

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

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

*Portland, ME  
September-October 2016*

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

**From the Fifteenth Annual Research Conference**

**Fourth Joint Research Conference of the Society for the Study of Occupation: USA  
(SSO:USA) and the Canadian Society of Occupational Scientists (CSOS)**

**Navigating the Seas of Change: Diversity of Occupation**

**Portland, Maine**

**September 29-October 1, 2016**

**Society for the Study of Occupation: USA Conference Proceedings, 2016**

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

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

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

## **OBJECTIVES**

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

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

## **SSO: USA HISTORY**

**By Elizabeth Larson, 2002**

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

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

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

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

## PAST ANNUAL CONFERENCES

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

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

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

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

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

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

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

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

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

Tenth: Mountaintop Reflections: Learning 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: Dr. 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.

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To Jyothi Gupta for her leadership of SSO: USA

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

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

## 4TH ANNUAL SSO: USA CONFERENCE PROCEEDINGS, 2016

THURSDAY, SEPTEMBER 29, 2016

### RESEARCH PAPERS

#### THE MEANING OF FIGHTING AND HIDING FOR PERSONS DIAGNOSED WITH MENTAL ILLNESS

Jiameng Xu, *McGill University*

Melissa M. Park, *McGill University*

#### ABSTRACT

**Purpose/aims** Canada's first national mental health strategy requires a transformation away from a singular focus on symptom reduction towards personal recovery: supporting individuals in exercising self-determination, participating in meaningful occupations and relationships, and living satisfying and hopeful lives. The implementation of recovery-oriented care, however, faces two inter-related knowledge gaps that may be addressed by research: (1) how persons diagnosed with mental illness enact their well-being in the context of their everyday lives; and (2) how to differentiate the conceptualization of personal recovery from how it is experienced distinctively by every person. In this study, I aim to address these associated knowledge gaps by exploring what is revealed as meaningful for individuals diagnosed with mental illness in their first-person accounts of being with and being apart from others, and discussing what these accounts may add to generally understood conceptions of personal recovery such as connectedness (Leamy, Bird, Le Boutillier, Williams, & Slade, 2011).

**Methods** Using a philosophical hermeneutics approach of entering into what is strange and unfamiliar in a text, and of reflecting critically on the choices made during the interpretive process itself (Davey, 2006, pp.1-36), I analyzed and interpreted the collective narrative of five adult participants diagnosed with mental illness. Their collective narrative was generated during a two-hour long focus group that took place as part of a larger participatory action research study focussed on transforming mental health services at an urban hospital towards recovery-oriented care (Park et al. 2014). During these focus groups, participants were asked to tell stories regarding an aspect of recovery (e.g. "Could you please tell us a story related to hope?") and about significant experiences in their everyday lives (e.g. "Can you tell us about a time that stands out in your memory?").

**Results and implications:** The philosophical hermeneutics analysis revealed how activities, such



as “fighting” and “hiding”, were modes of action that supported the participants’ well-being and empowerment. These actions reveal the agency and intentionality of the participants when negotiating being with or being apart from others. Outlining how I operationalized a philosophical hermeneutics approach, I will also discuss the implications of this hiding and fighting for widening present conceptions of what it may mean to be a “socially-occupied being” (Lawlor, 2003) and how everyday actions are modes of being to both connect to others as well as maintain what Corin (1998) called “positive withdrawal”.

### Discussion Questions

- (1) How could current conceptions of the meaningful activities of personal recovery be widened and nuanced?
- (2) What are the uses and value of first-person perspectives? For whom? For which purposes? In which settings?
- (3) How may occupational scientists and researchers uncover and be responsive to unexpected, unacknowledged, or overlooked actions that people diagnosed with mental illness take for their well-being?

Keywords: Sociality, philosophical hermeneutics, personal recovery

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# **THE UNWITTING (RE)PRODUCTION OF OCCUPATIONAL GHETTOS: REFLECTIONS ON EMBODIMENT, (MIS)RECOGNITION, SOCIAL (IN)JUSTICE FOR PERSONS WITH LIVED EXPERIENCE OF MENTAL ILLNESS**

Melissa Park, *McGill University*

Janet Stewart, *CIUSSS de l'ouest de l'Île de Montréal*

## **ABSTRACT**

Critical social science is a particularly potent tool to expose injustice by asking us to consider how we embody the structuration of power in our everyday actions, unconsciously reproducing experiences of occupational alienation, marginalization, deprivation, and imbalance despite our professional values in client-centered practice. From this perspective, the concept of occupational justice suggests how health professionals could promote well-being and social inclusion through critical reflexivity, creating formal partnerships between service professionals and service users with the aim to “move beyond compliance with systems” and advocate for or work to create institutional change (Townsend and Marval, 2013, p. 26). Yet in our reflections on occupational justice and social inclusion, we take a slightly different tack by foregrounding anthropologist Michael Jackson’s (1998) argument that “... we need to move away from control, and control over resources and capital in order to understand the modus vivendi that is strived for in all contexts of human endeavor—imaginary or material—namely, a balance between what is given and what is chosen such that a person comes to experience the world as a subject and not solely as a contingent predicate” (p. 21).

In order to explore this existential sense of empowerment, we turn to the narrative and phenomenological resources used in, what Robbins’ (2013) characterized as, an anthropology of the good. Using these aesthetic theories of everyday ethical action (Mattingly, 2014) as well as philosophical –political theories on recognition and social justice (Fraser & Honneth, 2003), we will draw from a participatory research project with mental health service providers and persons with lived experience of mental illness, a screenplay on living with mental illness, and a series of journal entries and exchanges between us (a certified peer support worker and academic) to examine how persons enact “the good” in the most oppressive situations through everyday activities and, conversely, how persons can also reproduce what is “the unjust” through everyday habitual actions and assumptions. Emergent findings suggest how misrecognition of other can lead to, what we are calling, occupational ghettoization for persons with mental illness. The term, itself, raises questions about how we can systematically integrate temporality into our theories of occupational justice, which could adequately account for the subtle complexities of how conceptualizations of the good or the just, shifts and transforms with particular others in particular places over time.

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## EXPLORING THE MEANING OF RECOVERY TO INDIVIDUALS DIAGNOSED WITH SEVERE AND PERSISTENT MENTAL ILLNESS

Lynne M Anderson Clarke, *Rockhurst University*

### ABSTRACT

**Purpose:** Recovery from mental illness is a complex, multidimensional experience. As mental illness is a growing cause of disability worldwide with significant social, economic, and human rights consequences, there is a need to learn how individuals diagnosed with mental illness perceive their own recovery so that their voices can be heard and person-centered and occupation-based assessments and interventions can be developed. A research study was conducted in which authors explored how individuals diagnosed with severe and persistent mental illness describe their own recovery process.

**Method:** Researchers used a phenomenological research design with a photovoice method to understand the lived experience and meaning of recovery to 8 individuals diagnosed with mental illness. Grounded in critical consciousness theory, feminist theory, and documentary photography, photovoice is a research method that combines photography and group work to allow participants to record, share, and reflect on their experiences. Participants were recruited from a mental health clubhouse in an urban, Midwestern city. Through a series of focus group interviews, the method provided chances to hear directly from consumers as they described their experiences by taking photographs, assembling photobooks, and discussing factors that support and hinder recovery. Audio-recordings and field notes from focus group sessions were

transcribed, and line-by-line coding was used to identify categories. Additionally, participants' photographs with corresponding narrations were sorted and coded to create themes. Once the researchers produced final themes, a member-checking session was conducted with the participants to corroborate findings and increase the trustworthiness of the study.

Results: Data analysis produced themes related to caring relationships; leisure and outings; and relaxation, stress reduction, and coping. The results of this study showed that photography, journaling about photos, and making photobooks or scrapbooks are all leisure activities that can be an inspiring and creative channel for coping with the symptoms of mental illness.

Implications to occupational science: The results of this study exposed many significant occupations that impact recovery for people diagnosed with mental illness. This paper focuses on the transactional nature of activity, occupational choices, and occupational patterns of adults with serious and persistent mental illness and their impact on journeys of recovery.

### Discussion Questions

How does engagement in meaningful occupation affect health and well-being in adults with mental illness?

Describe the global social issues and prevailing health and welfare needs of individuals with mental illness.

What are the wellness needs of individuals who are experiencing or are at risk for social injustice and occupational deprivation?

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## **ALTERNATIVE PRODUCTIVITY STRUCTURES AND REIMBURSEMENT MODELS AND THEIR ROLE IN ACHIEVING OCCUPATIONAL JUSTICE FOR PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES – A PHILOSOPHICAL CONUNDRUM**

Rosemary Lysaght, *Queen's University*

Terry Krupa, *Queen's University*

### **ABSTRACT**

Background: People with intellectual and developmental disabilities (IDD) experience high levels of unemployment (Canadian Association for Community Living, 2013; Statistics Canada, 2008), yet supported, inclusive employment can promote independence, quality of life, social integration, and capacity-building (e.g., Cohen et al., 2008; Lysaght, Jakobsen, & Granhaug, 2012). Despite the advancement of the individual placement and support model of supported employment, workforce participation rates for this population remain low. Challenges related to limited skill sets or social-behavioural differences reduce opportunities for competitive employment. At the same time, the viability of productivity alternatives such as social enterprise, micro enterprise and volunteerism is limited by perceptions of these options as less inclusive, valued and desirable. Overall, lack of suitable productivity options contributes to social marginalization, and reduces opportunities for the individuals involved to experience rich occupational lives. Purpose: This presentation will report on findings of a study that examined work integration social enterprise as an employment option for people with IDD, and its potential to reduce social marginalization. In this session, we will present findings related to worker compensation models, interpreting these through a lens of occupational justice. Methods: The study used a multiple case study design, with 5 social enterprises in Ontario and Alberta, Canada purposively selected for study (Yin, 2009). Data collection methods included interviews with a variety of stakeholders, observation and document review. Data were reviewed using within and cross-case analyses to describe the nature of social enterprise in this sector, common trends, points of tension, and unique approaches. Results: Findings emerged in 8 theme areas associated with business development decisions. Six different compensation models were identified. Each approach, ranging from training stipends to minimum wage, carried its own implicit and explicit messages concerning worker capacity and the value of work performed. Philosophical, legal and political motivations were linked to wage structures. The tensions raised

pointed to fundamental dilemmas around contributive justice (right to work), ethical and fair treatment of vulnerable workers, and worker needs. Intertwined with these issues were practical concerns and strategies related to social integration and financial survival of the enterprise. Conclusions: Occupational scientists see productivity as a fundamental human need. Social dialogue and efforts towards fair and equitable treatment of workers, the social inclusion movement, and the competing economic realities for employers raise critical questions around how paid employment can best be realized for people with disabilities.

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## USING A CRITICAL OCCUPATIONAL PERSPECTIVE TO LOCATE – AND BEGIN TO FILL – “CRACKS” IN PUBLIC POLICY

Rebecca M Aldrich, *Saint Louis University*

Debbie Laliberte Rudman, *Western University*

## ABSTRACT

Topic: Public policies in North America are constructed according to a market view of society wherein individuals are reduced to classifications or definitions that can be easily grouped and governed (Stone, 2012). In these policies, there is an increasing emphasis on citizens' moral

obligations to achieve self-sufficiency through contributions to the market (Schram et al., 2010). The economics-based approach to policy trades holism for categorization and equates work with societal participation, fostering exclusion when people's situations do not fit neatly within these pre-defined boxes. Attending to public policy requires complicating its application and understanding how policy mandates are negotiated and achieved. If occupational scientists aim to shape public policy, they must grapple with the contributions that a holistic occupational perspective can make within the market-based policy arena, as well as the potential impacts of scholarship that examines the implications of policy for service provision and everyday life.

**Purpose:** The purpose of this paper is to illustrate how the occupational perspective can expose, explain, and begin to fill "cracks" in public policies that purport to support citizens' everyday lives and societal participation. A pair of presenters from the United States and Canada will present their research about unemployment to highlight the contributions that an occupational lens can make to various policy discussions.

**Methods:** The presenters will discuss the elements of their multi-sited research, including the multiple perspectives within the policy arena that they are trying to understand through collaborative ethnography (Lassiter, 2005) and situational analysis (Clarke, Friese, & Washburn, 2015).

**Intent:** The presenters will identify how their research a) addresses specific public policy issues, b) generates knowledge about how policies are "made" through front-line service provision (Lipsky, 1980/2010), c) illustrates the complexities of occupation that are obscured in market-based policy approaches, and d) demonstrates that a focus on everyday occupation illuminates the supports and tensions that issue from policy mandates. Attendees will gain insights into the potential policy contributions that stem from critical occupational science research. Based on these insights, attendees will have a foundation for identifying other social needs and policy initiatives that can be critiqued and enhanced through occupational science research.

**Importance to occupational science:** This presentation will generate concrete ideas for analyzing and influencing public policy from an occupational perspective. It is important for occupational scientists to understand how public policy can be a vehicle for impacting occupational engagement at community and societal levels.

**Objectives for discussion period:**

What kinds of data are useful to service providers and policy makers?

What is the cost of neglecting occupational needs in public policies?

What forms of knowledge mobilization can be used to transform service provision and influence public policies?

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## LATE LIFE UNEMPLOYMENT AND LIFE SATISFACTION

Maren Voss, *University of Utah*

Man Hung, *University of Utah*

Lori Wadsworth, *Brigham Young University Department of Psychology*

Wei Chen, *University of Utah*

Wendy Birmingham, *Brigham Young University Romney Institute of Public Management*

## ABSTRACT

**Objectives:** Unemployment combined with a soft labor market has been tied to early retirement decisions (Coile & Levine, 2011), and both unemployment (Browning & Heinesen, 2012) and early retirement (Calvo, Sarkisian, & Tamborini, 2013) have been associated with negative health outcomes. To clarify the nature of the retirement and health dynamic, this study looked at job instability factors prior to retirement to evaluate the effect of unemployment on post-retirement health. The specific goal was to assess the episodes of unemployment experienced between age 50 and retirement in order to answer questions of whether periods of unemployment delay or accelerate retirement timing and whether unstable late life working conditions are associated with negative health outcomes after retirement.

**Methods:** The sample included 1540 participants from the Health and Retirement Study who were age 50 and older who were actively in the labor force in 2002. Analysis included



descriptive statistics, independent samples t-tests and multiple regressions. Demographic and health covariates were included to examine the effect of unemployment in late life on health outcomes in 2012 including self-perceived physical health, number of chronic conditions, depressive symptoms, and life satisfaction.

Results: We found no evidence for episodes of late life unemployment impacting health status after retirement. A significant relationship between unemployment after age 50 and life satisfaction during retirement was found, with lowered satisfaction following late life unemployment. Late life unemployment was related to a significantly lower age of retirement.

Conclusions: The impact of late life unemployment on life satisfaction during retirement is significant after controlling for potential negative effects on income. This finding suggests that late life unemployment, independent of the effect on retirement income, impacts life satisfaction. Life satisfaction has been tied to chronic illness (Strine, Chapman, Balluz, Moriarty, & Mokdad, 2008) and mortality (Gerstorf, Ram, Röcke, Lindenberger, & Smith, 2008) and is an important factor in healthy aging. Support for the premise that working can have a positive effect on health, even in later years, comes from panel level data showing that working during retirement is protective of health.(Kachan et al., 2015) The possibility of a brighter future might encourage unemployed seniors to manage the difficulty of the job search over resorting to early retirement for an income source. Qualitative research exploring the post-retirement effect of late-life unemployment will help clarify the relationship. The dynamic relationship between health, employment, and retirement needs further study in order to yield practical policy solutions.

Relevance to Occupational Science: The study of paid occupations, particularly the absence of paid occupation and the consequent occupational deprivation that might result, is a neglected area of occupational science. This paper presents evidence that a lack of opportunity to engage in paid occupations detracts from the well-being of older adults.

Presentation and Discussion Aims: Presentation will include a brief introduction to the Health and Retirement Study and the opportunities for quantitative analysis from its deep reservoir of occupational related survey questions. Then a brief summary of the present research will be provided. Aims include highlighting the role of work or paid employment in the late years of life.

Additional presentation will introduce a qualitative follow-up study about unemployment, life satisfaction, and retirement.

Discussion questions will focus on proposed reasons for the relationship between unemployment and lowered life satisfaction in retirement. We will explore why there was no evidenced effect on health and depression and yet an effect on life satisfaction was noted. What different qualities of the experience and context might explain these results?

Keywords: Aging, Unemployment, Life Satisfaction

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## FORUM: THE DEVELOPMENT OF OCCUPATIONAL SCIENCE OUTSIDE THE ANGLOPHONE SPHERE: ENACTING GLOBAL COLLABORATION

Lilian Magalhaes, *Federal University of Sao Carlos*

Lisette Farias, *Western University*

Natalia Rivas-Quarneti, *University A Coruna*

Liliana Alvarez, *Western University*

Ana Paula Malfitano, *Federal University of Sao Carlos*

## ABSTRACT

Aims/intent: The aims of this forum are to: a) engage the audience in a collective dialogue around the diverse ways in which occupational science is developing outside the Anglophone

sphere, b) enable reflexivity about the opportunities and challenges present in non-English speaking countries attempting to develop occupational science c) reveal linguistic and contextual factors that may hinder or facilitate global collaboration within occupational science, and d) identify potential opportunities to increase global collaboration between occupational scientists from diverse geographical locations.

Rationale: Occupational science is at a crucial moment of disciplinary development characterized by critical reflexivity regarding its foundational assumptions and calls for a more critical and socially responsive discipline. Upon entering its third decade, an impressive body of scholarly work has been produced and several authors have raised concerns regarding the dominance of an Anglophonic and Eurocentric orientation within occupational science, informed by ideas dominant in the “Western” world (Kantartzis & Molineux, 2011; Magalhães, 2012; Prodinge & Stamm, 2012). In parallel, calls to incorporate diverse perspectives and voices from diverse geographical points have also materialized. Nevertheless, despite this expansion, the emergence of occupational science in non-English speaking countries has not happened at the same pace and fashion as in its Anglophone counterparts. Epistemological, cultural, and institutional characteristics may explain the variances. However, power dynamics amongst countries and institutions must be acknowledged and addressed in order to afford global collaboration (Molke & Laliberte-Rudman, 2008).

Potential outcomes for participants: This forum contributes to the development of an occupational science that is open to diverse worldviews to avoid enacting colonial agendas that limit the discipline’s expansion and understanding of the diversity of ways occupation is understood and enacted worldwide.

Discussion questions to facilitate occupational science concepts and ideas:

Is there a space within occupational science for diverse scholarship of occupation developed within other areas of the world?

Is there space within occupational science to embrace diverse conceptualizations of “occupation” that reflect other types of knowledges and viewpoints?

What kind of strategies could be developed to embrace global collaboration?

Key words: epistemology, global development, reflexivity

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## **POSTER SESSION**

### **P1. GETTING GROCERIES AND GOOD VIBES: THE LAYERED OCCUPATION OF BUYING FOOD**

Kendra Heatwole Shank, *Towson University*

#### **ABSTRACT**

**Purpose.** Literature about the complex nature of participating in occupation while aging in place suggests that there are many social, historical, and socioeconomic factors that influence where and how older adults engage. The purpose of this ongoing study is to analyze how dimensions of different shopping locations influence older adults' choices and experiences related to the occupation of 'getting groceries' while aging in the community.

**Method.** Three grocery stores were purposefully selected for diversity of layout, location, targeted demographic, and size in this multiple case study design. Data collection included naturalistic observations over several months which occurred inside and outside the grocery store buildings; public records including zoning codes and transportation routes, as well as nearby amenities and residential locations; interviews with key informants at each grocery store site; and two community livability assessments developed by WHO (2007) and AARP (2005). Multiple data sources are consistent with the case study design, and enable a more complex analysis of the nature of participation in the community. A grounded theory approach to analysis will involve cross-interrogation of the multiple data types, and a multiple-case matrix will serve to juxtapose and identify dimensions of the cases for conceptual development and discussion. Diverse data and reflexive journaling by team members increase the trustworthiness of the data.

