

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

**From the Eighteenth Annual SSO: USA Research Conference**

*Scottsdale, Arizona  
October 3-5, 2019*

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

**SSO: USA Annual Research Conference**

**Scottsdale, AZ**

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# **Society for the Study of Occupation: USA Conference 2019**

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# **SOCIETY FOR THE STUDY OF OCCUPATION: USA**

## **MISSION STATEMENT**

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

**The society values are:**

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

## **OBJECTIVES**

**The objectives of SSO:USA are:**

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

## **HISTORY OF THE SSO:USA**

**By Elizabeth Larson, 2002**

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

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

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

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

**RUTH ZEMKE LECTURER IN OCCUPATIONAL SCIENCE:**

**DR. CHARLOTTE ROYEEN**

SSO: USA Eighteenth Annual Research Conference

***The Meta-emotion of Occupation: Feeling about Feeling While Doing***

Abstract: Given the state of malaise, anxiety and sedentary lifestyle changes in the U.S. and elsewhere, consideration of metaemotion of occupation (feeling about feeling while doing) is a critically important area of consideration for occupational science.



Dr. Charlotte Royeen is Dean of the College of Health Sciences at Rush University Medical Center, in Chicago, Illinois, where she is also the A. Watson Armour III Presidential Professor. Previously, she served as Dean of the Edward and Margaret Doisy College of Health Sciences of Saint Louis University as well as professor in occupational therapy and occupational science. Prior to that, she held faculty leadership positions at Creighton University and Shenandoah University. Dr. Royeen received her Master's in Occupational Therapy at Washington University School of Medicine and her doctorate from Virginia Polytechnic Institute and State University. Dr. Royeen has received many honors and awards recognizing her work in the field of occupational therapy, including the Eleanor Clarke Slagle Lectureship Award – the highest scholarly award bestowed by the American Occupational Therapy Association. She has published more than 40 books and book chapters, as well as 75 journal articles. Dr. Royeen was recently named one of the 100 most influential people in occupational therapy by The American Occupational Therapy Association.

## **ABOUT THE DR. RUTH ZEMKE LECTURESHIP IN OCCUPATIONAL SCIENCE**

In recognition of Dr. Ruth Zemke's mentorship, questing intellect, and ongoing efforts to foster an occupational science community of researchers, this lectureship was named in her honor. The lectureship is "designed as a forum to present visionary, theoretical, and critical analyses of occupational science." (Larson, 2002).

The recipients of the Ruth Zemke Honorary Lectureship are given an engraved kaleidoscope in recognition for their contribution to the study of occupation. Occupation is made up of simple, everyday actions that can be combined in an infinite variety of ways. This variation creates a complexity that requires examination from many perspectives in order to understand its many facets and meanings in people's lives. According to Dr. Zemke, the kaleidoscope serves as a metaphor for occupation. It is a collection of simple, everyday items that can create beautiful and often complex images. People change their perspectives by rotating the kaleidoscope to see the endless variety of images created. Indeed, the kaleidoscope is a well-chosen keepsake for the recipients of the Ruth Zemke Honorary Lectureship.



**THEME SPEAKER: DR. NIKI KIEPEK**

SSO: USA Eighteenth Annual Research Conference

***Shades of Gray: Social Sanctioning of Occupation and Spheres of Social Transformation***

Abstract: Occupational scientists are positioned at a pivotal and exciting time, with the discipline intentionally expanding to include occupations outside those exclusively constructed as enhancing health and well-being. We will explore social responsibilities that underlie transformative research and inform occupational therapy.



Niki Kiepek, MSc. (OT), PhD, OT Reg. (NS) is an Assistant Professor at Dalhousie University. Throughout her occupational therapy career she worked across a broad range of practice areas, including paediatrics, hand rehabilitation, inpatient acute, long-term care, ergonomics, community mental health, and addictions. Her current research projects range from patient oriented research to explore inpatient substance use, Mental Health Court program evaluation, substance use by professionals, and simulation within occupational therapy fieldwork. She applies critical theories to explore occupation as a social construct and investigates the construction of acceptable and unacceptable ways of acting and ways of being. She is author of the book *Licit, Illicit, Prescribed: Substance Use and Occupational Therapy*.



## THANK YOU

Conference Committee Members: Mariana D'Amico, Linda Buxell, Jeanine Blanchard, Amber Angell, Aaron Eakman, Jean Koketsu, Doris Pierce

Site Committee Chair: Jyothi Gupta

Site Committee Members: Aaron Bonsall, Kelly Cregar, Jennifer Dadziak, Colleen White, Amber Wojcik

### Leadership of SSO:USA

Chair: Charles Christiansen

Secretary: MaryEllen Thompson

Treasurer: Aaron Bonsall

Research Committee Chair: Antoine Bailliard

Communication Committee Chair: Jeanine Blanchard

Conference Committee Chair: Doris Pierce

Membership Committee Chair: Ricardo Carrasco

Legal Committee Chair: Kristine Haertl

Thank you to all the presenters for providing the contents of the conference proceedings – and we would like to thank the reviewers for the SSO: USA 2019 Conference for their time and commitment to the society: Nancy Bagatell, Jeanine Blanchard, Aaron Bonsall, Don Gordon, Staffan Josephsson, Bonnie Kennedy, Jean Koketsu, Sheama Krishnagiri, Jennifer Pitonyak, Geela Spira, Selena Washington, Kristin Winston, and William Wrightsman.

Proceedings Editor: Aaron Eakman, Colorado State University

Assistant to the Proceedings Editor: Anna Fox, Colorado State University

## **PAST ANNUAL CONFERENCES**

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

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

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

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

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

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

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

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

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

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

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

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

Thirteenth: Joint International Conference in Occupational Science Globalization & Occupational Science: Partnerships, Methodologies & Research SSO:USA; Ruth Zemke Lecture in Occupational Science: Elizabeth Townsend October 16 to 18, 2014 Minneapolis, Minnesota, USA

Fourteenth: Sun, Scholarship, and Occupation; Ruth Zemke Lecture in Occupational Science Ruth Humphry. October 1-3, 2015. Fort Lauderdale, FL.

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

Sixteenth: Participation: People, Places, & Performances; Ruth Zemke Lecture in Occupational Science Panel of RZLOS Lecturers: Malcolm Cutchin, Jeanne Jackson, Kathlyn Reed, Charles Christiansen, Ruth Humphry, and Doris Pierce. October 19-21. Seattle, Washington

Seventeenth: Sleep and Restoration; Ruth Zemke Lecture in Occupational Science: Wendy Wood. October 11-13, 2018. Theme Speaker: Jo Solet. Lexington, Kentucky

FRIDAY, OCTOBER 4, 2019

POSTER SESSION

**ENVIRONMENTAL IMPACTS ON THE OCCUPATIONAL PERFORMANCE OF  
NON-BINARY INDIVIDUALS**

Meghan Ballog, *Dominican University of California*

Maria Carranza, *Dominican University of California*

Katie Lee, *Dominican University of California*

**Abstract**

Statement of Purpose: This study proposes to explore the experiences of non-binary individuals in their performance of daily occupations and how environmental factors alter the ability to function in those occupations.

Description of Methods: The present research uses a qualitative case study design. After the initial screening, based on exclusion and inclusion criteria, three to five participants are chosen via chain referral to participate in a two-step, semi-structured interview in order to collect qualitative data. The first interview captures the general impact of the interviewees' identity on meaningful occupations. The second interview is centered around the use of photo-elicitation; participants provide photographic material of the environment in which they carry out meaningful occupations. The photos are used to elicit a conversation about the participants' environmental experiences, environmental barriers, and facilitators influencing occupational performance and participation. Braun and Clarke's (2006) thematic analysis will be implemented for data analysis along with Dedoose software for codes and themes taken from transcribed interviews. Methods selected to uphold rigor and trustworthiness include member checking, consensus coding among researchers, audit trails, and monthly reflective meetings to decrease biases.

Report of Results: This IRB approved study is currently underway and scheduled to conclude in August of 2019. The results will be documented in a final paper and poster presentation.

Discussion/Implications Related to Occupational Science: Current research addresses the transgender population, but does not often provide a distinction between binary and non-binary-- in occupational science literature, it is severely lacking. This lack of acknowledgment in research could force those wanting to express another gender to fall into binary categories without the fluid choice of a non-binary identity. For example, Darwin's (2017) research exemplifies the current literature's focus on "doing gender," but does not distinguish between the transgender binary and non-binary experiences. When reporting about gender transitions in the workplace, Phoenix and Ghul (2016) use the term transgender without making the distinction between binary and non-binary. In research conducted by Beagan et al. (2012), the study's one of five

participants identified outside of the transgender binary group. This study is taking current research a step further by allowing non-binary individuals to be the center focus and acknowledged as unique individuals while simultaneously addressing the gap in the literature of occupational science.

Keywords: non-binary, environment, occupation

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## **EXPLORING IRISH OCCUPATIONAL THERAPY STUDENTS' PERSPECTIVES OF DEATH AND DYING BEFORE AND AFTER PARTICIPATING IN DEATH WEEK**

Eoin Gorman, *University College Cork*

### **Abstract**

Statement of Purpose: Occupational therapists often work with those who are dying, their carers, those contemplating death and those who are grieving (Breen, Fernandez, O'Connor & Pember, 2013). Adequate education and training prepares healthcare practitioners to approach this topic in a clinical setting (Rivers, Perkins & Carson, 2009). There is limited research documented on occupational therapy students' perspectives of death and dying.

Aims: 1) Gain insight into student's perspectives of death and dying before and after "Death Week" 2) Explore student's perspectives on discussing a taboo topic 3) Explore feeling prepared for future work among students

Description of Methods: This study adopted a qualitative phenomenological approach and explores third year occupational therapy students' perspectives of death and dying before and after engaging in a learning event called 'Death Week'. Death Week involves two assigned articles for students to read and compose a written reflection, participation in a "Death Café", a classroom lecture (informed by students reflections) and a guest lecture from an OT specialist working in palliative care. Data was collected through two reflection forms, one before and one

after 'Death Week' and individual semi-structured interviews. Data was analysed using interpretive thematic analysis.

Report of Results: Four themes emerged from the data representing participants' perspectives of death and dying. Themes include "Designing Death Week", "Doing Dying", "Discovering the Death Role" and "Discussing Death".

Discussion/Implications Related to Occupational Science: This study illustrates the effectiveness of 'Death Week' in preparing undergraduate occupational therapy students for clinical practice. Students demonstrated a change in perspective of how they view the topic of death and dying and highlighted the need for open discussion to reduce taboo. Students developed their understanding of death and dying from an occupational perspective and how this might transfer to the role of occupational therapists working with those affected by death and dying. Increased confidence and willingness to discuss the taboo of death and dying was highlighted by participants. The design of "Death Week", in particular the "Death Café" and the classroom lecture, facilitated a safe space for students to discuss the sensitive topic. This study contributes to literature on occupational therapy students perspectives of death and dying and provides information on teaching strategies implemented in its inclusion in one university curriculum. Educational approaches such as "Death Week" could be applied towards other taboo or risky occupational topics, stimulating discussion and benefiting occupational literature, research and practice.

Keywords: death and dying, education, occupational therapy

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### **EXPLORING SANCTIONED AND NON-SANCTIONED HOBBIES AMONG CORRECTIONAL OFFICERS TO INFORM WORKPLACE HEALTH PROMOTION INTERVENTIONS**

Lisa Jaegers, *Saint Louis University*

Emily Pestello, *Saint Louis University*

Crystal Dielman, *Dalhousie University*

### **Abstract**

Statement of Purpose: Correctional officers (COs) are an underserved and at-risk population of public safety workers. They experience higher rates of depression and post-traumatic stress

disorder as compared to the general population (Jaegers, et al., in press). Participation in hobbies has been shown to improve life expectancy, feelings of fulfillment, and increase overall health (Tomioka, Kurumatani, & Hosoi, 2016). Hobby is a broad term used to categorize engagement in non-work activities including leisure (Gelber, 1999) and the definition continues to be debated (Daily, 2018). Furthermore, to be inclusive of informing occupational interests, hobbies can be considered in terms of sanctioned (e.g. culturally acceptable) and non-sanctioned (e.g. unhealthy, illegal, or immoral) occupations, the latter generally lacking recognition in occupational science literature (Kiepek et al., 2018). The purpose of this study was to explore hobbies among COs to inform workplace health promotion interventions using an occupational science-informed approach.

**Description of Methods:** We conducted a cross-sectional survey with COs at 4 jail facilities in the Midwest United States. Self-reported demographic information included age, ethnicity, and gender. To explore hobbies, we asked officers if they, “have time for hobbies or activities that they enjoy outside of work,” (yes/no); and asked them to describe their “top three hobbies/activities that they enjoy outside of work.” A code book was developed from descriptive codes and two independent raters assigned codes to the reported hobbies. Consensus rating was used to agree upon final codes. Descriptive analyses were used to summarize the demographic qualities of the sample and hobby themes.

**Report of Results:** Nearly 80% of COs completed the survey (N=320). The sample included more women (53%) than men and 78% identified as African American. Preliminary results indicate 69% of officers had time for hobbies. Team sports, family time, arts (e.g. crafts, poetry, photography), reading, and hunting related activities were reported most frequently. Most activities were considered to be sanctioned with only a few hobbies showing potential non-sanctioned characteristics (e.g. drinking, smoking, and gambling).

**Discussion/Implications Related to Occupational Science:** This pilot research establishes the need for exploring hobby interests among COs. The identified non-sanctioned activities could be contributors to poor health due to their habit forming or addictive nature. Both sanctioned and non-sanctioned occupations were identified and should be addressed to support healthful activities and mitigate unhealthy pursuits through collaborative, multi-level resources. Exploration of non-work activities or hobbies that are meaningful to workers has the potential to inform workplace health activities to support health promotion.

**Keywords:** workers, hobbies, non-sanctioned

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## **EXPLORING VOICE-HEARERS' EXPERIENCE OF ROMANTIC AND/OR SEXUAL RELATIONSHIPS**

Emilio Villavicencio, *Dominican University of California*

Kristen Gottheil, *Dominican University of California*

Huilim Jeong, *Dominican University of California*

Karen McCarthy, *Dominican University of California*

### **Abstract**

**Statement of Purpose:** The purpose of this study is to report lived experiences of individuals who hear voices and the impact that may have on their romantic and/or sexual relationships. This study hopes to contribute to the field of occupational science, which views individuals as occupational beings and how their participation in meaningful activities influence their overall health and well-being. In addition, occupational therapists and other healthcare providers may feel better informed when working with individuals who hear voices by incorporating the findings from this study with their own clients.

**Description of Methods:** The inclusion criteria requires participants who are interested or actively in casual or serious relationships (may include dating, marriage, single, etc.), identify as hearing voices regularly, english speaking, and are at least 18 years old. The exclusion criteria includes individuals those who are not interested in exploring romantic and/or sexual relationships, are younger than 18 years old, and do not identify as hearing voices regularly. Our triangulation of data will consist of participants' responses based on survey questions, electronic diary entries, and interview questions. The purpose of the survey is to provide the researchers with demographic information about the participants and an understanding of their current and past romantic and/or sexual history. The weekly electronic diaries will serve to provide an understanding of day-to-day experiences of hearing voices while interacting with others over the course of 8 weeks. The interview will give an opportunity for the researchers to ask follow-up questions and provide a space in which participants can reflect on their overall experience during



the course of the study. Data analysis will follow the principles of thematic analysis for the survey, electronic diaries, and interview (Braun & Clarke, 2006).

Report of Results: The data will be gathered by May 2019 and data analysis will be completed no later than August 2019. Results will be finalized in September 2019.

Implications Related to Occupational Science: To the researchers' knowledge, there is currently no research which solely focuses on the impact of voice-hearing on people's romantic and/or sexual occupations. This research hopes to address this gap and add to the breadth of knowledge in occupational science. It is vital to not only explore sexual occupations, but also the unique experience of voice-hearing as every individual is entitled to participate in meaningful occupations.

Keywords: voice-hearers, dating, sexual relationships

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## **HOW DO WE BREAK DOWN THE BARRIERS FOR HOMELESS TO ACCESS PERMANENT AND SUSTAINABLE HOUSING?**

Emily Reilly, *Purposefully Home*

### **Abstract**

Aims/Intent: To raise awareness of the distinct value occupational therapists hold in facilitating successful transition out of homelessness.

Rationale: Adding an occupational therapist to the integrative care team has proven as a cost-effective investment to community organizations. Individuals receiving occupational therapy in a community setting have higher success rates in maintaining housing, decreased environmental barriers and decreased utilization of emergency services for non-emergent issues.

Potential Outcomes for Participants: Homelessness has a significant impact on a diverse demographic, including those directly and indirectly involved. The cost to communities can be detrimental to development and requires collaboration between numerous organizations to manage areas that suffer the most. Financial constraints related to job loss, immigration, mental health, veterans, substance abuse, and addiction may all contribute to either chronic or episodic homelessness. There are extensive repercussions people may face after becoming homeless, including negative feelings of self-worth, diminished value in supportive services, lack of trust, and hopelessness among many others. Many organizations that support homeless individuals and families rely on government funding, grants, and volunteers. The responsibilities burdening staff to sustain a functional and safe environment for homeless often leads to tireless hours performing multiple roles. When employees are overextended and resources are limited, there will inevitably be gaps in the system that limit operations and may cause programs and services to be cut. Individuals suffering addictions may be at a greater risk of failing when placed in housing without supportive services, such as Housing First. The vulnerable homeless population requires a foundation that promotes stability and autonomy, which is unfortunately lost within a broken system. Some individuals hold skills that need to be further developed, whereas others are missing necessary components to successfully integrate into a fast-paced, technological society. Not only are work skills and financial skills required for successful independent living, they are categorized under life skills, which are pertinent to a fulfilling and balanced contribution to the community.

Keywords: homeless, occupational therapy, housing

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# **NIGHTTIME HABITS THAT IMPACT MORNING ROUTINES OF PERSONS WITH CHRONIC DISABILITIES—TEMPORALITY REVEALED**

MaryEllen Thompson, *Eastern Kentucky University*

## **Abstract**

**Statement of Purpose:** The purpose of this six year qualitative study was to examine the morning routines of persons with chronic disabilities. The current year's data collection focused on night time habits that impact morning routines.

**Description of Methods:** Cross case analysis and grounded theory was used for data collection and analysis. 36 person with chronic disabilities and 10 without chronic disabilities have participated over the six year period. Criteria for inclusion was existence of chronic disability (with the exception of one year) and 18 years old or older. Master's level students recruited participants. Semi-structure interviews using participant-generated photographs were conducted by student researchers after specific training in this type of data collection. This year's interviews included prompts regarding night time habits. Students transcribed their participant's interview and coded data using in vivo analysis and marginal remarks for reflection. The team (primary researcher and student researchers) reviewed all interviews and coding. Content of each case was examined across cases with secondary coding developed. Interviews and coding were examined for fit with previous themes and possible emergence of new themes.

**Report of Results:** Previous themes included: ADLs; IADLs; Objects; Temporal Context; Physical Environment; Motivations; and Pleasurable Additions. Analysis of current results showed that within the theme of Temporality, preparation at night was primarily for purposes of managing pain, stiffness and/or fatigue the next morning. Other subthemes within night time temporality included: Gathering and placement of objects; Medication management; managing the need for an extended routine; and Seasonal changes. Persons who needed to get to work or school could not afford extended time for their morning routines, so added to their night time habits accordingly. Review of previous themes in light of the new data resulting in the reconfiguring of themes to include: Activities (Medical, Basic Care, Common); Objects (common and medical); Temporal Context, Physical Environment; and Meaningfulness. Morning routines show similar components regardless of disability. However, adults with chronic disabilities often need more time and objects than others. Night time habits are incorporated to help manage this extended need for time.

**Discussion/Implications Related to Occupational Science:** As occupational scientists, it is important to have an firm understanding of the basic occupations most people participate in every day. Organization of these occupations into routines and the temporality of their execution are also important to our understanding of these occupations. Examining how those with chronic disabilities manage these occupations sheds light on the importance of these occupations for all people regardless of ability.

