolina at Chapel Hill*

Abstract

Intent: The purpose of this paper is to outline how the philosophical perspective of Maurice Merleau-Ponty can be useful to expand understandings of occupation and inform the design of research on occupation. To achieve this end, we will review major concepts from Merleau-Ponty's work and discuss how his ideas can be applied to the study of occupation.

Argument: This paper uses Merleau-Ponty's philosophy to emphasize that all action is grounded in a corporeal body, embodied, and connected through the material and social world. Merleau-Ponty argued that human beings do not passively receive stimuli from their environments, but actively orient their bodies and sensorial capacities to perceive their surroundings. In his view, the body is not only the tool through which humans engage and experience their surroundings, but it is also a repository of sedimented past experiences of perceptual 'couplings' with the material and social environment. Merleau-Ponty shifts the focus of perceptual experience from the individual to the situation where the perceiver and perceived are ontologically complicit in a holistic experiential situation. We will discuss how Merleau-Ponty's theory of active perception

deconstructs many mainstream assumptions regarding the role of the senses in occupation. We will also outline how Merleau-Ponty's concept of perceptual coupling emphasizes the emergent and relational nature of occupation.

Importance to Occupational Science: In occupational science, there has been an increasing uptake of analyses of occupation that move beyond long-standing assumptions that regard occupation as individual and autonomous. The work of Merleau-Ponty further contributes to these collective efforts for understanding occupation as a socially funded and embodied experience. His philosophy highlights the relational nature of occupation and the primacy of the body as the vehicle for occupational experience. We will discuss how Merleau-Ponty's theory of embodiment and active perception has significant implications for research design and analysis in occupational science.

Conclusion: The work of Merleau-Ponty fits well into current paradigms of occupational science that eschew individualistic approaches. We believe that his ideas can provide valuable insight into the process of embodiment in occupation by highlighting the primacy of its relational and perceptual dimensions. Further, Merleau-Ponty's emphasis on experiential perceptual coupling through action elucidates the unavoidable sociality and corporeality of human experience and occupation.

Keywords: Merleau-Ponty, sensory, embodiment

Questions to Facilitate Discussion:

1. Given that each body provides its own unique sensory system and way of opening to the world, what methodologies help us better understand individual experiences?

References

Hass, L. (2008). *Merleau-Ponty's philosophy: Studies in continental thought*. J. Sallis (Ed.). Bloomington, Indiana: Indiana University Press.

Landes, D. A. (2013). *Merleau-Ponty and the paradox of expression*. London: Bloomsbury.

Mazis, G. A. (2016). *Merleau-Ponty and the face of the world: Silence, ethics, and imagination*. Albany, New York: State University of New York Press.

Merleau-Ponty, M. (1962). *The phenomenology of perception* (C. Smith, Trans). T. Honderich (Ed.). London: Routledge & Kegan Paul LTD 1962.

Merleau-Ponty, M. (1968). *The visible and the invisible* (C. Lefort, Trans). C. Lefort (Ed.). USA: Northwestern University Press.

NAVIGATING BURDENS: UNDERSTANDING THE INTERSECTION BETWEEN CULTURAL VALUES, HEALTH DECISION-MAKING, AND EVERYDAY OCCUPATIONS IN THE LATINO POPULATION

Lucía Isabella Floríndez, *University of Southern California*

Daniella Cristina Floríndez, *University of Southern California*

Abstract

Background: Despite facing a disproportionate distribution of disease and health disparities, Latinos often report high levels of ethnic identity and social support provided by family cohesion, known as familismo.¹ These ties serve as protective factors to their mental health,² and help to maintain a cultural identity. However, these networks can also contribute to stress related health issues for Latinos.³ Because family well-being is related to the status of the group as well as the individual health of its members, Latino individuals can feel burdened for both themselves and a collective responsibility for their family.

Statement of Purpose: This purpose of this paper is to discuss how Latino patients make health related decisions given their complicated family contexts, and the impact of these decisions on their everyday occupations.

Methods: Two research projects provide the case studies for this paper. From the first, treatment notes for patients living with a spinal cord injury who were enrolled in a lifestyle intervention and developed a serious pressure ulcer (n=25) were separated by ethnicity. Of 11 Latino patients, a research assistant coded the treatment notes and selected 3 individual cases based on completion of the intervention, description of family-orchestrated occupations and conflicts, and ability to produce a narrative from clinical information. The second project was interviews conducted with 10 Latina women who sought acupuncture as an alternative to western medicine as a means to treat and cope with daily stress. Interviews lasted 2-2.5 hours, were transcribed verbatim, and two coders conducted a thematic analysis of the data. Though burdens were described in all interviews, 2 cases were selected for presentation.

Results: The cases demonstrate how the interplay between person and context shapes occupational performance by exploring factors that are enmeshed in a Latino family's habits, culture, environment, and routines. This tension between health as a personal responsibility and the social connectivity of the Latino family units creates situations where Latino patients are unduly burdened, and must make difficult medical decisions that lay between their individual health and the health of their family.

Relationship to Occupational Science: Latinos' performances of health-related occupations are influenced by a multitude of factors related to their cultural identities and family structures. In presenting examples from these studies, we aim to take an occupational perspective of health,⁴ and facilitate a discussion regarding the relationship of burden, culture, and stress, to health decision-making and occupational engagement in the Latino population.

Key Words: Latinos, Health Disparities, Health decision-making, Familism

Discussion Questions:

How do we better understand family-orchestrated occupations and conflicts in this underserved population?

How can our current approach to occupational participation help minimize burden and stress?

References

1. Sabogal, F., Marín, G., Otero-Sabogal, R., Marín, B. V., & Perez-Stable, E. J. (1987). Hispanic familism and acculturation: What changes and what doesn't? *Hispanic Journal of Behavioral Sciences*, 9(4), 397-412.
2. Ribas, A. C., & Lam, C. S. (2010). Social support and quality of life among Latinos with mental illness. *The Journal of Nervous and Mental Disease*, 198(2), 137-143.
3. Arbona, C., Olvera, N., Rodriguez, N., Hagan, J., Linares, A., & Wiesner, M. (2010). Acculturative stress among documented and undocumented Latino immigrants in the United States. *Hispanic Journal of Behavioral Sciences*, 32(3), 362-384.
4. Wilcock, A. A. (2007). Occupation and health: Are they one and the same?. *Journal of Occupational Science*, 14(1), 3-8.

UNDERSTANDING MORAL ECONOMICS OF OCCUPATIONS: AN ETHNOGRAPHY OF RELATIONSHIPS, STIGMA, AND OCCUPATIONAL ENGAGEMENT WITHIN MENTAL HEALTH CARE SYSTEM

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

Abstract

Purpose: Clubhouses are non-profit settings that support people with serious mental illness (SMI), called members at a clubhouse. In clubhouses, members spend their daytime and work with staff as colleagues to undertake tasks that sustain a clubhouse. While the standards and operating philosophy of clubhouses suggest that members and staff share equitable decision-making agency in operating a clubhouse, the reality depicts a different scenario. Additionally, there is sparse evidence in occupational science regarding stigma within mental healthcare practices and its influence on occupational engagement. Thus, this study aims to identify social processes guiding stigma and occupational engagement for individuals with SMI in clubhouses.