**Results.** Preliminary findings show that in addition to differences in the physical nature of the three grocery store cases, the social dimensions of shopping in the various stores vary considerably. The location of the store, marketing, and history of the store also appear to influence older adults' perceptions of whether each location is a "good" place for older adults.

Ongoing analyses will focus on these differences; we will also draw comparisons between data from the naturalistic observations and the livability assessments to better understand dimensions of a community location that influence participation in this common occupation.

Discussion: Iwarsson and Stahl (2003) argued that we need to move beyond the term accessibility and include subjective experiences with the term ‘usability’. Hart and Heatwole Shank (2016) further problematized our understanding of participation in community locations by identifying key tensions that shape occupational possibilities for older adults at malls. This research will extend the dialog about how occupations unfold in the community by examining the nature of grocery shopping in varied settings. Related implications for understanding participation will be discussed and integrated with current occupational science literature.

Key words: Out and about occupations; older adults; occupational possibilities

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## **P2. PULLED FROM THE STREETS: QUEST NARRATIVES AMONG YOUNG MEN WITH VIOLENTLY-ACQUIRED SPINAL CORD INJURIES**

Carol Haywood, *University of Southern California*

### **ABSTRACT**

Statement of purpose: This research seeks to understand daily life experiences and perspectives of adolescents and young adults (AYAs) with an acquired spinal cord injury (SCI) and their caregivers in order to understand how such injuries can impact participation and personal development. Description of methods: AYAs (n=9) with a SCI and their caregivers (n=8)

participated in individual and group interviews to elicit narratives about their everyday lives and experiences relating to participation in rehabilitation and transitions to community life after acquiring a debilitating injury. AYA participants represented a range of individual circumstances with varying ages (16-22 years), socioeconomic backgrounds, levels of SCI (high cervical to low thoracic), mechanisms of injury (traumatic and non-traumatic), and time since injury (4 weeks to 4.5 years). This analysis focuses specifically on a subset of these data, which was drawn from male AYAs who were violently-injured and have a history of gang involvement or related “street” life (Mattingly, 2014). These AYAs (n=5) and their caregivers (n=4) are Black, Hispanic, or mixed-races and ethnicities, and they primarily reside in resource-poor communities in a large, metropolitan area of Southern California. Data were analyzed categorically, thematically, and narratively within- and across-cases to identify and unpack individual perspectives emerging during life after a devastating injury (Mattingly & Lawlor, 2000).

Report of results: In the days, weeks, and months following a SCI, survivors are separated from their homes and communities as they receive necessary medical care and rehabilitation to address impacts of a SCI. During this time, AYAs and their caregivers are faced with a range of experiences, which challenge conceptions of self. They also consider their abilities and desires to return to prior engagements or to create a new way of living and being. Remarkably, the narratives of these men and their caregivers within the research reflect quest narratives (Frank, 2013), which are employed to guide present actions and future orientations. Where some caregivers feared their loved ones had been “lost to the streets,” the injury was described as a chance to start fresh, to re-create themselves, and in doing so, to live a safer and more meaningful life. However, cultural influences and limited knowledge of future possibilities (Mattingly, 2010) challenged this resolve.

Implications related to occupational science: This research adds to conversations about what disability, and specifically SCI, can mean for young men coming from the streets (Devlieger, Albrecht, & Hertz, 2007). For these SCI survivors, rehabilitation is a moral endeavor complicated by functional abilities and social influences.

Objectives to further occupational science concepts and ideas:

- Illustrate complex interrelationships of experience, community, and perceptions of possibility.
- Contribute to understanding the influences of narrative on personal action.

Key Words: Narrative, Spinal cord injury, Rehabilitation

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### **P3. NEGOTIATING OCCUPATIONAL ENGAGEMENT FOLLOWING INTERNATIONAL MIGRATION: EXAMINING THE ROLE OF LANGUAGE**

Yan Cao, *University of Western Ontario*

Ji Won Kim, *University of Western Ontario*

Milad Shajari, *University of Western Ontario*

Tamara Zimonjic, *University of Western Ontario*

Suzanne Huot, *University of Western Ontario*

#### **ABSTRACT**

**Purpose:** According to Statistics Canada (2007), immigrants face numerous difficulties in their first couple of years in Canada, such as finding employment and linguistic and cultural adaptation. Approximately 26% of immigrants reported that learning a new language was a difficulty, while 13% reported the challenges of adapting to new cultures and values. Our purpose was to explore how language influenced occupational engagement for immigrants in London, Ontario. Specifically, we examined how fluency in Canada's two official languages of English and French restricted and/or enabled occupational engagement following immigration. **Methods:** A secondary analysis study (Irwin & Winterton, 2011) using data generated as part of a primary study examining how immigrants' occupations acted as a mediating force for their socioeconomic integration in London, Ontario and in Auckland, New Zealand. Analysis focussed specifically on data generated in London.

**Participants:** 10 immigrants currently residing in London, Ontario (5 males, 5 females). Participants had emigrated from varying countries of origin, including Benin, Brazil, Burundi, Colombia, France, Iraq, Lebanon, Morocco, and Saudi Arabia.

Data collection: An initial session consisted of a narrative interview as well as the creation and description of an occupational map (Huot & Laliberte Rudman, 2015) that addressed their routines and occupations in the host community. Semi-structured follow-up interviews were conducted during a second session.

Data analysis: Line by line and thematic coding of the 20 verbatim transcripts (Long-Sutehall et al., 2011). We immersed ourselves in the data using an iterative process by revisiting previously coded data to ensure consistent interpretation of the text and also to ensure that relevant data were not overlooked when coding.

Results: “Learning English as essential for occupational engagement” was identified as the main theme. Four related sub-themes related to language were developed through our analysis: 1) settlement (accessing services and resources), 2) economic integration, 3) social-cultural integration/isolation, and 4) family. Participants with limited English proficiency faced challenges to their settlement, and economic and socio-cultural integration.

Contribution to occupational science: This study depicts the important role that proficiency in English plays in shaping the integration of immigrants in London, Ontario. Daily social interactions and engagement in occupation are mediated through the dominant community’s language, linking language and power and influencing possibilities for participation in daily occupations. Enabling meaningful occupational engagement among migrant populations thus requires attending to social power relations between linguistically dominant and marginalized groups.

Questions for discussion period:

In what ways does language intersect with other aspects of identity to shape integration and occupational engagement?

How can policy-making better attend to (un)anticipated consequences for various populations?

In what ways do current settlement services not sufficiently attend to the power dynamics between (linguistically) dominant and marginalized groups?

What strategies do/can migrants use to negotiate/enhance their engagement in meaningful occupations?

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#### **P4. ¡VIVIR MI VIDA!: A PILOT STUDY OF A LIFESTYLE INTERVENTION TO OPTIMIZE HEALTH OUTCOMES IN LATINO PATIENTS**

Jeanine Blanchard, *University of Southern California*

Jenny Martinez, *University of Southern California*

Stacey Schepens Niemiec, *University of Southern California*

#### **ABSTRACT**

Statement of Purpose: Living with chronic illness is a reality for many older adults in the United States. Racial and ethnic minorities have an increased risk for such illnesses (AHRQ, 2013), greater complications from disease, and an increased mortality rate. Identifying promising interventions to address the needs of diverse, older communities is key to promoting successful aging, improving health outcomes, and addressing health disparities. In this pilot project, we investigate the feasibility, acceptability, and preliminary promise of a lifestyle intervention, ¡Vivir Mi Vida! (¡VMV!). ¡VMV! is informed by Lifestyle Redesign®, a health promotion program which has produced beneficial effects in underserved, ethnically diverse, older minority populations (Clark et al., 1997, 2012). ¡VMV! is tailored to Latinos, the nation's fastest growing ethnic group. Further, this intervention targets a slightly younger population (i.e., late middle-aged adults), in an effort to prevent development of chronic illnesses and complications in this vulnerable group.

Methods: Forty Latino patients, ages 50-64 years, currently enrolled in a primary care health center near Los Angeles are receiving the four-month ¡VMV! intervention. Promotores (lay health workers from the Latino community) serve as front-line interveners and are supervised by an occupational therapist and senior promotor. Patients participate through home-based

individual and group sessions led by promotores, in addition to periodic consultations with the occupational therapist.

Core elements of the intervention (e.g., fostering self-efficacy, using motivational interviewing, and semi-individualizing the content) will be examined by monitoring fidelity, conducting focus groups and exit interviews with participants and staff, and reviewing participants' ratings of confidence in meeting goals and relevance of the material. Initially and at the end of the program, we are measuring health outcomes and behaviors such as self-rated quality of life, diet, exercise, and cholesterol. Mixed-methods procedures will be used to analyze qualitative and quantitative data.

Results: This pilot study is ongoing; feasibility results will be provided in the poster presentation.

Implications related to occupational science: It is important for occupational scientists to explore ways to deliver interventions that provide patients with tools to enact sustainable lifestyle choices that foster successful aging, promote occupational engagement, and facilitate participation. This study will provide important information about the feasibility, acceptability, and preliminary impact of a blended promotor-occupational therapy intervention. Given the changing practice climate, adopting a partnership with lay health educators within the context of existing health systems may be a promising approach to extend occupational therapy services to hard-to-reach, vulnerable populations.

Key words: late middle age Latinos, lifestyle intervention, pilot/feasibility study

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## **P5. HETEROGENEOUS SENSORIMOTOR DEFICITS DURING IMITATION IN AUTISM SPECTRUM DISORDER**

Emily Kilroy, *University of Southern California*

Laura Harrison, *University of Southern California*

Sharon Cermak, *University of Southern California*

Lisa Aziz-Zadeh, *University of Southern California*

### **ABSTRACT**

Statement of purpose: Engagement in many daily occupations requires a high degree of social and sensorimotor processing. Individuals with Autism Spectrum Disorder (ASD) have social deficits that inhibit their participation in social and physical activities<sup>1</sup>. While all individuals with ASD have social processing impairments, subsets of individuals also show extensive impairments in sensory and motor functioning while others do not<sup>2</sup>. The aim of this study is to understand the neurological bases for variations in the ASD phenotype. Understanding these variations will help identify the specific difficulties these individuals have performing occupations involving motor planning and imitation. Specifically, we will collect neural activity during the following steps of imitation processing: observation and execution of observed sensorimotor actions. This study will inform how different impairments affect the interpretation and performance of observed actions. Furthermore, it will provide a more detailed understanding of how social and motor impairments may inhibit successful engagement in occupations involving sensorimotor tasks.

Methods: Children with ASD and two control groups, Developmental Coordination Disorder (DCD) and typically developing children (matched by age, gender, IQ) observed, imitated and executed separately to a continuum of highly social to highly motor video stimuli while undergoing functional Magnetic Resonance Imaging (fMRI). Videos consisted of three types: 1) emotional (i.e., Happy), Non-Emotional expressions (i.e., wiggle nose) and hand actions (i.e., cutting paper). Using a block design, three videos per block were presented for 15 seconds followed by a 15 second rest according to an optimized random sequence. A general linear model was used to determine areas of activation during each MRI task (observation, imitation, execution). Direct comparisons between ASD, DCD, and TD groups will be made using random effects models to identify brain regions that are differentially activated between groups. Degree of social impairment (measured by the Social Responsiveness Scale-2 and NEPSY-II) and degree of motor impairment (measured by the Movement Assessment Battery for Children-2 and the Praxis Test) will be analyzed to determine the relationship between social and motor ability and neural activity.

Results/Discussion: Preliminary results from this study suggest a continuum of social to motor

stimuli modulate the Action Observation Network<sup>3</sup> — regions of the brain thought to be important for both social and sensorimotor processing. Social and motor processing are important components of many occupations, investigating the integrity of these mechanisms is vital to understanding how these two systems work together to facilitate occupational engagement in individuals with ASD.

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## **P6. THE LIVED EXPERIENCES AND OCCUPATIONS OF INTIMATE PARTNERS OF INDIVIDUALS WITH SPINAL CORD INJURY RELATED TO SEXUALITY**

Kathleen Eglseder, *Towson University*

### **ABSTRACT**

**Statement of Purpose:** The purpose of this phenomenological collective case study is to illustrate the lived experiences and occupations of intimate partners of individuals with spinal cord injury related to sexuality, to identify education and resource needs regarding sexuality, and to inform future development of appropriate educational resources for this population. The collective case study design was chosen as it is considered to provide more robust and compelling results than a single case study (Yin, 2014).

**Methods:** In this study, a convenience sample of 4 intimate partners of individuals with spinal cord injury were selected to participate in one 60 – 90 minute semi-structured interview related to the impact of the injury on their experience of intimate activities. All participants were female and were stratified by age. The interviews were audio-recorded, transcribed verbatim, and within case followed by cross-case analysis was performed. As outlined by Saldana (2013), two coding cycles were utilized. Descriptive analysis was utilized for the first cycle coding, followed by pattern coding to identify emergent themes. An external additional coder supported the

trustworthiness and increased the reliability of the findings. Additionally, member checking was utilized upon completion of analysis to ensure accuracy.

Results: During the analysis phase of this project, three themes were identified. These themes include (a) loss of intimacy has a negative impact on the resumption of sexual activities, (b) perceived deviance in sexual activity with the partner, and (c) education and resource needs related to sexuality are not being met.

Discussion: According to Wilcock (2007) there is a need for greater exploration regarding the “purpose and outcomes of the occupational nature of human beings” and the interrelationship of this to overall health (p. 3). Due to the complexity of partnered intimate relationships, it is imperative to view this topic from an occupational science perspective by examining both the external environment and the internal meaning of the occupation of sexual relationships as it related to well-being (Zemke, 2004). This study was conducted to investigate the occupation of sexual activity and participation post spinal cord injury from the partners’ perspective. By exploring the supports required for sexual partners of individuals with spinal cord injury to return to the occupations related to sexual well-being, a framework for the development of sexuality education programs to address these individuals can be established.

Key Words: Caregiver, Sexuality, Spinal Cord Injury

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## **P7. OCCUPATIONAL PARTICIPATION OF COLLEGE STUDENT VETERANS**

Jenna Yeager, *Towson University*

### **ABSTRACT**

Statement of Purpose: The experiences of college-enrolled undergraduate veterans in relation to reintegration, occupational engagement, and campus participation was explored through focus groups.

Description of Methods: 10 veteran undergraduate students (9 male and 1 female) enrolled in a large metropolitan university participated in 60 – 90 minute focus groups to investigate their experiences transitioning from active military duty to college and civilian contexts. Participants were recruited with flyers, e-mails, and postings to a student veterans' Facebook page. The study was approved by the university Institutional Review Board (IRB), including appropriate procedures to attain informed consent and maintain confidentiality.

Focus group data was audio recorded and transcribed verbatim for qualitative analysis using a process of constant comparative analysis, including line by line analysis to identify initial themes that were then collapsed in a system of axial coding. Strategies to assure trustworthiness included initial bracketing of researcher presumptions, the use of multiple coders, supplemental field observation notes, and member checking throughout the focus groups to assure clarity of meaning of the expressed experiences (Creswell, 2013).

Results: Four primary themes emerged, including: (a) challenges in re-establishing identity and a meaningful sense of purpose following transition from active duty to civilian and campus contexts; (b) feelings of social isolation and the experience of barriers to social integration; (c) the importance of structure to balance occupational demands and the identified need for additional supports to assist in creating this structure; (d) an expressed positive experience of the campus veterans center as a supportive context for socialization, leisure, and access to various support services.

Discussion/Implications: This pilot study supported prior research indicating that veterans face challenges to identity development (Demers, 2011) and to health and well-being in relation to the transition to college undergraduates (Plach & Sells, 2013; Rumann & Hamrick, 2010; Widome et al 2011). It was observed that such challenges may be understood in relation to occupational engagement, both in terms of the barriers to participation, and the role of supportive contexts in providing structure and resources to facilitate academic success, social integration, and well-being. Further research is needed in occupational science to explore the unique narratives of reintegrating veterans regarding the significance of occupational engagement to re-establish identity and meaningful engagement in college and the broader community.

#### Objectives/Discussion Questions for Poster Session

What are the unique needs of veterans in regards to occupational participation when transitioning to the community context of a college campus?

What are the barriers and supports to occupational engagement that may facilitate success and well-being for veteran college undergraduates?

How may occupational engagement support the development of identity and a meaningful sense of purpose for veterans?

Key Terms: college veterans, community reintegration, occupational participation

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## **P8. “AND YOU’RE NEVER GOING TO DO IT RIGHT”: GATEKEEPER REFLECTIONS AND RECOMMENDATIONS FOR DESIGNING FAMILY STUDIES**

Adrienne F. Miao, *University of North Carolina at Chapel Hill*

### **ABSTRACT**

Studying everyday family life poses immense challenges and has generated lively debate about what methods are most appropriate (Rönkä & Korvela, 2009). Collaborative inquiry represents the push towards employing participatory and democratic research techniques throughout the processes of study design, data collection, and dissemination of findings (Bridges & McGee, 2011). Family participation in research has been described as spanning a continuum from families as research participants to families as research leaders (Turnball, Friesen, & Ramirez, 1998). Most of the family research present in the occupational science literature has focused on the family as participant, however asking questions about the experience of research offers an opportunity to incorporate gatekeeper experiences into study design. Purpose: The study aimed to learn from parents as family gatekeepers in order to better understand motivations and

reservations regarding participation in naturalistic studies. Methods: 12 parent advisors with past research experience took part in semi-structured interviews about their perceptions and recommendations for family study design. Interviews were transcribed and then coded in multiple cycles following an iterative-inductive approach (Miles, Huberman, & Saldaña, 2014) and utilizing computer assisted qualitative data analysis software. Results: Parents cited the importance of scientific advancement and the opportunity to benefit other families through knowledge production as key rationale for involving their families in research studies. Scheduling was perceived to be a primary logistical challenge, and fear of parenting skills being judged negatively was a significant emotional consideration. Research activity flexibility, researcher authenticity, and demonstrated interest in a range of experiences supported positive perceptions of the research process. Implications: This study generated new methodological insights into family gatekeepers experiences of research participation, as well as recommendations for family research design. This information may assist researchers in designing ‘family-centered’ research that takes into account family perceptions of research participation, with the goal of designing studies that are attentive to, and responsive to, the pragmatics of everyday family life.

Key words: research participation, study design, family research

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## **P9. PERCEIVED BARRIERS AND SUPPORTS TO EMPLOYMENT FOR INDIVIDUALS ON THE AUTISM SPECTRUM**

Lisa Crabtree, *Towson University*

Laura Karp, *Towson University*



## **ABSTRACT**

Through the lens of occupational justice, the act of doing is viewed as essential to the development of a person's potential (Jakobsen, 2004). It is important to systematically examine how society enables such doing, particularly when barriers to participation may exist. A significant part of adult life is spent participating in the occupation of employment. For those on the autism spectrum, unemployment and underemployment are major concerns (Chen, Sung, & Pi, 2015), with unemployment rates exceeding 88% (Wehman et al., 2014). Furthermore, those who are employed are typically under-employed, and they face higher rates of poverty, forcing many to be financially dependent on their families (Wehman et al., 2014). Those who are employed tend to earn lower wages, and change jobs repeatedly, and many identify a need for greater supports in the workplace (Baldwin et al., 2014). Data from the National Longitudinal Transition Study indicate that more than half of individuals on the autism spectrum between the ages of 21 and 25 had never been employed following completion of high school (Roux et al., 2013). Researchers designed a longitudinal mixed methods study to examine the occupation of employment for individuals on the autism spectrum.