**Keywords:** morning routines, disability, temporality

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## OCCUPATIONAL RESILIENCE: REFUGEE MUSIC PERFORMANCE AFTER DISPLACEMENT

Bernard Muriithi, *A.T. Still University*

Jennifer Muriithi, *Tapestry*

### Abstract

**Statement of Purpose:** Refugees and asylum seekers are among the populations for which occupational scientists express a concern for occupational justice. Factors such as language barriers, financial limitations, difficulty maintaining habits and routines in a new environment, legal status, and loss of family/friends due to displacement present obstacles to occupational performance. The ongoing study is being conducted to determine if performance of music among refugee artists is perceived by the performers as meaningfully impacting their health and well-being. The study explores the question of whether/ how music making has facilitated recovery from trauma and/or adaptation to new life circumstances.

**Description of Methods:** Refugee musicians were selected using purposive and snowball sampling methods. Data was collected through structured and unstructured interviews, video recordings and gathering of a sample of performances that participants have recorded or posted on YouTube. Qualitative methods are being used for analysis.

**Report of Results:** Preliminary findings reveal that refugee musicians face serious difficulties that discourage music making in the American context. However, the difficulties have not stopped music performance or its utility in health and well-being for these artists. Some specific challenges including high cost for studio recordings, language, culture, and lack of airtime on broadcast media have been named. Ongoing performance of music despite significant barriers exemplifies occupational resilience.

**Implications Related to Occupational Science:** Occupational resilience is a new concept presenting a counter argument to notions of occupational injustice, occupational apartheid, and occupational deprivation by highlighting the capacity of human beings to occupationally thrive amidst hardship. Because engagement (or lack thereof) in occupations is associated with benefits

(or damages) to health and well-being, access to music-making opportunities for these performers is really a matter of occupational justice. Just as the concept of occupational justice frames problems of justice in occupational terms, so too does occupational resilience frame resilience in occupational performance terms. Occupational resilience illustrates that in a context where performance of specified occupations is restricted due to various factors, some individuals persist in pursuing these same occupations. Occupational resilience does not necessarily produce positive health and wellness outcomes, for it can be an indicator of one's inability to adapt by embracing new occupations when it is necessary to do so. Additionally occupational resilience is demonstrated in performance of dark occupations - substance abuse, trafficking, crime, and others – in the face of great obstacles such as imprisonment, financial difficulties, lack of basic needs, and risk of death.

Keywords: occupational resilience, refugee, health and well-being

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## **SOCIAL PARTICIPATION AND LEISURE OF ADOLESCENTS IN THE VIRTUAL CONTEXT: IS THERE A DARK SIDE?**

Jason Valley, *Cleveland State University*

### Abstract

Intent: This presentation describes adolescent engagement in social participation and leisure occupations in the virtual context through the occupational science concepts of form, function, and meaning. In addition, this presentation examines the literature that explores the relationship between adolescent engagement in the virtual context and psychological well-being. The author raises the question of whether adolescents' desire to create a sense of life meaning (Steger, Kashdan, Sullivan, & Lorentz, 2008) may be a potential mediating variable in this relationship.

Argument: The occupational landscape of adolescents today primarily consists of time use on screen-based devices to fulfill a variety of occupational needs and desires. The amount of time adolescents devote to occupations in the virtual context has ignited a pervasive concern over

their psychological well-being (Twenge & Campbell, 2018). While some studies have shown positive correlations between adolescent screen time and psychological well-being (Pryzbylski & Weinstein, 2018), a preponderance of research has discovered an inverse relationship between these two variables (Twenge, Martin, & Campbell, 2018). <br><br>A potential mediating variable worth exploring in this relationship is a sense of life meaning. Life meaning is considered a central characteristic of one's daily occupations with the capacity to foster well-being (Eakman, 2013). The developmental stage of adolescence embodies a search for identity, purpose, and belonging (Erikson, 1968). It is well accepted that adolescents today attempt to satisfy this search through social participation and leisure occupations in the virtual context (Kardaras, 2016; Kennedy & Lynch, 2016). Considering the exorbitant amount of time adolescents devote to screens, the confluence of identity, purpose, and belonging point to the possibility of a sense of life meaning as a mediating variable in the relationship between occupational engagement in the virtual context and psychological well-being.

**Implications Related to Occupational Science:** The mission of occupational science is to expand the knowledge of occupation and acquire a fortified understanding of the relationship between the form, function, and meaning of occupation and well-being (Larson & Zemke, 2003). A review of the occupation literature has revealed a gap with respect to adolescent time use on screens. From an occupational science perspective, the explosion of adolescent time use on screens and its impact on psychological well-being demands an investigation.

**Conclusion:** Adolescent occupational engagement in the virtual context has become a significant societal concern. This occupational dilemma has only begun its trajectory towards exacerbation. Further investigation into the relationship between adolescent engagement in the virtual context and psychological well-being through an occupational lens is imperative.

**Keywords:** occupations in the virtual context, adolescents, psychological well-being

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## **TELEHEALTH: AN OCCUPATIONAL JUSTICE PERSPECTIVE**

Lauren Little, *Rush University*

Paula Costello, *Rush University*

### **Abstract**

**Statement of Purpose:** Occupational justice is rooted in the idea that individuals' occupational needs, habits and capacities, and participation is directly linked with health (Stadnyk, Townsend, & Wilcock, 2010). When individuals do not have opportunities or support for participation, they experience occupational deprivation. Telehealth is a service delivery mechanism that uses distance technology (e.g., videoconferencing) to provide individuals, caregivers, and families with support, including occupational therapy services. Telehealth is often used when individuals cannot access services for a number of reasons, including distance, provider shortages, or limited community mobility. There is a history of occupational justice literature challenging therapists to integrate such concepts into practice and telehealth provides a clear way to meet this charge. Telehealth provides a way to support those that have limited participation in occupations and limited access to resources to enable such participation. While telehealth theoretically supports the link between occupational justice theory and practice, we need to understand how the empirical evidence may support this claim.

**Description of Methods:** We conducted a scoping review of research related to occupational therapy interventions delivered via telehealth from 2008-2018 (n=70 articles). We then used the six processes described by the Participatory Occupational Justice Framework (POJF; 2011) (i.e., raise consciousness of occupational injustice; engage collaboratively with partners; mediate agreement on a plan; strategize resource funding; support implementation and continuous evaluation; and inspire advocacy for sustainability or closure) to map findings. We outlined the specific ways in which each study's population served, intervention procedures, and outcomes aligned with each of the six processes of the POJF.

**Report of Results:** Preliminary findings suggest that a telehealth service delivery model promotes the collaborative engagement between client and therapist, is contingent on the agreement of a plan, and promotes ways to support implementation of plans across contexts and time. We will have all data analysis complete by time of presentation.

**Implications Related to Occupational Science:** Occupational justice is concerned with how people are limited in access and opportunities for doing. If we are to understand how to promote access to participation, we then must begin to integrate theory to practice concepts. Telehealth is a clear match for occupational science, and we sought to understand how current research is addressing elements of occupational justice.

**Keywords:** occupational justice, telehealth

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## UNDERSTANDING THE WORK OCCUPATIONS OF PERSONS WITH EARLY-ONSET DEMENTIA IN JAPAN

Hirokazu Nishikata, *Bunkyo Gakuin University*

Hiroko Shimazaki, *Bunkyo Gakuin University*

Kimiko Shibata, *Bunkyo Gakuin University*

Sayoko Kawabata, *Bunkyo Gakuin University*

### Abstract

**Statement of Purpose:** The right to work includes the right and opportunity of all people to earn a living based on their own decision/choice (Jakobsen, 2009). It is estimated that there are 37,000 people in Japan who have been diagnosed with early-onset dementia (EOD). Even though they want to continue working, 80-90% of persons with EOD end up leaving their jobs (Taya, 2015). This circumstance can be interpreted as occupational injustice (Townsend & Wilcock, 2004). This study took place at a dementia community-nursing care establishment which manages a children's cafeteria that provides dinner for children who do not have access to meals at home. The purpose of this study is to understand how people with EOD engage in occupations and participate as service staff at the children's cafeteria with environmental support.

**Description of Methods:** This was a qualitative research study that used an ethnographic method (Angrosino, 2007). We recruited three persons with EOD and four staff members. We conducted sixteen participant observations for over 80 hours between April 2018 and January 2019 during activities at the children's cafeteria (e.g. meeting to discuss the menu, shopping, cooking, meal serving, dinner, and retrospective meeting) with field notes. We did individual interviews of four care-staffs and one person with EOD and his wife. Field notes and interview data were analyzed. This research was approved by IRB.

**Report of Results:** We identified four themes: a place to laugh and feel free to say anything, security of decision making, a guaranteed opportunity of "doing" without denial, and approval as co-workers. In an atmosphere of constant laughter and humor, persons with EOD had the opportunity to express their feelings and desires. Persons with EOD were able to select and



devise their own occupation through suggestions and requests by the care-staff. Persons with EOD were not reprimanded for mistakes, but instead were praised for jobs well done. This further influenced their sense of security and achievement, which led them to take on challenges. Engaging in the occupations as they recognized each other as co-workers, brought a sense of joy and security.

Discussion/Implications Related to Occupational Science: Results of this study suggest that by incorporating diverse ways of working and adjusting the environment, persons with EOD can experience flourishing to their greatest potential as members of communities. We recognized that the collaboration of persons with EOD and care-staff can build an occupationally just world (Stadnyk, Townsend & Wilcock, 2010).

Keywords: occupational justice, working, Early-onset dementia

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## **UNRAVELING THE CONNECTIONS BETWEEN TIME-USE AND ACTIVITIES THAT COMPROMISE HEALTH OR HAVE DECREASED MEANING**

Laura Schmelzer, *The University of Toledo*

### **Abstract**

Statement of Purpose: People spend their time in various ways for various reasons. How one chooses, when able, to spend time can be an indicator of what one values or finds meaningful. Additionally, the amount of time engaged in activities deemed meaningful can impact one's well-being. This study seeks to explore the relationship between time-use, meaningful engagement and well-being. Exploring how individuals use their time can provide insight into whether or not the way one's days are organized contributes to or detracts from well-being (Wilcock, et al., 1997). Likewise, connecting time spent in tasks to various aspects of meaning can deepen the understanding of the complicated relationship between meaning and time-use.

Description of Methods: The data collection packet includes the Occupational Therapy Time Use Survey (OTUS), the World Health Organization's Well-being (WHO-5) Index, the Engagement in Meaningful Activity Survey (EMAS), and a demographic questionnaire. Both the WHO-5 Index and the EMAS have demonstrated psychometric properties supporting their use in measuring the identified construct (Eakman, 2012; Topp, Ostergaard, Sondergaard, & Bech, 2015). A modified version of the American Time Use Survey (ATUS) was created to collect time-use data. The ATUS was developed by the Bureau of Labor Statistics (BLS) to measure the amount of time people spend engaged in various activities (Bureau of Labor Statistics, 2016). In contrast to the ATUS, which is a semi-structured interview, the OTUS is a paper pencil survey. The categories of time-use from the ATUS as well as areas of occupation were incorporated into the OTUS. This modification occurred to align this data collection tool with the other tools in the study and to capture data pertinent to analyzing the data with an occupational lens.

Report of Results: To date, data collection has occurred with 180 participants. The demographic questionnaire captures data regarding age, gender, ethnicity, annual income, use of government assistance, employment status, level of education, etc... The data collected will allow for correlational as well between group differences to be explored. ANOVA and regression analysis will also be employed in order further explore relationships.

Discussion/Implications Related to Occupational Science: Exploratory studies are needed to reinforce assumptions regarding occupational engagement and health. Time spent in certain activities has the potential to improve or be harmful to well-being. High levels of stress and perceived loss of control have been thought to impede participation (White, Ma & Whitney, 2014). Layering aspects of meaning into this exploration heighten its usefulness within Occupational Science.

Keywords: time-use, health, occupational engagement

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## **USE OF MALADAPTIVE OCCUPATIONS AMONG INDIVIDUALS WITH MENTAL ILLNESS**

Kelly Williams, *Bay Path University*

### **Abstract**

**Statement of Purpose:** Occupations consist of activities that are completed daily including getting dressed, shopping, going to work or school, sleep as well as a multitude of others. When functioning at an optimal level, people are able to engage in all of these tasks with some degree of success. When individuals are dealing with mental illness, these occupations can be pushed aside in favor of attempting to heal from illness.

**Description of Methods:** Review of multiple databases (Medline, CINAHL, PsychINFO) to examine articles related to maladaptive occupational engagement in relation to removal from functional engagement in life roles.

**Report of Results:** A review of the literature reported that occupational engagement occurs across the lifespan including expressions of anger, removal of oneself from activities (Quake-Rapp, et. al., 2008). In the adult population of individuals managing a serious mental illness it was reported significantly fewer time was spent participating in occupations categorized under “productivity” (Krupa, et al., 2003, p. 562). The article authored by Krupa, et al., (2003) reported on data from individuals with a serious mental illness compared to individuals without a serious mental illness and found that individuals with a serious mental illness participated in passive leisure tasks to a greater extent than individuals without a serious mental illness. There is no denying that the above examples illustrate that individuals with mental illness are engaged in occupations, however the trend is that passive occupations as well as disruptions to daily occupations are more prevalent in individuals with mental illness.

**Implications Related to Occupational Science:** Increased knowledge of specific occupational engagement for individuals with mental illness could inform therapists on areas to improve participation with healthy and adaptive occupations.

**Keywords:** maladaptive, occupations, engage

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## **WHY OCCUPATIONAL PARTICIPATION MATTERS MOST DURING END OF LIFE**

Karmella Bognot, *Nathan Adelson Hospice*

### **Abstract**

**Aims/Intent:** Engage participants in a 60 minute forum supporting occupational participation in a functionally declining population.

**Rationale:** Death, dying, and hospice care are concepts that typically evoke a negative response or are avoided being discussed altogether. Hospice patients are regularly reminded of their declining functional abilities, especially when their performance in basic activities of daily living are impacted. The individual may respond by losing hope, ceasing occupational participation, and giving up altogether. In contrast, others adopt a persistent attitude but at the cost of safety: the approach to occupational engagement may not align with actual abilities, often resulting in a preventable fall or injury. Consequently, a decline of occupational participation increases the burden of care for the caregivers and quality of life is diminished for all involved parties. OT and hospice philosophy are similar in seeking to promote, support, and enhance the quality of life for patients/families. The number of OTs employed in hospice is small, but our unique approach in favoring occupational engagement despite limitations, barriers, or impairments holds tremendous potential in shifting general attitudes about the dying process, supporting a life well lived, and further defining our profession.

**Potential Outcomes for Participants:** Participants will understand the value of occupational therapy's role in supporting occupational participation during the end of life stage. Participants will discuss current OT presence in hospice and identify opportunities and barriers within this setting. Participants will reflect on their own personal experiences related to the dying stage and establish a meaningful connection to general OT philosophy, principles, and scope of practice.

**Keywords:** dying, quality of life, hospice

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**FRIDAY, OCTOBER 4, 2019**

**MORNING SESSION**

**YOU'VE COME A LONG WAY BABY: AN AUTOETHNOGRAPHIC APPROACH TO IDENTIFYING THE PERCEIVED HEALTH BENEFITS OF SMOKING**

Carol Lambdin-Pattavina, *University of New England*

**Abstract**

Statement of Purpose: The purpose of this autoethnographic study is to explore the nuanced occupation of smoking in an effort to better understand potential links to both illness and health. Ritualized smoking often associated with cultural practices notwithstanding, chronic cigarette smoking is medically hazardous (DHHS, 2014). Western research indicates that smoking behavior is associated with a variety of psychosocial factors such as impulsivity, sensory seeking behavior, family environment, peer attitudes and norms, stress, depression, anxiety and self-esteem (Rondina et al., 2007). As a signatory to the WHO Framework Convention on Tobacco Control, the United States is among 181 parties that have committed to combat tobacco use. In order to best support cessation, we must first understand the subjective, occupationally-related benefits of and identity associated with smoking, an occupation that is broadly considered to have a dark side, is addictive and non-health promoting (Twinley, 2013).

Description of Methods: In this autoethnographic study, the researcher explored her own history of smoking by penning a personal narrative of her 30 year journey into and out of smoking. Family members provided written accounts of their subjective experience of the researcher's smoking to triangulate the data. The narrative was analyzed using an analytical autoethnographic framework as set forth by Chang (2008) which transcends mere narration of self to engage in cultural analysis and interpretation. Wilcock's doing, being becoming and belonging provide a framework for analyzing the occupational supports to maintain engagement in smoking (2007).

Report of Results: Doing related to smoking included a sensory drive to be active at all times which subsequently shaped daily structure inclusive of habits, roles, routines and rituals. Being is reflected in the narrative as a dis-ease with the internal environment, a restlessness and discord that was quelled by doing which in this case was smoking. Fear of becoming was a driving force to engage in smoking and the subsequent synthesis of being and doing as a smoker drove in many aspects what would become for the autoethnographer. Finally, belonging reflected the innate yet unmet need to belong to family of origin which was invariably met through the tacit connections between members of the smoking culture.

Implications Related to Occupational Science: Understanding the motivation to engage in occupations that are generally deemed to have a "dark" side is critical to understand the ultimate connection between occupation and the continuum of health. Honoring all facets of occupation irrespective of societal edicts strengthens our ability to study occupation purely.

Keywords: autoethnography, smoking, doing, being, becoming, & belonging

### Questions for Discussion

1. Do occupations have a dark side or is that a projection of humanity that is rife with dark potential?
2. What do we gain from a research and clinical standpoint from understanding the “benefits” of the dark side of occupation?
3. How might we use autoethnography to better understand engagement with and participation in the "dark" side of a variety of occupations?

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## THE AMBIGUOUS NATURE OF TABOO OCCUPATIONS

Jeanine Blanchard, *University of Southern California Occupational Therapy*

Erna Blanche, *University Of Southern California Chan Division of Occupational Science and Occupational Therapy*

Jeanne Jackson, *University College Cork, Ireland*

### Abstract

Statement of Purpose: Occupational science is rooted in the profession of occupational therapy. Because the purpose of occupational therapy is to enable people to create healthy and productive occupational lives, some argue that occupations that are viewed as having a positive effect on

health and well-being have been the main focus of occupational science research; whereas a thorough investigation of occupations that are considered risky or taboo is largely missing from the literature [1,2,3]. The purpose of this paper is to examine the ambiguous nature of occupations that are judged to be negative or positive. Using data from two federally funded studies on adults who have experienced pressure ulcers and participated in occupations that some may judge to be on the fringes of society [4], we will explore the fluid nature and nuanced complexity of their occupational lives.

**Description of Methods:** This paper is based a secondary analysis of qualitative data (treatment notes, case narratives, interviews, and field-notes) from two studies focusing on pressure ulcers among adults with spinal cord injury. From a total of 98 participants, we selected 10 representative cases that illustrate participation in occupations that are considered to be on the fringes of society. We used thematic coding [5] to analyze the data.

**Report of Results:** Five overarching themes emerged from this analysis: (1) Avoidance Occupations; (2) Risky Occupations Leading to Well-Being; (3) Positive to Negative Occupational Transformations; (4) Negative to Positive Occupational Transformations; and (5) Orchestrations of Occupation: Downward Spiral. The lived experiences of the participants will anchor our theoretical discussion.

**Implications Related to Occupational Science:** The value placed on occupation and its impact on well-being is ambiguous and dependent on multiple factors, including social pressures, health, intrinsic motivations, and lack of resources, among others. These factors are fluid and can influence the choice and consequences of occupational participation. These findings add to a deeper understanding of this emerging conversation that classifies occupation dichotomously; i.e., healthy or unhealthy. It brings to the forefront the changing nature of occupation and the temporal aspect of the form, function and meaning of occupation.

**Keywords:** ambiguous occupations, fringe occupations, qualitative research

### **Questions for Discussion**

1. What is the advantage or disadvantage of classifying occupations as risky/taboo/fringe in occupational science?
2. What responsibility does the discipline of occupational science have to society to illuminate the intricacies of taboo or illegal occupations?
3. What are the implications of risky or taboo occupations leading to other risky or taboo occupations?

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## **THAT WHICH SHALL NOT BE SPOKEN: REVEALING THE DARKNESS IN 'LIFE CHANGING' OCCUPATIONS**

Michelle Elliot, *Queen Margaret University*

### **Abstract**

**Statement of Purpose:** International study, volunteer or work experiences are common opportunities facilitated by charitable organizations and higher education institutions. The development of 'global citizens' in an increasingly diverse and mobile society is considered to be an economically, collectively and personally significant endeavour. Existing in the shadows are darker sides to these good intentions and meaningful occupational pursuits and this presentation will closely and critically examine these.