Methods: The doctoral dissertation study began in January 2017 (ending in June 2017) at two clubhouses and is being conducted using ethnography. There are n=41 enrolled participants (n=18 members; n=16 mental healthcare providers). Data collection methods include: interviews, fieldwork/participant observation (over 5 months period) at two clubhouses, document review of healthcare documents of service-users, and a survey measure of community participation. Additionally, interviews with n=7 individuals engaged in studying or informing mental health policy were also interviewed to gather further information regarding influence of stigma (within policies) on occupational engagement. Open and axial coding will be used to analyze data (interview transcripts, fieldnotes, and document review). Data from the survey measure will be analyzed using descriptive statistics and statistical findings will be used in conjunction with emergent qualitative patterns.

Preliminary Results: Preliminary findings involve three themes:

1. Moral economics of occupational engagement involving 1. Hierarchy of occupations: division of occupations based on one's position in an institution; 2. Bartering of reason: using reason (division of individuals with mental illness as high or low functioning) to distribute decision-making agency regarding occupational engagement. 2. Occupations as assets: exchange of occupations to gather social capital, among members and providers. 3. Institutionalization of discourse: reflection of stigma towards SMI within institutional policies, practices and texts, and its influence on occupations.

Implications for Occupational Science: Occupational engagement is rarely assessed via moral economics that guide human interactions. This study highlights the moral economics, that are informed by the stigma and cultural norms that guide occupational engagement for individuals with SMI. Further, via document review and interviews with policy makers, this study also provides evidence regarding influence of policies on occupational engagement of service-users and providers in mental healthcare.

Key words: moral economics, stigma, policies

Discussion Questions To Further Occupational Science Concepts And Ideas:

How is stigma towards mental illness perpetuated via occupational engagement?

How is division of occupations maintained or advanced via state or federal policies?

What is the utility of ethnography in generating evidence regarding occupational injustices within taken-for granted institutional practices?

References

1. Angell, A. M. (2014). Occupation-centered analysis of social difference: Contributions to a socially responsive occupational science. *Journal of Occupational Science*, 21(2), 104-116.
2. Nyman, A., Josephsson, S., & Isaksson, G. (2014). A narrative of agency enacted within the everyday occupations of an older Swedish woman. *Journal of Occupational Science*, 21(4), 459-472.
3. Leufstadius, C., Erlandsson, L. K., Björkman, T., & Eklund, M. (2008). Meaningfulness in daily occupations among individuals with persistent mental illness. *Journal of Occupational Science*, 15(1), 27-35.
4. Henderson, C., Noblett, J., Parke, H., Clement, S., Caffrey, A., Gale-Grant, O., ... & Thornicroft, G. (2014). Mental health-related stigma in health care and mental health-care settings. *The Lancet Psychiatry*, 1(6), 467-482.
5. Grob, G. N. (1994). Government and mental health policy: A structural analysis. *The Milbank Quarterly*, 471-500.

FORUM

DOING SCIENCE IN THE CURRENT POLITICAL LANDSCAPE: AN INTERDISCIPLINARY DISCUSSION ON USING CURIOSITY TO BRIDGE PARTISAN DIVIDES

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

Joshua L. McCarty, *Urban 3, Asheville NC*

Abstract

Aims/intent: Should scientists be involved in politics? In response to growing evidence that the United States may be experiencing peak political polarization (Khazan, 2017) the organizers of the 2017 March for Science wrote “in the face of an alarming trend toward discrediting scientific consensus and restricting scientific discovery...can we afford not to speak out in its defense?” This forum’s aim is a lively, non-partisan, evidence-based discussion of the relationships between science and politics. This will include an overview of a) historic relationships between politics and science in the US, b) current political challenges to doing scientific work, and c) the roles of curiosity and narrative in helping us to bridge partisan divides. This discussion aims to facilitate critical discourse relative to the intersection of science and the political, and to build interdisciplinary discussion and collaboration. The facilitators (an occupational scientist and an urban planner) will describe how we navigate “the political” in our own work, with examples of how our different disciplinary backgrounds have strengthened our collaboration.

Rationale: Occupational science is impacted in concrete ways (such as funding) by current political landscapes. To respond, we must take stock of where we are and how we got here; this is the purpose of reviewing the history of science in United States (and international) politics. We must also consult the evidence base to foster conversations about science across political divides. Recent research indicates that curiosity about science can help to overcome partisanship and confirmation bias (Kahan et al, 2017), opening doors for meaningful discussion. Curiosity makes people more willing to look at surprising information, even when it conflicts with their previous beliefs (Jasny, 2017; Kahan et al). This forum will thoughtfully explore how engaging people’s curiosity can help scholars share about our research and meaningfully engage in political discourse.

Potential outcomes for participants: Hopeful, practical ideas for engaging curiosity to foster conversations about science; increased understanding of the historic relationship between science and the political

Key words: Science, creativity, politics

Discussion questions:

1. What should the relationship be between science and politics?
2. How does the political climate surrounding science affect our work as occupational scientists?
3. What is our responsibility as a discipline in taking political action or promoting evidence based approaches to policy?

4. How can we promote curiosity about science in order to facilitate meaningful conversations and new learning?

References

Jasny, B.R. (2017). Scientific curiosity versus polarization. *Science*, 355(6326), 707.

Kahan, D.M., Landrum, A., Carpenter, K., Helft, L., & Jamieson, K.H. (2017). Science curiosity and political information processing. *Advances in Political Psychology*, 38, Suppl. 1. doi: 10.1111/pops.12396

Khazan, O. (2017). How to overcome political irrationality about facts. *The Atlantic*. Retrieved from <https://www.theatlantic.com/science/archive/2017/01/how-curiosity-bursts-our-political-bubbles/514451/>

The March for Science. Retrieved 4/21/17 from <https://www.marchforscience.com/>

RESEARCH PAPERS

PLACES OF ENCOUNTER: ENHANCING THE SOCIAL AND CULTURAL PARTICIPATION OF OFFICIAL LANGUAGE MINORITY IMMIGRANTS AND REFUGEES IN CANADA

Suzanne Huot, *University of British Columbia*

Luisa Veronis, *University of Ottawa*

Abstract

Purpose: To compare the role of community spaces in the social and cultural integration of French-speaking immigrants and refugees in two Canadian cities located outside the Francophone province of Quebec. Francophone community spaces provide opportunities for people located in predominantly Anglophone cities to live, access services and socialize in French. In considering ways in which such community spaces could act as ‘places of encounter’ between newcomer and established populations, our primary objectives were to critically examine: 1) use of these spaces by French-speaking minority immigrants and refugees for their social and cultural participation; 2) their experiences of inclusion and exclusion within these spaces; and 3) how their experiences of engaging in daily occupations differed in relation to the unique geographic and socio-historic context of the two cities being compared.