Researchers conducted a pilot study surveying 34 individuals on the autism spectrum aged 16-28, followed by focus groups and interviews with 8 participants. Constant comparative methods were used to analyze descriptive data and phenomenological analysis of transcripts. Researchers identified two consistent patterns that restricted the employment opportunities for participants: 1) lack of knowledge and 2) limited experiences. Young adults had limited knowledge of the constructs of employment, and most participants had little to no employment experiences. The study is in its second year and has expanded to include participants in various employment situations: volunteer and paid positions; part-time, full-time, and customized employment. Data are being collected and analyzed from 30-40 individuals on the autism spectrum to further explain their perspectives of the occupation of employment. Results of this study will contribute to a greater understanding of the occupation of employment from the perspectives of individuals on the autism spectrum.

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## **P10. PLAYFULNESS IN THE PRACTITIONER**

Jan Froehlich, *University of New England*

Elizabeth Crampsey, *University of New England*

Rachel Finer, *University of New England*

Danielle LaVere, *University of New England*

Erin Schewenke, *University of New England*

Cinder Savage, *University of New England*

### **ABSTRACT**

Objectives/Discussion: Identify the value of research on playfulness in adults; Compare playfulness among MSOT, DPT and MSW students; Discuss playfulness among pediatric occupational therapists

Purpose: The purpose of this study is to explore playfulness in MSOT, DPT and MSW students as well as practitioners who work with children and youth.

Gelach, Browne and Suto (2014) propose that play is an important occupational determinant of health in children. Many occupational therapists and occupational scientists would agree that play is the most important occupation of children and that playfulness represents the essence of play. (Guitard, Ferland & Dutil, 2005; O'Brien et al. 2000; Bundy, 1993). While play is defined as a pleasurable, self-initiated activity a child can control, it is the child's attitude or 'playfulness' that determines whether or not an activity is play (Bundy, 1993).

Although most literature addressing play and playfulness has focused on children, scholars across disciplines have begun to explore both constructs in adults. Based on a qualitative study, Guitard, Ferland, and Dutil (2005) proposed playfulness in adults extends to all life situations and is characterized by creativity, curiosity, pleasure, sense of humor, and spontaneity. In an effort to establish a sounder conceptualization of playfulness in adults as a personality trait and to develop a reliable, valid measurement of adult playfulness, Shen, Chick and Zinn (2014) used existing personality research and theoretical framework to guide creation of the Adult Playfulness Trait Scale (APTS). Through systematic conceptual and empirical evaluation, authors used a multi-study design to validate the APTS, conceptualizing adult playfulness through three sub-dimensions: fun-seeking motivation, uninhibitedness, and spontaneity.

Based on their finding that playfulness can assist adults in many areas including approaching situations with an open mind, finding original solutions to problems, confronting difficulties and accepting failure, Guitard, Ferland and Dutil (2005) suggest playfulness may be an important tool in occupational therapy with adult clientele. Noting the significance of play and playfulness, the authors of this study believe it is important to address playfulness in practitioners, not just clients. Greater understanding of playfulness in practitioners could contribute to our understanding of how to enhance both playfulness and the occupation of play across the lifespan. Ultimately, occupational outcomes may be enhanced as we learn to explore and facilitate playfulness in all practitioners.

Methods: This study recruited OT, PT and SW graduate students to complete the APTS and identify their primary future practice preference through Survey Monkey. In addition, pediatric occupational therapists were recruited to complete the APTS and participate in focus groups and interviews on their experiences with play and playfulness. Qualitative and quantitative analysis of data will be presented.

Key Words: Play, Playfulness, Practitioners

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## **P11. "WE ARE NOTHING ALIKE": MARGINALIZATION OF STUDENTS WITH DISABILITIES**

Laura Y. Bulk, *University of British Columbia*

Tal Jarus, *University of British Columbia*

Adam Easterbrook, *University of British Columbia*

Michael Lee, *University of British Columbia*

Earllene Roberts, *University of British Columbia*

Parisa Ghanouni, *University of British Columbia*

Marlee Groening, *University of British Columbia*

Sue Murphy, *University of British Columbia*

### **ABSTRACT**

Introduction. Marginalization occurs when individuals are systematically excluded from meaningful participation in occupations, and are thus denied opportunities to reach their potential (Rao, 2008). Despite inclusive rhetoric, disabled students face barriers that lead them to be less likely to participate in university compared to their enabled peers. This inequity is especially pronounced in the health and human service sector, where there exists a tension between promoting inclusion and maintaining professional competencies (Andre & Manson, 2004; Brown, James & Mackenzie, 2006; Hirneth & Mackenzie, 2004; VanMatre, Nampiaparampil, Curry & Kirschner, 2004). Thus, via exclusion from health and human service education programs, disabled people are prevented from reaching their peak performance and engaging in meaningful occupations. Objective: To explore the participation of disabled people in health and human service education and professions. Approach: In-depth interviews were conducted with 20 health and human service students and stakeholders, such as faculty or clinicians, focusing on barriers to and facilitators of participation. Interviews were analyzed using the constant comparative approach. Results: Marginalization is a major barrier experienced by disabled students in health and human service programs. Marginalization occurs at societal, institutional, and interpersonal levels. This marginalization occurs through: 1) dominant discourses about

disability and professionalism, 2) discriminatory design within programs and university structures, and 3) interactions characterized by imbalanced power. Marginalization involves actions and inactions of those holding the power incumbent upon enabled bodies/minds, as well as attempts by enabled bodies/minds to distinguish themselves from the category of disabled bodies/minds. Power is wielded over those with disabled bodies/minds in order to justify their exclusion. Conclusions: The participation of disabled people is vital for ensuring health and human service professionals represent the populations they will serve. Our findings demonstrate how insidious forms of marginalization exclude disabled people from health and human service education and professions. These findings may be part of the foundation upon which change can be created, such that occupational science scholars/educators can lead the way in enabling individuals to reach their peak educational and vocational performance, and to become leaders themselves. Financial support by the UBC Teaching and Learning Enhancement Fund is gratefully acknowledged.

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## **P12. “WE’RE MAKING IT WORK, TOGETHER”: USING ETHNOGRAPHY AND PHOTOVOICE TO UNDERSTAND THE OCCUPATION**

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

### **ABSTRACT**

Statement of Purpose: This qualitative research study examines the occupations of families who

have adopted older children (ages 5-17) with special needs from foster care. The study was undertaken to explore and describe:

1. How do adoptive families develop and enact occupations together?
2. Which family occupations are meaningful, and facilitate family well-being?
3. What social and environmental supports and barriers are important to adoptive families' enactment of occupation?

The study aims to address a critical gap in the (overwhelmingly quantitative) body of adoption scholarship. Limited qualitative adoption research has addressed child or family experiences, and few studies have focused on the whole family, incorporating the perspectives of adopted children and their siblings (Finet)

Finally, this study aims to contribute understandings of the development and importance of family occupations, from an occupational science perspective, to help adoption professionals support families and achieve stable, permanent homes for children in foster care. Permanent placement, including adoption, is currently a key United States goal for children in foster care. Although permanency outcomes show a general trend of improvement over time, this is less true for children with disabilities and those over age twelve. Improving adoption outcomes for older children with disabilities will require improved understanding of the supports, barriers, and family occupations that promote positive outcomes.

Description of Methods: Participants: 3 American families who have adopted older children (5-17) with special needs from foster care. Data Collection: Collaborative ethnography (interviews, observations, thick description); supplementary photovoice to facilitate child participation. Data analysis will be conducted using Narrative Analysis methods.

Report of Results: Pilot study findings: 1) photovoice methods were a useful way to help children with special needs talk about family occupations and adoption; 2) finding mutually enjoyable occupations was an important part of bonding, and sense of well-being, after adoption. Preliminary results from the larger dissertation study (in progress at the time of abstract submission) will be discussed at the conference.

Implications Related to Occupational Science: Results may identify important family occupations, supports and barriers in special needs adoptive families; enrich scholarly understandings of how occupations develop within families; expand OS perspectives and research beyond biological notions of family; and inform occupational therapy practice with adoptive families. These aims are relevant to SSO objectives of exploring and expanding knowledge of occupation, and studying the interrelationship of OS and OT.

## Discussion Questions to Further Occupational Science Concepts and Ideas:

1. Is there something unique, and worthy of study, about the occupations of adoptive families?
2. Can an occupational perspective meaningfully contribute to adoption theory and research? adoption policy?
3. Can adoption theory and research in turn help occupational scientists to expand our notions of family beyond those rooted in biology, and expand our ideas about how occupations develop within families?
4. Could occupational therapists have a potentially important role in adoption preparation and post-adoption supports?

3 Key Words: Families, Adoption, Photovoice

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Tirella, L. G., Tickle-Degnen, L., Miller, L. C., & Bedell, G. (2012). Parent strategies for addressing the needs of their newly adopted child. *Physical & Occupational Therapy in Pediatrics*, 32(1), 97–110. ns of families who adopt from foster care.

## **P13. WELLNESS OCCUPATIONS IN PERSONS WITH MENTAL ILLNESS: A UTILIZATION FOCUSED EVALUATION PROJECT**

Kristine L. Haertl, *St. Catherine University*

### **ABSTRACT**

Community based mental health service delivery models emphasize holistic occupation-based

approaches aimed at facilitating improved health, wellness and quality of life. As international mental health practice continues its trend towards focusing on innovative models of service delivery, longitudinal multi-dimensional exploration of outcomes and satisfaction within these models is crucial to best practice.

Statement of Purpose: Provide utilization focused evaluation (Patton, 1997, 2008) to enhance occupational participation in health, wellness and quality of life for residents of a peer-supported Fairweather Model program.

Methods: Patton's (2008) Utilization focused evaluation was used along with a mixed methods design study to evaluate outcomes in a peer-supported housing model (Haertl, 2005, 2007; Haertl & Minato, 2006). Project outcomes resulted in recommendations including the development of a wellness program for clients diagnosed with mental illness. Outcomes were tracked yearly over a decade and recommendations made for continuous occupation based wellness programming in the community.

Results: Based on the results of the utilization focused evaluation mixed methods study, specific organizational improvement strategies were developed in 2006 including (a) the addition of a chemical health and wellness program, (b) strategic directions to enhance diversity, and (c) the development of a wellness based program to enhance participation in wellness occupations for persons with mental illness. The program included the additional focus on Tai Chi, exercise, yoga, travel, and nutritional cooking among other topics. Outcomes were tracked annually and in accordance with utilization focused evaluation stakeholders (clients, staff, providers, families, and the board) had input into annual future planning for the program.

Importance to Occupational Science: Occupational science is often referred to as a basic science, however through use of an occupational science lens, program evaluation and development methods may be used to enhance occupational participation. This session will include a presentation of the utilization focused evaluation process, outcomes of the stated project, and implications for occupational science.

Discussion Questions:

How might occupational science be used to inform utilization focused evaluation?

How does the understanding of occupational science benefit populations that may have limited occupational opportunities (e.g., in prisons, homeless conditions, etc.)

Where is the intersection of the occupational scientist as practitioner, consultant, and occupational participant?

Key Words: utilization-focused evaluation; occupational participation



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## RESEARCH PAPERS

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### **CRITICAL THINKING ABOUT OCCUPATION: A FRAMEWORK FOR GUIDING PEDAGOGY IN OCCUPATIONAL THERAPY**

Jennifer S. Pitonyak, *University of Puget Sound*

Lynn Jaffee, *Florida Gulf Coast University*

Sarah K. Nielsen, *University of North Dakota*

Cecille Corsilles-Sy, *Pima Medical Institute*

Shirley P. O'Brien, *Eastern Kentucky University*

### **ABSTRACT**

Intent: This theoretical paper presents our initial proposed framework for critical thinking about occupation. Literature review and a practical scenario are used to illustrate critical thinking about occupation as different from professional reasoning (Facione & Facione, 1996; Schell & Cervero, 1993). Models and frameworks of critical thinking from other disciplines are examined in relationship to occupation (Moseley et al., 2005).

Argument: Critical thinking about occupation is a foundation that needs to be explicitly taught in the occupational therapy curriculum--before and while teaching professional reasoning. Critical

thinking about occupation is different from the application of professional reasoning in practice, as critical thinking requires deep understanding of the underlying structure of the discipline. Although there has been renewed focus on deep learning about occupation (Hooper et al., 2014), currently there is no existing framework for teaching critical thinking about occupation. We present an initial framework with elements of information gathering, building understanding, and productive thinking interacting with strategic and reflective thinking about occupation.

Importance to occupational science: Occupational science is the conceptual and empirical basis for the practice of occupational therapy, and informs pedagogical approaches to teaching the epistemology of the discipline of occupational therapy. A recognized framework for teaching critical thinking about occupation may increase awareness of the need to include occupational science in the occupational therapy curriculum.

Conclusion: This is an invitation for dialog that will inform development of a framework for teaching critical thinking about occupation. We argue that critical thinking about occupation is distinct from professional reasoning in occupational therapy, and that occupational science directly informs this critical thinking.

Keywords: critical thinking, occupation, theory development

Questions to facilitate discussion:

Taking a look at the elements and processes in our framework- how do you see these holding true as you teach critical thinking about occupation? What elements are supported? What elements are missing?

What examples do you have of pedagogical methods that explicitly promote critical thinking about occupation?

What opportunities exist for the measurement of growth in critical thinking about occupation in learners across a curriculum?

What are some examples of how occupational science research could be integrated into occupational therapy curricula as a method for teaching critical thinking about occupation?

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## **THE EXPERIENCES AND MEANING OF PARTICIPATING IN THE CO-OCCUPATION OF PEER MENTORING**

Beth Ekelman, *Cleveland State University*

### **ABSTRACT**

Statement of Purpose: Few studies explore the meaning of mentoring as a co-occupation and none explore the meaning of participating in the co-occupation of peer mentoring. The purpose of this study was to explore the meaning of participating in the co-occupation of peer mentoring from the perspectives of both the mentors and mentees and how these experiences influenced occupational identity development. Methods: A phenomenological design was employed (Patton, 2002). Occupational therapy student mentors and at risk undergraduate college mentees participating in a peer mentoring program were recruited. Peer mentors acted as coaches by directing students to university resources, exploring and attending student activities with their mentees, meeting every other week one-on-one to help problem solve and provide guidance. Participants also attended four group sessions designed by the mentors to promote team building, a sense of belonging, and group participation in student activities. For those who volunteered to participate in the study, informed consent was obtained and pseudonyms assigned to protect their identities. Researchers conducted a focus group with 9 mentors and individual interviews with 5 mentees three months after the program concluded. Two researchers analyzed the data by gaining a sense of the whole, identifying meaning units, transformation of expressions with an emphasis on the the phenomenon being studied, synthesis of meaning units into statements of structure of the experience, and a final synthesis to capture the essence of the experience (Patton). Investigators met to discuss findings and come to consensus about the themes. Trustworthiness was established via triangulation using multiple investigators, saturation, member checks, and a peer debriefing. Findings: Mentoring is a co-occupation that was meaningful to both mentors and mentees. Mentees established a valuable relationship with their mentor and viewed mentors as a support system, role model, and guide to academic resources and social opportunities. Mentors also valued the relationship and viewed the experience as a way to learn how to provide client centered care and to gain independence, leadership skills, and self confidence. Implications to occupational science: This study adds to the literature on the meaning of co-occupation (Pierce, 2009). It also describes the process of selfing and developing

a sense of selfhood (Christiansen, 1999) among occupational therapy students as they engaged in the occupation of peer mentoring. The findings add to the literature on the process of occupational identity development (Christiansen; Kielhofner, 2002; Laliberte Rudman & Dennhardt, 2008).

Key Words: Co-occupation, occupational identity, mentoring

Questions:

- 1) What is the value of peer mentoring as a co-occupation?
- 2) How can experiences be designed to best help occupational therapy students develop their occupational identities?
- 3) What are the challenges of offering a peer mentoring program?

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## **POLICY AND EVIDENCE REVIEW ON WORK TRANSITION INTERVENTIONS AND WORK DISRUPTIONS OF POST- SECONDARY STUDENT GRADUATES WITH DISABILITIES: INSIGHTS FOR SOCIAL AND EDUCATION POLICY**

Lynn Shaw, *Dalhousie University*

James O'Brien, *Saint Mary's University – Canada*

## **ABSTRACT**

Statement of purpose: Despite completion of higher education, students with disabilities experience persistent underemployment, unemployment and delayed entry into work. Specifically, they experience long periods of work disengagement, lack of participation in valued or meaningful work, and loss of confidence in skills due to delays in finding work; all of which contribute to decreased self-worth, health, and wellbeing. These consequences underscore new areas of concern by governments and employers and the need to find new ways that policy and practices can minimize work occupation disruptions for youth. In 2013 Urbanowski and colleagues suggested that to promote work sustainability or mobility in times of economic challenge and globalization there is a need for social policy informed by concepts from occupational injustice, occupational salience, and the examination of the occupational ecosystem. Thus, the first aim of this review was to synthesize knowledge of work transitions interventions that support safe and effective entry into work, as well as work retention in the labour market for post-secondary student graduates. The second aim was to identify implications for informing policy and research. Methods: Arskey and O'Malley's scoping review methodology (Arskey and O'Malley 2005) was used to search and synthesize data from evidence and policy databases (EMBASE, CINAL, SCOPUS, Pub Med, Canadian Public Policy Collection, Canadian Research Index, ERIC, Sociological Abstracts, PsychINFO/INFORM, Index to Foreign Legal periodicals, Proquest). DistillerSR and Excel supported document selection and management. Results: N=30 documents met the selection criteria. Synthesis of extracted data from 23 empirical studies and 7 grey literature documents and 20 websites identified that coordination of an array of targeted interventions will improve employment outcomes. The existence of policies or legislation to support employment equity or human rights are associated with less disruptions and easier entry into employment. Intervention components with promise include work experiences such as job placements and internships; labour market skills training; accommodation awareness and support; self-awareness and disclosure training; and mentorship.

Implications: The current occupational ecosystem of employment resources and accommodation policies in the literature related to post-secondary graduates with disabilities is focused on becoming employed and on foundational skills. There is little attention on career supports after graduation or on global citizenship skills to support work sustainability or mobility in times of precarious employment. This presentation identifies key steps that are needed to open a social policy dialogue in higher education and employment supports and a research agenda to support improved work transitions and work sustainability for post-secondary graduates with disabilities.

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## **PARTICIPATION AS TRANSACTION: THE FUNCTIONAL COORDINATION OF FAMILY OCCUPATION**

Adrienne F. Miao, *University of North Carolina at Chapel Hill*

Everyday family activities have been variously termed routines, rituals, practices, and occupations and they are often treated as taken-for-granted aspects of life. Segal (1999) highlighted the selected and constructed nature of family occupations, representing shared but not necessarily equal engagement in meaningful chunks of activity. Occupational science scholars have also been interested in the intricate interplay of temporality, context, and social interactions within occupations, including those occurring within the patterns of daily family life (Larson & Zemke, 2003). In alignment with the conference theme of diversity in occupation, this study utilized a transactional perspective (Dickie, Cutchin, & Humphry, 2006) to explore the coordination of family occupation within families with children with disabilities. Purpose: This qualitative study explored participation in family time among families with children with disabilities in order to learn about how families co-construct meaningful shared occupations. Methods: The study utilized an ethnographic approach involving participant observations in home and community settings. Families were recruited from communities in the southeastern United States. The study sample consisted of seven families with one or more children with a reported physical or intellectual disability between the ages of 6-11 years old. The author joined families in activities of their choosing across 3-6 visits. Data were analyzed following an iterative-inductive approach drawing from the 'Sort & sift: Think and shift' method (Maietta & Mihas, 2015) as well as interactive components of data collection, condensation, display, and drawing conclusions (Miles, Huberman, & Saldaña, 2014). Results: Family occupations were coordinated among axes of availability, accessibility, and acceptability. Families employed numerous planning, normalizing, and validating strategies to promote inclusion in family time. Implications: Expanded descriptive knowledge about how families construct shared practices may enhance occupational scientists' understanding of the transactional and coordinated nature of occupation.