**Description of Methods:** Drawing from narrative phenomenology (Mattingly, 2010) this ethnographic research project was designed to explore the narrative representations and constructions of the 'life changing' international learning experiences for entry level post-graduate occupational therapy students. Anticipatory, immersive and retrospective reflections of the students were captured through individual and small group interviews, written essays and travel photographs along with researcher observations and field notes. Narrative and thematic analysis (Hollway and Jefferson 2000) within and across participants was completed; adoption of alternate theoretical perspectives have subsequently revealed deeper and more critical considerations.

**Report of Results:** Transformative narratives were articulated, shared and celebrated. However, it was the non-dominant narratives, the experiences that were not realised and the reflections that were constructed in the shadows that will be presented. Meaningful engagement in occupation is not always positively experienced and the darker side of such occupations is frequently unspoken. This paper critically challenges the perspective that travelling and working abroad to 'do good' in areas of 'great need' is transformational, highlighting the importance of sensitive



and close examinations of potential counter-narratives or narrative vulnerabilities amongst those directly involved.

Implications Related to Occupational Science: It is the dominant, normative or expectant discourse, meaning and intention that casts occupational engagement in and within the polarities of darkness or light, facilitative or limiting, permissible for sharing or silenced. Occupational science has a responsibility to ensure that the knowledge base around occupation does not merely classify occupation along this continuum. The centrality of occupation and the narrative representations that are constructed in relation to presumed 'transformative' occupations are fluid and dynamic, enacted and embodied. But not always told, thus perpetuating that narrative status quo.

Keywords: transformation, narrative, doing good

### **Questions for Discussion**

1. What other scholarly fields or institutional partner perspectives could be developed in order to further the agenda of critical considerations for 'doing good' abroad?
2. What internationally relevant theoretical and analytic tools facilitate reflexive dialogue within scholarly communities and which engender cultures that challenge narratives 'that shall not be spoken?'
3. There is an important distinction between 'dark' occupations and the 'darker side' of occupations. How can occupational science facilitate dialogue that brings forth conceptual clarity?

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## **THE RELATIONSHIP BETWEEN THE DARK SIDE OF OCCUPATION AND SURVIVAL IN THE LIVES OF WOMAN-TO-WOMAN RAPE AND SEXUAL ASSAULT VICTIM/SURVIVORS**

Rebecca Twinley, *University of Plymouth*

## **Abstract**

**Statement of Purpose:** To explore the subjective experience of the dark side of occupation for women who have been sexually victimised by another woman, or women.

**Description of Methods:** I combined a sociological auto/biographical approach with an occupational science perspective. During phase one, my use of a web-based survey generated initial data, yielding 159 responses, and was used as a sampling tool; subsequently, during phase two, 10 respondents were interviewed face-to-face, in various UK locations. An eleventh respondent shared her story through correspondence. The Bristol Online Surveys (BOS) software enabled me to filter the data by question number and export this to Microsoft (MS) Excel for analysis. After the interviews had been transcribed verbatim, thematic analysis was used to identify, analyse, and report patterns, similarities, and themes within the data.

**Report of Results:** A total of 59 (37.3%) survey respondents indicated they have experienced woman-to-woman sexual perpetration. Of these, n=47 (80%) selected 'Yes' when responding to the question: 'Do you think this experience had an impact upon your ability to satisfactorily perform the tasks, roles, and activities that are important to you in everyday life?'. Overall, four key themes emerged: Identity; Emotion; Survival; and Occupation. Specifically, victim/survivors expressed the emotional and deleterious impacts that influenced their subjective experience of occupation. Respondents described their post-traumatic reactions, including the adaptive and maladaptive ways in which they survived through engagement in the dark side of occupation (Twinley, 2016). Hence, the daily activities, tasks, and things they need or want to do, that contribute to who they are, their sense of self, their relationship to others, and their experience of health and wellbeing, was affected.

**Implications Related to Occupational Science:** Post-traumatic survival reactions to woman-to-woman rape and sexual assault are complex; those that involve engagement in adaptive and maladaptive occupations to cope can be understood from the conceptual perspective of the dark side of occupation (Twinley, 2017). Exploring the range of occupations a person subjectively experiences might lead to a more authentic understanding of human occupation. The subjective experience of occupation in sexually victimised people's lives warrants further examination

**Keywords:** dark side of occupation, rape and sexual assault, trauma

## **Questions for Discussion**

1. In what ways do you think we - as occupational scientists - can work to shatter the silence surrounding the impact of certain biographical disruptions upon people's subjective experience of occupation?
2. What prevents occupational scientists from exploring the relationship of occupation to other phenomena (including health) in the lives of rape and sexual assault victim/survivors?
3. Researching traumatic topics can have a varied emotional and professional impact upon researchers - how would you propose we support each other to engage in this challenging occupational science work?

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## **SEXUALITY IN ADULTS WITH INTELLECTUAL DISABILITY: CONSIDERATION OF OCCUPATIONAL INJUSTICES**

Molly Bathje, *Rush University*

Linda Olson, *Rush University*

Mallory Schrier, *Rush University*

### **Abstract**

Statement of Purpose: Sexuality consists of emotions, behaviors, attitudes, intimacy, eroticism, pleasure and relationships with others, and is considered an essential part of the human experience. The basic right to one's sexuality is restricted for adults with intellectual disability due to misconceptions and cultural beliefs (Gil-Lario, Mengual, Ballester-Arnal, & Rodriguez, 2018; Whittle & Butler, 2018). This paper examines the experience and expression of sexuality in adults with intellectual disability from an occupational justice perspective.

Description of Methods: A scoping review of sexuality in adults with intellectual disability was completed using methods from Levac, Colquhoun and O'Brien (2010). Several electronic databases were used to identify articles that focused on adults with intellectual disability and 1) their report of experiences, 2) observations of expressed sexuality, and 3) critical reflections on the topic of sexuality. Two researchers reviewed titles and abstracts to determine which articles met inclusion criteria. Researchers completed full reviews of articles that met inclusion criteria and agreed on the themes from each of the articles. If disagreements occurred, a third researcher provided input. Researchers presented thematic findings to adults with intellectual disability who provided feedback for the final list of themes. Final results were conceptualized within the Participatory Occupational Justice Framework (Whiteford, Jones, Rahal & Suleman, 2018) to contextualize the results with a justice oriented approach.

Report of Results: A search of the literature yielded over 200 articles. Of the articles that met the inclusion criteria, none were from the occupational science or occupational therapy literature. Preliminary analysis yielded themes: 1) lack of awareness of sexual rights 2) sexuality is taboo or dangerous 3) lack of privacy for sexual experiences 4) influence of dominant culture on perceived sexual norms 5) sexuality considered unrelated to occupational performance. Authors

placed these themes within the Participatory Occupational Justice Framework and identified that themes resided within the framework processes of “Raising Consciousness of Occupational Injustice” and “Inspiring Advocacy for Sustainability or Closure”.

Implications Related to Occupational Science: Initial results indicate that sexuality in adults with intellectual disability is largely not addressed in occupational therapy or occupational science literature, although could be appropriately included. Sexuality is considered integral to the human experience and is included in occupational therapy models as informing occupational functioning. This conceptualization of sexuality does not appear to hold true in the life experience of adults with intellectual disability. Results indicate restriction of individuals’ rights to sexuality. The Participatory Occupational Justice Framework provides guidance toward enabling and promoting sexuality in adults with intellectual disability.

Keywords: intellectual disability, sexuality, injustice

### **Questions for Discussion**

1. What other perspectives are needed to determine the occupational justice and challenges to sexuality in adults with intellectual disability?
2. Where and how should adults with intellectual disability learn about sexuality?
3. How does the cultural meaning of sexuality influence the experience of sexuality in adults with intellectual disability?

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## **AN OCCUPATIONAL JUSTICE PERSPECTIVE ON DISABILITY AND ALTERNATIVE SEXUAL PRACTICES**

Jenn Soros, *Nova Southeastern University*

Mark Levand, *Widener University*

## **Abstract**

**Intent:** This theoretical paper will present the current understandings of sexuality and disability within the bondage, discipline, dominance, submission, and sadomasochism (BDSM) community. The discussion will use the occupational science theory of occupational justice as it relates to sex and sexual satisfaction in the disability and BDSM communities.

**Argument:** A rights-based approach to sexuality means that individuals with disabilities have the same sexual rights as non-disabled individuals and that people with disabilities have the right to choose how they express their sexuality (McGrath & Sakellariou, 2016; Tellier, 2017). The traditional view of sexuality typically refers to monogamous, marital, middle class, and heterosexuality (McGrath & Sakellariou, 2016; Tellier, 2017). From an occupational justice perspective, it is critical that sexual expression is understood from various sexualities and practices (Tellier, 2017). Within the disability community, penetrative and genital-based sex may be difficult or impossible for individuals, therefore the principles of BDSM that are not based on these constructs provide an additional avenue for sexual satisfaction for individuals with disabilities (Tellier, 2017). Engagement in BDSM practices requires strong communication between partners and provides individuals with disabilities within the BDSM community higher levels of sexual satisfaction (Katrari, 2014).

**Implications Related to Occupational Science:** Occupational justice is an important theoretical principle in occupational science (Wilcock & Hocking, 2015). Through an occupational science perspective, occupations related to sex and sexual satisfaction are essential for individuals with disabilities and contribute to a sense of well-being, belonging and becoming. The rights-based approach to sexual expression for individuals with disabilities within the BDSM community closely aligns with the principals of occupational justice.

**Conclusion:** It is critical to understand alternative sex practices within the disability community as it relates to occupational justice regarding sexual rights and sexual satisfaction and acknowledge that sexuality is a positive and holistic experience. Individuals with disabilities who are a part of the BDSM community are a unique and dually marginalized population (Tellier, 2017). Individuals in the BDSM community's sexual practices are often misunderstood and frowned upon, and those with disabilities are often perceived as being asexual by society (McGrath & Sakellariou, 2016; Sellwood, Raghavendra, & Jewell, 2017; Tellier, 2017). Positive sexual experiences are an important, but often times overlooked, dimension of occupational justice for individuals with disabilities.

**Keywords:** Alternative sexual practices, Disability, Occupational justice

## **Questions for Discussion**

1. How do the perceptions about normative sexuality affect individuals with disabilities?
2. What are the stigmas surrounding the sexual practices of individuals in the BDSM community?
3. What are the occupational justice issues surrounding individuals with disabilities in the BDSM community?

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## OCCUPATION? BEHAVIOR? HABIT? THE INTERSECTION IN SELF-HARM

Kristine Haertl, *St. Catherine University*

### Abstract

Intent: The social construction of occupation represents a contextualized view of what is acceptable and unacceptable (Kiepek et al., 2018). This presentation will examine the intersection of occupation, behavior and habit in the realm of self-harm. The author will present her own experiences working in forensics, along with an exploration of the literature on the nature of self-harm. Contextual aspects related to self-harm will explore the micro- individual factors, along with the macro, systems and cultural influences on that which is conceptualized as “deviance”.

Argument: Though actions such as self-harm are often labeled as deviant and maladaptive, a contextual view of such-actions reveals a multi-factorial picture of underlying reasons and purposes. Self-harm may at times be adaptive (Edmondson et al., 2016) providing a personal sense of mastery, providing personal relief from stress and grief, or an outlet for social expression. Further, actions of self-harm may take on an occupational nature, behavioral manifestation, or a habit all of which are not mutually exclusive. Complexity and systems theories along with transactionalism acknowledge non-linearity and fluidity which this author asserts is important in considering the intersection of occupation, habit and behavior in self-harm.

Implications Related to Occupational Science: Conceptualizations of deviant occupations can be problematic when situated contextually. The understanding of the nature of the action, the purpose, and the context is critical to the understanding of occupation. Enhancing the study of

occupation in all forms and considering constructs such as habit, behavior and occupation in the presence of sanctioned and non-sanctioned occupations is important to expanding diverse perspectives and theoretical foundations of occupational science.

Conclusion: The predetermined judgment of an action as deviant fails to consider the contextual nature. Self-harm may take on the form of habit, behavior and occupation. Continued study within the realm of occupational science related to conceptualization of deviance must consider social, political, and temporal factors influencing the construction of knowledge surrounding non-sanctioned occupations and behaviors.

Keywords: self-harm, deviance, non-sanctioned occupations

### **Questions for Discussion**

1. How can occupational science extend beyond and expand that which is currently termed as “deviant”?
2. What is the intersectionality between habit, behavior and occupation?
3. Do we consider both the theoretical and applied knowledge to influence systems that govern those who inflict self-harm?

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## **“I HAVE TO USE KRAZY GLUE ON MY TEETH” WHEN RISK TAKING BECOMES NECESSARY: STORIES ABOUT ORAL HEALTH RELATED EXPERIENCES OF LATINO PARENTS WITH CHILDREN WITH AUTISM AND TYPICALLY DEVELOPING CHILDREN**

Lucía Floríndez, *University of Southern California*

Daniella Florindez, *SOS Mentor*

Dominique H. Como, *University of Southern California*

Sharon A. Cermak, *University of Southern California*

### **Abstract**

Statement of Purpose: Factors such as low income and minority status are associated with poor oral health. Research on oral care has shown that Latinos are less likely to believe in the need for regular professional dental care, more likely to have misperceptions about oral health, and less

likely to have access to dental care than the general population (Cortés et al., 2012). To date, minimal research has explored the oral health experiences of Latinos. This study examined oral health related attitudes, beliefs, practices, and decision making in Latino families with and without children with Autism Spectrum Disorder (ASD).

**Description of Methods:** As part of a larger qualitative study on in-home oral care, 18 Latino families with a child aged 6-12 (n=8 neurotypical, n=10 ASD) were interviewed twice for approximately 1-2.5 hours each session. This paper presents findings from a subcorpus of the data set that answers the question, “How do Latino cultural values influence families’ oral health beliefs and practices?” Interviews were transcribed verbatim and analyzed by 3 coders using in vivo and thematic coding schemas to identify patterns throughout the data.

**Report of Results:** The themes Vulnerability/Mistrust, “We have to put our children first”, and Acculturation/Cultural Practices summed how the Latino families discussed oral care. The data also elucidate why Latino parents may make risky-yet-necessary oral health related decisions. Parents described fear of the dentist, due to their ethnic minority status, as a key factor inhibiting receipt of dental care. Parents also discussed prioritizing the dental needs of their children over their own oral care needs due to costs. Families also shared cultural influences on oral care habits that were learned from their varied upbringing. Additionally, the interplay between Latino cultural values, access to care, and oral health related decisions emerged as an important sub-theme. Embedded among the themes, parents would describe actions they took that were both risky and unsafe (using Krazy Glue on teeth) yet necessary solutions to address the oral health disparities they faced.

**Implications Related to Occupational Science:** Latinos’ experiences of oral health related occupations are influenced by factors related to their cultural identities, family structures, and barriers to oral care. What’s more, oral health-related decisions that may be perceived as risky are instead necessary and even innovative ways for these families to address the disparities caused by inadequate dental care. In presenting this data, we aim to facilitate a discussion regarding the relationship of culture to oral care experiences and decision-making in the Latino population.

**Keywords:** Latinos, oral care, disparities

### **Questions for Discussion**

1. What systematic, psychosocial, familial, medical, and cultural factors impact oral care experiences for Latino families?
2. How does the conceptualization of “necessary risks” alter the way we conceptualize daily life for Latino families facing oral health disparities?
3. Where do “necessary risks” fit into the continuum of health promoting occupations vs. health deterring occupations?



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## CONSIDERING OCCUPATIONAL CHOICE IN RESISTANCE AND ACTIVISM THAT LEADS TO ILLEGAL OCCUPATIONS

Kierra Peak, *University of North Carolina - Chapel Hill*

### Abstract

Intent: Occupational science has made the argument that all occupations are political (Townsend, 1997). While some occupations are accepted by society, there are plenty of other occupations that are labelled as illegal. Consequently, engagement in illegal occupations bears social stigma and may reduce one's future opportunities. This paper argues that activism is a form of occupational engagement that often challenging ideologies of those in power. Engaging in activism often leads to resistance to institutional laws; however, it may also lead to committing illegal occupations (Kiepek, Beagan, Laliberte Rudman & Phelan, 2018). This paper will contextualize protests of a confederate monument at the campus of University of North Carolina at Chapel Hill from an occupational science lens. I argue that these monuments, enacted early in the 20th century, are the embodiment of historical ideologies that conflict with beliefs of current students and faculty. By incorporating Bourdieu's (1977) idea of the importance of the individual and the society in shaping human action and creating social structure, I point out that in some cases the justifications behind certain laws need to be changed in order to allow for those who are marginalized to prosper.

Argument: Socio-political and socio-historical contexts affect one's access to opportunities and inform their occupational choices (Galvaan, 2014). Students and universities exist in a bidirectional mutually supporting relationship that either promotes or limits participation. When aspects of the institution conflict with other aspects of students' identity formed and developed prior to attending to the institution, students may feel the need to engage in forms of resistance or activism that could result in occupations that are labeled illegal such as trespassing or defacing school property. However, it is often through social action in the form of illegal occupations that dominant societal expectations are challenged.

Implications Related to Occupational Science: How people decide to engage in occupations that are align with what they find meaningful to their identity is important to investigate real-life cases where there are challenges that are presented that directly affect people's engagement in occupations.

Conclusion: Occupational choices are reflective of societal influences that either align or challenge one's identities and may even conflict with one's responsibilities. Occupations of

resistance and activism are necessary to the field of occupational science in order to help us acknowledge injustices that are present.

Keywords: occupational choice, activism, illegal

### **Questions for Discussion**

1. What stance should occupational science take when it comes to illegal occupations?
2. How can occupational science mediate conflicts between societal expectations and identities to encourage occupations that promote optimal well-being for all involved?
3. What role does occupational science have in these instances where occupations related to activism challenges laws that may be unjust?

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## **FORUM**

### **IMPLEMENTING OCCUPATION-BASED PEDAGOGY WITHIN UNDERGRADUATE EDUCATION**

Kristy Payne, *University of Southern California*

Kate Crowley, *University of Southern California*

### **Abstract**

Aims/Intent: The University of Southern California's Occupational Science Minor Program was developed in 2001 as a way for researchers from USC's occupational therapy professional program to share their work with the undergraduate community. The program currently serves over one-thousand undergraduate students each year and offers 20-courses centering on the concept of occupation. USC undergraduate students may complete a series of these courses in order to earn a Minor in Occupational Science in conjunction with their bachelor's degree, or they may enroll in courses for elective credit. Given the increasing popularity of the course offerings within the USC Occupational Science Minor Program, participants in this forum session will engage in a critique of curriculum design and explore pedagogic methods for leveraging the dissemination of knowledge of occupation to the next generation of professionals.

Rationale: Advancing the field of occupational science requires outreach to the next generation of researchers, clinicians, and stakeholders. The University of Southern California's

Occupational Science Minor Program introduces a diverse group of undergraduate students to the concept of occupation and actively explores the potential of occupational science to meet the complex social challenges of our time (Yerxa, 1990). Through holistic curriculum design, the USC Occupational Science Minor seeks to empower students with a balanced view of occupation, both as a means of health-promotion and as grounds for addressing oppression such as in cases of occupational injustice (Hocking, 2009).

Researchers agree that the complex nature of occupation makes facilitating student understanding a challenging task for instructors. Educational programs that disseminate knowledge of occupation require strategic planning and continual revision as new insights become available (Hooper, Mitcham, Taff, Price, Krishnagiri, & Bilics, 2015). In addition, the social and political landscape must be considered, especially when exploring occupations that are illegal, taboo, or pose risk such as in issues of human trafficking or opioid abuse. Through active and problem-based learning activities, courses within the Occupational Science Minor Program seek to engage students in considering occupation as a “dynamic interplay, of multiple defining features” (Howarth, Morris, & Cox, 2018) including broader historical and sociological contexts. Participants in this forum session will compare and contrast the merits of various pedagogic methods as well as identify pragmatic strategies to enhance occupational science curriculum within undergraduate education.

Potential Outcomes for Participants: 1) Compare and contrast the merits of various occupational science pedagogic methods within an undergraduate setting. 2) Identify pragmatic strategies to enhance occupational science curriculum within undergraduate education.

Keywords: occupation, occupational science, pedagogy

### **Questions for Discussion**

1. What pedagogic methods would you suggest for disseminating knowledge about occupation and occupational science to undergraduate students?
2. What outcome measures could instructors implement to indicate comprehensive understanding of occupation and occupational science?
3. What considerations should be made when disseminating knowledge of occupation and occupational science within undergraduate education, rather than embedded in a professional program?