Methods: A total of 56 immigrants and refugees (27 women and 29 men) from a range of countries participated in eight focus groups (4 in each city) that were conducted as part of a larger instrumental case study methodology. Questions addressed their use of Francophone community spaces, their experiences of inclusion and exclusion, and aspects that facilitated their participation and engagement within the local community. Whole text analysis of focus group interviews transcribed verbatim was followed by line-by-line coding to identify key categories and themes.

Results: Participants identified diverse challenges to their social and cultural participation within the respective Francophone minority communities examined. These challenges, and associated strategies recommended to enhance their engagement in varied occupations, will be addressed in relation to two dominant themes. The first relates to enhancing the visibility of French-speaking communities themselves, and hence of their spaces and associated opportunities for occupational participation. The second attends to the tension between the expansion of local official language minority communities and their fragmentation as related to the arrival of diverse migrant populations. The implications of the different host communities' reception of newcomers upon their occupational possibilities will be discussed.

Implications: Existing research on immigration to Canadian Francophone minority communities has primarily attended to governmental policies and discourses. Much less is known about the daily lives of French-speaking migrants in these communities and the role of regional context in shaping their experiences of occupation. Adopting an occupational perspective to deepen understanding of how identities are negotiated in Francophone community spaces can inform the development of promising practices to support the social participation of official language minority immigrants and refugees.

Key words: integration, international migration, participation

Discussion questions:

In what ways do community spaces enable participation for additional minoritized immigrant populations (e.g. faith-based communities)?

How can host communities best provide spaces that enable the participation and active engagement of newcomers?

What role do such 'places of encounter' play in building migrants' local capital and networks with members of the host community?

References

Huot, S., Dodson, B., & Laliberte Rudman, D. (2014). Negotiating belonging following migration: Exploring the relationship between place and identity in Francophone minority communities. *The Canadian Geographer*, 58(3), 329-340.

Office of the Commissioner of Official Languages & Office of the French Language Services Commissioner. (2015). *Time to act for the future of francophone communities: Redressing the immigration imbalance*. Ottawa: Minister of Public Works and Government Services Canada.

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks: Sage.

Veronis, L. (2015). Immigrants' narratives of inclusion and belonging in the transborder city of Ottawa-Gatineau, Canada. *Canadian Ethnic Studies*, 47(2), 49-70.

DIFFERENCES BETWEEN MEANINGFUL AND PSYCHOLOGICALLY REWARDING OCCUPATIONS: A CROSS-CULTURAL COMPARISON

Moses N. Ikiugu, *University of South Dakota*

Abstract

Purpose of the Study. To investigate whether: 1) there were differences between psychologically rewarding and meaningful occupations; 2) there were differences between South Dakota and South African research participants regarding perceptions of meaningful and psychologically rewarding occupations; and 3) psychological rewards contributed to the perceived meaningfulness of occupations.

Methods. Fifty two individuals participated in the study (twenty from four public Universities in South Dakota, United States, and 32 from a University in Cape Town, South Africa). Participants were randomly cued on the phone 5 times/day, Monday through Sunday. Each time when cued, they documented what they were doing, with whom, and the type of occupation in which they were engaged. They responded to two questionnaires inquiring about their mood and perceived meaning of the occupation in their lives. Multivariate analysis of variance (MANOVA), analysis of variance (ANOVA), t-test, and Chi-Square goodness of fit test were performed on SPSS for windows, version 24.0.

Results/Findings. Participants perceived occupations performed with other people to be more meaningful than those performed alone. Also, participants had a more positive mood when performing occupations with other people rather than alone. Occupations connecting one with other people elicited the most positive mood, followed by those that were perceived as fun, and physically stimulating. Occupations connecting one with other people were perceived to be the most meaningful, followed by those that were physically, and mentally stimulating. Positive mood was a significant predictor for the meaning associated with occupations. Finally, there was a relationship between the grouping and the types of occupations performed. Overall, participants tended to participate most frequently in obligatory type occupations. However those from South Africa tended to participate more in mentally stimulating occupations, and those that connected them with other people; while South Dakota participants tended to perform more obligatory and unspecified type occupations.

Conclusions. While occupations connecting a person with other people and those that were physically stimulating were perceived to be meaningful and at the same time they elicited positive mood, fun was a specific characteristic of occupations that were associated with positive mood. Further, performing occupations with other people enhanced the meaning of the occupations and elicited positive mood. There were significant differences between South Dakota and South African samples in regard to types of occupations performed, but all participants tended to participate in obligatory type occupations most frequently.

Key words: occupation, meaning, psychological rewards, cultural differences

References

Aguilar, A., Boerema, C., & Harrison, J. (2010). Meanings attributed by older adults to computer use. *Journal of Occupational Science*, 17(1), 27–33. DOI:10.1080/14427591.2010.968669

Baumeister, R. F., Vohs, K. D., Aaker, J. L., & Garbinsky, E. N. (2013). Some key differences between a happy life and a meaningful life. *The Journal of Positive Psychology: Dedicated to Furthering Research and Promoting Good Practice*, 8, 506-516. DOI:10.1080/17439760.2013.830764

Csikszentmihalyi, M. (1997). Intrinsic motivation and effective teaching: A flow analysis. In J. J. Bass (Ed.), *Teaching well and liking it: Motivating faculty to teach effectively* (pp. 72–89). Baltimore, MD: Johns Hopkins University Press.

Ikiugu, M. N., Hoyme, A. K., Mueller, B., & Reinke, R. R. (2015). Difference between meaningful and psychologically rewarding occupations: Findings from two pilot studies [Online Version]. *Journal of Occupational Science*. DOI: <http://dx.doi.org/10.1080/14427591.2015.1085431>

Ikiugu, M. N., & Pollard, N. (2015). *Meaningful living across the lifespan: Occupation-based intervention strategies for occupational therapists and scientists*. London, UK: Whiting & Birch.

DISCORDANT ACCOUNTS: CO-, COLLABORATIVE- OR TRANSECTING OCCUPATIONS?

Kendra Heatwole Shank, *Towson University*

Echo Presgraves, *Towson University*

Abstract

Purpose: The purpose of this study was to examine how community-dwelling older adults' participation in social and physical places of everyday life changes over time. This presentation examines the participation patterns of an older (80+) married couple in order to develop a better understanding of how occupations and community navigation patterns of closely-connected people are shared, co-constructed and evolving.

Methods: A married couple (Caucasian, heterosexual) was purposively selected from a longitudinal study (n=34), where the couple served as the unit of analysis. Data were collected at three times over 15 months including semi-structured interviews, activity logs, GPS spatial data, health and well-being measures, and a follow-up joint interview used to member-check emerging concepts. Analysis included summarizing all quantitative data for both individuals, transcribing and coding interviews, deriving summary statistics and characterizations of the GPS data and maps, and tabulating activity log data. Following interviews, the researchers iteratively wrote and read memos and used the 'story' of each type of data to interrogate all other types of data relative to the research question. The findings presented here reflect a secondary reflection on the

analysis process itself, how the multiple forms of data were useful, and what we learned about this couple's shared occupations.