Key words: family occupation, participation, transactional perspective

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## BEHAVIORAL INFLEXIBILITY IN ASD: IMPACT ON FAMILY OCCUPATIONS

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

Wanqing Zhang PhD, MD, *University of North Carolina at Chapel Hill*

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

### ABSTRACT

**Purpose:** Four multi-site focus groups have been undertaken as a first step for developing a parent rated measure for behavioral inflexibility (BI) in children with developmental disabilities. The purpose of this research paper is to highlight the findings from these focus groups and the implications of the findings for occupational science and therapy.

**Methods:** Four focus groups were conducted at three project sites (UNC-Chapel Hill, Ohio State University, and Vanderbilt University) with caregivers of girls and boys with autism spectrum disorder (ASD). The participant population was diverse as the individuals with autism ranged from 3-18 years, had varying diagnostic histories, and varying ASD severity. Caregivers were asked to reflect on their children's inflexible behaviors and how those behaviors impacted their family life. The focus groups were professionally transcribed and two independent coders carried out detailed semantic coding. Data-driven themes were then abstracted from these codes by collating them into broader categories, using Braun & Clarke's (2006) description of thematic analysis.

Results: Children with ASD display limited interests and many inflexible behaviors. These behaviors restrict the opportunities for children and families to engage in meaningful occupations. However, many caregivers identified a positive impact on family life as a by-product of these inflexible behaviors. Three basic themes and several sub-themes reflected the impact of BI on overall family functioning. These included, (1) restricted child and family occupations, such as poor social relationships, inability to participate in sports, restricted community outings, etc.; (2) negative impact on child and family, such as poor academic outcomes, parent/sibling stress, increased child anxiety, etc.; and (3) positive impact on family, such as increased acceptance and tolerance, family flexibility to adapt to child's inflexibility, structure and predictability leading to smooth family functioning, etc.

Implications: Although BI leads to many challenges for families to engage in meaningful occupations, researchers and clinicians must take into account families' resilience and willingness to derive positive meanings from such inflexible situations. The findings suggest that families adapt to their children's inflexible behavior to form new occupational patterns to maintain smooth family functioning. Future research should focus on these positive outcomes for families and innovative ways of using these occupational patterns for therapeutic gains.

Discussion Questions:

How do families navigate change in their daily lives?

Does an attempt to conform children to societal norms undermine their diverse viewpoints?

What are some future directions for research and practice?

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## **PHOTOGRAPHS AND FAMILY HEALTH: OCCUPATIONAL INSIGHT AND IMPLICATIONS**

Paula A Rabaey, *St. Catherine University*

Kristin Carlson, *University of Oklahoma Health Sciences Center*

Beth DeGrace, *University of Oklahoma Health Sciences Center*

## **ABSTRACT**

Key Words: Family Occupation; Family Health; Occupational Reflection



**Background and Purpose:** Family occupation, a co-constructed experience, reflects the integrity of a family's engagement in everyday life and subsequently family health. While studies are revealing the threat disability has on family health, the construct of family health has yet to be explicated. The purpose of this study was to gain an in-depth look at family health through phenomenological interviews triangulated by family photographs of the meaning of family health in families not experiencing the influence of disability.

**Methods:** This study used a phenomenological approach (Moustakas, 1994) to capture the essence of family health for families raising children to illuminate their perceptions of their family's health. Five families, from an urban Minnesota city, were recruited for the study and consented to in-depth interviewing inquiring about family health, before and after photograph capture. Following the initial interview focused on describing family health, families were asked to take photographs for a month of moments which reflected positive family health. Photographs could be of persons, things or a combination. Families were asked to prioritize 10 photographs to bring and describe at the second interview, as well as revisiting the description of family health. Phenomenological analyses were used for textual data, while iconographic analyses (Carlson, et al., 2006), guided by occupational constructs, were used across photographs.

**Discussions/Conclusions:** Results of this study contribute to the building of the construct of family health, explicating the essential characteristics of family health and have particular relevance to occupational science. The pre themes included; "Being there and doing things as a family", "Can't come up with a solution" and "You do what you can to be the best that you can". These themes captured the challenges and efforts inherent to the preservation of family health. Post themes included; "We spend time together", "Support: Something that is always there", "We need to tend to it" and "Our Family is Not Limited to Just Us". Interestingly, the themes of family health were similar in the elements of togetherness and effort to maintain family health. However, the themes from the post interview accentuated the nature of being family, the support inherent in daily life and extension beyond the nuclear family. The iconographic analyses of the photographers revealed a majority of photographs taken regarding family health were focused on leisure and social participation. Therefore, the use of photographs in research and practice may change the narrative of family health in a positive manner and may highlight the protective factors of family health.

**Question for discussion:**

How can initial evidence from this study help inform both occupational science and occupational therapy?

How does photographic reflection influence our understanding of the construct of occupation?

What implications does photographic reflection have in understanding the occupational story of those we work with?

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## PANEL: EXPANDING ‘CONDITIONS OF POSSIBILITY’: EMPLOYING CRITICAL PERSPECTIVES IN OCCUPATIONAL SCIENCE SCHOLARSHIP

Debbie Laliberte Rudman, *The University of Western Ontario*

Rebecca Aldrich, *St. Louis University*

Suzanne Huot, *The University of Western Ontario*

Alison J Gerlach, *University of British Columbia*

Gail Teachman, *University of McGill*

## ABSTRACT

Topic: Critical reflexivity regarding the ‘conditions of possibility’ (Kantartzis & Molineux, 2012) shaping knowledge construction in occupational science has raised concerns regarding several limits, including the predominance of an individualistic orientation, a reliance on Eurocentric and Anglophone conceptualizations of occupation, a neglect of issues of power and politics, and the incorporation of middle-class and feminized notions of ‘good’ occupations. In turn, several scholars have proposed the incorporation of critical perspectives into occupational science as a means to expand its scholarship, particularly in directions that attend to social injustices and enhance the emancipatory potential of scholarship (Farias & Laliberte Rudman, 2014).

Purpose/aims: This panel will share examples of how research that is informed and shaped by different critical theoretical perspectives has the potential to enhance the social and political relevancy and efficacy of occupational science scholarship.

Methods: Drawing upon their respective research, including work that examines how structural, discursive and other contextual factors create and perpetuate inequities for Indigenous families and children, disabled youth, persons experiencing long-term unemployment, and immigrants and refugees, each panel member will outline how the incorporation of critical theoretical frameworks and methodologies within their program of research pushes ‘conditions of possibility’ in occupational science scholarship.

Intent: Participants will gain insights into how critical perspectives can be incorporated into occupational science scholarship, and will generate ideas for further incorporation in relation to diverse social issues of relevance to occupation.

Importance to occupational science: Incorporating critical perspectives into occupational science can expand scholars' capacities to engage in epistemic reflexivity, enhance understanding of social and occupational injustices, and enact transformative scholarship that imagines and works towards expanded occupational possibilities for diverse societal groups (Gerlach, 2015; Laliberte Rudman, 2014; Townsend, 2015).

Objectives for discussion: Participants will be invited to share examples of social issues, settings, and population groups they aim to address through their scholarship and discuss if and how they have incorporated critical perspectives into their work. Through this dialogue, we aim to raise awareness of diverse possibilities for creating synergies between occupational science and critical perspectives, as well as contribute to the building of a community of critically-oriented scholars.

Key words: Occupational justice, critical perspectives, critical methodologies

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## **2016 Townsend & Polatajko Lectureship: “Playing in the Sandbox”**

Susan J. Forwell, PhD, OT(C), FCAOT, *University of British Columbia*

Dr. Forwell is an Associate Professor and Head in the University of British Columbia (UBC) Department of Occupational Science and Occupational Therapy, a Research Associate with the UBC Multiple Sclerosis clinic and the International Collaboration of Research and Discovery (ICORD) and an affiliate researcher of Vancouver Coastal Health Research Institute (VCHRI). Her research and teaching is in occupational science, community integration, neuro-rehabilitation, and issues of life transitions. Her research has included building a model that supports life transitions from an occupational perspective; development of a comprehensive assessment battery of fatigue from MS, SCI and TBI; an evidence based energy management program that focuses on occupation for MS and SCI; occupation-based cognitive intervention for MS; a behavioural strategy for the treatment of intention tremor in MS; and an occupation-focused comprehensive hand assessment for MS. Dr. Forwell has held numerous leadership positions including past president of the Canadian Association of Occupational Therapists; associate editor of the International Journal of MS Care and member of the Board of the Consortium of MS Centers. Currently, Dr. Forwell is a sub-editor of the Journal of Occupational Science, Chair of the International Society of Occupational Science and is member of the health care advisory council of the Multiple Sclerosis Association of America.

### **ABSTRACT**

Health and well-being can be preserved through participation in occupation. The type and nature of these occupations, however, are less precise and understood. To launch an inquiry into this area, the notion of comforting occupation will be explored from a person perspective discussing the motivations, influences, social issues, contextual considerations and biological implications.

**FRIDAY, SEPTEMBER 30, 2016**

### **RESEARCH PAPERS**

#### **EXPERIENCE OF SLEEP IN INDIVIDUALS WITH SPINAL CORD INJURY**

Jeanine Blanchard, *University of Southern California*

Donald J. Fogelberg, *University of Washington - Seattle Campus*

Natalie E. Leland, *University of Southern California*

## **ABSTRACT**

**Statement of Purpose:** Poor sleep contributes to adverse health outcomes (Knutson & Van Cauter, 2008) making it important to understand sleep in marginalized populations, including those with spinal cord injury (SCI). However, little attention has been paid to circumstances specific to SCI that may negatively impact sleep, or consequences of poor sleep in this population. The purpose of this study was to examine the experience of sleep among individuals with SCI and a history of pressure ulcers (PrU).

**Methods:** A secondary analysis was conducted on qualitative data from an ethnographic study of 20 community-dwelling adults with SCI and a history of at least one medically serious PrU. Participants in the parent study were recruited from a rehabilitation facility that specializes in treating individuals with SCI. Data were collected over an average of 18 months through unstructured interviews and naturalistic observation sessions. In the current secondary analysis, all transcripts and field notes were reviewed, and sections relating to sleep were extracted and formally coded in two stages: open and focused coding. Transcripts were reviewed and independently coded by at least two researchers. The research team then discussed the codes and identified overarching themes. After the coding scheme was finalized, transcripts were reviewed and re-coded as needed.

**Results:** Sleep-related data were found in transcripts for 90% of the sample. Participants described diminished sleep duration and irregular sleep patterns. Several factors contributing to poor sleep were identified, including SCI-related circumstances and sleep environment. Participants also discussed how poor sleep affected occupational engagement. A significant and unexpected finding was that several participants reported using daytime sleep to pass time and escape boredom resulting from limited options for occupational engagement.

**Implications related to occupational science:** The pivotal role that the occupation of sleep plays in maintaining health, function, and quality of life has been established through an extensive body of research (Colten & Altevogt, 2006). Sleep disturbance after SCI is highly prevalent and may contribute to adverse health. The narratives included in this study provide an important phenomenological contribution to the literature on sleep dysfunction after SCI and highlight the need for more research to better understand the occupation of sleep in individuals with SCI and the impact of sleep on other occupations.

**Key words:** sleep, spinal cord injury, occupational engagement

**Discussion questions to further occupational science concepts and ideas:**

What can we learn from qualitative examination of sleep, and how might this be different from results obtained using standardized quantitative sleep assessments?

Discuss the nuances of sleep as an occupation. For example, napping can be restorative for some, but for others, it can inhibit nighttime sleep. Another example is from this study – a few participants used sleep as an escape from the challenges of everyday life, yet others reported that sleep deprivation at night caused them to sleep in the daytime, thus inhibiting their participation in other valued occupations.

What other areas of sleep research should occupational scientists explore? Possible opportunities for future sleep research might include different populations, cultural issues, and patients' responses to sleep intervention by occupational therapists.

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## **PARENT STRATEGIES TO SUPPORT MEALTIME PARTICIPATION FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS**

Karla Ausderau, *University of Wisconsin-Madison*

Brittany St. John, *University of Wisconsin-Madison*

Kristen Kwaterski, *University of Wisconsin-Madison*

Beth Nieuwenhuis, *University of Wisconsin-Madison*

## **ABSTRACT**

Mealtime, an important family occupation, is significantly affected in families with children with autism spectrum disorders (ASD) as they report significant mealtime behaviors, increased focus on the child with ASD, and overall difficulty constructing a family mealtime (Ausderau & Juarez, 2013; Marquenie, Rodger, Mangohig, & Cronin, 2011; Nadon, Feldman, Dunn, & Gisel, 2011). The typical structure of mealtimes places significant demands on the social-communication skills, behavioral rigidity, and sensory processing deficits that are the core characteristics of ASD. Families use a number of strategies to support their child with ASD's

engagement in mealtime, but these strategies have not yet been clearly identified. The purpose of this study was to identify strategies parents implement to support their child's participation in mealtime occupations. Twelve families with a child between the ages of 2 and 7 years with ASD were recruited to participate in 1 to 2 videotaped mealtime observations. Videos were reviewed to identify strategies families used during mealtimes to facilitate participation. The strategies were identified, defined, and arranged into categories using qualitative conventional content analysis (Hsieh & Shannon, 2005). The categories were used to develop coding schemes with detailed definitions that were used to code family mealtime videos with each video being coded by at least two independent research team members. Six unique categories of strategies were identified: 1) Parent Intervening and Ignoring, 2) Meal Preparation and Adaptability, 3) Positive Reinforcements, 4) Play and Imagination, 5) Distractions, and 6) Modeling. In addition, just over half of the families integrated props (common child objects) into their mealtime. Families used multiple strategies within and across mealtimes with variable success, highlighting the individualistic nature of feeding challenges. The strategies often focused on negative behavior management and overall child regulation. The goal of the child at least partially participating in the family meal was often achieved, but rarely promoted the parents' desired eating behavior for the child. In the context of everyday mealtime occupations, parents' strategies were often about shared time and space versus shared food or promoting new eating behaviors. Understanding parental mealtime strategies allows for further investigation into the efficacy and development of family-centered intervention strategies for promoting mealtime participation for children with ASD.

Key Words: Mealtime, Autism, Strategies

Example Discussion Question:

Discuss potential conflicts in addressing the needs of children with ASD and feeding challenges while still supporting mealtime occupations and family well-being.

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**LATINO FAMILIES' EXPERIENCES OF THEIR CHILDREN WITH AUTISM SPECTRUM DISORDER USING SCHOOL DISTRICT TRANSPORTATION: IMPLICATIONS FOR TRANSPORTATION MOBILITY AND PARTICIPATION**

Amber M. Angell, *University of Southern California*

Olga Solomon, *University of Southern California*

**ABSTRACT**

**Statement of Purpose:** Building from the occupational justice literature and the capabilities approach of Sen (1999), this study seeks to develop the concept of opportunity as a way to operationalize occupational justice. In light of disparities in autism diagnosis and services for Latino children in the U.S., this critical ethnography explores how structural and interactional processes come together to affect the daily lives of Latino families of children with autism, and how opportunities related to the diagnosis influence wellbeing and human flourishing. The study questions are: What opportunities facilitate or hinder access to an autism diagnoses and services for Latino children? What opportunities for Latino children are enabled or constrained by an autism diagnosis and services?

**Methods:** This critical ethnography examined the experiences of 12 Latino families related to their child's autism diagnosis and services. Participants include 13 children with autism from 12 families; 19 parents; and one grandmother. The study took place in two phases over a period of 12 months. Phase 1 (3 months) retrospectively identified the pathways to an autism diagnosis and services for 12 children through two narrative-based audio-recorded interviews with their parents. Phase 2 (9 months) built upon Phase 1 to examine the experiences of 6 of these families through additional audio-recorded interviews and video-recorded observations in home, clinic, school, and community contexts. Record review of children's health records (Angell & Solomon, 2014) provided further triangulation of data. Analysis utilized an iterative process, moving back and forth between families' experiences and the broader sociocultural, political economic contexts in which they occur.

**Results:** Structural factors that hindered access in this cohort were most often seen in families' experiences with public school systems, while their experiences with a state regional center demonstrated ways that a bureaucratic system can facilitate access to services. Interactional factors included relationships with extended family members; how they viewed the child's developmental delay had a significant impact on families. Family relationships with practitioners



also influenced children's access to services; even when parents felt children were not receiving sufficient services, some were hesitant to disagree with administrators for fear of retaliation against their nonverbal children in the form of mistreatment. An autism diagnosis brought some families closer together and provided an explanation for the child's "misbehavior." In other cases, parents felt that the diagnosis caused them to distance themselves from family members who were unsupportive.

Key words: Occupational justice, opportunity, autism

Discussion/Implication for OS:

These findings provide a starting point for discussion about how to "operationalize" occupational justice. In this case, asking what kind of opportunities were afforded or hindered by an autism diagnosis provides a lens that foregoes the assumption that "more is better" and asks what families are actually able to do with an autism diagnosis. These findings also offer a way to capture both structural and interactional processes that contribute to health disparities, avoiding a deterministic or individualistic lens by focusing on daily family experience (Angell, 2012).

Objectives (for discussion):

At the end of the session, participants will: 1) Identify opportunities that facilitated or constrained Latino families' obtaining an autism diagnosis and services for their children. 2) Identify opportunities were enabled or constrained by an autism diagnosis and services for Latino families. 3) Assess the utility of the concept of opportunity as a way to operationalize occupational justice.

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# **DESIGN, THE BUILT ENVIRONMENT, AND PEDAGOGY: THE INTERACTION OCCURRING THROUGH OCCUPATION OF ACTIVE LEARNING**

Caryn Husman, *University of New England*

Caroline Beals, *University of New England*

## **ABSTRACT**

The intent of this theoretical paper is to elucidate the connection between design and occupation applied to active learning in the college classroom. The paper will apply models of occupational science including the Transactional Model, and the Model of Person Object Interaction to understand why design is theorized to impact engagement in learning from an occupational science perspective. The discussion will differentiate views from educational, aesthetic, and psychological orientations, thus uncovering the unique contribution of occupational science. Additionally, the application of these theories will help us to illustrate various components which influence the manifestation of both active and passive engagement in the occupation of learning.

**Argument:** Active learning is currently considered a pre-eminent educational strategy. The positive effect of design on active learning is touted by designers and institutions of higher learning. Psychological literature focuses on the connection between environment and behavior in terms of perceived quality and impulse control, as well as the feeling conveyed non-verbally in a space. Educational literature has explored the concept of built pedagogy (Monahan, 2002) focusing on the flexibility of spaces and the relationship with pedagogical practices. Occupational science can contribute to the design of spaces and development of pedagogical practices via deep exploration of the variety of influences on this occupation. Further, application of active learning to occupational science theories will further enhance understanding of those theories.

**Importance:** Application of theoretical frameworks within occupational science through which we can analyze the design, affordances, and aesthetic/perceived value of the learning environment beyond the established psychology and educational research, has the potential to further the transactional occupation of active learning, thus demonstrating the unique utility of occupational science. Further, application of occupational science models to the complex interaction of factors embedded within the concept of active learning will further our understanding and refinement of occupational science models.

**Conclusion:** Occupational science has a unique perspective that is highly useful in understanding not only human behavior, but also the essence of human occupation in relation to the myriad of influences that exist. Occupational science allows us to look holistically at our most defining

human occupations, and determine how active participation in occupation is facilitated and hindered. Application of occupational science to the relationship between active learning and design will both further the occupation of active learning, and the understanding of occupational science.