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## **"DEATH WEEK" - A TEACHING AND LEARNING EVENT ABOUT DEATH AND DYING FROM AN OCCUPATIONAL PERSPECTIVE**

Eoin Gorman, *University College Cork*

### **Abstract**

Intent: This presentation presents an example of how death and dying can be explored from an occupational perspective in an occupational therapy curriculum.

Argument: Death and dying is a universal issue, affecting everyone eventually. Dying is a complex biological, social, psychological and spiritual process imbued with meaning, both individually and collectively, intertwined with the terminus state of death. As a topic of conversation many tend to avoid discussing death and dying due to discomfort and fear of the unknown, as it is a challenging and fear-inducing topic (Adler, Remer, Coulter & Miller, 2015, pg 386). Death and dying are important to occupational therapists as work often brings them into contact with individuals who are dying, their carers, those contemplating death, suicide and with those who are grieving (Breen, Fernandez, O'Connor & Pember, 2013). Healthcare students do not feel adequately prepared to deal with death and dying encounters in a clinical setting (Rivers, Perkins & Carson, 2009). Avoiding this taboo topic must be addressed in educational curricula. "Death Week" is as an example of how death and dying is introduced in a curriculum; introducing teaching and learning strategies for an exploration of death and dying from an occupational perspective.

Implications Related to Occupational Science: "The art of living well and dying well are one" - Epicurus (in Smith, 2000). If the experiences of everyday living arise from the doing of occupation as situated within the on-going transactions between persons and their worlds (Kuo, 2011) then it also applies to experiences of death and dying. There have been calls to enhance understanding of the form, function and meaning of occupation (Clark et al., 1991) with focus on specific occupations in detail rather than solely the experience of occupation (Hocking, 2006). Death and dying permeate "the temporal dimensions of human occupation and its immersion in a particular social-historical context" (Yerxa et al., 1990), as such, it is important to study the experience of occupation and its' effect on form function and meaning.

Conclusion: "Death Week" provides a safe space for students to engage with a taboo topic. Students can reflect upon and better understand their own knowledge, attitudes and beliefs towards death and dying. An occupational perspective of death and dying are explored individually and collectively. Death Week prepares students to address other difficult or taboo topics in education and practice.

Keywords: Death and Dying, Education, Occupational therapy

### **Questions for Discussion**

1. What other occupations/experiences could be explored in a similar way?
2. What other educational strategies and approaches could be used to educate students about death and dying?
3. How can we study/explore occupations associated with taboo topics that may result in "different ways of doing"?

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**FRIDAY, OCTOBER 4, 2019**

**AFTERNOON SESSION**

**RISKY HISTORY: EXAMPLES FROM ELEANOR CLARKE SLAGLE'S LEGACY**

Kathlyn Reed, *Texas Woman's University*

**Abstract**

Statement of Purpose: Purpose was to review published materials and documents associated with the life of Eleanor Clarke Slagle for statements and examples of risky occupations and behavior and the consequences.

Description of Methods: Copies of published materials and documents in the author's possession were reviewed covering the time period from 1862 to 1942 (Slagle's death). Historical events that document or suggest risky occupations or behavior were identified. Sources include newspaper articles, letters and correspondence, divorce papers, and annual reports.

Report of Results: Fourteen examples of risky occupations and behavior were identified. The examples were organized into three categories: risky occupations and behavior associated with family members, with Slagle herself, and with colleagues or friends. A sample of risk occupations or behaviors include: manslaughter (*Delaware Gazette*, 1862), suicide (*Syracuse Herald*, 1916), sleep deprivation (*Delaware Republican*, 1939), drug abuse (Slagle, 1918), and quarrelsome behavior Slagle documented by others (Dunton, 1917)

Implications Related to Occupational Science: Historical biographic research may seem to have little risk associated with it because the occupations and associated behavior have occurred in the past. However, the historical biographical researcher may uncover unexpectedly some occupations in which the subject of the biography engaged or is associated with because such occupations have not been recorded in more current biographies. Such is the case with Eleanor Clarke Slagle. Although some examples are known, other have not been previously reported. The results provide additional information in the life of Mrs. Slagle and her role in the development of occupational therapy.

Keywords: biographical research, Eleanor Clarke Slagle, risky occupations and behavior

**Questions for Discussion**

1. Have the labels for the types of risky occupation or behavior changed over the years or do they remain the same?
2. How can historical biographical research provide a "window or lense" into risky occupations and behaviors in today's world?
3. Does historical biographical research have a role in occupational science? If so, what is that role?

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## **ESSENTIAL CONCEPTS IN OCCUPATIONAL SCIENCE : A CONSENSUS STUDY OF INTERNATIONAL EXPERTS**

Charles Christiansen, *University of Texas Medical Branch*

Catherine Backman, *University of British Columbia*

Barbara Hooper, *Duke University*

Doris Pierce, *Eastern Kentucky University*

Pollie Price, *University of Utah*

### **Abstract**

**Statement of Purpose:** The primary purpose of this study was to identify and gain expert consensus on occupational science concepts (knowledge about human occupation) essential to the competent practice of occupational therapy. A secondary purpose was to determine, using two, randomly assigned groups of experts, the extent to which the two groups would identify common concepts.

**Description of Methods:** We identified and contacted 62 international experts in occupational science using commonly accepted expertise criteria. We randomly assigned these experts into two independent but parallel panels. Using an online modified Delphi process, experts were provided with a course design scenario and asked to identify and justify concepts essential for competent occupational therapy practice. Concepts were clustered using content analysis, named, and defined by investigators analyzing each panel's submissions independently. In round two, participants in each panel rated each concept on a Likert scale (very essential to not essential). We then compared highly rated concepts from each group to determine if common concepts existed. Continuing with the course-building scenario, in Round 3 we asked the experts to consider harmonized definitions of common concepts and to agree or disagree with their inclusion as essential concepts. A criterion level of 70% was established to determine consensus.

**Report of Results:** Over two-thirds of the expert participants in each group continued through the conclusion of the year-long study. While over 50 concept clusters were identified across the two panels after the first round, comparisons across the two groups following round two suggested that some clusters were complex and included more than one concept. After further analysis and refinement, twelve distinct concepts were deemed to be common across the groups and were then reconsidered by panelists with harmonized definitions.

Implications Related to Occupational Science: We anticipate that the results of the study may provide a useful preliminary guide for identifying key concepts about human occupation deemed important for competent occupation-based intervention in occupational therapy. They may also provide useful guidance for educational planning and research within occupational science.

Keywords: delphi survey, occupational science, essential concepts

### **Questions for Discussion**

1. How might occupational therapy practitioners who are noted for expertise in occupation-based intervention agree with these findings?
2. What essential concepts may have been overlooked by the experts?
3. Should the field of occupational science encourage research into identified concepts seen as essential for practice?

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## **EXPLORING INTERSPECIES OCCUPATIONS WITH EQUINES: OCCUPATIONAL SCIENCE'S CONTRIBUTIONS TO THE STUDY OF HUMAN-ANIMAL RELATIONSHIPS**

Heather Pugh, *Towson University*

### **Abstract**

Intent: Viewing occupations as primary, co-constructed experiences minimizes dualism and allows for a more complete understanding of the occupation (Dickie, Cutchin, & Humphry, 2006). Eliminating dualism and the focus on individual experiences is especially important in research of human-animal relationships, where dualism and anthropocentrism are frequently



present (i.e. Dashper, K, 2017; Kirksey, S.& Helmreich, S., 2010). The Transactional Perspective of Occupation (TPO) (Dickie et al., 2006) provides a framework that deepens our understanding of human-equine occupations and allows for methodological changes that lead us to a greater understanding of interspecies occupations.

Argument: Despite the broad, multi-disciplinary interest in human-animal relationships, research related to horse-human relationships focuses on the effects of the presence of the horse in therapy during EAAT (equine assisted activity and equine assisted therapy) sessions (Kazdin, A., 2017). When the ‘presence of the horse’ is defined primarily by physical proximity as opposed to the equines’ actions and interactions, the horse is presented much like an inanimate prop or an accessory to a therapy session. Very little exploration has taken place regarding the exchanges, or transactions, that occur with humans and equines during the occupation of horsemanship (i.e. Dashper, K., 2017 & Maurstad et. al., 2013). TPO provides occupational scientists with a lens through which to interpret the actions of both human and non-human animals through their engagement in occupation. By framing horse-human relationships using TPO, researchers will be able to move beyond participant interviews and assessments to methodologies that consider the agency and contributions of equines such as multispecies ethnography (Kirksey, S., & Helmreich, S., 2010).

Implications Related to Occupational Science: TPO provides researchers with an opportunity to interpret human-animal relationships in a more holistic manner, supporting methodologies that move beyond viewing human-animal relationships through the limited perspective of the human voice. The action orientation of TPO can be utilized to provide a deeper understanding of co-constructed interspecies occupations such as horsemanship.

Conclusion: Occupational scientists are presented with a potential emerging area of theoretical exploration and research related to human-animal relationships. The Transactional Perspective of Occupation (TPO) could be a useful perspective for exploring interspecies occupations.

Keywords: horsemanship, transactional perspective of occupation, interspecies occupation

### **Questions for Discussion**

1. How can the Transactional Perspective of Occupation (TPO) be applied to interspecies occupations such as horsemanship?
2. How would researchers adjust their methodology when studying human-animal relationships to incorporate the contributions of non-human animals to the therapeutic process?
3. How can occupational scientists contribute to the interdisciplinary study of human-animal relationships (or occupations)?

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## **DAILY ROUTINES OF DRUG-ADDICTED MOTHERS**

Laure Décastel, *University of Applied Sciences of Western Switzerland, Occupational Therapy Department*

Staffan Josephsson, *Karolinska Institutet, Division Of Occupational Therapy*

### **Abstract**

Statement of Purpose: Substance abuse is one of the main issues related to disability in the world. Global statistics informs in general people from 15 to 64 years old uses drugs at least once a year. The group using drugs also includes young women and therefore young mothers. These women are particularly stigmatized and use drugs in hidden ways since it appears inconceivable in western societies to be a mother and use drugs. The use of drugs is often criminalized and questioned from moral standpoints, even more so when the user is a mother. Due to the complexity of this topic, little is known on the way women experience and organizes the role of being a mother when using drugs in their daily lives. Therefore it is important to further knowledge in this area. Existing knowledge on drug use from related fields informs on how drug use affects psychological and social well-being and other health-related issues. However from an occupational perspective several gaps of knowledge exists in relation to the occupation of drug use. For example, little is known regarding engagement in such occupations in relation to meaning making and the function of organizing everyday actions.

Description of Methods: This project aims to explore the personal experiences of daily routines and occupations of mothers using drugs. The methodology is based on a narrative approach using photo-elicitation method and analysis of narratives. Data are gathered from three women with experience of using drugs by using collaborative interviewing based on their own pictures illustrating their daily routines.

Report of Results: As the study is in progress, results are not known at this time but preliminary knowledge from earlier studies involving this group hints towards complexities regarding how to shelter the child from challenging aspects of the drug use.

Implications Related to Occupational Science: This research will provide a new perspective on the drug use of women with children. In addition, the occupational perspective of this study will provide different avenues for reflection, particularly on the harmful dimension of certain occupations that have not been studied to date, and the potential of Occupational Science to allow health and social professionals to better understand drug-use including an occupational dimension.

Keywords: drug use, mothering activities, daily routines

### **Questions for Discussion**

1. How can research in Occupational Science contribute to general knowledge on drugs use activities among mothers?
2. What are the moral and ethical dilemmas in developing knowledge on young mothers involvement in drug use occupations?
3. What are the benefits and the difficulties of using photo-elicitation method with regards to an occupational perspective ?

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## **DARKNESS IN SOCIAL MEDIA – CYBERBULLYING, A SCOPING REVIEW**

Ricardo Carrasco, *Nova Southeastern University*

Mariana D'Amico, *Nova Southeastern University*

## **Abstract**

**Statement of Purpose:** This scoping review aims to analyze systematically available research on cyberbullying. The authors explored the literature to describe this violent dark occupation, and understand why individuals engage in cyberbullying.

**Description of Methods:** Using the scoping review methodology proposed by Arskey and O'Malley (2005) the authors searched several databases including CINAHL, ERIC, PsycINFO, Medline, PubMed, and other sources. Researchers used the keywords: "cyberbullying;" "motivation;" "gender," "personality," and "perpetrators".

**Report of Results:** The search yielded 107 articles between 2010 and 2018. Both authors reviewed abstracts and removed commentaries, duplicates, and articles that did not fully meet the inclusion criteria, which were adolescents and adults, cyberbullying perpetration, and perpetrator traits. Articles that focused on intervention, cyber victimization, and victim behaviors. Upon completion of abstract review and elimination of articles, 9 articles were selected for full review and analyzed. These articles were primarily qualitative in design, exploring social media content, perspectives of perpetrators, behaviors associated with cyberbullying, comparisons of bullying and cyberbullying, and personality traits.

**Implications Related to Occupational Science:** Based on findings regarding engagement and motivation for cyberbullying as entertainment, fun, social connection, and conformity to social expectations require further exploration using a variety of methodologies. Future analyses of the seductive nature of this dark occupation can include foci such as cultural, gender, economic, geographic aspects of cyberbullying.

**Keywords:** cyberbullying, occupation, scoping review

## **Questions for Discussion**

1. How does gender influence quantity, quality, and manner of cyberbullying?
2. How might cyberbullying be different or the same based on culture, socioeconomic status, and geographic (urban vs. rural) area?
3. How might education and religious engagement relate to cyberbullying perpetration?

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## **BEHAVIORAL ADDICTIONS: EXCESSIVE ENGAGEMENT IN EVERYDAY OCCUPATIONS**

Chetna Sethi, *Towson University*

Surbhi Khanna, *Gladstone Psychiatry & Wellness*

### **Abstract**

**Intent:** This paper focuses on the negative effects of the excessive use of certain seemingly benign or even health promoting occupations such as exercising. We intend to address the gap in the literature with respect to behavioral addictions and its relationship to occupational science.

**Argument:** Until recently, non-substance abuse related addictions were not included in the Diagnostic and Statistical Manual of Mental Disorders (DSM). Pathological gambling, one specific example of non-chemical addiction, is included under the Substance Use and Addictive Disorders category of the DSM-5 (Robbins, & Clark, 2015) while some other addictions such as video games, sex, and exercise addictions are not. These disorders of excessive use that do not typically involve the ingestion of a psychoactive substance are called behavioral addictions (Griffiths, 1996). While some of these disorders like gambling, gaming disorders, and internet addictions have recently been identified in literature aiming at assessments and prevalence rates (Petry, Zajac, & Ginley, 2018), there is limited empirical evidence regarding appropriate behavioral interventions for such disorders (Demetrovics, & Griffiths, 2012). These disorders may have a close association with occupational science and provide opportunities for occupational therapy intervention. For example, exercising is considered to be a health-promoting occupation which can lead to increased endurance, self-efficacy, and reduce symptoms of anxiety and depression. However, what happens when an individual engages in excessive exercise to the point of it being detrimental to their health? Researchers believe that when there is diminished control over certain behaviors, the excessive engagement in that behavior itself can become the source of addiction (Jorgenson, Hsiao, & Yen, 2016). Some additional examples of behavioral or occupation-based addictions are problematic internet use, excessive online gaming, problematic social networking, pyromania, kleptomania, trichotillomania, onychophagia or nail biting, skin picking disorder, compulsive shopping, hypersexual disorders, compulsive hoarding, etc.

**Implications Related to Occupational Science:** It is widely accepted that engaging in occupations can promote health and a sense of well-being. This paper, however, will highlight the negative consequences of excessive engagement in seemingly benign or even health promoting occupations and the role of occupational scientists and therapists in preventing and managing these behavioral addictions.

Conclusion: There seems to be considerable overlap between occupational science and addiction medicine with respect to behavioral addictions. This paper is intended to spark a conversation regarding how occupational scientists and therapists can inform non-pharmacological interventions for such addictions.

Keywords: behavioral addictions, excessive occupational engagement,

### **Questions for Discussion**

1. Should the negative effects of excessive engagement in occupations be a concern for occupational scientists?
2. Is there any value in studying substance or non-substance related addictions within the field of occupational science?
3. How does the understanding of habits, routines, and rituals inform the field of psychiatry to develop appropriate behavioral interventions for this population?

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## **THE ROLE OF OCCUPATIONAL INFLEXIBILITY IN DOWN SYNDROME**

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

Brian Boyd, *University of Kansas*

Clare Harrop, *University of North Carolina at Chapel Hill*

### **Abstract**

Statement of Purpose: This paper builds on current occupational science scholarship regarding occupational balance by elucidating the role of occupational inflexibilities. To date, the majority of occupational balance literature has focused on exogenous factors such as the opportunities afforded by social determinants of health to engage in diverse occupations. However, few studies

have explored the relationship between inflexibilities and occupation. We believe that occupational inflexibilities are an underexplored dark side of occupational balance. The work of Ann Wilcock and John Dewey are synthesized in order to argue that a key feature of occupational balance is flexibility. We ground this discussion in John Dewey's concept of growth to argue that occupational flexibilities provide the means through which growth occurs.

**Description of Methods:** We distributed the Behavioral Inflexibility Scale to caregivers of individuals with DS, child ages 3 to 17 years (n=194). To be included in this study, individuals must be a caregiver of a child who: has DS, no comorbid ASD, aged 3-17 years, and resides in USA. The BIS is a validated measure of behavioral inflexibility in autism spectrum disorders (ASD). An exploratory factor analysis was conducted to identify differential occupational inflexibilities in DS.

**Report of Results:** An exploratory factor analysis of the DS sample produced five factors. In the DS sample, factors that emerged include: occupations as rule-bound, need for environmental sameness, insistence on same activities, limiting social context, and changing the occupations of family members. These results present strong evidence of occupational inflexibilities in these populations. We believe these occupational inflexibilities reduce the opportunity for challenges experienced in the context of occupation and thus reduce the opportunity for growth as defined by John Dewey.

**Implications Related to Occupational Science:** By extending occupational science scholarship on occupational balance, this paper provides an early look into occupational flexibility as a core component of occupational balance. Further, we present the value of an instrument, the Behavioral Inflexibility Scale, to occupational science. Occupational balance is a complex construct that requires examination of both exogenous factors (such as the social determinants of health) as well as endogenous factors (such as factors related to developmental disabilities). Additionally, the Behavioral Inflexibility Scale is a useful tool for measuring occupational inflexibilities.

**Keywords:** occupational balance, occupational flexibility, down syndrome

### **Questions for Discussion**

1. What other domains of occupational balance have yet to be explored in the occupational science literature? Are these domains that can be captured in an empirical scale?
2. The BIS is a caregiver reported measure of behavioral inflexibility. How might occupational scientists directly examine behavioral inflexibility during occupations?
3. What do you perceive as the challenges moving forward with occupational science scholarship on occupational inflexibilities?

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## **A COMMUNITY'S OCCUPATION: A COMMUNAL VIEW OF A SENIOR CENTER WELCOMING ELDER SPANISH-SPEAKING IMMIGRANTS**

Ryan Lavalley, *University of North Carolina at Chapel Hill*

### **Abstract**

**Statement of Purpose:** Occupational scientists are developing theory that conceptualizes community change and social transformation (Aldrich, 2018; Cutchin, Dickie, & Humphry, 2017; Lavalley, 2017). Considering societal inequities that shape occupational possibilities (Laliberte-Rudman, 2010) and communal occupations (Lavalley, 2017; Ramugondo & Kronenberg, 2015) is necessary in understanding how communities shift and develop. Diversification of our population creates dynamic relationships among community members, creating living and changing communities. Communities enriched with multiculturalism are also facing economic disparity and anti-immigrant sentiment. Understanding and examining the processes through which communities change – community level occupation – is integral in supporting justice and equity for immigrants and refugees. Therefore, the purpose of this research was to explore community occupation and formation of a local senior center as it welcomed Spanish-speaking older adults. Analysis was focused on understanding communal processes that influenced participation of Spanish-speaking older adults.

**Description of Methods:** I employed participant observations, individual interviews, and community mapping activities over a 6-month ethnographic process. Consultants included Spanish-speaking older adults and staff members of the center. Through participatory and collaborative strategies, both groups of consultants participated in collaborative social inquiry. Spanish-speaking consultants directly contributed to the analytic process. Document review was also conducted to inform policy and structural analysis of the community.