Results: There were several notable changes in participation patterns, both individually and collectively, despite stability in residential circumstances. These differences mirrored changes in self-rated health and self-report of function, as well as observed patterns of going and doing in the community. Each member of the couple perceived their joint occupations—the things they did together—as relatively stable. However, their shared occupation had evolved in many ways: shared occupation represented a different 'portion' of their participation, their scheduling and planning of activities was renegotiated in light of changing circumstances, and they mutually supported each others' most-valued occupations.

Implications: The couple's accounts of daily life and maps created by GPS were inconsistent. Participant-estimations of shared activity were dramatically different than observed overlap, and accounts of daily life were difficult to reconcile with map data. The contributions from differing data types are a benefit of using multiple methods, but pose analytical challenges. Two main implications for the study of occupation include 1) practical insights into challenges and strategies for conducting analyses when the unit of analysis is not an individual, and 2) discussion of the term 'co-occupation' and its utility and limitations for explaining transecting participation of multiple individuals.

Key Words: Participation, Older Adults, Mapping methods

Questions/Objectives for Discussion:

Articulate how methodological approaches other than using individuals as the unit of analysis can create analytic challenges

Discuss implications of conceptualizing 'participation' with less emphasis on 'performance' for Occupational Science

Discuss ways to extend a transactional perspective in the design and methodology of research

References

Hand, C., Huot, S., Laliberte Rudman, D., & Wijekoon, S. (2017). Qualitative–Geospatial Methods of Exploring Person–Place Transactions in Aging Adults: A Scoping Review. *Gerontologist*. doi: 10.1093/geront/gnw130

Heatwole Shank, K. (2012). Mixed Methods and Pragmatism for Research on Occupation. In M. P. Cutchin and V.A. Dickie (Eds.), *Transactional Perspectives on Occupation* (pp. 183-195). Dordrecht: Springer.

MORNING ROUTINES: REVELATIONS ABOUT PARTICIPATION – YEAR 4

MaryEllen Thompson, *Eastern Kentucky University*

Abstract

Statement of purpose: Morning routines are critical to setting the flow of the entire day. Analysis of the literature reveals a lack of information related to the morning routines of persons with disabilities. The purpose of this study was to focus attention on the importance of morning routines, to add descriptive information regarding the morning routines of persons with chronic disabilities, and to further developing the construct of morning routines.

Description of methods: Participants included a convenience sample of eleven individuals with a chronic disability and ten individuals without known disabilities. Qualitative cross-case analysis was used to initially code and analyze the data collected through the photo-elicited interviews. Grounded Theory and constant comparative analysis were used to further analyze emerging themes/constructs as data was collected over the four-year period . Unstructured and semi structured interviews were conducted using the participant-generated photographs to guide questioning. Although this research was strictly qualitative, numerical trends seen within the data collected were observed and will be reported.

Report of results: The following parts of a morning routine emerged from the coding: Occupations/activities, Objects, Temporality, Context, Pleasure and Motivation. Morning routines as a construct will be put forward and described. Notable differences between persons with and without disabilities included the number of medical objects used, critical placement of objects, temporal differences, and for those who were retired – activity and physical context differences. In particular, individuals with chronic disabilities who were retired were missing a key part of the morning/daily routine most retirees enjoy – volunteering.

Implications related to occupational science: Routines are the underlying support for daily occupations. Understanding and describing routines will add to basic knowledge in occupational science. As our basic knowledge of occupation expands, we can do the more complex research.

Three Key Words: Morning routines, Qualitative research, Photography

Discussion questions to further occupational science concepts and ideas:

1. What should be the next direction for researching morning routines?
2. What are your thoughts about impact of chronic disabilities on participation in the retired population?
3. How is the digital revolution changing your morning routine?

References

Clark, F., Sanders, K., Carlson, M., Blanche, E., & Jackson, J. (2007). Synthesis of habit theory. *OTJR: Occupation, Participation, and Health*, 27: 7S-23S

Gallimore, R. & Lopez, E. M. (2002). Everyday routines, human agency, and ecocultural context: Construction and maintenance of individual habits. *The Occupational Therapy Journal of Research*, 22: 705-755.

Jonsson, H., Borell, L., & Sadlo, G. (2000). Retirement: An occupational transition with consequences for temporality, balance and meaning of occupations. *Journal of Occupational Science*, 7:1, 29-37. DOI: 10.1080/14427591.2000.9686462

Kolb, S. M. (2012). Grounded Theory and the Constant Comparative Method: Valid Research Strategies for Educators. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(1): 83-86. DOI: 10.1.1.301.9451

Royeen, C. B. (2010). Towards an emerging understanding of morning routines: A preliminary study using developing methods in art-based inquiry. *The Irish Journal of Occupational Therapy*, 38(1): 30-42.

NO EFFECTS ON OCCUPATIONAL OUTCOMES OF AN ADAPTIVE INTERVENTION FOR PEOPLE WITH ADVANCED CANCER: RESULTS FROM A RANDOMIZED CONTROLLED TRIAL

Åse Brandt, *National Board of Social Service, Denmark & University of Southern Denmark*

Marc Sapedro Pilegaard, *University of Southern Denmark*

Lisa Gregersen Østergaard, *University of Southern Denmark & Aarhus University Hospital*

Karen la Cour, *University of Southern Denmark*

Abstract

Research has shown that a substantial proportion of people with advanced cancer have unmet occupational needs (Johnsen et al. 2013), and a literature review found no available evidence of effective interventions to meet these needs. Therefore an intervention program, “The Cancer Home-Life Intervention”, was developed on basis of: data from a cross-sectional study, which mapped occupational performance of people with advanced cancer; literature on effective interventions for groups of people with similar occupational needs; experiences from an underpowered randomized controlled trial (RCT) (Lindahl-Jacobsen 2014). The aim of the present study was to examine occupational outcomes of the newly developed intervention program.

The study was a part of a RCT, “The Cancer Home-Life Project” (Brandt et al. 2016). The intervention applied an adaptive strategy consisting of an interview about important occupational problems, followed by selection of one to five possible adaptive strategy components, such as prioritization of important occupations, adaptation of occupations, and provision of assistive technology. In addition, the intervention group received usual care, which was the only intervention the control group received. In all 242 adult home-dwelling patients with advanced cancer and functional limitations who were able to take part in an interview and fulfill a questionnaire were enrolled consecutively from two Danish University Hospitals. After baseline data were collected the participants were randomized to either intervention or control group. At 12 weeks follow-up the intervention group consisted of 97 participants and the control group of

94. Reasons for drop-out were mainly death or illness and were similar for both groups. All data were collected in the participants' homes, and for the present study they comprised demographic data and occupational outcomes data: observed quality of occupational performance assessed by means of the Assessment of Motor and Process Skills (AMPS); structured interview about ease/difficulty of prioritized occupations using the Individually Prioritized Problems Analysis (IPPA); and participation limitations by means of The Impact on Participation and Autonomy questionnaire (IPA-DK).