Questions for Discussion:

How does classroom design impact the person-object interaction within the occupation of active learning?

How does the manner in which process skills interact with the built environment of furniture and design impact active learning?

Is there a hierarchy of occupational transactions that corresponds to levels of learning such as those categorized by Bloom?

Can a rigorous framework for a hierarchy of occupational transactions be developed for specific situations such as active learning in the classroom or for occupational transaction as a whole?

How can we describe the relationships between the Occupational Transaction Model and the Person-Object Interaction Model as it relates to active learning?

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## **TINY HOMES FOR ADULTS WITH MENTAL ILLNESS: USING PLACE TO FOSTER SOCIAL PARTICIPATION AND COMMUNITY INTEGRATION**

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

Amy Wilson, *University of North Carolina at Chapel Hill*

Gary Cuddeback, *University of North Carolina at Chapel Hill*

Thava Mahadeva

Rebecca Sorensen, *The Farm at Penny Lane*

## **ABSTRACT**

**Purpose:** In the United States, there is a lack of safe and affordable housing for individuals with mental illness. Consequently, on any given night, approximately 200,000 people with mental illness are homeless (U.S. Department of Housing and Urban Development, 2011). The absence of stable housing contributes to social isolation and is barrier to occupational participation and community integration. The purpose of this community-based research is to develop an affordable housing option for adults with mental illness that fosters functional independence and community participation.

**Methods:** In a collaborative partnership with Habitat for Humanity, UNC-Chapel Hill's Center for Excellence in Community Mental Health, and UNC-Chapel Hill's School of Social Work, we have designed a 2-phased project to develop a community of Tiny Homes for adults with mental illness. In Phase 1 we will use interviews and focus groups with consumers and stakeholders to (1) test the feasibility and acceptability of this intervention and (2) explore the lived experience of residing in an adapted Tiny Home for 20 adults with mental illness. We will also develop and test an assessment battery to measure outcomes in quality of life, community participation, recovery, and physical and mental health. We will use findings from this phase to inform the development of a community of 5 adapted Tiny Homes in Phase 2. During Phase 2 we will also measure the impact of living in an adapted community of Tiny Homes on consumers' social participation, sense of belonging, and community integration.

**Results:** This funded community-based intervention study is in its initial stages. The Tiny Home for Phase 1 is under construction and the research team is finalizing its methods for data collection and analysis. The project will generate an intervention protocol ('How to Guide') for building Tiny Home Communities for vulnerable populations. The protocol will include a multidimensional assessment for consumer-centered adaptations, consumer/stakeholder feedback loops integrated within ongoing operations, and an outcome assessment battery. We anticipate that the Tiny Home community will scaffold consumers' participation in the broader community and will yield improvement in the above-mentioned outcomes.

**Implications:** This project will contribute to understandings of the impact of space and place on social participation, belonging, and wellbeing. The project will also demonstrate how occupational scientists can harness their knowledge base to develop and implement broad community-based interventions that support the occupational participation of marginalized and vulnerable populations.

Key words: Mental health, housing, community integration

Discussion Questions:

How does the creation of intentional public spaces within communities foster social participation, belonging, and community integration?

How can building small communities through shared occupational participation facilitate integration into broader communities?

How can occupational scientists establish authentic collaborative partnerships with other disciplines and community entities to develop broad community-based interventions?

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## INTERACTIONAL SPACES: FAMILIES, CARS, AND AUTISM

Nancy Bagatell, *University of North Carolina at Chapel Hill*

Ashley Mason, *University of North Carolina at Chapel Hill*

## ABSTRACT

**Statement of Purpose:** Occupational scientists have long acknowledged the importance of context on engagement in occupation, yet little research has foregrounded the physical environment as an interactional space. This is particularly true in studies of family occupation where emphasis has been on describing what families do with little attention to how space contributes to the emergence of family occupation. Expanding on the work of Noy (2009, 2012) and Bonsall (2015), the purpose of this paper is to explore how occupation emerges in and from one space of interaction – the family car. Specifically, we examine the car as an interactional space for families with adolescents with autism spectrum disorder (ASD).

**Methods:** This paper draws on data from two ethnographic studies. The studies, though different in focus, location, and duration, included interviews about and observations of family occupations and routines. Our approach to data collection and analysis was grounded in a transactional approach to occupation (Cutchin & Dickie, 2012). During observations in the car, we rode unobtrusively along with the families during routine outings. Observations lasted anywhere from 10 minutes to 45 minutes. Following each observation, we wrote detailed

fieldnotes. For this paper, we constructed and analyzed two narratives of after-school outings, each including an adolescent with ASD and his mother.

**Report of Results:** The narratives highlight the car as a place of coordinated social activity, with family occupation influenced by the particularities of each situation. Three main attributes of the car emerged as facilitators of family occupation: the confinement of and physical arrangement of bodies; the divided attentional space of the driver resulting in short sequences of conversation, and the presence of objects as mediators of interaction. These particular attributes supported coordinated activity for the adolescents with ASD and their mothers. The results support Ochs and Solomon's (2010) algorithm for sociality and highlight the situational conditions supporting the emergence of family occupation.

**Implications Related to Occupational Science:** The results highlight the importance of physical space, bodily arrangements, attentional space, and objects on the emergence of occupation, particularly for individuals whose potential for social coordination may be somewhat limited. Attention to these contextual factors may have particular implications for families with adolescents with ASD who may benefit from these less direct mechanisms of interaction. Lastly, the results draw attention to the importance of expanding the study of family occupation to contexts outside of the home.

**Discussion Questions:**

1. How do attributes of other contexts where families spend time together support or inhibit the emergence of family occupation?
2. How can physical spaces be altered or modified to enhance opportunities for social interaction for individuals with autism spectrum disorder?
3. What are other attributes of the car that support or inhibit social coordination of activity?

**Key Words:** Family occupation, space, car

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## **PANEL: PROBLEMATIZING THE UPTAKE OF OCCUPATIONAL JUSTICE FROM A CRITICAL OCCUPATIONAL PERSPECTIVE**

Lisette Farias PhD Candidate, *Western University*

Tanya Elizabeth Benjamin, *Western University*

Rebecca Janzen, *Western University*

Debbie Laliberte Rudman, *Western University*

### **ABSTRACT**

**Purpose/Aim:** The critical turn in occupational science has been seeking opportunities to move beyond the level of the individual to transform the socio-material structures that shape situations of occupational injustice (Durocher, Rappolt, & Gibson, 2014; Laliberte Rudman, 2015). However, there appears to be a tension between how occupational justice is often taken up within scholarship and these transformative aspirations (Farias, Laliberte Rudman, & Magalhães, 2016). Thus, in this panel we argue that it is vital to critically reflect on the epistemological assumptions of scholarship taking up the call for occupational justice to avoid neglecting power relations and the socio-political construction of injustice given the historical predominance of an individualizing post-positivist framework (Galheigo, 2011; Laliberte Rudman, 2015; Malfitano, Lopes, Magalhães, & Townsend, 2014).

**Methods:** To open this dialogue, each panelist will provide critical reflections on occupational science work related to occupational justice. The panelists will draw on various literature and approaches (e.g. critical social theory, participatory action research, quality criteria, transformative scholarship), taking up issues related to types of dichotomous thinking that we need to overcome in order to enact occupational justice, epistemologies that enable us to move away from individualizing issues, new forms of quality criteria to consider, and conceptualizations of the role of ‘science’ that embrace action and advocacy. The session will then be opened to dialogue with the audience to further discuss the meaning and possibilities of occupational justice.

Result or intent: Our intent is to provoke discussion regarding: a) dominant ways occupational justice has been taken up thus far in relation to epistemology and methodology, b) how the assumptions guiding this uptake may create tension with calls for becoming a more critical and socially responsive discipline, and c) how occupational justice could be re-envisioned to bridge the gap between the stated intention of working towards a more just society and the aspirations of critical occupational science.

Argument/importance to occupational science: This panel contributes to the study of occupation by promoting dialogue and reflection on the potential of critical epistemology and participatory action approaches to engage with the socio-political construction of injustices.

Objectives for discussion:

Challenge the underlying assumptions of occupational justice from a critical perspective to adopt an uptake congruent with calls for transformative aspirations

Facilitate discussion around potential avenues to avoiding a slide back into comfortable default stances that fail to interrogate the complex causes that underpin occupational injustice

Engage the audience in a dialogue around the opportunities and challenges presented by incorporating participatory action approaches to occupational justice research

Keywords: occupational justice, critical social theory, participatory action research

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## **A THEORETICAL EXPLORATION OF THE SOCIAL ESSENCE OF OCCUPATION**

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

### **ABSTRACT**

**Intent:** Occupational scientists and occupational therapists have historically explored occupation within a social context. From early within the discipline, scholars investigated various theoretical perspectives of social interaction, hypothesizing how these divergent perspectives influence the study of occupation. Today, this conversation continues, unfolding in a variety of directions. Constructs such as “co-occupation” (Zemke & Clark, 1996) and “collective occupation” (Ramugondo & Kronenberg, 2015) offer diverse theoretical explanations for occupation as it manifests through a social world. The intent of this theoretical paper is to critically survey current conceptual understandings of the social essence of occupation – exploring their rigor, congruence, and influence on occupational science methods and insights.

**Argument:** Current perspectives have developed a rich understanding of how occupation occurs within a social context. Structural social influence has been explored from a critical theory perspective (e.g. Laliberte Rudman, 2013), and commentaries on traditional understandings of social participation (e.g. family occupation, therapy, meditation practices, and conversation) have been discussed in the literature through lenses of systems theories, activity theory, or concepts such as Ubuntu (Ramugondo & Kronenberg, 2015). However, these perspectives have grown from varied philosophical stances, remaining somewhat disjoint or functioning on unarticulated assumptions. This uncertainty influences methodological and analytical approaches utilized by occupational scientists. Therefore, a review of relevant literature will reveal what is currently understood about the social essence of occupation and how the discipline should move forward.

**Importance to Occupational Science:** Examining constructs currently employed will be integral in developing a theoretically firm foundation for occupational science inquiry regarding social participation. Parsing the assumptions and theoretical assertions of constructs (e.g. co-occupation, distributed occupation, collective occupation, etc...) will nourish the development of a fuller and more rigorous approach to emerging research and practice areas such as the study of community-level occupation and social occupational therapy. By specifically contrasting two studies of family occupation (Segal, 1999; Kantartzis & Molineux, 2014) within the presentation, the benefits and challenges of utilizing these differing constructs can be revealed and discussed.

**Conclusion:** Occupational science has generated rich and insightful investigation into how

humans occupy their social worlds. Expanding this foundation through a critical analysis of existing concepts will push the science toward a clearer and more rigorous foundation for research. This elaboration will, it is hoped, influence how occupational scientists effectively understand and concretely explore the human experience of the social essence of occupation.

Questions/Objectives for Discussion:

What does it mean for occupation to be social?

What assumptions has occupational science maintained within its understanding of social and non-social occupation?

What are the practical consequences of employing various constructs regarding the social essence of occupation within research?

Key Words: Social, occupation, theory

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## **DISRUPTED DANCE OR JUST OUT OF STEP? THE ROLE OF SOCIOCULTURAL NORMS AND INDIVIDUAL BELIEFS ON CO-OCCUPATION**

Barbara Nadeau, *Quinnipiac University*

## **ABSTRACT**

Statement of purpose: Recent federal rulings have led to an increasing population of individuals with disabilities receiving support services from paid caregivers in their communities (Smith et al., 2000). Paid caregivers are strangers who enter an individual's life and often spend prolonged periods of time in a one-to-one relationship with the individual. These paid caregivers provide assistance for the essential occupations that make up one's life. Co-occupations, the occupations that occur between two or more people, have been described as a "dance" in which each individual in the relationship shapes the final occupational outcome (Pierce, 2009). It has been suggested that co-occupations are comprised of shared physicality, shared emotionality and shared intentionality (Pickens & Pizur-Barnekow, 2009). However, what happens to the dance when the partners diverge? This study explored the ways in which the beliefs and attitudes of paid caregivers and their care receivers influenced the co-occupations that occurred within the context of their relationships.

Description of methods: Constructivist grounded theory methodology was used to explore the perceptions of individuals with brain injury and their paid caregivers. Thirty-four interviews were conducted with eight participants over a six-month period. The interviews included two in-depth semi-structured interviews with each participant and, in between these interviews, short phone interviews using an adapted Ecological Momentary Assessment method.

Report of results: Based on the study findings, a model was developed which represents the factors and perceptions that influenced day-to-day interactions between individuals with brain injury and their paid caregivers. These included differing conceptualizations of brain injury and in-congruent views of the paid caregiver's role. The medical model significantly influenced the beliefs of all participants. The core category that integrated all parts of the model was learning, understood as an interactive process between the individual with brain injury, the paid caregiver, and the broader sociocultural community. This study illustrates how the day-to-day occupations that occur within the context of a relationship are highly shaped by sociocultural norms.

Implications related to occupational science: This study offers an expanded perspective regarding co-occupation and provides the basis for a discussion regarding the sociocultural influences on co-occupation between caregivers and care receivers.

Discussion questions to further occupational science concepts and ideas:

In what ways might sociocultural norms influence occupation?

What is the role for occupational science in identifying tacit beliefs that influence occupation?

Key Words: Brain Injury, Caregivers, Co-occupation

Learning Objectives for Session

Participants will:

1. understand the influences on co-occupation in the relationship between paid caregivers and individuals with brain injury
2. participate in a discussion related to the role of tacit attitudes and beliefs on occupation and the role of occupational science in identifying these beliefs

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## **“WE NEED YOU”: WHEN RESEARCH PARTICIPATION ENACTS A WAY TO CARE FOR THE SELF**

Carol Haywood, *University of Southern California*

### **ABSTRACT**

Statement of purpose: The overarching objective of this research was to examine and unpack complex experiences of participation in daily life for adolescents and young adults (AYAs) with a spinal cord injury (SCI) and their caregivers. However, the purpose of this presentation is to discuss an unanticipated finding: research engagement provided a space for caregivers to care for themselves. Data analysis will be presented to illustrate ways that narrative research can become more than a data collection tool.

Description of methods: AYAs (n=9) with a SCI and their caregivers (n=8) participated in interviews to discuss their everyday lives and experiences relating to participation in rehabilitation and community life. AYAs represented a range of individual circumstances with varying ages (16-22 years), levels of SCI (high cervical to low thoracic), mechanisms of injury (traumatic and non-traumatic), and times since injury (4 weeks to 4.5 years). Participants were also diverse in race, ethnicity, and socioeconomic status. All caregivers were considered familial as mothers, girlfriends, or spouses of AYAs with a SCI. Individual interviews were conducted first in participants’ homes or at rehabilitation sites. AYAs and caregivers were then each invited

to participate in a series of two narrative-based group interviews, held separately for AYAs and caregivers. All interviews were audio recorded and transcribed for categorical, thematic, and narrative analysis. Field notes were also kept throughout the research and used to guide analysis.

Report of results: Data from caregivers provided compelling evidence for the extent to which commitments of confidentiality and opportunities to listen and be heard among peers can serve an unmet need in their lives. Narratives suggest great tension between attending to personal needs and the needs of their loved one with a SCI. In the face of such challenges, caregivers often compromise their desires, and they describe few (if any) confidants with whom they can discuss their experiences without fear of consequence. As a result, caregivers described feelings of fatigue and isolation. However, emic reflections on participation in this research, particularly in group interviews, indicated the potential for narrative work to create space for forging trusted relationships and finding solace. In this way, the research incidentally emulated a desired form of self-care for caregivers.

Implications related to occupational science: This work contributes to growing attention to the power of narrative approaches in research and health care practices (e.g. Charon, 2006; Frank, 2013; Lawlor & Mattingly, 2001). Furthermore, these findings indicate a moral weight for researchers, especially when research participation is identified as an important and unique occupation for informants.

Discussion questions to further occupational science concepts and ideas:

- Consider complex realities and burdens of responsibility for caregivers beyond the provision of physical assistance.
- Discuss the utility and related ethical tensions of narrative research with underserved populations.

Key Words: Narrative, Caregivers, Research Ethics

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## **FORUM: EXAMINING OCCUPATION THROUGH A CRITICAL OCCUPATIONAL APPROACH**

Janet Njelesani, *New York University*

Gail Teachman, *McGill University*

Shanon Phelan, *University of Alberta*

Evelyne Durocher, *Western University of Health Sciences*

Yani Hamdani, *Centre for Addiction and Mental Health*

### **ABSTRACT**

Rationale: Occupational scientists are immersed in contexts that shape values and beliefs about what are considered ‘normal’ occupational possibilities ([Njelesani](#), [Teachman](#), [Durocher](#), [Hamdani](#), & [Phelan](#), 2015). These values and beliefs privilege some occupations and devalue or negate others. A *critical occupational approach* (Njelesani, Gibson, Nixon, Cameron, & Polatajko, 2013) is useful for examining occupational norms because it enables an examination of: what assumptions and ideologies underlie human activity; how knowledge is (re)produced through engagement in occupations; who controls knowledge production; how occupations are chosen; and how social, cultural, and political contexts shape and are shaped by occupations.

Aim: We aim to demonstrate that employing a critical occupational approach can be a useful methodological tool for occupational scientists to use when exploring occupational possibilities across the life-span. Using empirical research examples, we will discuss how adopting a critical occupational approach can reveal taken for granted values and assumptions about ‘normal’ occupations, directing attention to particular kinds of occupational possibilities and neglecting/overlooking others that may be better suited to clients’ lives/life circumstances.

Potential outcomes for participants: At the end of the forum, participants will be able to:

- articulate the key tenets of a critical occupational approach;
- comprehend how applying a critical occupational approach could be useful for examining whether and how research on occupation might uncritically and unknowingly contribute to the normalization of doing particular occupations and unwittingly marginalize those who are ‘different’ or do things differently;
- identify the advantages, limitations, and reasons for adopting a critical occupational approach in relation to other methodologies;
- identify opportunities for applying the approach within their scope of research; and
- will understand implications of this approach for advancing occupational science.

Discussion questions to facilitate occupational science concepts and ideas:

- In the empirical examples, what assumptions underpinned preferences towards some occupations and the negation of others? Whose interests did portraying some occupations (and not others) as ‘normal’ serve? Were there potential harms related to supporting occupations assumed to be ‘normal’ and therefore desirable? What was missed by neglecting discussions of other occupational possibilities?
- A critical occupational approach considers occupation to be a site of knowledge production rather than the object of inquiry. How does this approach to knowledge production influence our study of occupation? What novel understandings might be illuminated? What are potential limitations?
- How will you assess the quality and transferability of the approach for your own research?

Key words: occupation, qualitative research, critical social science

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## PANEL: BROADENING THE OCCUPATIONAL SCIENCE LENS: RACIAL CONSIDERATIONS IN THE LANDSCAPE OF SHIFTING U.S. DEMOGRAPHICS

Sandee M. Dunbar, *Nova Southeastern University*

Jyothi Gupta, *A. T. Still University*

Jennifer S. Pitonyak, *University of Puget Sound*

Mackenzi Pergolotti, *University of North Carolina*

Charlotte Royeen, *Rush University*

## ABSTRACT

Significance to Occupational Science: Addressing racial considerations is pertinent to Occupational Science, in order to meet the demands that key OS scholars have identified, in

regards to broadening our lens to understand occupation in context and translation to policy. Purpose of Panel Topic: Engage in critical dialogue about racial perspectives and the impact on occupation, Discuss theoretical perspectives that will enhance occupational scientists' ability to gain a broader view of racial issues and occupation, Understand changing demographics and need for occupational science to gain other perspectives related to policies and their impact on occupation

The discipline of occupational science has an opportunity to evolve much further, in regards to occupational engagement and justice perspectives, as it relates to underserved and underrepresented individuals (Madsen, Kanstrup & Josephson, 2016). This is particularly timely, given the shifting demographics in the United States, where there is an increasing number of individuals of color.