**Report of Results:** The results of this study describe a community functioning with various communal habits and norms that significantly impacted the participation of Spanish speaking older adults. The individuals in the center formed a living community that was changing and doing together. Reinforcement of communal habits (e.g. communication and space use) or information structures (e.g. publication of activities and announcements of events) significantly



influenced how immigrants accessed the center. Community norms, often taken for granted by staff, contributed to a compartmentalization of Spanish speakers' occupation within the center, diminishing their "felt presence".

**Implications Related to Occupational Science:** The findings of this study confirm the importance of community level analysis of occupation. Taking a broad view of community occupation recognizes the social processes and communal habits of communities doing together. This can illuminate social injustices and community challenges. This study has demonstrated the power of collaborative social inquiry and reveals occupational scientists as formidable community change agents.

**Keywords:** community occupation, collaborative social inquiry, collective occupation

### **Questions for Discussion**

1. What does examination of occupation at the community level reveal about societal functioning?
2. How does community level analysis of occupation contribute to how we understand the socialness of occupation?
3. Can an expanded understanding of occupation position occupational scientists in new ways to support positive community development?

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## **OCCUPATIONS EXPERIENCED BY PEOPLE LIVING WITH A PERSONALITY DISORDER**

Catherine Vallée, *Université Laval*

Olivier Potvin, *Université Laval*

Nadine Larivière, *Université de Sherbrooke*

### **Abstract**

**Statement of Purpose:** Evidence on the occupational lives of people living with a personality disorder is scarce. Yet, people with lived experience find little meaning and satisfaction in their occupations and their routine. Many engage in occupations that are potentially harmful, viewed as unhealthy, illegal or immoral. In order to develop a better understanding of the nature of occupational engagement of people living with a personality disorder, this study aims at describing the purpose and functions of personally important occupations, whether these occupations are sanctioned or not.

**Description of Methods:** Through a descriptive interpretative methodology (Gallagher 2014), five women and five men living with a Cluster B personality disorder shared narratives on occupations that are important for them. A thematic content analysis fostered the development of a coding structure that reflected a first account perspective, while contextualizing occupational experiences. The entire process was peer-reviewed within the research team in order to enhance its credibility.

**Report of Results:** Participants' narratives depict a variety of meaningful occupations, many of which are socially disapproved. Their way of framing their occupations seems primarily influenced by their support system's appraisal of their occupational engagement and, to a lesser extent, by their own occupational experience. Non-sanctioned occupations serve as a coping strategy to deal with distressing situations, to connect with others who share similar life experiences or to reestablish a fragile sense of control. Other occupations are socially disapproved due to the overinvestment of the participants' commitment. While participants describe how this overinvestment allowed them to control destructive impulses, significant others perceived it as counterproductive and unnecessary. Engaging in socially valued or productive occupations allowed some participants to gain recognition or to identify their competencies, but also confirmed their differences, creating some form of alienation or marginalization.

**Implications Related to Occupational Science:** This exploratory study highlights the importance of situating occupations in their context, while endorsing a first-account perspective.

Occupational engagement for this population is often scrutinized, framed as unhealthy. This project brings a dissonant perspective on taken-for-granted assumptions about healthy and so-called unhealthy occupations. These results reiterate the importance of considering the subjective experience and the needs addressed by an occupation as vectors of well-being rather than its sole purpose and social value (Doble and Santha, 2008). Therefore, one must appraise

critically her /his assumptions on occupations, in order to respond with sensitivity to the needs and the experience of this population, without perpetuating stigma.

Keywords: non-sanctioned occupation, occupational needs, coping

### **Questions for Discussion**

1. Did we (as a collective) framed in a narrow way what are non-sanctioned occupations (beyond those that are so-called deviant, illegal or taboo)? Should we focus mainly on the “nature” of the occupation?
2. Should we expand the definition of non-sanctioned occupations to include those that are under the scrutiny of the social environment (meso level vs. macro level)?
3. How should we frame the concept when focusing on occupations that are negatively perceived by the individual, due to internalised stigma? Are we still in the realm of non-sanctioned occupations? What are the boundaries of this concept?

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## **FORUM**

### **FRAMING OCCUPATIONAL PARTICIPATION WHEN IT IS OUTSIDE SOCIAL NORMS**

Laurie Stelter, *Texas Tech University Health Sciences Center*

Cynthia Evetts, *Texas Woman's University*

### **Abstract**

**Aims/Intent:** The aim of this presentation is to facilitate the dynamic exploration of a unique theoretical perspective regarding the occupational participation of individuals along an adaptive/maladaptive continuum as influenced by a range of prosocial/antisocial norms. This presentation and associated interchange will evoke participants to potentially reconsider how they currently conceptualize and describe the adaptiveness of occupational participation, especially when the occupational response or choice goes against typically acceptable social norms. Content will include a description of the integration of three continuums – (1) adaptive versus maladaptive characteristics, (2) prosocial versus antisocial motives, and (3) prosocial versus antisocial behaviors – to create a taxonomy of eight possible characterizations of occupational participation as influenced by these complex traits. Participants will analyze

specific case studies that correspond with the various conceptualizations of occupational choice or participation. This perspective is also proposed to have a wide range of potential application in regards to individuals with high occurrences of antisocial behaviors and motives. Participants will be able to utilize this conceptualization to frame his or her understanding of occupational choice and participation with greater depth for individuals with antisocial characteristics.

**Rationale:** Evaluating the occupational choices and participation of individuals is complicated by the occurrence of occupational behaviors and motives that go against typical acceptable social norms. An enhanced understanding of occupational participation that includes the realities of antisocial occupations and motives is warranted. This presentation speaks specifically to the conceptualization of antisocial occupational choices such as those that involve illegal, manipulative, taboo, or risky behaviors. Occupational science literature calls for an understanding of occupation that specifically relates issues participation to the antisocial range of characteristics often found within certain populations. The concepts introduced in this presentation are believed to significantly enhance the understanding of occupational choice and participation as complicated by antisocial behaviors and motives, and to promote the potential health and well-being of specific populations at-risk for being deprived of prosocial occupational opportunities.

**Potential Outcomes for Participants:** Participants will: 1) Describe a conceptualization of occupational participation as influenced by antisocial behaviors and motives. 2) Relate this novel conceptualization of occupational participation to known practice and research populations. 3) Realize specific implications for assessment, intervention, and research in regards to this proposed taxonomy.

**Keywords:** Antisocial behaviors, Antisocial motives, Maladaptive occupation

### **Questions for Discussion**

1. Considering occupational behaviors that go against our typical social expectations, how would you describe them in terms of adaptiveness or maladaptiveness and why?
2. Are there any occupational choices that don't seem to be captured within this potential taxonomy for conceptualizing occupational participation as influenced by antisocial/prosocial behaviors and motives?
3. How does consideration of the adaptive and social nature of motive impact your view of occupational behaviors outside your own social norms?

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## **THE “DARK SIDE OF OCCUPATION”: CREATION AND INTENT OF THE CONCEPT**

Rebecca Twinley, *University of Plymouth*

Clare Hocking, *Auckland University of Technology*

### **Abstract**

**Intent:** In 2012, Twinley first introduced the concept – “the dark side of occupation” – by suggesting that definitions of occupation need to be refined, as none explicitly include occupations not deemed to be healthy, productive, and prosocial. That claim is in line with Hocking’s (2009) earlier assertion that occupational science research and scholarship must continue to develop to fulfil the discipline’s promise of generating knowledge of occupation itself. In this presentation, Twinley and Hocking come together to outline the creation, development, and intent of the concept in order to address misinterpretations; in particular, we differentiate between occupations that remain “in the dark” from the (pejorative) labelling of “dark occupations”. To illustrate our argument, we discuss examples of occupations that have shifted – often through social change processes – to being perceived as either more or less socially acceptable, healthful, or productive.

**Argument:** There is a need to address the labelling of occupations as “dark” as opposed to those that are “in the dark”. The former means that a moral judgment is being made about another person’s subjective experience of occupations. The latter - “the dark side of occupation” – is figurative language pointing to the systematic lack of attention given to certain classes of occupations that have, therefore, been left in the dark (see Twinley, 2017). This terminological debate highlights the need to differentiate between viewing occupations as illegal/taboo/risky/unsanctioned, thereby stigmatising both the occupations and people who engage in them, versus the societal benefits of building knowledge of occupations about which little is currently understood.

**Implications Related to Occupational Science:** The progression and development of our understanding of humans as occupational beings demands that we engage in discussion and debate regarding occupations that have been left in the dark. Occupations perceived as Illegal/taboo/risky/unsanctioned require a whole social change process or shift to make them no

longer “dark”. We could shed light on occupations previously unexplored, exploring their form, function, and meaning and, on that basis, debate their contribution to health (of individuals and society).

Conclusion: Many occupations remain in the dark – yet to be explored, especially in terms of their form, function, and meaning. There are those that have shifted into the dark, and those that have shifted into the light; the implications of that for occupational science is related to the contribution we could make to society by explaining why people participate in the richly diverse range of occupations that they do.

Keywords: occupational science research and scholarship, defining occupation, societal contribution

### **Questions for Discussion**

1. What insights into humans as occupational beings are envisioned by bringing the full range of occupations into the light?
2. What social and historical forces place occupations on “the dark side”?
3. What advice might we give to researchers committed to shedding light on such occupations?

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**SATURDAY, OCTOBER 5, 2019**

**MORNING SESSION**

**A VITAL OCCUPATION: OBJECTS OF SLEEP**

Lauren Adrian, *Rush University*

Charlotte Royeen, *Rush University*

Lauren Little, *Rush University*

**Abstract**

Statement of Purpose: Sleep is a vital occupation in which all people participate; however, many individuals struggle with sleep. During bedtime routines, individuals use different objects within their environment in the hours prior to participating in sleep and we have identified these important tools as contextual objects of sleep. Occupational Science literature, has not investigated how specific everyday objects support or hinder individuals' participation in sleep and research has instead focused on individuals' sleep behaviors over sleep context. Therefore, the purpose of this study is to identify common contextual objects of sleep and their meaning among college students.

Description of Methods: We used a mixed methods analysis consistent with Higgs (2001) and Creswell (2003). Graduate students (n=20) photographed 5 objects of sleep in their sleep environments as well as described the meaning of each object. We used a constant comparative analysis of the graphical representations of objects of sleep (Royeen, 2014) as well as a thematic analysis (Braun & Clark, 2006) of the narrative content of meaning. We also used frequency counts with descriptive statistics to understand similarities across the data. Overall, this innovative methodology allowed us to gain an understanding of the ways in which contextual objects of sleep support or hinder this everyday occupation among graduate students.

Report of Results: Three contextual sleep object categories emerged from the data, each related to technology, safety and sensory qualities. Sensory qualities were the most common category for the objects of sleep with 62/100 images being coded into the sensory category and individuals' descriptions revealed the sensory experiences of such objects.

Implications Related to Occupational Science: Occupational Science is well positioned to inform sleep interventions among individuals with various conditions. Although objects of sleep have an effect on this everyday occupation among all people, research has yet to understand how we can use individuals' meanings associated with sleep to design and incorporate into intervention. The improvement in the occupation of sleep participation for individuals through objects of sleep analysis and intervention could further quality of life and everyday functioning.

Keywords: sleep

### Questions for Discussion

1. How does research about objects of sleep align with a transactional perspective of sleep (versus sleep hygiene, which has largely focused on the behaviors of the individual)?
2. From a methodological perspective, does the integration of qualitative data from objects of sleep and quantitative data of individuals' sleep quality support a transactional perspective of this occupation?
3. What are some ways that we work with interdisciplinary teams of researchers focused on sleep to integrate an occupational science perspective of how objects support or hinder participation in sleep?

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## RELATIONSHIPS BETWEEN OCCUPATIONAL BALANCE AND SLEEP PROBLEMS IN COLLEGE STUDENTS

Aaron Eakman, *Colorado State University*

Adam Kinney, *Colorado State University*

### Abstract

**Statement of Purpose:** The present study explores the intersection of two concerns to occupational science - sleep problems and occupational balance. Occupational (or life/lifestyle) balance is a concept that has received growing attention in the occupational science literature with implications for health and wellbeing. It has been suggested that occupational imbalance may be identified given the presence of sleep problems. Given that sleep is an established area of occupation, and sleep problems are of great concern in college students, further study is warranted to explore the relationships between these two concerns.

**Description of Methods:** A cross-sectional correlation design study obtained responses from 662 college students (Female = 457) to a subjective indicator of occupational balance (Life Balance/Life Imbalance) using the Engagement in Meaningful Activities Survey and the Meaningful Activities Wants and Needs Assessment. Adjusted mean differences between these aspects of balance were explored with well-validated indicators of sleep concerns (e.g., sleep



disturbances); and ill-being (e.g., depression) given known associations with both occupational balance and sleep problems.

**Report of Results:** Of the sample, 31.3% were identified as having Life Balance and 26.6% were identified as having Life Imbalance. Compared to Life Balance, those with Life Imbalance had greater sleep disturbances (effect size  $d = -.38$ ) and sleep-related impairments ( $d = -.48$ ), poorer sleep hygiene ( $d = -.42$ ) and greater dysfunctional sleep beliefs ( $d = -.49$ ). Life Imbalance persons had higher levels of depression ( $d = -.36$ ), anxiety ( $d = -.61$ ), and stress ( $d = -.57$ ). Lastly, there was a significantly greater proportion of persons with chronic insomnia within the Imbalance (30.3%) compared to Balance (22.2%) classification ( $p = .001$ ).

**Implications Related to Occupational Science:** Relationships between occupational balance (Life Balance/Life Imbalance) and sleep-related impairments were found with moderate effect sizes. A greater proportion of those with Life Imbalance reported chronic insomnia, had greater sleep-related complaints and greater impairments in daytime functioning due to sleep problems. Findings indicate that ineffective sleep hygiene behaviors (e.g., getting up at different times during the week) and dysfunctional sleep beliefs (e.g., trying harder to sleep when not falling asleep) may contribute to sleep problems for the Life Imbalance group. Furthermore, sleep problems in the Life Imbalance group may be magnified by elevated levels of depression, anxiety, and stress. Informational campaigns and lifestyle interventions targeting effective sleep-related behaviors and beliefs may be used to create daytime occupations/routines supportive of sleep. Future study of meaning in occupation as a way to explore both sleep and occupational balance is warranted.

**Keywords:** occupational balance, meaning, sleep

### **Questions for Discussion**

1. How can a subjective perspective on life balance inform understanding of sleep problems?
2. How can sleep hygiene behaviors and sleep-related beliefs influence meaning in occupation?
3. How can occupation-based therapeutics be used to prevent/improve sleep problems?

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# **DEVELOPING EPISTEMOLOGICAL AND ONTOLOGICAL STRATEGIES IN UNDERSTANDING RESISTANCE**

Gail Whiteford, *Charles Sturt University*

## **Abstract**

**Intent:** To stimulate reflexive discussion focussing on what Resistance as an occupation means to those who engage in it in diverse sociopolitical and cultural environments and how we can attempt to understand these meaning ascriptions and their impacts.

**Argument:** Resistance to forms of oppression is an age old human phenomenon. Despite its pervasiveness as a theme in societal dynamics, it remains relatively poorly understood as an occupation of meaning. Resistance has many forms: overt, covert and symbolic for example, yet it is argued that the form and meaning are only able to be comprehended through deep epistemological and ontological appreciation.

**Implications Related to Occupational Science:** Resistance represents a dark side of occupation in so far as, in extremis, it can be manifest in violent and destructive ways. This form is that which is most represented and relatively undercritiqued in popular culture. There are, however, other forms of resistance that are less immediately discernable but which are deeply meaningful to those in oppressive situations or contexts. To date, our understandings of Resistance in its various forms as a situated phenomenon remain limited. Occupational Science would be enriched by expanding our understandings through the development of epistemic and ontologic strategies aimed at illuminating the deep narrative constructions that underpin forms of Resistance.

**Conclusion:** Occupational Science is on the threshold of the development of greater epistemic diversity, a scholarly development which it can be argued, will enhance its relevance to other disciplines and to peoples drawing upon diverse knowledge systems. An exploration of a hitherto poorly understood, yet deeply situated and inherently complex, phenomenon such as Resistance will add to this scholarly project over time.

**Keywords:** resistance, ontological, epistemological

## **Questions for Discussion**

1. How can we best understand Resistance as a situated occupation?
2. How can deepening understandings of Resistance contribute to the corpus of knowledge in occupational science?
3. How do persons engaged in forms of resistance understand its meaning and how does this impact on them?

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# **INCARCERATED WOMEN'S VOCATIONAL INTEREST AND RELATED BARRIERS OF SOCIETAL REENTRY**

Selena Washington, *Saint Louis University*

Lisa Jaegers, *Saint Louis University*

## **Abstract**

**Statement of Purpose:** Incarcerated women are often characterized as a vulnerable population, with disadvantaged histories that often include traumatic experiences and marginalization. This marginalization is commonly associated with interpersonal conflict and distress, but also related to engagement in non-sanctioned or undesired occupational and vocational choices (Wolff & Shi, 2010). This study examines incarcerated women's self-reported vocational aspirations, interest, and related challenges/barriers of societal reentry. There is a strong association between vocation and recidivism; and how vocational satisfaction can significantly contribute to an individual's chances of being a self-sufficient and law abiding citizen after incarceration (Esperian, 2010). Perceived vocational barriers have been significantly influential to vocational choices and aspirations (Rojewski, 2004) within incarcerated populations, and have been linked to an individual's self-confidence and thus deterring the vocational planning process. Understanding the role of these barriers has been shown to be essential for incarcerated women (Luzzo & McWhirter, 2001), and a critical variable when examining the vocational reentry process.

**Description of Methods:** We used a participatory convenience sample among women incarcerated (WI) (N=114) at a state correctional facility who resided there between 31 -135 days. Self-reported survey measures included the Perception of Barriers scale as a formal measure of related to anticipated ethnic and gender discrimination, resources, and vocational/occupational related barriers. The Occupational Information Network Interest Profiler comprehensive self-assessment was used to identify occupational and vocational interest, based on the Holland Occupational Theme model. Specific socioeconomic variables were obtained, along with job(s) held prior to conviction and current vocational aspiration(s).

**Report of Results:** In this study we sought to examine associations among incarcerated women's (a) perceived vocational/ occupational barriers, (b) the complexity level of their career aspirations in relation to their level of education and vocational history, and (c) the observed distribution of the participants Holland vocational types by ranked order of interest. Preliminary results indicated the perceived barriers were connected to the stigmatization of incarceration (M=4.14, SD= 0.8), however the results did not indicate barriers related to gender and ethnicity. The women indicated the most interest in Enterprising (entrepreneurial) 31.58% and Conventional (clerical/structured) 25.44% vocational types.

**Implications Related to Occupational Science:** Through the lens of occupational choice we seek to outline intrinsic and extrinsic influences/barriers, and motivators/interest of the incarcerated women within this study due to the lack of occupational science-informed programming for WI

(Railey & Peterson, 2000). This study has the potential to inform relationships between perceived vocational barriers among WI and the consciousness and/or unconsciousness awareness of vocational interest.

Keywords: occupational choice, vocation, incarceration

### **Questions for Discussion**

1. How can we as occupational scientists utilize the practice of occupational consciousness, to raise awareness of past misaligned vocational/occupational choices; and how this misalignment has intersected with occupational deprivation at the individual and
2. How can we as occupational scientists disrupt the cycle of institutionalized vocational training through occupational choice, in order to provide agency to those who have been historically oppressed?
3. What further study can occupation scientists enact, in order to dissect and understand the paths of incarcerated populations and their engagement in non-sanctioned activities?