The results showed that the changes in occupational outcomes did not differ between the two groups at follow-up; thus it can be concluded that the intervention did not seem to have any effect on occupational outcomes. However, more analyses are required, e.g. of effects for subgroups and of participants' subjective experiences of the intervention.

References

Johnsen, A. T., Petersen, M. A., Pedersen, L., Houmann, L. J., & Groenvold, M. (2013). Do advanced cancer patients in Denmark receive the help they need? A nationally representative survey of the need related to 12 frequent symptoms/problems. *Psychooncology*, 22(8), 1724-30.

Lindahl-Jacobsen, L. (2014). Occupational therapy for cancer patients - a randomised, controlled study [dissertation]. Odense, Denmark: University of Southern Denmark.

Brandt, Å, Pilegaard M. S., Oestergaard, L. G., Lindahl-Jacobsen, L., Sørensen, J, Johnsen, A. T., & la Cour, K. (2016). Effectiveness of the "Cancer Home-Life Intervention" on everyday activities and quality of life in people with advanced cancer living at home: a randomised controlled trial and an economic evaluation. *BMC Palliat Care*, 15:1-11.

STUDYING OCCUPATION USING BIG DATA: METHODS FOR MEASURING “WHAT’S BEHIND DOOR #4”

Amanda C. Jozkowski, *Towson University*

Abstract

Intent – The purpose of this presentation is to provide an overview of current and emerging research methods used in fields such as economics and political science, which combine qualitative inquiry with modeling and statistical analysis to measure and generate explanations for human behaviors on a large scale. This includes the use of fuzzy sets, contrarian case analysis to model complexity theory/multiple realities, and analysis of structural associations to understand multi-layer problems.

Argument – In response to calls to study occupation on a larger scale, and to then apply this knowledge to solve real-world problems (Frank, 2015), we must seek research methods that will lend legitimacy to our work and help us think about complex issues in a systematic manner.

Importance to Occupational Science – Rather than re-inventing the wheel (or in this case, the analytical tools), it behooves us to look to other fields that deal with the complex nature of human behavior, motivation, transactions, and decision-making at organizational and community levels. In this presentation, ways in which such phenomena are studied using big data, in combination with qualitative and theoretical grounding, will be explored and critiqued. Following this review, applications of these methods to current problems in occupational science will be suggested.

Conclusion – While a full tutorial on using big data to answer social questions is beyond the scope of this presentation, it is expected that this discussion will spur occupational scientists to think critically about our current research methods, and about how we might incorporate statistical concepts and ideas from other fields to enhance our work, as we move from individual and small-group analysis toward “looking behind Door #4.”

Key words: Data Analysis, Interdisciplinary, Statistics

Questions to Facilitate Discussion –

1. What other questions related to occupation came to mind as the analytic methods were discussed?
2. Are you familiar with any other methods that might be useful to answer questions at population or global levels of analysis?
3. What is currently being measured/ what big data do we have access to that can help us answer questions about occupation?
4. What are your concerns with using statistics to help explain complex phenomena or generate theory? Are you convinced that the methods described today can help us do this? At what expense?

References

Cohen, W.M., & Fjeld, J. (2016). The Three legs of a stool: Comment on Richard Nelson, “The Sciences are different and the differences matter.” *Research Policy*, 45, 1708-1712.

Frank, G. (2015). Remarks given October 3, 2015 at the Society for the Study of Occupation: USA Annual Conference, Ft. Lauderdale, FL.

Franzosi, R. (2016). From method and measurement to narrative and number. *International Journal of Social Research Methodology*, 19(1), 137-141.

Huarng, K-H. (2016). Qualitative analysis with structural associations. *Journal of Business Research*, 69, 5187-5191.

Woodside, A.G. (2014). Embrace*Perform*Model: Complexity theory, contrarian case analysis, and multiple realities. *Journal of Business Research*, 67, 2495-2503.

TRANSLATING OCCUPATIONAL SCIENCE TO HEALTH BEHAVIOR: THE PICK-TWO TO STICK-TOO INTERVENTION

Heather A. Fritz, *Wayne State University*

Malcolm P. Cutchin, *Wayne State University*

Abstract

Purpose: Ten years after its introduction, the role of the transactional perspective in occupational science has grown (Cutchin & Dickie, 2013). Although the perspective has been used for a variety of purposes, application remains primarily associated with qualitative modes of inquiry and within the domain of occupational science. We argue that the perspective has broader potential in empirical occupational science as well as in the fields of population health, health promotion, and intervention science (Fritz & Cutchin, 2016). The purpose of this paper is to advance the translation of occupational science to intervention science through providing a heuristic example of how elements of the perspective informed the development of, and were operationalized in, a recently conducted behavioral feasibility trial.

Methods: We begin by discussing a key limitation of health behavior research—an over-reliance on theories that privilege individual agency while neglecting how contextual influences shape health behavior (Crosby & Noar, 2010). We then explain how those issues are relevant problems for occupational science, especially if using a transactional perspective. We continue by presenting how key principles of the transactional perspective; habits, problematic situations, and inquiry informed the development of, and were operationalized in, the Pick Two to Stick Too (P2S2) habit development intervention. The P2S2 is an 8-week long, hybrid (face-to-face and tele-coaching) habit-development intervention designed to target the development of physical activity and dietary habits among middle aged adults with Metabolic Syndrome. Using a prospective, single group, pre-posttest design, we recently evaluated the feasibility of the P2S2 among a sample of 40 African American adults ages 40 and older with Metabolic Syndrome who were recruited from the emergency department in Detroit, MI.

Report of Results: Data and findings presented from the feasibility trial include qualitative data about participants' habit-development plans, participants' experiences of inquiring into their daily life contexts, the behaviors participants chose to develop into habits, the situation linked to emerging habits, and the success (and challenges) participants experienced when engaging in habit-development efforts over the course of the intervention period. We also present quantitative data about the preliminary efficacy of the program on the clinical endpoints of blood pressure, weight, body mass index, and waist circumference.

Implications Related to Occupational Science: We conclude by discussing benefits and challenges of utilizing the transactional perspective in intervention research and offer insights about the significance of these potentialities for the larger project of occupational science and transdisciplinary contributions.

Keywords: Intervention science, health behavior, transactional perspective

Questions to further occupational science concepts and ideas:

What opportunities do you (audience members) see for translating occupational sciences into health promotion/prevention programs?

What issues/problems/challenges do you foresee in utilizing occupational science scholarship in intervention science?

Can we translate this type of work into intervention science without losing the holistic intention of the perspective?

References

Cutchin, M. P., & Dickie, V. A. (2013). Transactional perspectives on occupation: An introduction and rationale. Dordrecht: Springer.