Methods: Examples of a scoping review related to occupational science and race will serve as a backdrop to 4 studies, which examined various aspects of inequities and occupational justice. 1. A case study of the occupational lives of residents in a racially segregated community in the Deep South will highlight the importance of contextual factors in addressing occupational & health inequities. 2. A scoping review examining the lack of acceptance of Medicaid expansion in southern States (Garfield & Damico, 2016), and how those of a minority race are disproportionately affected, will include the subsequent effect of lack of insurance on daily occupations. 3. A qualitative study (Dunbar, 2015) that included women of color, will be used to illustrate ongoing occupational science needs in regards to qualitative approaches. 4. Finally, methods from a secondary analysis of data from the Infant Feeding Practices Study-II (IFPS-II) will be used to demonstrate how racial disparities are perpetuated in research through limitations such as sampling bias (Pitonyak, Jessop, Pontiggia, Crivelli-Kovach, 2016). The Life Course Health Development (LCHD) model (Halfon & Hotchstein, 2002), and other theoretical perspectives, will be applied as lenses for examining the transaction of race with diverse factors as a social determinant of occupation.

Discussion Questions:

What can occupational scientists do to help inform a broader understanding of the concept of social determinants of occupation?

How can occupational science research best contribute to societal understanding of racial considerations in occupation?

Considering the political environment in the U.S., what role should occupational scientists have in moving towards more equitable policies forward?

Keywords: Racial inequalities, occupational justice, occupation and race



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## RESEARCH PAPERS

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### **THE ZERO-TO-THREE TRANSACTIONAL EFFECTS BETWEEN FAMILY OCCUPATIONS AND CHILD EMOTION REGULATION**

Mei-Ling Lin, *University of North Carolina at Chapel Hill*

Richard Faldowski, *University of North Carolina at Chapel Hill*

Brian Boyd, *University of North Carolina at Chapel Hill*

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

### **ABSTRACT**

Purpose: The purpose of this study is to explore longitudinal transactional effects between family occupations and child emotion regulation across child ages of 14 months to 36 months. Specific research questions are: (1) Are the intra-individual developmental trajectories of family occupations and child emotion regulation stable? (2) What is the direction of the relations between family occupations and child emotion regulation? (3) How do gender, ethnicity, and EHS program status affect the trajectories and transactions?

Description of Methods: This secondary data analysis selected a sample of 2199 mother-child dyads enrolled in the longitudinal Early Head Start Research and Evaluation Project. We used examiner's ratings on seven items from the standardized Bayley Scales of Infant Development (2nd Edition) - Behavioral Rating Scales as children's emotion regulation at 14-, 24-, and 36-months. We also constructed family occupation constructs at corresponding child ages, consisting of the interrelated domains of supportive parent-child interactions, family routines, participating in family activities, learning resources and materials, and secure physical surroundings. The conceptual structure of the family occupation constructs were tested through confirmatory factor analysis (CFA). The autoregressive latent trajectory model, generalized to allow unequally spaced observations, was utilized to examine developmental trajectories of family occupations, child emotion regulation, and longitudinal transactional effects between two trajectories (Bollen & Curran, 2004).

Report of Results: Preliminary findings of intra-individual developmental trajectories suggest that later supportive parent-child interactions and child emotion regulation are predicted by their earlier measures. Later child emotion regulation is predicted by earlier supportive parent-child interaction, but not the reverse (Lin & Faldowski, 2015). We expect to see the CFA model for family occupation fits an essentially unidimensional model, suggesting that family occupation a unitary but multi-faceted construct. We also expect to see the transactional effects between the development of family occupations and child emotion regulation.

Implications Related to Occupational Science: This study is expected to expand our knowledge of the development of family occupations and the transactional nature of family occupations relative to children's early emotion regulation. The creation of the family occupation construct and the study of its transactional effect are potential ways to bring OS-specific perspectives to child development and family studies. Clinicians may apply the domains included in the family occupation construct into their occupation-based and family-centered practices.

Three key Words: Transactional Perspectives of Occupation; Family occupation; Child Development

Discussion Questions to Further Occupational Science Concepts and Ideas

The authors would like to discuss the ways to study the developmental change of (family) occupation over time. This study tried to attain this goal through creating multiple family occupation constructs and then utilizing longitudinal methods to examine the developmental trajectory of family occupation. How could this methodology be generalized to other studies of occupational development (e.g., pulling variables from different measures to create an occupation variable)? Are there other ways to do if occupational scientists are interested in the developmental change of occupation?

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## THE INFLUENCE OF DISABILITY ON PATERNAL CONFLICT BETWEEN WORK AND FAMILY

Aaron Bonsall, *University of Missouri*

### ABSTRACT

Conflict between work and family occurs when strain, demands for time, and behaviors from one domain interfere with another (Greenhaus and Beutell 1985). Multidisciplinary research has demonstrated a connection between work family conflict with mental and physical health, family satisfaction, and job satisfaction and effectiveness (Bellavia and Frone 2005). While work interfering with family conflicts is more likely to be caused by work factors, family interfering with work is more likely to be caused by personal factors (Shockley and Allen 2015). Although balancing the demands of work and family can be difficult for any parent, the responsibility of caring for a child with a disability has been identified as a personal factor that severely limit mothers' ability to fulfill employment responsibilities, particularly when employers are inflexible (Green 2007). As men in our society become more involved with childcare, they also must make choices between family and work. Although men increasingly experience family work conflict, this subject has not been addressed from the perspectives of fathers' of children with disabilities.

The purpose of this study is to examine experiences of work family conflict as described by fathers of children with disabilities.

Methods: Five fathers of children with disabilities were followed for over a year including interviews and observations of fathers participating with their children. The data was analyzed first thematically to identify common themes and then narratively by exploring the meaning storytellers ascribed to experiences while at the same time analyzing narratives within social and historical contexts.

Results: Fathers' stories indicated that having a child with a disability resulted in family to work conflicts including changes in employment, being trapped in a specific job, and indirectly to the loss of employment. Although not specifically related to having a child with disabilities, work to family conflict included descriptions of not having enough time for family because of work. Strategies that men use in response to work family conflict include taking their children to work and adjusting their work hours.

Implications: Viewing the conflict between work and family from an occupational lens allows us to understand the complexities of decisions that individuals make that have not been previously addressed in this field. For occupational science, recognizing and examining work family conflict can give insight into some of the struggles that parents may encounter in achieving occupational balance.

Questions for discussion:

How does gender influence individuals ability to negotiate work family conflict?

What insights can be gained from studying work family conflict from a qualitative perspective?

How can occupational science contribute to the study of work family conflict?

Key words: work, family, disability, fathers

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## **OCCUPATIONAL IDENTITY AND FAMILY "SCREEN TIME" DECISIONS**

Anne Cronin, *West Virginia University*

Kaitlin Sims, *West Virginia University*

## **ABSTRACT**

**Statement of Purpose:** This study explores parents reasoning about “screen time” use with their children. A 2011 recommendation by the American Academy of Pediatrics was for no screen time for children under the age of 2. Contrary to this recommendation parents have been allowing and even encouraging screen use in growing numbers. The purpose of the study was to explore how parents reacted to the controversy in the media about children’s access to information and communication technologies and what factors they felt were important to their family.

**Description of Methods:** This phenomenological study is based on semi-structured interviews.

Participants were parents of children below the age of 8, recruited through snowball sampling.

**Data Collection:** A questionnaire was developed to guide the interview and assure consistency in topics covered. Interviews were audiotaped and written notes were also taken during all communications with participants. Interview audiotapes were transcribed.

**Analysis:** 18 interviews have been completed and coded using framework analysis. In some interviews follow up contact was made to clarify the context of the participant’s response in order to aid interpretation and to explore more deeply disconfirming cases.

**Report of Results:** Preliminary findings are that all of the participants have established rules that in some way limits the child’s screen time. The time children were most likely to be allowed screen time were during transition times. The following factors influenced parental reasoning about screen time: social norms and expectations, parent-child co-occupational activities, underlying habits and routines, identities, and parental role demands.

**Implications:** Key considerations are the changing patterns of occupational engagement of both parents and young children around the widespread use of touch screen interactive devices as a form of recreation. This research can extend understandings of sociocultural factors impacting parental role identity and parent-child co-occupations. Second, with the changing nature of children’s lives in the face of both family demands and new communication and interactive technologies it is important to understand the pressures and reasoning of parents in their decisions about their child’s time use during the day. In this study the participants largely considered “screen time” and recreational, and this type of recreation is, in some cases, replacing outdoor and face-to-face play.

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**Key Words:** Information and Communication Technologies, Play and Leisure, Parenting

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## **CHANGING NEIGHBORHOODS AND RESHAPING OCCUPATIONS: EXPERIENCES OF OLDER AFRICAN-AMERICANS IN DETROIT**

Heather A. Fritz, *Wayne State University*

Malcolm P. Cutchin, *Wayne State University*

### **ABSTRACT**

Global economic crises and urban change can generate conditions that restrict occupational rights (Whalley Hammell & Iwama, 2012), contribute to occupational injustice (Durocher, Gibson, & Rappolt, 2014), or lead to adverse occupational outcomes (Stadnyk, Townsend, & Wilcock, 2010). Nonetheless, occupational science has paid little attention to how neighborhood environments and their change affect occupation. The purpose of this paper is to begin addressing that gap. Detroit, Michigan has undergone dramatic neighborhood change, accelerated by the global financial crisis of 2008, resulting in older minorities being trapped in deteriorating contexts for occupation. We present findings from a qualitative investigation conducted as part of a larger mixed methods study of 100 African-Americans aged 55 and older living in a variety of neighborhood contexts in Detroit. The qualitative portion of the study, conducted with a subsample of older adults (n = 20) utilized participant-generated photos and photo-elicitation interviews to examine the role of neighborhood change and associated issues in older African Americans' daily activities and stress. Participants were asked to take photographs

of their neighborhood that represented what they thought were important to their daily activities or stress. Participants' photographs were then viewed with participants and discussed during an open-ended photo-elicitation interview. In total, 720 photos were collected and interviews averaged 50 minutes, resulting in 566 pages of transcriptions. We used grounded theory analysis (Charmaz, 2006) to explain how older African Americans in Detroit experience changes in their daily activities in response to changes in their neighborhood environments. The story that emerges from those findings suggests participants tend to live in neighborhoods that have experienced significant change, often for the worse, which contributes to feelings of fear and/or frustration. Occupational change was conceptualized as four primary types in our sample: (a) spatial and temporal change or restriction in occupations, (b) withdrawal from neighborhood social participation, (c) introduction of acts of heightened vigilance within daily occupations, and (d) increased participation in actions to preserve and protect their neighborhood. The findings provide evidence that neighborhood deterioration is closely related to negative occupational outcomes. Although changing neighborhood environmental conditions in Detroit neighborhoods are more dramatic than in some cities, our findings suggest that occupational injustice is amplified both in the context of neighborhood change and in the context of vulnerabilities related to aging minorities. We discuss further expansion of the concept of occupational injustice and additional application of the concept in urban residential contexts.

#### Discussion Questions:

How might we better identify and address the conditions that contribute to occupational injustices in our own 'backyards' and the populations most at risk?

How does occupational science use its understanding of environments and occupation injustices to impact policy change (or to work with those in power to design and built more just environments to begin with)?

How do we address injustices such as those in Detroit MI that are due in part to macro-level economic and social disruptions?

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## **DISCOURSES OF RISK: IMPLICATIONS FOR THE SHAPING OF OCCUPATIONAL POSSIBILITIES FOR OLDER ADULTS**

Mandy Stanley, *University of South Australia*

Debbie Laliberte Rudman, *University of Western Ontario*

### **ABSTRACT**

Statement of purpose: In the Western world there is a growing aversion to risk and a concurrent increase in policies and procedures to manage risk (Denny, 2005). From a critical occupational science perspective, discourses of risk, embedded in policies and enacted through various types of practices, shape occupational possibilities, that is, broader conceptions of what individuals can and should do and towards what types of outcomes. At the level of service delivery for aging clients, discourses of risk are enacted through various practices of risk assessment, monitoring and management in ways that can, ironically and sometimes inadvertently, narrow occupational possibilities (Ceci & Purkis, 2009; Dennhardt & Laliberte Rudman, 2012). Methods: We conducted qualitative interviews with 4 Australian occupational therapists practicing within a rural context, and collected relevant institutional documents designed to guide their attention to risks to clients. A critical discourse analysis (Laliberte Rudman & Dennhardt, 2015) approach was taken to analyze both sets of data in to elucidate how risk was conceptualized, how such conceptualizations embodied assumptions about occupations aging individuals living in rural settings should and should not do, and how therapists variously negotiated risk discourses and their implications for occupation. Results: Organizational documents predominantly conveyed a technico-scientific focus on risk as objective, measurable, and able to be proactively managed, often through setting limits on occupational possibilities. Therapists discussed risk as complex, not always predictable, having subjective elements, contextualized and dynamic, and experienced tensions between goals aimed at ensuring safety and those aimed at enabling occupation. Implications for occupational science: Raising critical awareness of how contemporary risk discourses, often underpinned by ageist and paternalistic assumptions, narrow occupational possibilities for aging persons, is an essential first step in addressing occupational inequities that result in the name of 'keeping older people safe'. Combining critical discourse analysis with attention to how risk discourses play out within a variety of practices and spaces, including occupational therapy practice, provides a means to show the limits of risk discourses as a means to promote human flourishing through occupation in later life.



Discussion questions:

What other spaces and practices could be examined to explore how risk discourses impact on human occupation?

How might findings from studies such as this one be used to (re)shape policy?

Keywords: discourse analysis, risk, occupational possibilities

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## **HEALTH-RELATED QUALITY OF LIFE OF OLDER ADULTS WITH CANCER: RACE, ILLNESS AND PARTICIPATION IN OCCUPATION**

Mackenzi Pergolotti, *Colorado State University*

Allison M. Deal, *University of North Carolina at Chapel Hill*

Ashley L. Bryant, *University of North Carolina at Chapel Hill*

Jeannette T. Bensen, *University of North Carolina at Chapel Hill*

Grant R. Williams, *University of Alabama, Birmingham*

## **ABSTRACT**

Statement of purpose: In occupational science, quality of life has been considered an “achievable.... realistic outcome” for older adults (Carlson, Clark & Young, 1998, p. 108). The

connection between the quality of health and occupation continues to be highlighted within occupational science research, with calls to examine the relationship in more detail (Wilcock, 2007). Yet, studies examining the impact of basic, daily occupations on the quality of life for older adults with cancer, remain limited. This paper will present a large interdisciplinary and collaborative study which aimed to (1) describe physical and mental health-related quality of life (HRQOL) of a large sample of older adults (age > 65) with cancer and (2) examine the association of self-reported ability to participate in daily occupations on HRQOL.

76.

**Methods:** This study utilized the Health Registry/Cancer Survivorship Cohort for secondary data analyses. This cohort is a hospital-based registry consisting of data on adults with cancer at various points along the cancer survivorship continuum. Adults enrolled in the Registry are characterized by demographic, clinical and interview data. Specifically, patient-reported measures include comorbidity, as well as, performance (Patient-Generated Subjective Global Assessment) and HRQOL assessments (FACT-G and PROMIS global measures for physical and mental health). For this study, only adults over the age of 65 were included and multivariable regression analyses were used to determine associations with HRQOL in this population.

**Results:** Sample consisted of 807 older adults with cancer, mean age 72 years, 60% female, and 12% Black. Mean scores for HRQOL: FACT-G (85, range: 25-108), PROMIS-Physical (48, range: 16-67), and PROMIS-Mental (51, range: 21-67). In multivariable models, race, number of co-morbid conditions, self-reported activity-limiting anxiety/depression, and daily occupations were significantly associated with HRQOL. Older adults with cancer who are Black, have high comorbidity burden, anxiety and depression, and those with low ability to participate in daily occupations have poor HRQOL. In our sample, self-reported ability to participate in daily occupations was independently associated with all measures of HRQOL ( $p < .0001$ ).

**Implications related to occupational science:** These findings add to our understanding, and the research behind the importance of daily occupation in HRQOL, especially for older adults with cancer. Lastly, this study found a strong association of race on HRQOL for older adults with cancer and highlights the need to better understand the relationships between occupation, race, illness and HRQOL for Black Americans with cancer.

**Key words:** cancer, older adults, race, health related quality of life

**Discussion questions to further occupational science concepts and ideas:**

How does this study relate to the understandings of social determinants of health?

Using a transactional lens, how does this study relate to the situations/relationships within the cancer system and cancer care continuum?

75.

How does this study relate to health care policy? Can occupational scientists use this data to demonstrate the power of everyday occupation?

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## **PANEL: WHAT DOES EXPERIENCE HAVE TO DO WITH IT? NARRATIVE-PHENOMENOLOGICAL APPROACHES TO SOCIAL ACCOUNTABILITY AND SOCIAL JUSTICE IN OCCUPATIONAL SCIENCE**

Jiameng Xu, *McGill University*

Keven Lee, *McGill University*

Alissa Low, *McGill University*

Rossio Motta, *McGill University*

Melissa Park, *McGill University*

## **ABSTRACT**

**Purpose/aims:** The World Health Organization's original call for social accountability (Boelen & Heck, 1995), or responsiveness to priority health concerns as identified by stakeholders, accentuates the need for research methodologies that help identify what matters to particular persons. This panel brings together scholars from diverse practice disciplines who use narrative and phenomenological approaches to understand the relationship between "what really matters" (Kleinman, 2006) and the enactment of the best possible good in the face of uncertainty through everyday, often mundane, actions.

**Methodology:** Anchored in theoretical resources from philosophy and anthropology, a narrative-phenomenological approach foregrounds individual agency, thus elucidating the ways by which individuals construct their vision of the best good in even the most challenging circumstances. From a narrative perspective, persons make sense of and locate meaning through their creation of significant experiences as part of larger, unfolding projects (Mattingly & Lawlor, 2000). Phenomenology seeks to understand how persons experience such moments in their lifeworlds

(van Manen, Higgins, & van der Riet, 2016). Thus, we use a narrative-phenomenological conceptual framework to understand how individuals create significant experiences to re-envision and enact hoped-for possible selves and futures (Mattingly, 2010). In particular, we are interested in how these practices of envisioning and enacting the best good can inform theories on occupational justice.

Results Drawing from ethnographic and participatory research data, we will examine significant moments and events to explore how: i) children diagnosed with autism achieve a sense of belonging through moving with others; ii) the interpretative phenomenological analysis (IPA) approach compares to a narrative-phenomenological approach in the study of recovery-oriented mental health services; iii) a mother envisions and enacts a hoped-for future of helping other family members of persons diagnosed with mental illness to “not feel so alone”; iv) mental health service providers and users aim to translate recovery-oriented policy through moral experiments for the best good; and v) youth diagnosed with autism and their families collaboratively construct images of a sensorially inclusive society. By focusing on the relationship between occupational (in)justice, everyday activities, and how particular persons “make a home in the world and make the world a home” (Reilly, 1962, p. 3), we ultimately aim to cultivate discussion of the kinds of methodology that can support the accountability of occupational scientists to the priority concerns of, and as identified by, stakeholders in their own local communities. Keywords social accountability, occupational justice, narrative-phenomenological

#### Discussion Questions

- 1) How are narratives and stories windows onto unfolding experience?
- 2) How can the narrative phenomenological approach be adapted to various research questions?
- 3) How may we cultivate a dialogue about the kinds of research methodologies that can support occupational scientists in being responsive to, and in accordance with, the priority health concerns that are identified by stakeholders in their communities?