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## **FORUM**

### **EXPLORING AND IDENTIFYING “OTHERING” IN SCHOLARSHIP, INQUIRY, AND EDUCATION ABOUT NON-SANCTIONED OCCUPATIONS**

Rebecca Aldrich, *University of Southern California*

Niki Kiepek, *School of Occupational Therapy, Dalhousie University*

Amber Angell, *University of Florida*

Michelle Elliot, *Queen Margaret University*

#### **Abstract**

Aims/Intent: This forum will highlight the potential for “othering” in scholarship, inquiry, and education about non-sanctioned forms of occupational engagement, i.e. those deemed unhealthy, illegal, or undesirable within particular historical and cultural contexts (Kiepek et al., 2018). “Othering,” which refers to the representation of the Other as essentially different in a way that implies inferiority, can unintentionally occur when people attempt to give voice to underrepresented groups (Krumer-Nevo & Sidi, 2012). “Othering” emerges through the process of situating particular doings and identities relative to social norms. In this forum we aim to engage participants in a discussion of “othering” vis-à-vis the emerging body of occupational science scholarship on non-sanctioned occupations. Facilitators will provide examples of critical reflexivity about “othering” from their own writing, research, and teaching experiences, problematizing particular namings and framings of occupation and inviting audience dialogue and reflection. We invite attendees to engage in critical reflexivity to examine processes of “othering” and to foster spaces for alternative perspectives to be voiced and discussed.

Rationale: The naming and framing of occupations is not a neutral endeavor and, when undertaken unreflexively, can unintentionally “other” occupational beings. Inadvertent “othering” can perpetuate inequity and social marginalization, thus working against emancipatory and inclusive agendas espoused in occupational science literature.

Potential Outcomes for Participants: Drawing on examples from the facilitators’ own works, participants will identify and explore potentially “othering” aspects of their own scholarly and/or pedagogical practices. Through guided discussion and structured activities, participants will collectively generate strategies to recognize the potential for or enactment of “othering,” engage in dialogue to examine practices of “othering,” and take measures to explore and identify “othering” in occupation-focused scholarship, inquiry, and educational practices.

Keywords: "othering", critical reflexivity, non-sanctioned occupations

#### **Questions for Discussion**

1. What critical theories and practices provide insight into the presence or perpetuation of “othering” in academia?

2. How do we invite reflexive discussions in our own professional circles, acknowledging that processes of “othering” are frequently not obvious or conscious?
3. What are the ‘darker’ sides embedded in quests to more deeply understand occupation in all its complexity?

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## IT'S NOT A ROLE: A CONCEPTUALIZATION OF PARENTING OCCUPATIONS

Aaron Bonsall, *AT Still University*

### Abstract

Intent: In 1998, Jeanne Jackson contemplated the use of role theory in occupational science. At that time, Jackson (1998a, 1998b) made an effective argument that the drawing on role theory and the use of the term “roles” did not reflect the emphasis that occupational therapy places on the individual. Jackson’s critique of role theory was generally well-received and frequently cited in occupational therapy texts. Recently, my own research and the inconsistent prevalence of roles in occupational therapy and occupational science has convinced me that a return to this subject is in order. The purpose of this paper is to analyze role theory using parents’ stories to explore the influences that the pressure of roles can have in the lives of individuals. The stories of parents of children with disabilities demonstrate societal pressure to conform to impossible norms that reflects past arguments against role theory.

Argument: Unmet societal expectations expressed by parents of children with disabilities will be used to demonstrate the negative consequences of roles. Further, resistance to societal expectations and examples of parenting dyads that are able to construct responsibilities that meet their needs regardless of societal definitions of roles will be used to challenge the relevance of

role theory within occupational science. The socially determined conceptualization of role theory is in direct contrast with the views of families and occupations as being constructed through doing. Current conceptualization of parenting occupations as practices socially constructed will be explored in order to further identify this contrast.

Implications Related to Occupational Science: Understanding role theory and the negative influence that roles can have in everyday life is an important aspect in understanding how occupations are constructed and enacted. This challenge of the use of role theory relates to the conference theme by demonstrating the negative consequences of real-world role expectations. Not only can occupations have a dark side, but also our expectations of occupations can have a darker side.

Conclusion: This paper is important in that it helps to contemplate and clarify the language we use in occupational science. Past challenges to role theory are updated by demonstrating negative consequences that role expectations have on the lives of individuals. In addition, current conceptualization of the construction of family occupations as practices socially constructed are in direct conflict with role theory.

Keywords: role theory, families

### **Questions for Discussion**

1. What terms could we use to replace the term roles?
2. How is role theory currently being used in occupational science?
3. How have you seen the detrimental use of roles in your work?

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## **INSIGHTS INTO STIGMA AND DISCRIMINATION: LIVED EXPERIENCES OF PARENTS OF A CHILD WITH A DISABILITY LIVING IN ZAMBIA**

Paula Rabaey, *St. Catherine University*

Renee Hepperlen, *University of St. Thomas*

Hayley Manley, *St. Catherine University*

Amanda Ament-Lemke, *St. Thomas University*

### **Abstract**

Statement of Purpose: Parenting occupations with a child with a disability (CWD) are complex and multifaceted. Within Zambia, parents of CWD face significant stigma and discrimination

due to taboo beliefs about the causes of disability, and adverse attitudes and sub-par treatment of persons with disabilities (Stone-McDonald & Butera, 2012). These factors impact parenting occupations resulting in isolation, decreased quality of life, and decreased access to health and rehabilitation services (Mol, von Brakel, & Schreurs, 2014). The purpose of this study was to gain a rich description of the lived experiences of parents caring for a CWD living in a sub-district of Lusaka, Zambia and to assist parents in identifying their preferences for change in their community regarding stigma and discrimination of CWD.

**Description of Methods:** This study used Photovoice and photo-elicitation to capture the lived experiences of Zambian parents caring for a CWD within a disenfranchised and vulnerable sub-district (Wang & Burris, 1997). Ten parents were recruited for, and consented to the Photovoice project and a photo-elicitation interview about their experiences parenting a CWD. Parents participated in a one day workshop, and then took photographs for 4 days reflecting their experiences of parenting a CWD. Participants engaged in individual interviews using 5 selected photos as visual prompts for discussion (Tinkler, 2013; Wang & Burris, 1997). Lastly, participants participated in a focus group session where they shared their photos and determined categories representative of the group's experiences. Phenomenological analyses (Moustakas, 1994) was used for textual data along with the photographs from the photo elicitation interviews.

**Report of Results:** Preliminary results of this study reflect how parenting occupations of a CWD are further complicated by stigma and discrimination within Zambian culture. Parents identified themes of needing help and support, concern that their children be loved and have dignity, and be able to socialize and play. Overall phenomenological themes will be discussed along with the photographic analysis process and results of the textual data in order to illuminate the experiences of parenting a CWD in Zambia

**Implications Related to Occupational Science:** Occupational science can benefit from knowledge from diverse cultures around the world and qualitative techniques expanding beyond traditional interviews. This study contributes to the understanding of parenting occupations of caring for a CWD in a country where disability is fraught with taboo and stigma and where parents have little voice to advocate for their CWD. This study seeks to empower parents to help change attitudes and behaviors toward CWD within their community.

**Keywords:** parenting, stigma, photovoice

### **Questions for Discussion**

1. How can initial evidence from this study help inform occupational science on an international level?
2. How does Photovoice and other visual methods influence our understanding of the construct of parenting a CWD within vulnerable communities and populations?
3. What implications does this study have for addressing stigma and discrimination that adversely affects parenting occupations of a CWD?



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## THE DARK SIDE OF CARING TOO MUCH: A LOOK AT HELICOPTER PARENTING

Don Gordon, *University of Southern California*

### Abstract

Intent: The purpose of this paper is to discuss the phenomenon of helicopter parenting. This represents a relatively new parenting style with many potentially maladaptive repercussions. This is particularly salient as students raised using this parenting style enter graduate school. Due to the fundamental nature of parenting as an occupation this trend in the occupation of parenting is well worth understanding. This is particularly salient given the growing evidence of the very real and lasting negative effects of helicopter parenting (Luebbe et al., 2019; McGinley, 2018; Padilla-Walker and Nelson, 2012; Weitkamp and Seiffge-Krenke, 2018).

Argument: Parenting is certainly one of the oldest and most fundamental of human occupations. Helicopter parenting has emerged as a culturally significant form of modern parenting that is particularly relevant in the lives of emerging adults (i.e. college students in general and increasingly graduate students in particular). Due to marked societal changes over the past several decades the nature of parenting has changed with one socially recognized term characterizing some of these fundamental changes: Helicopter parenting (Padilla-Walker and Nelson, 2012). While this parenting style is characterized by high warmth and support studies indicate that children of helicopter parents have lower psychological well-being, with increased depression and anxiety (Luebbe et al., 2019), increased likelihood of the development of narcissism and entitlement in youth with decreased ability to engage in prosocial and empathetic behaviors (McGinley, 2018). These problems present real occupational challenges that require understanding in order to be addressed.

Implications Related to Occupational Science: This is of particular importance to occupational science given that it is such a fundamental human occupation. Parenting can be intensely meaningful and emotional, making this difficult when balancing concerns for safety with the need to cultivate autonomy. Another critical consideration is that as occupational scientists we are often engaged in the professional training of occupational therapists. As educators we need to understand the how to best tailor professional training to meet the psychological needs of our students to allow them to be effective professionals. Understanding what to look for in future professionals is critical to the survival of the profession, therefore understanding how parenting styles may impact our potential students is of utmost importance.

Conclusion: Helicopter parenting is unlike previously described parenting styles. The outcomes for children who are brought up using this parenting style demonstrate how caring can lead to outcomes that ultimately harm the ones we seek to nurture and protect.

Keywords: parenting, mental health, academic functioning

### **Questions for Discussion**

1. How does this research inform how emerging adults may experience and cope with occupational challenges as they move forward in life?
2. Do these findings challenge any of the assumptions that you have about the nature of caring and the effects of a variety of nurturing behaviors?
3. How might this knowledge inform our approach as educators in order to best help those students impacted by this parenting style cope with the challenges of being a new professional?

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# **LEARNING ABOUT THE DARK SIDE OF OCCUPATION: UNCOVERING THE BENEFITS AND COMPLEXITIES FROM STUDENT OCCUPATIONAL THERAPISTS**

Amelia Di Tommaso, *School of Allied Health Sciences, Griffith University, Queensland, Australia*

Rebecca Twinley, *University of Plymouth*

## **Abstract**

**Statement of Purpose:** This research paper will present occupational therapy students' experiences of learning about the Dark Side of Occupation. Also to be discussed is how students conceptualize their knowledge of the Dark Side of Occupation in their future practice as occupational therapists.

**Description of Methods:** Twinley (2013; 2017) suggested that most occupational therapy textbooks and student education around occupation did not adequately examine those deemed less positive or those with health-reducing potential, let alone the complexity that such occupations pose. Final year student occupational therapists at an Australian university have studied a module based on the Dark Side of Occupation. A qualitative approach was required to uncover students' experiences of learning about the Dark Side of Occupation. A focus group was completed with eight fourth year student occupational therapists. The facilitator of the group was not the teacher of the module to ensure an open discussion. The focus group was audio-recorded and transcribed verbatim. The transcript formed the data set. Braun and Clarke's (2006) method of thematic analysis was employed to analyze the data and uncover themes.

**Report of Results:** The students identified that the most important and useful aspect of learning about the Dark Side of Occupation was feeling more prepared and confident for placement, AND also in their future work as an occupational therapist. Students were able to discuss case studies and bring in experiences from previous placements and re-examine their choices through the lens of the Dark Side of Occupation. Another benefit for the students was unearthing their own personal biases and examining how this affected their therapy choices. As a result of the discussion and education module, students stated they would make different choices in the future. Societal factors and cultural beliefs and how these limited some students from fully enacting health-reducing occupations was also discussed. Students felt that they had good knowledge of the concepts of occupational science and theoretical understandings of occupation, however the Dark Side of Occupation enabled them to gain a deeper understanding to directly to apply to their future work.

**Implications Related to Occupational Science:** Occupational therapy students around the world learn about the philosophical foundations of the profession and also occupational science concepts to understand occupation and humans as occupational beings. Students suggested that although they had a strong understanding of occupation and occupational science concepts, learning about the Dark Side of Occupation further enhanced their understanding of occupation, humans as occupational beings, and how they can facilitate occupation in practice.

Keywords: dark side of occupation, students, education

### **Questions for Discussion**

1. How does the Dark Side of Occupation enhance students/ therapists/ occupational scientists understanding of occupation and humans as occupational being?
2. How do others teach students about the Dark Side of Occupation alongside other occupational science concepts?
3. How can understanding the Dark Side of Occupation assist occupational therapists and students to incorporate occupational science concepts as the foundation for their practice choices?

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## **Assessing Student Knowledge of Occupation**

Pollie Price, *University of Utah*

Sheama Krishnagiri, *Therapy in Action*

Barbara Hooper, *Duke University*

### **Abstract**

**Statement of Purpose:** A measure of success in the occupation of teaching is how well the content is grasped by the student. Formal and informal assessments of what students have learned is one way to evaluate success. Occupation is a core concept taught in all professional occupational therapy programs. While faculty strive to teach this concept in multiple and creative ways, how they assess students' mastery of this concept has not been explored. This study examined how student knowledge of occupation was assessed in US programs.

**Description of Methods:** Educators from 25 randomly selected OT and OTA educational programs at various Carnegie levels and geographic regions in the U.S participated. Using a qualitative descriptive research design, participants were interviewed about and submitted education artifacts reflecting how they assessed students' knowledge of occupation. A team of researchers coded the data, further categorized it using constant comparative methods, and re-analyzed it with an a priori list of robust assessment features to determine the degree to which assessment features were present and aligned, including learning objectives, performance

criteria, quality indicators, and data collection tools. The data were also classified as direct or indirect assessments.

Report of Results: Results: Occupation was assessed: 1) at both the instruction and program levels; 2) in relation to its use in practice more than as a concept apart from practice; 3) through indirect assessment more than direct. While assignments and learning activities were highly creative and experiential, they varied in the degree to which they were also robust assessments and explicitly included criteria related to occupation knowledge. Results indicate the need for further faculty development about the complexity of occupation, and the development of robust, well-aligned assessment strategies.

Implications Related to Occupational Science: This study contributes to an understanding of one activity within the occupation of teaching, specifically around best practices for assessing student learning regarding the core concept of occupation.

Keywords: occupation, assessment, teaching and learning

### **Questions for Discussion**

1. What strategies of assessment/ assessment tools have you used in assessing student's knowledge of occupation? How effective were they?
2. How do we best design assessment for knowledge on occupation?
3. What is the best vehicle to disseminate resources for faculty learning of occupation as a concept apart from occupational therapy practice, and applied to practice?

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## **LINKING OCCUPATION TO PHYSICAL AND PSYCHOLOGICAL STRESS: IMPLICATIONS FOR STUDENTS IN HEALTHCARE PROFESSIONS**

Shawn Roll, *University of Southern California*

Sandy Takata, *University of Southern California*

Yoko Fukumura, *University of Southern California*

### **Abstract**

Topic: Occupational performance and participation are multi-faceted concepts, each having a complex interface with both positive and negative aspects of health and well-being (Guptil,

2012). These relationships are especially critical during transitional phases of life when occupational pursuits, environments, and social interactions are often novel and in flux. Although this has often been studied in the transition to retirement in older adults, college-age is a less studied, but equally pivot time when a heightened risk of maladaptive behaviors often leads to declines in physical and psychological well-being (Keptner, 2018; Garrett, Liu, & Young, 2017).

**Purpose/Aims:** This study aimed to characterize curricular and extracurricular occupational participation and performance patterns of college students in healthcare professions and to examine the influence of occupation on physical health and psychological well-being.

**Methods:** Through a longitudinal multi-cohort study, three types of data were obtained and analyzed from students in either an occupational therapy (n=54) or dental hygiene (n=48) program. (1) **Curricular Occupations:** Participation in laboratory and clinical activities was monitored across two years. A subsample of dental hygiene students (n=20) were video-recorded while working with patients, and occupational performance components (e.g., tasks/activities, posture) were coded. (2) **Extracurricular Occupations:** Students reported the amount of occupational participation outside of their coursework at the outset of their program and at the end of each year. A modified interest checklist was used with occupations grouped in five categories: physical, sports, creative, home, and social activities. (3) **Physical/Psychological Health:** A clinical assessment and self-reported pain, functional abilities, and the SF-36 health questionnaire were completed at baseline and annually across the two-year study. Patterns in participation/performance of curricular/extracurricular occupations were identified, and changes in physical/psychological health were compared to occupational components and between the two cohorts.

**Result or Intent:** Both cohorts experienced a significant decrease in time participating in extracurricular occupations, with the largest decreases noted in social activities. Dental hygiene students experienced higher levels of physical stressors and reported more negative health outcomes (e.g., increased musculoskeletal pain). Students often forgo participating in meaningful occupations in lieu of academic achievement, while simultaneously increasing their exposure to physical and psychological stressors.

**Implications Related to Occupational Science:** There is a need to better understand the varied and intricate relationships among occupation and health (Wilcock, 2005), especially those interactions with a deleterious effect. Life transitions are an ideal time for occupational scientists to evaluate these complex relationships and develop methods to foster balance among health-promoting occupational participation and performance (Wagman, Hakansson, & Jonsson, 2015).

**Keywords:** occupational participation, occupational performance, health

### **Questions for Discussion**

1. How can occupational science, either through research or applied practice, support the inclusion health-promoting occupations to serve as a counter-balance to physical and psychological stress in college students?

2. Despite knowing that a particular occupational participation or performance will result in exposure to high levels of physical or psychological stress, individuals often feel compelled to engage in the occupation to achieve secondary rewards (e.g., compensation) or avoid negative consequences (e.g., failing a course). How and at what level (i.e., individual, meso, or macro-societal) would it be most effective to support a shift away from reward-consequence to an occupation-health perspective?
3. What is the contribution and/or relationship of occupational science to other scholarly disciplines and applied professions in the area of injury prevention (e.g., ergonomics, human factors engineering)?

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## **IN SEARCH FOR ETHICAL RESOURCES WHEN DEVELOPING KNOWLEDGE ON HUMAN OCCUPATION FRAMED AS ILLEGAL RISKY AND TABOO**

Staffan Josephsson, *Karolinska Institutet, Division of Occupational Therapy*

### **Abstract**

Intent: In recent time there has been an increasing call for knowledge on occupation framed as illegal risky and taboo within occupational science. One core responsibility for a science is to include an ethical awareness when developing theory. However limited theoretical resources on ethics have been developed that can guide occupational science when moving to new fields of study. Identifying and developing such theory is needed in order to further knowledge on how occupation can impact health in the changing circumstances characterizing a world in transition. Ricoeur and Dewey were scholars with interest on human occupation in relation to society and political developments and this paper will draw on theoretical resources from Ricoeurs notions on the relation between narrative and human action and Dewey's notions on the transactional and transforming functioning of human action.

**Argument:** The aim of this paper is to explore how theoretical resources from Ricoeur on the communicative functioning of narrative in action and Dewey's notion on the transactional qualities on human action can serve as potential theoretical resources in developing ethics for the study of occupations framed as illegal risky and taboo. The methodology is based on a dialogical approach setting theoretical resources from Ricoeur and Dewey in dialogue with contemporary developments on occupation framed as illegal risky and taboo.

**Results:** Results suggest how dialogue can serve as resource for ethical awareness when occupational science move into studies of occupations framed as illegal risky and taboo. Ricoeur's philosophical reasoning highlights how dialogue can be a resource when epistemological and political and ethical positions vary.

**Implications Related to Occupational Science:** This research will provide a new perspective on occupational science in relation to ethics and occupations framed as illegal risky and taboo. Identifying theoretical resources on ethics in relation to human occupation framed as illegal risky and taboo is crucial to further the role of occupation science in everyday contemporary, as well as future everyday practices.

**Conclusion:** Results suggest how dialogue can serve as resource for ethical awareness when occupational science move into studies of occupations framed as illegal risky and taboo. Ricoeur's philosophical reasoning highlights how dialogue can be a resource when epistemological and political and ethical positions vary.

**Keywords:** illegal occupations, ethics, dialogue

### **Questions for Discussion**

1. What theoretical resources on ethics do we use in occupational science to ground contemporary calls for knowledge on occupations framed as illegal, risky and taboo?
2. How do theoretical resources from Ricoeur and Dewey contribute to contemporary and future occupational science?
3. How can knowledge in occupational science be a resource for ethically conscious practices and critical reasoning on these practices?

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## **MAKING OCCUPATIONS POSSIBLE? A CRITICAL ANALYSIS OF SOCIAL ASSISTANCE POLICY IN ONTARIO**

Janice Polgar, *Western University*



## **Abstract**

**Statement of Purpose:** The purpose of this research is to present a richly textured account of the lived experience of persons receiving social assistance as well as to critique how occupational possibilities for these individuals are influenced by broader social contexts and policy.