Crosby, R., & Noar, S. M. (2010). Theory development in public health promotion: Are we there yet? *Journal of Behavioral Medicine*, 33(4), 259-263. doi: 10.1007/s10865-010-9260-1

Fritz, H., & Cutchin, M. P. (2016). Integrating the science of habit: Opportunities for occupational therapy. *OTJR: Occupation, Participation and Health*. doi: 10.1177/1539449216643307

THE TRANSACTIONAL PERSPECTIVE'S COMMUNITY ORIENTATION

Malcolm P. Cutchin, *Wayne State University*

Virginia A. Dickie, *University of North Carolina at Chapel Hill*

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

Abstract

Intent: More than ten years after introducing the transactional perspective on occupation (Dickie, Cutchin & Humphry, 2006), we take the opportunity to critically examine and suggest enhancements to the perspective. Our intent is to lay the groundwork for what could be a new phase in the transactional perspective's development by arguing for the value of its community-level orientation toward processes of occupation, inquiry, and practice.

Argument: After providing a background that presents why we think there is a need for the community orientation of the transactional perspective to be foregrounded, we provide a synthesis of John Dewey's social pragmatism. We discuss his core concepts of situation, inquiry, social reconstruction, social inquiry, and community, and we put that thinking in a methodological frame to suggest its utility in research and practice. Although others within the disciplines of occupational science and occupational therapy, particularly outside of the U.S., have studied community occupation and reported community projects and models, Dewey's

framework for social inquiry may be useful in assessing and adapting existing models for community building, advocacy, and change.

Importance to occupational science: Occupational scientists have increasingly recognized the value of transactional perspectives on occupation (Cutchin & Dickie, 2013). Any theoretical orientation, however, should be an organic system of ideas that serve the purpose of an academic community. As occupational science evolves and grows, there is considerable value in the critical assessment and additional development of this perspective, especially as it relates to a field becoming more engaged in community-level and community-engaged research (Aldrich & Marterella, 2014).

Conclusion: Our view is that the transactional perspective has value for occupational science and that this argument about the development of the perspective's community orientation will enhance to value and provide important bases for additional community-oriented research in the discipline. Moreover, this dimension of the perspective can usefully support the trend towards more community practice in occupational therapy.

Keywords: social reconstruction, social inquiry, pragmatism

Discussion questions:

What aspects of this argument need further explanation?

How does Dewey's concept of social inquiry translate to your research or not?

Does the argument and its key concepts assist our attempt to develop the perspective in important directions?

How does these concepts and perspective widen the lens of practitioners?

References

Aldrich, R. & Marterella, A. (2014). Community-engaged research: A path for occupational science in the changing university landscape. *Journal of Occupational Science*, 21(2), 210-225. <http://dx.doi.org/10.1080/14427591.2012.714077>

Cutchin, M. P., & Dickie, V. (2013), *Transactional perspectives on occupation*. Dordrecht: Springer. Available from: http://dx.doi.org/10.1007/978-94-007-4429-5_19

Dickie, V., Cutchin, M. P., & Humphry, R. (2006). Occupation as transactional experience: A critique of individualism in occupational science. *Journal of Occupational Science*, 13(1), 83-93. <http://dx.doi.org/10.1080/14427591.2006.9686573>

PRESENTER INDEX

- Aldrich, Rebecca M.: 5, 46, 62
Atler, Karen: 19
- Backman, Catherine: 21
Bailliard, Antoine: 74
Beals, Caroline: 22
Bender, Kayla: 44
Bilics, Andrea: 31, 52
Blanchard, Jeanine: 70
Brandt, Åse: 72, 86
Buxell, Linda R.: 34
- Cabrera, Kristie: 16
Carandang, Kristine: 68, 70
Carroll, Amanda: 74
Cermak, Sharon A.: 39, 49
Chang, Megan C.: 13
Christiansen, Charles: 46
Close, Tobey: 44
Como, Dominique H.: 39, 49
Coppola, Susan: 32
Cutchin, Malcolm P.: 89, 90
- Dallman, Aaron R.: 58, 74
Decker, Rachel: 16
Demchick, Barbara Benen: 38
Denne, Aimee: 16
Desiderio, Kori: 16
Dickie, Virginia A.: 90
- Eakman, Aaron: 19
- Farias, Lisette: 65
Fields, Beth: 9, 60
Figgs, Hilary: 44
Flanagan, Joanne E.: 38
Fleischer, Anne: 7
Floríndez, Daniella Cristina: 75
Floríndez, Lucía I.: 39, 49, 75
Fogelberg, Donald J.: 47, 66
Fritz, Heather A.: 89
- Gilmore, Rebecca: 16
- Gorman, Eoin: 42
Grinder, Sarah: 56
Gupta, Jyothi: 35
Gutierrez, Ariana: 16
- Haertl, Kristine L.: 34
Haywood, Carol: 25
Halfon, Neal: 35
Hardison, Mark E.: 68
Henwood, Benjamin: 49
Hooper, Barbara: 31, 52
Humphry, Ruth: 90
Huot, Suzanne: 36, 62, 80
- Ideishi, Roger I.: 44, 66
Ikiugu, Moses N.: 82
Immerman, Carli: 16
Inoue, Takenobu: 4
- Jackson, Jeanne: 42
Jirikowic, Tracy: 66
Josephsson, Staffan: 46
Jozkowski, Amanda C.: 87
- Kamotou, Nanako: 50
Keptner, Karen: 28
Kinsella, Elizabeth Anne: 32
Kjærsti Raanaas, Ruth: 36
Kondo, Tomoko: 3
Krishnagiri, Sheama: 31, 52
- la Cour, Karen: 71, 86
Laliberte Rudman, Debbie: 5, 36, 62, 65
Lambdin-Pattavina, Carol: 16
Lawlor, Mary C.: 25
Leland, Natalie: 6
Leto, Theresa: 63
Lynch, Helen: 14
- Madsen, Jacob: 46
Manohar, Basimatee: 16
McCarty, Joshua L.: 79

McCarthy, Karen Harkins: 10, 42, 79
Michinobu, Ryoko: 1
Mitchell, Caitlin: 44
Moore, Alice: 14, 42

Nakashima, Katsuyuki: 2
Nishikata, Hirokazu: 50
Nissen, Nina: 71

Odawara, Etsuko: 50
Østergaard, Lisa Gregersen: 86

Park, Melissa M.: 47
Parsley, Rachel: 7
Peirce, Catherine: 16
Peoples, Hanne: 71
Pilegaard, Marc Sapedro: 86
Pitonyak, Jennifer S.: 35, 44, 53, 66
Pyatak, Elizabeth: 70
Polido, Jose: 39
Powell, Colleen M.: 47
Powell, Janet M.: 47
Presgraves, Echo: 83
Price, Pollie: 31, 52

Rabaey, Paula A.: 41
Reed, Kathlyn L.: 29
Rogers, Sandra: 24
Roll, Shawn C.: 68
Roncesvalles, Julia: 16
Royeen, Charlotte I.: 55, 73