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**SATURDAY, OCTOBER 1, 2016**

**2016 RUTH ZEMKE LECTURE IN OCCUPATIONAL SCIENCE: PIONEERING OT AND OS: IDEAS AND PRACTITIONERS BEFORE 1917**

Kathlyn Louise Reed, *Texas Woman's University*

Kathlyn Louise Reed, PhD, OTR, FAOTA, MLIS, is associate professor emeritus in the School of Occupational Therapy at Texas Woman's University. She completed her basic education in occupational therapy at the University of Kansas, received a master's degree in occupational therapy from Western Michigan University, obtained a doctorate in special education from the University of Washington, and was awarded a second master's in information and library studies from the University of Oklahoma. She has been active in occupational therapy for more than 45 years as a practitioner, educator, and consultant. Reed has authored several textbooks in occupational therapy and co-authored textbooks in physical therapy and speech-language pathology. She is a fellow of the American Occupational Therapy Association (AOTA), presented the Eleanor Clarke Slagle lectureship at the AOTA annual conference in 1986, and is a recipient of the AOTA Award of Merit. She has served in the AOTA Representative Assembly and as chair of the AOTA Ethics Commission. She is a member of the Texas Occupational Therapy Association and the World Federation of Occupational Therapists. Her interests include tracking assessments developed by occupational therapists, models of practice in occupational therapy, and the philosophy and history of the profession.

The concept of using occupation with patients or clients was well established by the time the founders met in Clifton Springs in 1917. The questions are: (1) When did occupation first become viewed as a medium that could have a positive influence on personal health, well-being and participation? (2) Who were the people that first advanced the notion of occupation as a potential positive agent and (3) What were their ideas about how occupation could be used?

The answers were found by searching the journal literature using multiple terms, about 25, related to the concept of occupation since the term "occupational therapy" did not appear in print until 1915. Ninety-five articles were located published between 1897 and 1916. Six early practice models were identified by terms used in the authors publications: institutional

occupation, diversional occupation, work cure, habit training, workshops and invalid occupation. The authors of the articles were organized into four professional groups: physicians, other professionals (psychologists, nurses, and artists), occupation workers, and occupational therapy personnel. Selected individuals from each group were reviewed along with a sample of their work. The earliest identified published example among the authors was the occupation of gardening initiated in 1896 but not published until 1917. The author was a physician who worked with the psychiatrist, Adolf Meyer, at Kankakee State Hospital in Kankakee, Illinois.

## **RESEARCH PAPERS**

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### **THE VISIBLE AND INVISIBLE OCCUPATIONS OF FOOD PROVISIONING IN LOW INCOME FAMILIES**

Brenda L. Beagan, *Dalhousie University*

#### **ABSTRACT**

Statement of Purpose: Food insecurity means people do not have the resources to provide the food they need. Over 8% of Canadian households experience moderate to severe food insecurity, with rates highest among lone parents, 22% of whom face moderate to severe food insecurity (Statistics Canada, 2013). While low income is clearly a risk factor for food insecurity, little is known about the occupational implications of food insecurity. This paper explores the everyday food-related occupations of low-income families in Canada.

Methods: Qualitative interviews were used to explore the eating patterns and perceptions of 105 Canadian families in ten rural and urban sites across Canada. Interviews were conducted with both teens and adults, usually interviewing each participant twice, using two photo elicitation techniques in the second interviews. The current analysis draws on a subsample of 31 families in which annual household incomes were \$30,000 or less. Twenty-four of those families were comprised of an adult woman with one or more children. Drawing on data related to shopping, cooking, planning, money, and food provisioning, this paper focuses on the everyday food-related occupations of adults and teens, exploring the visible and invisible aspects of food provisioning in low income families. The meanings and priorities attached to these occupations are also examined.

Results: Planning was a significant and largely invisible component of food provisioning, including using grocery lists and budgets, using flyers and coupons, taking into account available ingredients and cooking abilities, and considering family members' schedules and preferences. Transportation was a major concern as people engaged in "chasing the sales" to optimize the

food dollar. Frequenting food banks, gardening, hunting and fishing were important occupations for food-provisioning for some. Finally, providing food was a highly meaningful component of parenting for most adults, yet the actual experience of grocery shopping on low income was often highly unpleasant.

Implications: By attending to goal-directed and purposeful everyday activities that – while often unpleasant – are nonetheless meaningful and necessary, this paper provides rich description of often-overlooked daily occupations. It details the effects of poverty on everyday occupations, a form of diversity under-examined in occupational science. In so doing, it raises questions about justice and injustice, and examines the effort behind attaining particular meanings.

For discussion: Why are some occupations relatively invisible, and to what effect? How does studying everyday occupations like food-provisioning help us to understand the impact of environments on occupations? How can ‘meaning’ and ‘choice’ in occupation best be understood in the context of poverty?

Keywords: poverty, income, food-related occupations

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## **“OTRA VEZ A LA LUCHA”-“ TO THE FIGHT AGAIN”: IMMIGRANTS’ OCCUPATIONAL STRUGGLES DURING THE SOCIOECONOMIC CRISIS IN SPAIN**

Natalia Rivas-Quarneti PhD, *University A Coruna*

Lilian Magalhaes PhD, *Federal University of Sao Carlos*

María-Jesús Movilla-Fernández

## **ABSTRACT**

Statement of purpose: During the socio-economic crisis in Spain, immigrants have been one of the most affected groups by the general worsening of the social determinants of health with direct implications in their wellbeing (Colectivo-Ioé, 2013). This study focuses on immigrant women from Latin America, living in Spain, which have been in vulnerable situations during the crisis, from 2008 to present. The commitment to facilitating societal transformation and reducing inequities undertaken by Occupational Science (Whiteford & Hocking, 2012) has expanded on an international level. Despite the increase of the scientific production on post-migration

occupations there is still a paucity of literature that approaches the daily life of these immigrant women, from an occupational critical perspective. This study was aimed at advancing understanding of immigrant women's experiences of daily participation in occupations to collaboratively envision actions to promote health and wellbeing.

Description of methods: A Participatory Health Research study was carried out, informed by Boaventura de Sousa Santos critical theory, the Epistemologies of the South (Santos, 2014). Different recruitment strategies (briefings, snowball, janitors, etc.) were used. Six women from Latin America, between 36 and 42 years old participated in the study. Data were generated through group discussion, interviews, diaries and Metaplan. A critical narrative analysis was used to analyze the data generated by group discussion, interviews and diaries. Participants performed a thematic analysis for the Metaplan. Approval of the University of A Coruña Ethics Committee was obtained.

Report of results: 1) the occupational story of each participant; 2) the cross-sectional themes: occupational struggles in daily life and; 3) an Agenda for change set by the participants. This presentation will approach the two latest.

Implications: The findings show singular contributions to Occupational Science, illustrating the impact of structural violence in everyday occupations (racism, gender violence, health and social care professionals oppression, work opportunities linked to sex trade, among others) and how immigrant women negotiate it through daily occupations to survive (participating in occupation with other immigrant women or performing restorative occupations). Therefore, findings challenge the linear understanding of occupational transition and integration after migration by clarifying how a peripheral and volatile area of participation in occupations can be generated in society; the occupational struggles show how participating in occupations can be oppressive but also can work as a strategy for resistance and, similarly, illuminate how participating in occupations can simultaneously challenge and promote wellbeing.

Discussion questions to further occupational science concepts and ideas:

How gender based categorization of occupations could contribute to oppressive contexts in daily life in other realities?

Could occupational struggle work as an articulating concept around the complexities of negotiating occupations in peripheral places of contemporary global societies?

Precarious migration enacts occupational struggles: what other situations of the global context can enact occupational struggles?



What kind of OS knowledge can contribute to shed light to the complexity of occupational struggles experienced by vulnerable groups?

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## TRANSITION FROM AN OCCUPATIONAL PERSPECTIVE: DEFINING AND PRESENTING A MODEL OF LIFE TRANSITION UNRELATED TO HEALTH

Joseph Romanyk, *University of British Columbia*

Todd Young, *University of British Columbia*

Katie Lee Bunting, *University of British Columbia*

Susan J. Forwell, *University of British Columbia*

## ABSTRACT

Purpose: There continues to be significant attention in the occupation literature on life transitions where numerous factors, processes, barriers and facilitators are described and associations brought to light. Despite this, there remains no definition or model of life transitions from an occupation perspective with often the dominant perspectives of psychology and social-psychology seized to fill this void.

Therefore this research aims to answer the following questions: Given the growth of knowledge in the occupation literature related to life transitions, 1) What definition for life transition emerges from an occupation perspective that is unrelated to health? 2) What model of life transition emerges from an occupation perspective that is unrelated to health?

Methods: This research expands on previous research carried out by Crider, Calder, Lee Bunting, & Forwell (2015), which highlighted the need to further explore transition from an occupational perspective and called for a definition of transition from an occupation perspective. By following the established integrative review method (Whittemore and Knafl, 2005), a diversity of primary literature was surveyed, including empirical and theoretical findings. This method is ideally suited to allow for a rigorous review of data to guide the formulation of both a definition and model.

It was established apriori that the definition must account for factors and processes of life transitions and provide an occupational perspective. The model must account for constructs, concepts, relationships, and processes that further articulate the occupational perspective related to life transition.

Results: Initial results suggest that both a definition and model of life transition unrelated to health from an occupation perspective can be developed and address the considerable gap identified by Crider et al. (2015). The synthesis of the definition pulls together a breadth of characteristics and iterative stages while the model offers testable points and processes for further research.

Implications for OS: The results of this paper serve to expand the transition literature as well as fill the void within the occupation literature by offering a definition and model that positions occupation as salient to transition and creating a much-needed foundation for occupational science and research. This will also ensure we have the theoretical ground work required to support balance as people navigate the potentially unbalanced seas of transition.

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## **PERSONAL INFLUENCES ON MEYER'S ARTICLE "PHILOSOPHY OF OCCUPATION THERAPY**

Kathlyn Louise Reed, *Texas Woman's University*

## **ABSTRACT**

Intent: Identify and briefly discuss the possible influences on Dr. Meyer's thinking of the 21 named individuals in Meyer's article Philosophy of Occupation Therapy. Provide a possible reference list.

Argument: Dr. Meyer wrote one of the most cited articles in the occupational science and occupational therapy literature: Philosophy of Occupation Therapy, published as the lead article in the first issue of the newly minted journal entitled Archive of Occupational Therapy in 1922.

Yet, if his manuscript were submitted for publication today it would be quickly returned with suggestions for revision. Among the suggestions would be creation of a reference list to properly credit at least some of the 21 people cited in the text, often with little or no explanation of who they were or how they fit into Dr. Meyer's philosophical statement. What influence did they have on his thinking that made them worthy of citation? This presentation first identifies by full name the seven occupation workers/therapists, six physicians, four social workers, and four professors/educators cited by Meyer. Second, the possible influence each person may have had on Meyer's thinking is presented divided into two groups: those he observed using occupation as therapy such as Davenport (1918) and those who presented philosophical ideas about human behavior and occupation in daily life such as Hall (1910). Finally, a possible reference list is compiled and presented to complement Meyer's article.

Importance to occupational science: All science is based on a set of philosophical principles that guide the study and development of the discipline. The principles may be based on ideas presented by the people publishing or speaking at the time the initial ideas were expressed. Understanding the thinking occurring in the early 20th century can increase our knowledge of the founding principles of using occupation as a therapeutic medium and how to better study its effects on human behavior. Meyer is one of thinkers often cited in occupational science and occupational therapy literature yet his article provides few clues as to what and who influenced his thinking about the value of occupation as a therapeutic medium. By identifying the people he cites and compiling a possible reference list, a better understanding of Meyer's ideas and philosophy may be obtained to guide our understanding and research today.

Conclusions: Meyer's article may be more fully understood by identifying the people mentioned in the text and their possible influence via cited references on Meyer's thinking as he prepared his presentation for the 1921 annual meeting of the National Society for the Promotion of Occupational Therapy which was then published in 1922.

Questions:for discussion:

1. If Meyer were presenting his lecture today what if anything might he add or subtract?
2. What themes (ideas, concepts) based on Meyer's article might be used to develop a line of research today?

3. Is time-binding a useful concept in occupational science?

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## “ACADEMIC INNOVATION IN SERVICE OF” WHAT? AN ANALYSIS OF OCCUPATIONAL SCIENCE DISSERTATION ABSTRACTS

Rebecca M. Aldrich, *Saint Louis University*

Jyothi Gupta, *A.T. Still University*

## ABSTRACT

Statement of purpose: The purpose of this presentation is to analyze what kind of science occupational science is based on the kinds of scholars its doctoral programs are producing. Occupational science has been in existence for over 25 years and is about to graduate its 100th doctoral student in the United States. Despite these markers of maturation, there continue to be debates about the purpose of occupational science. Scholars have previously considered the aims, health, and trajectory of the discipline by reviewing publication (Glover, 2009) and presentation (Pierce et al., 2009) trends, developing vision statements (Laliberte Rudman et al., 2008) and developmental assessments (Clark, 2006; Molke et al., 2004), and revisiting the historical outgrowth of occupational science from occupational therapy. The critical mass of doctorally-trained occupational science graduates in the United States suggests a new vein of exploration: determining what kinds of contributions occupational science graduates have made to the discipline through their studies.

Methods: This secondary analysis examines the work of 90 graduates who attended doctoral-level occupational science degree programs at the University of Southern California, the University of North Carolina at Chapel Hill, or Towson University. To complete this analysis, we collaboratively developed a coding list to determine whether students' studies (as exemplified by dissertation titles and abstracts) were directly or indirectly oriented toward the primary purpose of occupational science – that is, how they developed knowledge about humans as occupational beings. We independently coded each abstract, creating additional codes as needed

through an iterative process, and merged our results for further analysis.

Results: The results of our ongoing analysis will illustrate the proportion of published occupational science graduate studies that directly or indirectly relate to the primary purpose of occupational science. Thematic elements of the studies will be used to illustrate the focal points of students' research; what aspects of occupation have garnered the interest of emerging occupational science scholars; and what this body of work portends for the science.

Implications for occupational science: The results of this analysis will illuminate what kind of science occupational science is becoming based on the kinds of scholarship its graduate students are producing. Such information will help determine what questions are relevant to ask about the discipline's trajectory as it continues to grow.

Discussion questions:

What kinds of scientists are occupational science doctoral programs producing?

How does doctoral student scholarship relate to the stated purposes of occupational science?

What questions about the discipline's purpose should we continue to ask going forward?

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## **IDENTIFYING AND UNDERSTANDING THE CONTRIBUTIONS OF RESEARCH: AN UMBRELLA REVIEW**

Nedra R. Peter, *University of Western Ontario*

Anita Khotari, *University of Western Ontario*

Sara Masood, *University of Western Ontario*

### **ABSTRACT**

Statement of purpose: The evaluation of research impact is an important aspect of the research enterprise as researchers become more dependent on funding, and funding bodies seek to identify value for their investment. As a growing field, a degree of focus has been generated to ensure relevance and impact of research in Occupation Science (OS). OS continues to be a transformative science providing knowledge that has potential for social and policy change in relation to occupational inequities. However, there is a clear need to identify how research findings are being used and whether these findings result in meaningful health and well-being outcomes. The purpose of this umbrella review - a systematic overview of review articles - was to identify the approaches that have been used to understand the impact(s) of health research and to identify ways that research impacts have been defined and measured in order to provide recommendations for Occupational Scientists.

Description of methods: Umbrella reviews are conducted to provide an overall examination of the research on a particular topic through identifying consistencies and discrepancies in the results of published systematic reviews (Aromataris et al., 2015). Databases were searched for meta-analysis or other reviews focused on the assessment of research impact, or a description of methodology for evaluating impact. A quality assessment was conducted by two independent reviewers based on the critical appraisal checklist suggested by the Joanna Briggs Institute (Aromataris et al., 2014). Data were charted in relation to the research questions. Discussion sections of the reviews were subject to directed coding to summarize findings across reviews.

Report of results: Twelve reviews met the inclusion criteria. We found that exploratory methods such as case reviews and semi-structured interviews are most effective in providing meaningful insights into research impact. However, there is no “best” method to evaluate research impact; therefore, the method chosen should be reflective of the method best suited to the intention of the evaluation.

Implications related to occupational science: Occupational scientists may tailor the concept of research impact from the Research Excellence Framework (Penfield et al., 2013); research impact is the effect on, change or benefit of OS research, to the economy, society, culture, public

policy or services, health and wellbeing, the environment or quality of life, or occupational justice. Several key recommendations are presented, including the need for the involvement of stakeholders in measuring research impact, and the need for flexible methods for evaluating research impact that include different types of impacts such as societal impact or the impact of research on behaviour.

Objectives for discussion:

\*Discuss the facilitators and the barriers to knowledge translation in occupational science.

\*Dialogue about the formation of partnerships or collaborations between researchers and stakeholders and the benefits of these collaborations.

\*Discuss the implications of these findings relevant to the field of occupational science. How does considering research impact advance the field?

Key words: Impact Assessment, Research Impact, Knowledge Translation

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## **PANEL: CONSIDERATIONS ON WHAT MOVES US: AUTISTIC SOCIALITY AND OCCUPATIONAL JUSTICE**

Keven Lee, *McGill University*

Mary C. Lawlor, *USC Chan Division of Occupational Science and Occupational Therapy*

Melissa Park, *McGill University*

## ABSTRACT

Core philosophical assumptions in the practice of occupational therapy hold that humans can shape the state of their own health and sense of belonging to larger communities through opportunities to do and to create (Reilly, 1962). These assumptions are explicitly addressed in theory development around occupational justice, including the impact of occupational deprivation, marginalization, alienation and the like on well-being and social inclusion. Anthropologist Dawn Eddings Prince's states "There were many times as a child I believed I would crumble in on myself, my emotional skeleton finally eaten away by the screaming and clutching of a modern society that dissolved me—normal life, other people call it" (Prince, 2010, p. 56). Her embodied experience of living asks us to reconsider what is the relationship between engagement in daily activities and participation when "normal" is experienced as "the screaming and clutching of a modern society" that eats away, crumbling and dissolving the very bones of existence. As an autistic, her experience also asks us to reflect upon our assumptions of the relationship between engagement in daily activities and, as first put forth by Mary Reilly (1962) in her seminal work, "making a home in the world and making the world a home" (p. 2) from an occupational justice perspective.

In this panel, we will draw from funded ethnographic and participatory research conducted in Los Angeles and Montreal to examine how the experiences of children with autism and their families shifted our focus to the mundane, almost invisible, actions by which persons with autism and intimate others transform and transcend what is considered "normal" and create experimental scenes (Mattingly, 2010; Park, 2008) to re-envision, enact and embody a more just society. Taking as a starting point, Lawlor's contribution of what it means to be a socially-occupied being "doing something with someone else that matters" (Lawlor, 2003, p. 430), we will highlight the ways in which our narrative and aesthetic conceptual frameworks highlighted significant moments and events that moved us and challenged us to refine our own own assumptions as occupational therapists and occupational scientists. We will also reflect on how these brief moments cross time, capturing both past experiences and future possibilities; and transcend immediate contexts, reconfiguring immediate physical space into places of being engaged and included in social worlds.

Keywords: Sociality, Autism, Occupational justice

Questions:

1. How is it that seemingly ordinary or mundane moments of life can be experienced as extraordinary?



2. In what ways do narrative, aesthetic, and ethnographic approaches contribute to deeper understandings of engagement and participation for people with autism and their families?
3. From a social accountability and occupational justice perspective, what is at stake in considering individuals with autism as socially occupied beings?
4. Does a more focused application of principles of occupational justice generate better possibilities for enhancing participation for people with autism and their families?