**Description of Methods:** Critical Narrative Analysis (CNA) combines phenomenologically informed narrative methods with a ‘critical moment’, where an attempt is made to interrogate the text using aspects of social theory as a hermeneutic of suspicion (Finlay & Evans, 2009). There are six stages in critical narrative analysis:

1. A critique of the illusions of subjectivity
2. Identifying narratives, narrative tone and rhetorical function
3. Identities and Identity work
4. Thematic priorities and relationships
5. Destabilising the narrative
6. A critical synthesis

**Report of Results:** Participants discussed several factors through which social assistance limited their occupational possibilities. The first system factor pertained to the adequacy of support. These included inadequate financial support provided through social assistance, the differential experiences of recipients with children versus those without. As equally important was the support provided through caseworkers. Participants also discussed system factors which made them unable to participate in occupations of their choosing and restricted their ability to increase capital. These themes included Disregard of leisure and self-care occupations, Restrictions to savings and ownership of property, Claw back and its drawbacks and Lack of control and choice. The next group of themes pertained to social inclusion and participation. Social inclusion is the opportunities for people and populations participating in society and enacting their rights of citizenship in everyday life. These themes included the centrality of social connections, the importance of transportation, and ‘Getting out’ and the importance of inclusive community organizations. After using governmentality theory to interrogate the data, the participants’ responses demonstrated several tensions created by neoliberalism. These tensions are presented through three paradoxes: the Neoliberal Paradox, the Welfare-to-Work Paradox, and the Caseworker Paradox.

**Implications Related to Occupational Science:** This research supports the understanding of occupation as situated experience, in that social and political processes shape expectations and possibilities for occupations (Rudman, 2010). The experience of participants revealed how social assistance both directly and indirectly limited occupational possibilities. For persons considered undeserving, social assistance policies promote occupations associated with entering the labour force. Other occupational possibilities which are tied to positive health and well-being are neglected, such as leisure, and self-care and community participation. This neglect is due to inadequate income, childcare, housing and transportation.

**Keywords:** occupational possibilities, critical narrative analysis, social assistance

### **Questions for Discussion**

1. Discuss occupational possibilities as it relates to occupational injustice
2. Discuss the implications of these findings relevant to the field of occupational science. Dialogue about the role of occupational scientists in helping people recognize their occupational possibilities? Do we play a role?
3. To what extent are attitudes towards people in poverty affected by the language and discourse used in politics and in media?

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## **COLLABORATIVE SOCIAL INQUIRY: OCCUPATIONAL SCIENCE RESEARCH AS A MEANS FOR COMMUNITY CHANGE**

Ryan Lavalley, *University of North Carolina at Chapel Hill*

### **Abstract**

Statement of Purpose: Occupational scientists are developing theory based on pragmatist perspectives that conceptualizes social transformation occurring across communities (Aldrich, 2018; Cutchin, Dickie, & Humphry, 2017; Lavalley, 2017). In addition, a critical and occupation based lens has challenged us to consider societal inequities that shape occupational possibilities and communal occupations (Lavalley, 2017; Ramugondo & Kronenberg, 2015). Increasing globalization of our society creates dynamic formation of communities across the globe. While this enriches communities with multiculturalism, increasing economic disparity and anti-immigrant sentiment are emerging. Facilitating positive community growth – community level occupation – is integral to supporting justice and equity for immigrants and refugees living in these communities. Therefore, the purpose of this research was to explore community occupation and formation of a local senior center as it welcomed Spanish-speaking older adults. Analysis was focused on understanding communal processes that influenced participation of Spanish-speaking older adults.

Description of Methods: I employed an ethnographic process using participatory and collaborative strategies, including participant observations, individual interviews, and community mapping activities with Spanish-speaking older adults and Staff members over a 6-month period. Both groups participated in collaborative social inquiry. Spanish speaking

consultants collaboratively contributed to analysis. Document review was also conducted to inform policy and structural analysis of the community.

**Report of Results:** This analysis revealed consultants' experiences of the community, identifying communal structures and activities that limit and facilitate participation of Spanish-speaking older adults. The process of inquiry, in and of itself, unexpectedly served as a participant-led intervention, resulting in both staff and older adults acting to remedy identified limitations. Through collaborative social inquiry into the processes and functioning of the center community in relation to Spanish-speaking elders, members of the community identified and altered habits and structures to improve the Spanish-speakers' participation.

**Implications Related to Occupational Science:** Occupational scientists are well-positioned to contribute to socially transformative processes that support occupational justice and human dignity for changing global communities (Laliberte-Rudman et al., 2018). The findings of this study confirm the importance of doing community level analysis of occupation, the power of collaborative social inquiry, and the possibility for occupational scientists to be formidable community change agents simply by asking "How are we doing together?" (Ramugondo & Kronenberg, 2015).

**Keywords:** community, justice, research process

### **Questions for Discussion**

1. How does community level analysis of occupation contribute to the role of occupational scientists in justice issues?
2. How can the research process be leveraged as a tool for positive social transformation in communities?
3. What contribution can occupational scientists make in preparing communities for an increasingly dynamic society?

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## **FRAUGHT WITH DANGER OR FULL OF FUN: CONFLICTING PERSPECTIVES OF RISKY PLAY**

Helen Lynch, *University College Cork*

### **Abstract**

**Intent:** This presentation aims to explore the emergence of risky play as a concept, and consider influences that have shaped this new developing field of study in health, child development, and social policy. Three exemplars will be presented to illuminate risky play from policy to practice from an occupational perspective which considers play occupation as free, unstructured play.

**Argument:** Risky play is defined as play which provides opportunities to challenge and test limits, and explore boundaries (Sandseter, 2007). Risk-taking is a natural element of children's play and typically occurs outdoors (Sandseter, 2007). Historically, risk-taking was an accepted aspect of play and risky play was relatively invisible in research: it was more commonly named as rough-and-tumble play (Boulton & Smith, 1989), or physical activity play (Pellegrini & Smith, 1998). However, in recent years, a shift has occurred and play researchers have reframed these forms of active outdoor play as 'risky play'. In this paper, we describe many of the factors that contribute to this reframing. In many industrialised countries, changing sociocultural contexts have resulted in children being exposed to fewer opportunities for outdoor play (Bundy et al., 2011). Communities have become more risk averse, and increasingly, risk assessments drive the provision of community playspaces in urban settings and safety standards take precedence. We argue that this is an example of risky play from an adultist perspective, where play is viewed as harmful and should be prohibited in certain circumstances. However, as occupational scientists we understand the contribution play makes to wellbeing. Evidence for risky play shows it can positively influence health and development (Brussoni et al., 2015) and there is evidence of the valuable contribution of positive risk reframing with adults (Bundy et al 2011). Furthermore, children in many countries state a prefer for outdoor play when they have a choice; yet few studies have explored a child's perspective to date on risky play. This paper will present three exemplars that serve to illuminate risky play, from policy and advocacy in UK and Australia, and a study that elicited children's' perspectives of risky play occupations in a rural setting in Ireland,

**Implications Related to Occupational Science:** Risky play is as yet an under-explored area of study in much of the occupational science play literature.

**Conclusion:** Integrating an occupational science perspective with the study of risky play can contribute to identification of new ways to enable and promote play in policy and practice.

Keywords: risky play, play advocacy, child participation

### Questions for Discussion

1. Do you consider risky play to be a useful concept- what are the pros and cons of considering play as risky?
2. How can occupational scientists contribute to this emerging field of study in your state or country?
3. Does the conceptualisation risky play strengthen or weaken a child's play opportunities?

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## **THE OTHER CHILDHOOD, HOW THE RIGHTS OF CRIMINALIZED CHILDREN HAVE BEEN VIOLATED**

Erna Navarrete, *Depto de Terapia Ocupacional y Ciencia de la Ocupación. Universidad de Chile*

Rodrigo Sepulveda, *Depto de Terapia Ocupacional y Ciencia de la Ocupación*

### **Abstract**

Intent: To reflect how the Occupational Science contribute to the understanding of other forms of childhood, which are made invisible by criminalizing discourses and practices

Argument: Convention on the Rights of the Child (UN, 1990) proposes that children who break the law should be treated with respect and human dignity. However, control systems (Foucault, 1977) and primacy of the criminal justice system (Wacquant, 2000) violates the rights of these

children to be treated and sentenced as adult criminal. Although, there are specialized courts it seems to be an approach from adultcentrism (Petr, 1992) where children's transgressive behaviors are seen from criteria of adult. A child's life consists of "occupations" which include playing, learning and socializing. (AOTA, 2018). Nevertheless, the conventional concept of childhood does not apply to these vulnerable groups, where there are other ways of living childhood. (Fonseca & Scheinvar, 2014). These two facts contribute to the invisibility of the condition of children who break the law (Poblete, 2014). Transgressor children are violated by occupational injustice and deprived of occupational opportunities. Do these children have childhood? Is this a legitimate or legitimize childhood? Have these children a child's life? From the adult-centered criminalizing discourse, as lawbreakers, these children would be out of legitimate childhood and no longer be considered like that. The aim of this theoretical article is to explore the contribution of the occupational science in the understanding of these other forms of living childhood, which today are still invisible by discourses and practices that would not correspond to this stage of life.

**Implications Related to Occupational Science:** From an occupational perspective, it would be possible to explore and make visible those other ways of living childhood, and to understand lawbreakers children from the meaning of the occupation in the social and cultural context where they belong. From an Occupational Justice perspective, it may be raised the discussion about which legitimate "infancias" are, and how to contribute to the rights of the child through the understanding of the violation of law as an occupation that has different meanings and implications when it comes to children. (Wilcock & Townsend, 2000; Hocking, 2017)

**Conclusion:** Through the study of these own occupations of violated children, it would discover another form of childhood or living it, which would allow to understand from the child perspective the transgression of the law, being able to generate a true occupational justice and respect for their rights. (Farnworth, 2000).

**Keywords:** occupational justice, young offenders, rights of the child

### **Questions for Discussion**

1. How the occupational science could contribute to recognition of other forms of childhood?
2. From the occupational science, could another vision of transgressive behaviors of children be proposed
3. Based on this knowledge, how we can generate different care alternatives from those are using today to manage these behaviors?

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## **PARENT-CHILD INTERACTIONS ACROSS PLAY AND MEALTIME CONTEXTS**

Karla Ausderau, *University of Wisconsin-Madison*

### **Abstract**

**Statement of Purpose:** Children with autism spectrum disorder (ASD) often display behaviors such as food selectivity, mealtime rigidity, food refusal, and disruptive mealtime behaviors that can significantly disrupt family mealtime. These behaviors and the ways in which caregivers respond to them have been shown to greatly influence the quality of the parent-child interaction and the overall mealtime experience for families. The purpose of this study was to compare the differences of the mealtime and playtime contexts on the parent-child interaction.

**Description of Methods:** A repeated measures design was used to identify and compare the characteristics of the parent-child interaction in 17 dyads across two contexts: playtime and mealtime. The independent variable in this study was context: playtime or mealtime. The dependent variable was the frequency, duration, and intensity of affect and behavior of parent and child.

Seventeen children with ASD ages 2-7 years participated in a playtime and mealtime observation using preferred food with their primary caregiver. The interactions were coded using the Parent-Child Early Relational Assessment that is designed to measure the frequency, duration, and intensity of affect and behavior of parents and children during five-minute face-to-face interactions. The parent, child, dyad, and total scores were compared across playtime and mealtime contexts using related samples t-tests.

**Report of Results:** Parent and dyad scores were significantly higher in the playtime context compared to mealtime with a large effect size, indicating more positive interactions during playtime and more negative interactions during mealtime. Child scores were not significantly different across contexts.

**Implications Related to Occupational Science:** Children with ASD display consistent behaviors across the playtime and mealtime contexts. However parents displayed significantly more

positive affect and behavior during playtime as compared to more negative affect and behavior during the mealtime context. This difference in parent scores suggests that context influences parent affect and behavior, thereby impacting their overall interaction with their child. The majority of previous research and interventions has focused on the behavior of children with ASD during mealtime, however our results suggest that the parents' behavior and affect also contributes to the difficult mealtime experience. Interventions focused on mealtime for children with ASD should include the parent as well as the child, as context influences this dyadic interaction and mealtime context. When designing interventions focusing on improving the mealtime experience for children with ASD, providing parent support and strategies are important methods to improve the overall family experience and potentially child eating behaviors.

Keywords: parent-child dyad, autism, mealtime

### **Questions for Discussion**

1. How are the different parent, child, and dyad behaviors contributing to mealtime and play occupations in families with children with autism spectrum disorders?
2. Based on the study results, what are the implications for feeding interventions for children with autism spectrum disorders?
3. How can occupational scientists contribute to designing occupation-centered interventions that address family occupations, such as mealtime?

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## **FORUM**

### **THE ESSENCES OF OCCUPATION-CENTERED PRACTICE: JOINT GROUP CONCEPT MAPPING TO TEASE OUT CENTRAL ASPECTS TO INFORM INTERVENTION DEVELOPMENT**

Eva E Wæhrens, *The Research Initiative for Activity Studies and Occupational Therapy*  
*University of Southern Denmark*

Kristina Tomra Nielsen, *The Research Initiative For Activity Studies And Occupational Therapy*  
*University Of Southern Denmark*

Hans Jonsson, *The Research Initiative For Activity Studies And Occupational Therapy*  
*University Of Southern Denmark*

Karen la Cour, *The Danish Knowledge Centre for Rehabilitation and Palliative Care, University of Southern Denmark*

#### **Abstract**

**Aims/Intent:** The aim of this forum is to synthesize the intervention experiences of occupational scientists and tease out central aspects capturing core concepts that form the foundation for occupation-based and occupation-focused interventions.

**Rationale:** Research on occupation and how to use occupation in interventions are at the heart of occupational science. Occupational scientists are increasingly involved in intervention research using and approaching occupation in a variety of ways to better understand the ways in which occupation may serve in interventions. To increase the value of this new knowledge it is necessary to gather and synthesize the experiences of occupational scientist by initiating an international group concept mapping process. Group Concept Mapping is a recognized methodology using a mixed-method approach to collect and synthesize experiences i.e from interventions.

**Potential Outcomes for Participants:** The participants will learn about the results from a recent Danish small-scale study synthesizing experiences from conducting occupation-centered intervention research. Following this, participants will join the initial phase of an international group concept mapping process involving brainstorming on central aspects to be considered when developing and evaluating occupation-focused and occupation-based interventions. After this initial step, participants will be invited to partake the subsequent phases in the group concept mapping process involving sorting ideas and labeling themes online as the next steps in the process. A cluster rating map are developed and from that a number of concepts are outlined that express general aspects of occupation-centered interventions. Potential for publishing to spread the results are the final outcome in this process.

**Keywords:** occupation-based and occupation-focused interventions, group concept mapping methodology, theory development

## Questions for Discussion

1. What needs to be considered, when developing interventions involving the use of occupation?
2. How can we employ occupation to create change and what are the barriers/risks and potentials?
3. How can we employ occupation to create change and what are the barriers/risks and potentials?

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## CAN OCCUPATION-BASED MODELS OF PRACTICE MITIGATE ANTI-FAT BIASES?

Laura VanPuymbrouck, *Rush University*

Carli Friedman, *The Council on Quality and Leadership*

### Abstract

Statement of Purpose: Provider biases, such as anti-fat biases, may position clients at risk for marginalized occupational opportunity, substandard care, and potentially poorer health (Alberga et al., 2016). Due to the prevalence of anti-fat bias and increasing numbers of fat\* people in society, this bias in healthcare demands analysis. However, few studies examine occupational therapists' (OTs') attitudes towards fat people and practice implications. Therefore, this study explored implicit fat prejudice of OT students and how this prejudice related to occupation-based models/frames of reference (FOR) students professionally identified with.

Description of Methods: A total of 58 first-year OT students completed the weight implicit association test (IAT) to examine their implicit (unconscious) attitudes towards fat people (Greenwald et al., 2003). We utilized Greenwald et al.'s (2003) updated IAT scoring protocol to determine participants' anti-fat biases. Participants were also asked which occupation-based model/FOR they identified with. Utilizing a one-way analysis of variance, we also examined if relationships exist between anti-fat biases and student preference in occupation-based models/FOR.

Report of Results: The weight IAT scores ranged from -0.48 (moderate preference for fat people) to 1.12 (strong preference for thin people), with a mean of 0.33 (SD = 0.38). A one-tailed t-test determined this score was significantly different from zero ( $t(57) = 6.67, p < .001$ , Cohen's  $d = 0.87$ ), indicating an implicit preference for thin people. There was a statistically significant difference between model/FOR participants identified with,  $F(5,51) = 3.31, p = 0.012, \eta^2 = 0.25$ .

A post hoc test (Tukey) revealed that participants who primarily identified with either the CMOP-E ( $-.09 \pm 0.34$ ,  $p = 0.010$ ) or MOHO ( $.26 \pm 0.37$ ,  $p = 0.021$ ) had significantly lower anti-fat bias than those who primarily identified with rehabilitative/biomedical FOR ( $0.83 \pm 0.30$ ).

Implications Related to Occupational Science: Findings revealed the majority of OT students held anti-fat biases; however, education in occupation-based models unique to the profession holds promise as a method for mitigating the effects of implicit bias. These findings are significant as little literature examines relationships between use of occupational-based practice models and provider biases toward stigmatized groups. This information may provide a foundation for exploring the impact of interventions targeting participation versus remediation of client factors on reducing stigmatization of clients and barriers to occupations.

Keywords: implicit bias, education, models of practice

\*Footnote

The word ‘fat’ is utilized “as it is descriptive, whereas the term ‘overweight’ implies unfavorable comparison to normative standards and ‘obese’ is a medical term with its own negative connotations” (Fikkan and Rothblum, 2012, p. 577).

### Questions for Discussion

1. Might medical or remediation/rehabilitation model approaches have a relationship with normative preferences across client diagnostic groups?
2. Does inclusion of biomedical/rehabilitation models into curricula potentially contribute to external and internalized stigmatization of clients that might produce occupational alienation?
3. Is it possible to consider that occupational interventions targeting individual impairment contribute to the larger experiences of occupational marginalization that clients are at risk for?

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## **DEEPENING KNOWLEDGE OF NON-SANCTIONED OCCUPATIONS THROUGH RESEARCH PARTNERSHIPS WITH PEOPLE WITH LIVED EXPERIENCE**

Niki Kiepek, *School of Occupational Therapy, Dalhousie University*

Stacey Freemantle, *St. Joseph's Care Group - Thunder Bay*

Kristen Jones-Bonofiglio, *Nursing, Lakehead University*

Kristine Quaid, *St. Joseph's Care Group - Thunder Bay*

Mandy Byerley-Vita, *St. Joseph's care group - Thunder Bay*

Mark Lavellee-Demers, *St. Joseph's Care Group - Thunder Bay*

### **Abstract**

Intent: Patient-oriented research (POR) is a valuable means to deepen knowledge and understanding of non-sanctioned occupations. The researchers describe their own project, partnering with people with lived experience of intravenous opioid use and health providers.

Argument: POR involves people with lived experiences as equal research partners who shape and guide projects in areas of priority setting and planning, development of the research proposal, scientific review of funding applications, ethics review, oversight of the research project, recruitment of participants, data collection, analysis and interpretation, translation and exchange of research knowledge, and/or evaluation and quality assurance (Canadian Institutes of Health Research, 2018). People with lived experience are supported to acquire knowledge regarding research processes and to contribute knowledge and guidance about topics of inquiry. Underlying principles of POR are inclusiveness, reciprocity, support, respect, co-building, transparency, and co-learning (Canadian Institutes of Health Research, 2014; Kirwan et al., 2017). These are congruent with client-centred practice, community-engagement, and Indigenous research ethics principles. Including people with lived experience as co-investigators/collaborators may facilitate access to participants, contribute to more appropriate and relevant methods, inform novel analysis and interpretations of data, and result in more targeted forms of knowledge exchange. Genuine involvement of people with lived experience requires commitment from the principal investigator, adequate resources, and institutional support. In our project, we found it is important to build in adequate time for training, access to resources (e.g., Internet, printer, scanner), remuneration (e.g., pre-paid credit cards for those who do not have access to direct deposit), and clear and consistent communication so all team members have the opportunity to contribute to decision-making. People with lived experience are embedded in political and social contexts that influence researchers, which can involve adopting dominant ideology and discourses. Accordingly, research team members are encouraged support one another in critically reflexive practices.