Sakaue, Mari: 1, 2
Sakaue, Tetsuyoshi: 2
Sakiyama, Miwa: 3
Sawasa, Yuki: 3
Schmelzer, Laura: 63
Sengoku, Yasuhito: 2
Sethi, Chetna: 27
Shank, Kendra Heatwole: 83
Smith, Jessica: 19
Stein Duker, Leah I.: 39, 49
Suwa, Motoi: 4
Suzurikawa, Jun: 4

Taff, Steve: 31, 52
Takata, Sandy: 68
Takeshima, Rie: 3
Tembeck, Tamar: 47
Thompson, MaryEllen: 85
Tomar, Nikhil: 77
To-Miles, Flora: 21
Tullis, Ericka: 35

Umeda, Caroline J.: 66

Veronis, Luisa: 80
Vigen, Cheryl L. P.: 70

West, Autumn: 16
White, John A.: 16, 59
Williams, Ramneek: 16
Wilbur, Kirsten: 53
Winston, Kristin: 41
Wong, Carin: 6
Wood, Wendy: 9, 60
Wrightsman, William B.: 11

SSO:USA Sixteenth Annual Research Conference - *Participation: People, Places & Performances*

Oct 19-21, 2017 | Seattle, WA

Thursday, October 19, 2017

<p>4:00pm - 8:00pm</p>	<p>Check-in for registered attendees (no on-site registration) <i>Pre-function area outside Great Room</i></p>
<p>7:00pm - 9:00pm</p>	<p>Poster Session and Welcome Reception (light appetizers and cash bar) <i>Pre-function area and Great Room 1B</i></p> <p><u>Posters:</u></p> <ul style="list-style-type: none"> • A challenging exploration of the occupational experiences of an elderly person with dementia - Mari Sakaue, Ryoko Michinobu • Characteristics of valued occupations of frail elderly Japanese men - Katsuyuki Nakashima, Mari Sakaue, Tetsuyoshi Sakaue, Yasuhito Sengoku • Collaborative occupation of transdisciplinary process for assistive technology selection - Tomoko Kondo, Miwa Sakiyama, Rie Takeshima, Yuki Sawasa, Takenobu Inoue, Motoi Suwa, Jun Suzurikawa • Connecting public policies and everyday activities via mobilizing an occupational perspective - Rebecca Aldrich, Debbie Laliberte Rudman • Evaluating nursing home activity interventions: A scoping review - Carin Wong, Natalie Leland • Exploratory study of breast cancer survivors' lived experience three to four years post-treatment - Anne Fleischer, Rachel Parsley • Exploring the influence of an equine-assisted activity situation on the quality of life of institutionalized people with dementia - Beth Fields • Exploring the occupation of dating for young women living in Ireland - Karen McCarthy • Gay men's experience of same-sex marriage and its relation to well-being: An interpretative phenomenological analysis - William Wrightsman • Influence of stress on occupational engagement and sleep quality among graduate students - Megan Chang • Participation and play: Outdoor playspaces as sites of social exclusion? A European perspective - Helen Lynch, Alice Moore • Promoting occupational justice using an appreciative inquiry approach with key stakeholders at a day shelter for individuals experiencing homelessness - Carol Lambdin-Pattavina, Kristie Cabrera, Catherine Peirce, Rachel Decker, Aimee Denne, Kori Desiderio, Rebecca Gilmore, Ariana Gutierrez, Carli Immerman, Basmatee Manohar, Julia Roncesvalles, Autumn West, Ramneek Williams • Recovering identity after occupational displacement-20 year follow-up on impact of ADA litigation on life course - John White • Relationships between sleep belief changes and behavior changes within an occupational therapy led cognitive behavioral therapy for insomnia program - Aaron Eakman, Jessica Smith, Karen Adler • The health-promoting potential of creative and social occupations: Proposal for an exploratory study of adults with and without inflammatory arthritis - Flora To-Miles, Catherine Backman

SSO:USA Sixteenth Annual Research Conference - *Participation: People, Places & Performances*
Oct 19-21, 2017 | Seattle, WA

Friday, October 20, 2017

7:00am - 8:00am	Breakfast and <u>check-in</u> for registered attendees (no on-site registration) <i>Great Room 1A & 1B</i>			
	A conversation with Roger Smith on the intersection of occupational therapy, occupational science, and technology <i>Studio 3</i>			
8:00am - 9:00am	Opening Panel Discussion - former Ruth Zemke Lecturers in Occupational Science <i>Great Room 1A & 1B</i>			
9:00am - 9:30am	Networking Break			
	<i>Studio 1</i>	<i>Studio 2</i>	<i>Studio 3</i>	<i>Great Room 1A & 1B</i>
Session 1 9:30am - 11:30am	Linking communities and classrooms through service learning: Occupational justice in action Caroline Beals	The transition from high school to university: Correlates of occupational performance and satisfaction to adjustment to university Karen Keptner	Exploration of the relationship of humanities and occupational science Susan Coppola, Elizabeth Anne Kinsella	Forum (90 minutes) The importance of occupation in life course health-development: Shifting the paradigm in theory, research, and practice Jennifer Pitonyak, Jyothi Gupta, Ericka Tullis, Neal Halfon
	Occupational engagement in prison Sandra Rogers	Influence of curriculum design concepts in pioneer schools of occupation on OS education today Kathlyn Reed	Forum (90 minutes) An integrated salon: Visioning the future of occupational science Kristine Haertl, Linda Buxell	
	Drawing on multiple perspectives to understand roles and occupations of caregiving with spinal cord injury Carol Haywood, Mary Lawlor	Forum (60 minutes) How to balance teaching the conceptual and practice-based products of occupational science with teaching the science itself Barbara Hooper, Sheama Krishnagiri, Steve Taff, Pollie Price, Andrea Bilics	↓	↓
	Mothering occupations: Conceptualizing parenting as a relational role Chetna Sethi	↓	↓	Bridging occupation science and public health perspectives in an international educational exchange Suzanne Huot, Ruth Kjørsti Raanaas, Debbie Laliberte Rudman

SSO:USA Sixteenth Annual Research Conference - *Participation: People, Places & Performances*

Oct 19-21, 2017 | Seattle, WA

Friday, October 20, 2017 (continued)

11:30am - 3:00pm	Occupational Balance time Lunch on your own			
	<i>Studio 1</i>	<i>Studio 2</i>	<i>Studio 3</i>	<i>Great Room 1A & 1B</i>
Session 2 3:00pm - 4:30pm	Play in 6 month olds later diagnosed with autism Barbara Benen Demchick, Joanne Flanagan	How is the concept of gender contemplated within occupational science and occupational therapy? Eoin Gorman, Alice Moore, Karen McCarthy, Jeanne Jackson	Panel (90 minutes) Discussing the transformative functioning of occupation Staffan Josephsson, Jacob Madsen, Rebecca Aldrich, Charles Christiansen	Forum (90 minutes) Telling others' stories: An ethical exploration Colleen Powell, Janet Powell, Donald Fogelberg, Melissa Park, Tamar Tembeck
	Language matters: Hidden assumptions of health care professionals caring for children with Autism Lucía Floríndez, Dominique Como, Jose Polido, Sharon Cermak, Leah Stein Duker	Forum (60 minutes) Student voices: A call for equity in representations of gender in occupational science and occupational therapy literature Tobey Close, Hilary Figgs, Kayla Bender, Caitlin Mitchell, Roger Ideishi, Jennifer Pitonyak	↓	↓
	Mealttime insights: A Photovoice project with African American mothers and their young children Paula Rabaey, Kristin Winston	↓	↓	↓
4:30pm - 4:45pm	Break			