Implications Related to Occupational Science: As occupational scientists increasingly investigate non-sanctioned occupations, principles of patient-oriented research provides a means to deeper understandings. Involving people with lived experience as partners may enhance the

appropriateness of types of questions asked, methods selected, participant engagement and disclosure, and depth of interpretation. Furthermore, POR is increasingly considered as a requirement or advantage in funding decisions.

Conclusion: Researchers typically undertake research to as a means to discover new knowledge, yet by engaging people with lived experience from project outset, researchers are exposed to new ways of understanding during project design, which may enhance the quality of research undertaken.

Keywords: patient-oriented research, non-sanctioned occupations, lived experience

### **Questions for Discussion**

1. Consider a non-sanctioned occupation and imagine the potential benefits associated with involving a person with lived experience as an equal partner from the stage of priority setting. How might the research project be shaped by this type of partnership?
2. Engaging people with lived experience as research partners can pose some challenges. What challenges can you envision and what strategies might you institute to alleviate those challenges?
3. While people with lived experience have knowledge and insights that may be less familiar to researchers, they are nevertheless embedded in some of the same political and social contexts as researchers that can result in reifying dominant ideology and discourses. How might research team members support one another to engage in critically reflexive practices?

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## **USING TRADITIONAL AND TASK-BASED METHODS TO ENHANCE POWER IN RESEARCHING CHILDREN'S OCCUPATIONS: DOES THIS APPROACH CREATE SPACE FOR RESEARCHING TABOO OCCUPATIONS?**

Ashley Mason, *University of Tennessee Chattanooga*

### **Abstract**

Statement of Purpose: Approaching the study of preadolescent children's occupations from their perspective requires careful planning and research design due to inherent relational power

imbalances, the need to protect social agency, and the importance of sustained participant interest. (Christensen, 2004; Punch, 2002). Punch (2002) argues that using a variety of task-based methods with children can also account for differences in life experience and levels of competence. The purpose of this paper is to explore the advantages and disadvantages in using traditional (interviews, fieldnotes, member checks, and participant observation) and task-based (e.g. photo elicitation and drawings/collages) ethnographic methods when studying children's occupations from their perspective in multiple settings.

**Description of Methods:** This paper draws on data from a collaborative ethnography examining children's mealtime occupations from four child participants between the ages of 9 -10 years old. The data collection approach was grounded in a transactional approach to occupation (Cutchin & Dickie, 2012) and complimented by the cultural activity theory (Engström, 1999). The data, analysis, and execution of traditional and task-based methods from the mealtime study were analyzed: Advantages of using diverse methods were defined as positive experiences for the researcher and participant (i.e., amount of data gathered, amount of relevant details in data, feelings of equal power, and good communication). Disadvantages in using various methods were a negative experience for the researcher and/or the participants (i.e., issues with communication, logistics, or an imbalance of power favoring the researcher).

**Report of Results:** The findings suggest that it is beneficial to use traditional and task-based methods while being reflexive when studying children's occupations. Advantages to using the traditional methods resulted in plenteous rich data involving mealtime occupations and the children's ability to accept or reject initial interpretations. The task-based methods enhanced the children's creative control (power), interest, and excitement in the study while it uncovered nuances that the traditional methods did not reach. Disadvantages in using traditional and task-based methods included issues providing too much structure to interviews and unclear language in the directions for the drawings/collages and photo elicitation.

**Implications Related to Occupational Science:** The results underscore the importance of concertedly using diverse methods to study children's occupations while preserving their power and social agency. The traditional methods provided a solid understanding of the children's occupations. Whereas the task-based methods emphasized the participants' role by providing a space for increased buy-in and additional opportunities to voice their perspective. This methodological approach supports future studies examining children's occupations and potentially the study of dark or taboo occupations.

**Keywords:** children's occupations, research methods

### **Questions for Discussion**

1. When studying taboo occupations, could using a combination of traditional and task-based ethnographic methods work? Why or why not?
2. How could the researcher's perception of a particular group of people (i.e. children or people engaging in dark occupations) affect the study design and methods even prior to beginning data collection?

3. What are other approaches to data collection that can enhance the participants' perspective by giving them more power within the study?

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### **THE DEVELOPMENT AND PILOT TESTING OF THE ACTIVITY CARD SORT: INCLUDING COVERT USE OF OCCUPATIONS**

Quinn Tyminski, *Washington University School of Medicine*

Ronald Drummond, *Washington University School of Medicine*

Shelby Evans, *Washington University School of Medicine*

Clare Heisey, *Washington University School of Medicine*

Audra Hendrix, *Washington University School of Medicine*

Matthew Brandenburg, *Washington University School of Medicine*

### **Abstract**

Statement of Purpose: Occupations that are categorized under the dark side of occupation, are those that may not contribute to health or productivity, may be illegal, or those deemed socially unacceptable. Despite being largely unrecognized by clinicians aiming to increase client's health and wellness, occupations in the dark still hold value, meaning, and purpose to those performing them. Occupations that are not traditionally included in occupational therapy research or intervention are often eschewed by service providers. Yet to be effective, occupational therapists must consider all occupations in which a person participates. The aim of this study was to develop an assessment to better understand the unique occupational participation of the homelessness population, including dark occupations and pictures that are minimally defined by race, class, gender, age, and temporal discrepancies. While initially developed in the homeless population, participation in dark occupations is prevalent across all treatment settings and populations thus allowing this assessment to be used more broadly.

Description of Methods: A literature review and content expert interviews were used for initial assessment item generation, followed by content expert opinion for item refinement and categorization. Interviews with individuals experiencing homeless served to provide face and content validity.

Report of Results: Following participant feedback, 28 captions were reworded, ten items were removed, six photographs were retaken to increase accuracy, 32 drawings were edited to increase clarity, and one item was added. The resulting assessment entitled the Activity Card Sort: Including the Covert Use of Occupations was created including 76 occupations, corresponding line drawings and follow-up questions. The term covert was chosen for this assessment to represent those occupations which are not universally acknowledged or addressed and can be used to describe the doing of the occupation rather than an occupation itself.

Implications Related to Occupational Science: Occupational therapy practice can benefit from the identification and open discussion of dark occupations during evaluation, treatment, and discharge planning. Since improving participation is fundamental to the purpose of occupational therapy, it is crucial that initial assessments accurately represent client patterns of participation. The ACS-ICUO is a tool that acknowledges meaningful occupations, not included in other assessments, in a format helpful for individuals with cognitive deficits or low literacy levels. The ACS-ICUO can provide an opportunity for practitioners to have an open discussion about occupations that may be uncomfortable to address with clients yet further training would be required to ensure that occupational therapists are well-equipped to engage in these conversations.

Keywords: dark occupations, homeless, assessment

### **Questions for Discussion**

1. Why is it important that occupational therapists explore the dark side of occupational participation with their clients? How can this change the way that interventions are delivered?
2. How can this assessment be used in occupational therapy practice outside of the homeless population?
3. How can occupational therapy practitioners create a space in which clients feel comfortable discussing dark occupations?

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## **SATURDAY, OCTOBER 5, 2019**

### **CLOSING SESSION**

#### **THE DARKER SIDE OF OCCUPATIONS?**

Antoine Bailliard, Ph.D., OTR/L  
*University of North Carolina at Chapel Hill*

#### **THE FUTURE OF OCCUPATIONAL SCIENCE AND THE SSO:USA'S PLACE IN THAT FUTURE**

Charles Christiansen, Ed.D., OTR, FAOTA  
*University of Texas Medical Branch*

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## SSO:USA 2019 CONFERENCE SCHEDULE

### *The Darker Side of Occupations: Illegal, Taboo, Risky*

<b>Register</b>	Thursday: 11:30am-12:45pm; 5:00pm-6:30pm Friday: 6:30am-7:00pm
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#### Thursday 10/3/2019

Time	Event, Location
9:00 am-12:00 pm	<b>SSO:USA Board Meeting</b> –Executive Boardroom
1:00 pm-5:00 pm	<p style="text-align: center;"><b>Preconference Institute</b> --Flagstaff</p> <p style="text-align: center;"><b>Transformative Mixed Methods Designs in Evaluation for Social, Environmental and Economic Justice</b> <b>Donna M. Mertens, Professor Emeritus, Gallaudet University</b></p> <p>Occupational science recognizes the importance of working towards social transformation and the use of innovative methods. Developments in the use of mixed methods have extended beyond the practice of combining surveys and focus groups. The sophistication of transformative mixed methods designs in research will be explained and demonstrated through illustrative culturally responsive examples taken from diverse sectors and geographical regions. Transformative mixed methods designs will include applications for designing an intervention and determining its effectiveness. Participants will have the opportunity to create transformative mixed methods designs using vignettes that are relevant to the field of occupational science.</p>
5:15 pm-6:30 pm	<p style="text-align: center;"><b>SSO:USA 2019 Welcome Reception</b> –Paradise Park</p> <p>Time to launch the exciting 2019 SSO:USA Conference, delving into the darker side of occupations! Cash bar and crudit�. Try speed networking for a fast-moving exposure to the research interests of colleagues old and new. Facilitated dinner group sign-ups for excursions to area restaurants.</p>
<b>Dinner in Phoenix with Colleagues</b>	

#### Friday 10/4/2019

Time	Event, Location
7:00 am-8:00 am	<b>Continental Breakfast</b> --Bouchon (also poster set-up in Bouchon during this time)
8:00 am-9:30 am	<p><b>2019 Ruth Zemke Lecture in Occupational Science: Charlotte Royeen, Ph.D., OTR/L, FAOTA, FNAP</b> – Rattlers</p> <p style="text-align: center;"><i>The Meta-emotion of Occupation: Feeling about Feeling While Doing</i></p>

Time	Event, Location			
9:30 am-10:30 am	<p align="center"><b>Poster Session and Morning Break, --Bouchon</b></p> <p><i>Environmental Impacts on the Occupational Performance of Non-Binary Individuals</i>, Meghan Ballog, Maria Carranza, Katie Lee</p> <p><i>Why Occupational Participation Matters Most During End of Life</i>, Karmella Bognot</p> <p><i>Exploring Irish Occupational Therapy Students' Perspectives of Death and Dying Before and After Participating in Death Week</i>, Eoin Gorman</p> <p><i>Exploring Sanctioned and Non-sanctioned Hobbies among Correctional Officers to Inform Workplace Health Promotion Interventions</i>, Lisa Jaegers, Emily Pestello, Crystal Dieleman</p> <p><i>Telehealth: An Occupational Justice Perspective</i>, Lauren Little, Paula Costello</p> <p><i>Occupational Resilience: Refugee Music Performance after Displacement</i>, Bernard Muriithi, Jennifer Muriithi</p> <p><i>Understanding the Work Occupations of Persons with Early-onset Dementia in Japan</i>, Hirokazu Nishikata, Hiroko Shimazaki</p> <p><i>How Do We Break Down the Barriers for Homeless to Access Permanent and Sustainable Housing?</i> Emily Reilly</p> <p><i>Unraveling the Connections between Time-use and Activities That Compromise Health or Have Decreased Meaning</i>, Laura Schmelzer</p> <p><i>Nighttime Habits That Impact Morning Routines of Persons with Chronic Disabilities--Temporality Revealed</i>, MaryEllen Thompson</p> <p><i>Social Participation and Leisure of Adolescents in the Virtual Context: Is There a Dark Side?</i> Jason Valley</p> <p><i>Exploring Voice-Hearers' Experience of Romantic and/or Sexual Relationships</i>, Emilio Villavicencio, Kristen Gottheil, Huilim Jeong, Karen McCarthy</p> <p><i>Use of Maladaptive Occupations among Individuals with Mental Illness</i>, Kelly Williams</p>			
Time	Flagstaff A	Flagstaff B	Four Peaks	Chambers
10:30 am-11:00 am	<i>You've Come a Long Way Baby: An Autoethnographic Approach to Identifying the Perceived Health Benefits of Smoking</i> , Carol Lambdin-Pattavina	<i>The Relationship between the Dark Side of Occupation and Survival in the Lives of Woman-to-woman Rape and Sexual Assault Victim/survivors</i> , Rebecca Twinley	<i>Occupation? Behavior? Habit? The Intersection in Self-Harm</i> , Kristine Haertl	FORUM <i>Implementing Occupation-Based Pedagogy within Undergraduate Education</i> , Kristy Payne, Kate Crowley
11:05 am-11:35 am	<i>The Ambiguous Nature of Taboo Occupations</i> , Jeanine Blanchard, Erna Blanche, Jeanne Jackson	<i>Sexuality in Adults with Intellectual Disability: Consideration of Occupational Injustices</i> , Molly Bathje, Linda Olson, Mallory Schrier	<i>"I Have to Use Crazy Glue on My Teeth" When Risk Taking Becomes Necessary</i> , Lucia Florindez, Daniella Florindez*, Dominique Como	
11:40 am-12:10 pm	<i>That Which Shall Not Be Spoken: Revealing the Darkness in "Life Changing" Occupations</i> , Michelle Elliot	<i>An Occupational Justice Perspective on Disability and Alternative Sexual Practices</i> , Jenn Soros, Mark Levand	<i>Considering Occupational Choice in Resistance and Activism that Leads to Illegal Occupations</i> , Kiera Peak	<i>"Death Week" A Teaching and Learning Event about Death and Dying from an Occupational Perspective</i> , Eoin Gorman
12:10 pm-3:00 pm	<b>Occupational Balance Break</b> (See <a href="#">SSO-USA Occupational Balance Activities</a> )			

\*Lucía Floríndez is the recipient of the 2018 SSO:USA Student Research Scholarship

Time	Flagstaff A	Flagstaff B	Four Peaks	Chambers
3:00 pm-3:30 pm	<i>Risky History: Examples from Eleanor Clarke Slagle's Legacy</i> , Katherine Reed	<i>Daily Routines of Drug-addicted Mothers</i> , Laure Decastel, Staffan Josephsson	<i>The Role of Occupational Inflexibility in Down Syndrome</i> , Aaron Dallman, Brian Boyd, Clare Harrup	FORUM <i>Framing Occupational Participation When It Is Outside Social Norms</i> , Laurie Stelter, Cynthia Evetts,
3:35 pm-4:05 pm	<i>Essential Concepts in Occupational Science: A Consensus Study of International Experts</i> , Charles Christiansen, Catherine Backman, Barbara Hooper, Doris Pierce, Pollie Price	<i>Darkness in Social Media: Cyberbullying, A Scoping Review</i> , Ricardo Carrasco, Mariana D'Amico	<i>A Community's Occupation: A Communal View of a Senior Center Welcoming Elder Spanish-Speaking Immigrants</i> , Ryan Lavalley	
4:10 pm-4:40 pm	<i>Exploring Interspecies Occupations with Equines: Occupational Science's Contributions to the Study of Human-Animal Relationships</i> , Heather Pugh	<i>Behavioral Addictions: Excessive Engagement in Everyday Occupations</i> , Chetna Sethi, Surbhi Khanna	<i>Occupations Experienced by People Living with a Personality Disorder</i> , Catherine Vallee, Olivier Potvin, Nadine Lariviere	<i>The "Dark Side of Occupation" Creation and Intent of the Concept</i> , Rebecca Twinley, Clare Hocking
4:40 pm-5:25 pm	<b>Member Input Session –Rattlers</b> <b>SSO:USA Position Paper on The Relationships Between Occupational Science and Occupational Therapy</b>			
5:25 pm-5:45 pm	<b>Transition to Evening Activities</b>			
5:45 pm-6:45 pm	<b>2019 Zemke Lecturer Reception --Palm Patio</b> Silent Auction and Cash Bar			
6:45 pm-9:00 pm	<b>Annual Celebration Dinner –Bouchon</b> Silent Auction, Awards and Toasts, Cash Bar <b>2019 Theme Speaker: Niki Kiepek, Ph.D., MSc(OT), OT Reg.(N.S.)</b> <b><i>Shades of Gray: Social Sanctioning of Occupation and Spheres of Social Transformation</i></b>			
9:00 pm-12:00 pm	<b>Afterglow Sing-along</b>			

**Saturday 10/5/2019**

Time	Flagstaff A	Flagstaff B	Four Peaks
7:30am-8:45 am	<b>Breakfast/SSO:USA Business Meeting --Bouchon</b>		
8:45 am-9:30 am	<b>Town Hall on the SSO's Mission and Vision --Bouchon</b>		

<b>Time</b>	<b>Flagstaff A</b>	<b>Flagstaff B</b>	<b>Four Peaks</b>
9:30 am-10:00 am	<i>A Vital Occupation: Objects of Sleep</i> , Lauren Adrian, Charlotte Royeen, Lauren Little	<i>Developing Epistemological and Ontological Strategies in Understanding Resistance</i> , Gail Whiteford	FORUM <i>Exploring and Identifying “Othering” in Scholarship, Inquiry, and Education about Non-sanctioned Occupations</i> , Rebecca Aldridge, Niki Kiepak, Amber Angell, Michelle Elliot
10:05 am-10:35 am	<i>Relationships between Occupational Balance and Sleep Problems in College Students</i> , Aaron Eakman, Adam Kinney	<i>Incarcerated Women’s Vocational Interest and Related Barriers of Societal Reentry</i> , Selena Washington, Lisa Jaegers	
10:35 am-10:50 am	<b>Morning Break --Rattlers</b>		
10:50 am-11:20 am	<i>It's Not a Role: A Conceptualization of Parenting Occupation</i> , Aaron Bonsall,	<i>Learning about the Dark Side of Occupation: Uncovering the Benefits and Complexities from Student Occupational Therapists</i> , Amelia Di Tommaso, Rebecca Twinley	<i>In Search for Ethical Resources When Developing Knowledge on Human Occupation Framed as Illegal Risky and Taboo</i> , Staffan Josephsson
11:25 am-11:55 am	<i>Insights into Stigma and Discrimination: Lived Experiences of Parents of a Child with a Disability Living in Zambia</i> , Paula Rabaey, Renee Hepperlen, Hayley Manely, Amanda Ament-Lemke	<i>Assessing Student Knowledge of Occupation</i> , Pollie Price, Sheama Krishnagiri, Barbara Hooper	<i>Making Occupations Possible? A Critical Analysis of Social Assistance Policy in Ontario</i> , Nedra Peter, Janice Polgar
12:00 pm-12:30 pm	<i>The Dark Side of Caring Too Much: A Look at Helicopter Parenting</i> , Don Gordon	<i>Linking Occupation to Physical and Psychological Stress: Implications for Students in Healthcare Professions</i> , Shawn Roll, Sandy Takata, Yoko Fukumura	<i>Collaborative Social Inquiry: Occupational Science Research as a Means for Community Change</i> , Ryan Lavalley
12:30 pm-3:00 pm	<b>Occupational Balance Break (See SSO-USA Occupational Balance Activities)</b>		
3:00 pm-3:30 pm	<i>Fraught with Danger or Full of Fun: Conflicting Perspectives of Risky Play</i> , Helen Lynch	FORUM <i>The Essences of Occupation-centered Practice: Joint Group Concept Mapping to Tease Out Central Aspects to Inform Intervention Development</i> , Evan Waehrens, Kristina Tomra Nielsen, Hans Jonsson, Karen La Cour	<i>Deepening Knowledge of Non-sanctioned Occupations through Research Partnerships with People with Lived Experience</i> , Niki Kiepek, Stacey Freeman, Kristen Jones-Bonofiglio
3:35 pm-4:05 pm	<i>The Other Childhood, How the Rights of Criminalized Children Have Been Violated</i> , Erna Navarette, Rodrigo Sepulveda		<i>Using Traditional and Task-Based Methods to Enhance Power in Researching Children’s Occupations: Does This Approach Create Space for Researching Taboo Occupations?</i> Ashley Mason
4:10 pm-4:40 pm	<i>Parent-child Interactions across Play and Mealtime Contexts</i> , Karla Asderau	<i>Can Occupation-based Models of Practice Mitigate Anti-fat Biases?</i> Laura VanPuymbrouck, Carli Friedman	<i>The Development and Pilot Testing of the Activity Card Sort: Including Covert Use of Occupations</i> , Quinn Tyminski, Ronald Drummond, Shelby Evans, Clare Heisey, Audra Hendrix, Matthew Brandenburg
4:45 pm-5:30 pm	<b>Wine and Cheese Closing Session -- Rattlers</b> <i>The Darker Side of Occupations?</i> Antoine Bailliard, Ph.D., OTR/L <i>The Future of Occupational Science and the SSO:USA’s Place in That Future</i> Charles Christiansen, Ed.D, OTR, FAOTA		