SSO:USA Sixteenth Annual Research Conference - *Participation: People, Places & Performances*
Oct 19-21, 2017 | Seattle, WA

Friday, October 20, 2017 (continued)

	<i>Studio 1</i>	<i>Studio 2</i>	<i>Studio 3</i>	<i>Great Room 1A & 1B</i>
Session 3 4:45pm - 5:45pm	Everyday occupations for children with Autism: Improving oral care Dominique Como, Lucía Floríndez, Benjamin Henwood, Sharon Cermak, Leah Stein Duker	How student knowledge and application of occupation is assessed and measured: A national study Pollie Price, Sheama Krishnagiri, Barbara Hooper, Steven Taff, Andrea Bilics	Meta-emotion of occupation Charlotte Royeen	
	Facilitating social participation of children with severe disabilities from the perspective of co-occupation Etsuko Odawara, Hirokazu Nishikata, Nanako Kamotou	Threading occupational science constructs across a curriculum: Preparing moral and global thinking practitioners Kirsten Wilbur, Jennifer Pitonyak	The transactional relationship between occupational identity and place in online higher education Sarah Grinder	
5:45pm - 7:00pm	Break			
7:00pm - 9:00pm	Ruth Zemke Lecture in OS Dinner Reception, Celebration of Accomplishments, and Silent Auction <i>Great Room 1A & 1B</i>			
9:00 pm -	Sing-along <i>Great Room 1A & 1B</i>			

SSO:USA Sixteenth Annual Research Conference - Participation: People, Places & Performances

Oct 19-21, 2017 | Seattle, WA

Saturday, October 21, 2017

8:00am - 9:30am	Breakfast and Annual Business Meeting (open to all) <i>Great Room 1A & 1B</i>			
	<i>Studio 1</i>	<i>Studio 2</i>	<i>Studio 3</i>	<i>Great Room 1A & 1B</i>
Session 4 9:30am - 11:00am	<p>Mead and Merleau-Ponty: Gesture as a unit of analysis in occupation Aaron Dallman</p>	<p>Mapping occupational engagement during long-term unemployment: Interconnections and cross-national comparisons of people, places and performances Rebecca Aldrich, Suzanne Huot, Debbie Laliberte Rudman</p>	<p>Forum (90 minutes) Community social participation through the lens of individuals with developmental disabilities and families Tracy Jirikowic, Jennifer Pitonyak, Caroline Umeda, Donald Fogelberg, Roger Ideishi</p>	<p>Panel (90 minutes) Using patient experiences of health management occupations to guide research on medical adherence Mark Hardison, Kristine Carandang, Sandy Takata, Shawn Roll</p>
	<p>Examining the persistence of occupational science concepts outlined by Dr. Adolf Meyer in his 1922 lecture to AOTA (The Philosophy of Occupational Therapy-1922) John White</p>	<p>The occupational development of instrumental activities of daily living related to food resource management with individuals living in poverty Laura Schmelzer, Theresa Leto</p>		
	<p>The shredding and reconstituting of complex healing occupations involving horses Wendy Wood, Beth Fields</p>	<p>Promoting critical dialogue to advance occupational science and therapy toward social transformative goals Lisette Farias, Debbie Laliberte Rudman</p>	↓	↓

SSO:USA Sixteenth Annual Research Conference - *Participation: People, Places & Performances*
Oct 19-21, 2017 | Seattle, WA

Saturday, October 21, 2017 (continued)

11:00am - 11:30am	Networking Break			
	<i>Studio 1</i>	<i>Studio 2</i>	<i>Studio 3</i>	<i>Great Room 1A & 1B</i>
Session 5 11:30am - 12:30pm	Examining relationships between participation, glycemic control, and quality of life Kristine Carandang, Jeanine Blanchard, Cheryl Vigen, Elizabeth Pyatak	Adolf Meyer: An early occupational scientist? Charlotte Royeen	Navigating burdens: Understanding the intersection between cultural values, health decision-making, and everyday occupations in the Latino population Lucía Floríndez, Daniella Floríndez	Forum (60 minutes) Doing science in the current political landscape: An interdisciplinary discussion on using curiosity to bridge partisan divides Caroline Harkins McCarty, Joshua McCarty
	Belonging and quality of life as perceived by people with advanced cancer who live at home Hanne Peoples, Nina Nissen, Åse Brandt, Karen la Cour	Occupation as embodied social experience: The contributions of Maurice Merleau-Ponty Aaron Dallman, Amanda Carroll, Antoine Bailliard	Understanding moral economics of occupations: An ethnography of relationships, stigma, and occupational engagement within mental health care system Nikhil Tomar	
12:30pm - 2:30pm	Occupational Balance time Lunch on your own			
12:30pm - 2:00pm	Future conference planning meeting (all members are welcome) <i>Great Room 1A & 1B</i>			

SSO:USA Sixteenth Annual Research Conference - *Participation: People, Places & Performances*
Oct 19-21, 2017 | Seattle, WA

Saturday, October 21, 2017 (continued)

	<i>Studio 1</i>	<i>Studio 2</i>	<i>Studio 3</i>	<i>Great Room 1A & 1B</i>
Session 6 2:30pm - 3:30pm	Places of encounter: Enhancing the social and cultural participation of official language minority immigrants and refugees in Canada Suzanne Huot, Luisa Veronis	Discordant accounts: Co-, collaborative- or transecting occupations? Kendra Heatwole Shank, Echo Presgraves	No effects on occupational outcomes of an adaptive intervention for people with advanced cancer: Results from a randomized controlled trial Åse Brandt, Marc Sapedro Pilegaard, Lisa Gregersen Østergaard, Karen la Cour	Translating occupational science to health behavior: The Pick-Two to Stick-Too intervention Heather Fritz, Malcolm Cutchin
	Differences between meaningful and psychologically rewarding occupations: A cross-cultural comparison Moses Ikiugu	Morning routines: Revelations about participation – year 4 MaryEllen Thompson	Studying occupation using big data: Methods for measuring “What’s Behind Door #4” Amanda Jozkowski	The transactional perspective's community orientation Malcolm Cutchin, Virginia Dickie, Ruth Humphry
3:30pm - 3:45pm	Break			
3:45pm - 4:45pm	Closing Panel Discussion - former Ruth Zemke Lecturers in Occupational Science <i>Great Room 1A & 1B</i>			
4:45pm - 5:00pm	Closing Remarks <i>Great Room 1A & 1B</i>			
	Dinner on your own. Opportunities for leisure will be provided.			