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## **FORUM: DISSEMINATING OCCUPATIONAL SCIENCE RESEARCH: AN SSO: USA JOURNAL?**

Bonnie Kennedy, *Idoru's Puzzlebox Solutions*

Sheama Krishnagiri, *Private Practice*

Doris Pierce, *Eastern Kentucky University*

Pollie Price, *University of Utah*

## **ABSTRACT**

**Aims/Intent:** The aim of the forum is to raise questions in a way that will develop a vision for future occupational science dissemination by the Society, generate discussion about the intent and needs of the science and its scientists, and stimulate discourse about broader questions of the intent and future of the science.

**Rationale:** Publishing opportunities in occupational science are perceived to be limited. Although

the discipline has greatly benefitted from its single journal for over twenty years, that journal's editorial policy does not allow it to be inclusive of all occupational science work (Taylor & Francis). The lack of a dedicated venue that includes research on occupation in practice obscures and hampers fulfillment of the originating intent of the science to contribute to the knowledge base of occupational therapy (Clark et al., 1991; Pierce, 2012). Further, the absence of a journal embracing all types of occupational science prevents a vigorous exploration of the relations between different types of occupational science research and the productive tensions among extra-disciplinary, interdisciplinary, disciplinary, professional, and inter-professional research on occupation. Publications spread across a variety of extra-disciplinary, interdisciplinary, and professional journals are less likely to produce the syntheses required to speed development of the science. This important gap in occupational science dissemination will be examined in this forum.

The SSO:USA Editors Study concluded that (a) all editors agreed a new and fully inclusive journal was needed, (b) there were opportunities for special issues or recurring features in existing journals, and (c) multiple pragmatic and editorial challenges would accompany the launch of a new journal (Pierce, 2010). Since that study, the Society has continued to develop its capacity for publications through the successful establishment of annual meeting proceedings (SSO:USA).

Now, the Society requires a more tangible vision of its future dissemination efforts. The specifics of a potential journal's mission, targeted contributors and audience, format, and financing all need to be drafted before decisions can be made by the Board. Participants in this forum will contribute to this vision.

Participant Outcomes:

Enhanced perspectives on publishing venues and gaps for occupational science researchers.

Insights into the pragmatics of journal publishing.

Influence on the mission and format of a future occupational science journal

Discussion Questions to Facilitate Occupational Science Concepts and Ideas:

What are the publishing patterns and needs of occupational scientists?

If the mission of the journal is inclusive of all types of occupational science research, will it be attractive to all occupational scientists, or only to a subgroup?

To what degree should the journal's mission and format reach out to interdisciplinary or occupational therapy audiences, or both, through special features?

Should the journal be based on annual subscriptions, provided as a member benefit, open-sourced and available to all, or open-sourced and financed through author payments to publish?

Key Words: publishing, journal, disciplinary discourse

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## RESEARCH PAPERS

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### **MAKING VISIBLE THE RULING RELATIONS OF PARTICIPATION IN OCCUPATION FOR INSTITUTIONALIZED ADULTS WITH INTELLECTUAL DISABILITIES**

Khalilah R. Johnson, *University of North Carolina at Chapel Hill*

#### **ABSTRACT**

Statement of Purpose: Institutionalized adults with intellectual disabilities (ID), a disability community who has a long history of enduring grave injustices and whose voices have been absent in occupational science discourse, continue to face barriers to meaningful participation in occupation (Mahoney, Roberts, Bryze, & Parker Kent, 2016). Additionally, adults with ID are impacted by policies designed with inconsistent and contradictory values influenced by the

concurrent adoption of principles from various models of practice and constructions of disability (Channon, 2014); therefore, there is a need to better understand how opportunities for meaningful participation for adults with ID are situated within and influenced by these systems and ruling relations. This paper draws on data from an institutional ethnographic study aimed to make visible the inter-relational ways national, state, and local policies mediate the possibilities for meaningful participation in occupation for adults with ID. Methods: Institutional ethnography (Smith, 2005) was used as the social theory and methodology for this study. The aim of institutional ethnography is to make visible the systems and social relationships through which occupations emerge and are coordinated (Prodinger, Rudman, & Shaw, 2015). Data were collected at a residential facility. Participants included seven adults diagnosed with profound ID and eight adult staff members. Participant observation, ethnographic interviews, and text work were the main sources of data. Narrative analysis was used to systematically relate meanings and interpretations of participants' experiences to particular narratives on work in an institutional setting. Mapping, as a second analytic process, was used to analyze institutional practices and connect them back to the policies that coordinated work and other activities of the center (Campbell & Gregor, 2004). Results: Analyses revealed the systems and structures through which staff work was coordinated created a systematic regulation of participation in meaningful occupation. More specifically, analyses demonstrated how institutional policies placed greater value on routinization and efficiency over self-determined participation. These findings not only highlight the lack of opportunities for residents and staff to incorporate occupations of their choosing, they call attention to the ways institutional routinization is a perpetuation of the historical notions of what adults with ID should do. Implications for Occupational Science: This study contributes enhanced knowledge about the lived experiences of institutionalized adults with ID and how opportunities to participate in occupations are supported or thwarted by textually-mediated social practices, and challenges the discipline's theoretical assumptions on participation.

Discussion Questions: 1. Smith (2005) asserts that social control is increasingly discursive and textual. How might occupational scientists use mapping as a tool to address critical issues of choice and participation? 2. How does Smith's (2005) construct of "ruling relations" add to our conceptualization of participation? Have occupational scientists given adequate attention to how texts impact participation? 3. This year's conference theme charges the discipline to navigate the seas of change. I would argue that one way to increase the diversity of occupation (and participation) is to expand the ways we capture experience. What are your thoughts on the contributions of narrative as method and narrative as analysis in occupational science?

Key words: participation, ruling relations, institutional ethnography

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## **OCCUPATIONAL ENGAGEMENT AND SELF-DETERMINATION: CONNECTIONS FOR INDIVIDUALS WITH INTELLECTUAL DISABILITIES**

Wanda J. Mahoney, *Midwestern University*

### **ABSTRACT**

Statement of purpose: Adults with intellectual disabilities (ID) are at risk for occupational alienation if not afforded necessary supports and occupational experiences (Mahoney, Roberts, Bryze, & Kent-Parker, 2016). Access to meaningful occupational experiences requires self-determination, one's intentional actions and choice-making to influence one's life (Wehmeyer, 2005). The connection between occupation and self-determination is insufficiently discussed with individuals with intellectual disabilities (i.e., Channon, 2013), although occupational scientists have considered how similar constructs such as recovery from mental illness are related to occupational engagement (Sutton, Hocking, & Smythe, 2012). This study sought to describe how adults with ID express self-determination when engaging in occupation and explore the constructs of self-determination and occupational engagement in a vulnerable population.

Description of methods: This study was a secondary analysis of data from 3 qualitative studies on occupational engagement for adults with ID. By analyzing existing data, the amount of data and variety of experience was maximized. Data were 60 observation field notes and 44

Volitional Questionnaire observation forms with 36 adults with ID at two adult day programs. Using constant comparative analysis and multiple strategies for trustworthiness, the researchers coded, discussed, and developed themes to describe how adults with ID demonstrate self-determination while engaging in occupation.

Report of results: Adults with ID expressed self-determination through Social Interaction and a Continuum of Involvement. They interacted with their peers and caregivers and approached activities in different ways to create changes in their environment. When adults with ID demonstrated intense occupational engagement, whether enthusiastic, high engagement or complete disengagement, they demonstrated self-determination clearly and often successfully influenced their situation. When their occupational engagement was less intense and they were reluctantly or half-heartedly involved in occupations, their self-determination was less clear, and they needed more support and others' interpretation of their actions to influence their environment and create desired change.

Implications related to occupational science: This study found an explicit connection between the level of occupational engagement adults with ID demonstrate, the way they express self-determination, and the amount of support required for effective self-determination. This link to occupational engagement is not recognized in the intellectual disabilities literature although self-determination is a key construct within that literature. Additionally, occupational science would benefit from explicitly considering support for self-determination as a means to ameliorate potential occupational alienation. This study demonstrates the contribution that occupational science can make to another discipline through explicit studies about occupation and other key constructs.

Discussion questions to further occupational science concepts and ideas:

This study considered occupational engagement as a range of involvement in occupation that included positive, neutral, and negative experiences and demonstrated potential benefits of negative experiences in terms of the effectiveness of one's self-determination. How can future research studies similarly ensure that broad occupational experiences are included and avoid limiting themselves to a view of occupation as inherently positive?

Self-determination is a major construct in intellectual disabilities literature. What are other key constructs in non-OS/OT literature that could benefit from an explicit study of their relationship to occupation?

When connecting key constructs from different disciplines, what are considerations for research dissemination (i.e., different audiences and venues) and language use (especially the use of "occupation")?

Key words: occupational engagement, self-determination, intellectual disability

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## UCHI/SOTO (INSIDE/OUTSIDE): INDEXING IN SOCIAL PRACTICE IN JAPANESE SOCIETY

Etsuko Odawara, *Seirei Christopher University*

### ABSTRACT

Purpose: To expand the theoretical understanding of occupation in everyday life in other cultures through continued exploration of Uchi/Soto concepts.

Intent: Occupational science has developed from Western philosophies, with a theoretical background of the independent self, which values autonomy, justice and control (competency). This presentation describes Uchi/Soto (Inside/Outside), a pragmatic index in social practice in Japan, from the perspective of the Japanese self; an interdependent, group-oriented, relational and shifting one.

Argument: In the West, independence is a primary value in social life. English speakers use “I” as a conceptual anchor point, an individual as agent in social life. To grow in Western society is to learn to be competent among others. On contrary, a Japanese calls oneself “jibun”, meaning “a part” of a whole: of my family, my group, my organization or my nation. Growing in Japan is

learning to be able to attend to and depend on each other, to make balance or harmony with them, to compromise one's own desires when necessary. "For Japanese, a dependency relationship is a desirable relationship" (Lebra, 1976, p.65). Japanese focus on the relationship of self with society and between persons in society. The Japanese self is relational and thus also shifting with context. Japanese gauge appropriateness in social life using the social axis, Uchi/Soto (Backnik & Quinn, 1994). Uchi/Soto is the central dynamic in making social order between self-expression and self-sacrifice. In English, Inside/Outside has a directional orientation of location and movement. Japanese Uchi/Soto, however, has not only a physical orientation but psychological and social ones. Uchi/Soto are continua with two indexings: engagement/detachment and self/society. Each continuum has two ends, an Uchi (inside) pole of occupational engagement, intimate and spontaneous, and a Soto (outside) pole; detached, disciplined and ordered. Uchi is the anchor point for the Japanese self and its agency in balance in social practice. Thus far, Uchi/Soto has been considered in terms of individual engagement in occupation. However, there are implications for co-occupation and collective occupational engagement as well.

Importance to occupational science: To expand theoretical ideas to more fully investigate occupation, Uchi/Soto can provide a stimulus for exploring relationships between individuals, and between individuals and society to more thoroughly investigate social occupations.

Conclusion and discussion question: How might OS scholarship be expanded, to include the study of Uchi/Soto from an interdependent perspective?

Key words: Independence, interdependence, social life

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## EVOLVING 5TH CENTURY KADO ROLES, HABITS & ROUTINES INTO MILLENNIAL WESTERN OCCUPATION

Ricardo C. Carrasco, *Nova Southeastern University*

## ABSTRACT

Introduction: Over 40 years of occupational engagement in Japanese flower arranging (ikebana; also kado, way of the flower) is one of many sources of author's interest in navigating East-West



traditions. Understanding occupational evolution from ikebana student (deshi) to teacher (sensei) increased through a recent inquiry, (Carrasco, 2014). While teaching ikebana is an occupation with related roles, routines and habits, the practice is also a wellness occupation, and a neurophysiological regulating phenomenon (Homma, Oizumi, Masaoka, 2015). The presentation reports results of the narrative inquiry into shared experiences by American ikebana sensei in their journey from deshi to sensei.

Objective: Explore depth of personal and pedagogical inspiration for sustained occupational engagement in kado; Draw experiential themes from informants in evolving sensei occupational roles, routines and habits; Extract inferences from informants about learning/teaching in unfamiliar situations.

Method: Researcher employed qualitative methodology with informants selected using purposive, non-probability sampling. This allowed choosing them for semi-structured interviews intended to enhance the investigation, i.e., exploring experiences of six American sensei in how they evolved roles, routines and habits to become (and continue as) ikebana sensei. Both a priori and emergent categories from transcriptions were considered before confirming or uncovering categories using nVivo software. Computer visualizations will enhance dissemination of information to understand the acquisition and persistence of occupational engagement.

Findings: Common threads emerged on roles, routines and habits that informants performed as workers or spouses while overseas in business, education, or military communities. These are: making a choice for cultural immersion rather than isolation; inspiration from headmaster (iemoto) or sensei; motivation from students' success; achievement of peace and tranquility while constructing flower designs; feeling of accountability to the Ikebana discipline; respect for Japanese traditions; and loyalty to Ikebana school with which they affiliate; and passion to teach/create ikebana till death.

Conclusion: Ikebana sensei informants showed convergence in sustained occupational engagement in an ancient unfamiliar tradition passed on to them by their sensei. Now, they themselves are inspired by the success of their own deshi, similar to the anthropological interpretation of the iemoto system by Smith (1998). They found meaning in ikebana engagement as described by Waters, Pearce, Backman & Suto (2012) through persistence in learning and teaching while in unlikely places, which has brought them full circle, teaching their deshi in more familiar places here in the American culturescape.

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## **AN OCCUPATIONAL JUSTICE PERSPECTIVE OF PEOPLE'S EXPERIENCES WHILE ON METHADONE MAINTENANCE TREATMENT**

Katrina Warren, *University of Western Ontario*

Suzanne Huot, *University of Western Ontario*

### **ABSTRACT**

**Purpose:** A study was undertaken with people on Methadone Maintenance Treatment (MMT) in London, Ontario. Given that MMT is time intensive, the objectives were to better understand the experiences and daily routines of people on MMT through in-depth exploration of their everyday occupations and the ongoing challenges and barriers they face to accessing treatment.

**Participants:** Three females and two males between the ages of 27 and 42 who had been on MMT for at least one year.

**Methods:** We used a qualitative intrinsic case study methodology (Stake, 1995) informed by the framework for occupational justice (Stadnyk et al., 2010; Townsend, 2012). Two sessions were

conducted with each participant. The first consisted of a semi-structured interview, the creation of an occupational map (Huot & Laliberte Rudman, 2015) and completion of a demographic questionnaire. The second entailed a follow-up interview. Data analysis entailed whole text analysis and line-by-line coding of the ten transcripts. The analysis of the visual data generated through mapping also informed the findings.

Results: Four themes highlighting key aspects of the participants' experiences will be presented. First, findings outline a 'descent into chaos' as participants' addictions began and worsened over time. Second, participants' experiences of 'MMT as a bridge' to recovery from addiction are described. Third, a 'new normal' daily life that is characterized by liminality is shown to be linked to people's experiences on MMT. Finally, participants' hopes for 'moving forward' are outlined. These themes in the data suggest that participants do not follow a strictly linear route but generally shift from chaos to boredom with the ever present possibility of relapse.

Implications for occupational science: In relation to the framework for occupational justice, the findings illustrate how structural factors such as health and community supports, and income supports as well as contextual factors including income/wealth, employment status, homelessness, and family/friend support interact to create occupational outcomes contributed to the participants' experiences of occupational imbalance and occupational marginalization. MMT is not strictly an 'individual' experience, rather it is shaped by broader factors, which leads people in treatment to experience particular occupational injustices. Thus, MMT practices and policies should consider the occupational implications to enhance clients' experiences and further support their recovery.

Discussion questions:

How might comparative research help further illuminate the challenges faced by MMT clients? (e.g. urban/rural)

How could MMT policies and practices be adapted to reflect the occupational implications discussed and to enhance clients' experiences?

How might other occupational science concepts be used to conduct additional research with people on MMT?

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## **SUBSTANCE USE AMONG PROFESSIONALS AND PROFESSIONAL STUDENTS: TRANSFORMING OCCUPATIONAL PERFORMANCE AND EXPERIENCE**

Niki Kiepek, *Dalhousie University, Faculty of Health Professions*

Jonnie-Lyn Baron, *Dalhousie University*

### **ABSTRACT**

**Purpose** This project synthesizes knowledge about psychoactive substance use by professionals (e.g. dentists, accountant) and students in professional programs and the impact on occupational performance and quality of experience during engagement. Psychoactive substances alter consciousness, mood, and perception. They encompass licit substances (e.g., alcohol, over-the-counter medication), prescribed medication, illicit substances (e.g., marijuana), and healing plants (e.g., peyote). Research shows a relatively high prevalence of substance use among professionals and students. A systematic study reported use of methylphenidate (Ritalin) by medical students was 16 percent (Finger, Silva, & Falavigna, 2013). Physicians and pharmacists reported higher illicit use of opiates, anxiolytics, and sedative-hypnotics than the general population (Kenna & Wood, 2004) and cocaine use among a sample of lawyers was higher than the general population (Benjamin, Darling, & Sales, 1990).

**Methods** This study involved a systematic review of English, peer-reviewed articles. Databases included EMBASE, PsychInfo, CINAHL, Medline, and Sociological Abstracts. Search terms included a combination of profession-specific terms (e.g. physician/doctor; lawyer/attorney; medical student) and substance-related terms (e.g. performance enhancing; addiction; Adderall; caffeine). Included were articles that reported empirical findings by the authors. Discussions articles, commentaries, poster abstracts, theses, literature reviews, single case studies, and treatment outcome studies were excluded. Articles were reviewed for information regarding prevalence of use, types of substances used, impact of substances on performance, and

contextual factors that influence use.

Results 122 articles met the search criteria regarding use of substances by professionals and students, published between 1984 to May 2016. The most common methodology was self-administered survey (n=98). Only 11 articles reported actual findings about the effects of substances on experience and performance. Desired effects include improved sleep, stress management, alleviation of boredom, and improved productivity (Merlo, Cummings, & Cottler, 2014). Students used substances to improve concentration, productivity, or grades, to enhance energy, to facilitate weight loss, and to aid in socialization (Volger, McLendon, Fuller, & Herring, 2014).

Implications A little understood phenomenon, within and outside the field of occupational science, is the deliberate use of substances to alter or enhance performance and to alter the experience of daily occupations. An examination of controlled use, perceived benefits, and naturally occurring strategies to minimise negative consequences can contribute to more comprehensive understandings about substance use in the context of daily occupation.

#### Discussion Questions

- 1) Research about substance use typically investigates negative and undesired effects on occupational engagement and occupational performance. How might evaluation of the beneficial and desired effects contribute to more nuanced understandings about motivations for use?
- 2) What contextual factors might influence types of substances used and patterns of use by professionals and students?
- 3) What social ideals about optimal occupational performance influence individual decisions about use of substances as cognitive and performance enhancers?

Keywords Substance use; occupational performance; professionals

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**CLOSING SESSION CSOS & SSO: USA INVITED PANEL: TRANSLATION OF OCCUPATIONAL SCIENCE TO DIVERSE APPLICATIONS**

Jyothi Gupta, Mackenzi Pergolotti, Debbie Laliberte Rudman, and Catherine Vallée

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# Third Joint Research Conference of the Society for the Study of Occupation: USA (SSO:USA) & the Canadian Society of Occupational Scientists (CSOS)

*THE SCHEDULE OF SCIENTIFIC SESSIONS & CONFERENCE EVENTS MAY BE REVISED PRIOR TO THE START OF CONFERENCE DUE TO UNFORESEEN CIRCUMSTANCES. A FINAL CONFERENCE SCHEDULE WILL BE DISSEMINATED AFTER THE CLOSE OF CONFERENCE REGISTRATION ON SEPTEMBER 20<sup>TH</sup> AND A PAPER COPY WILL BE PROVIDED IN THE ONSITE PACKET GIVEN TO ATTENDEES.*

## WEDNESDAY SEPTEMBER 28

3 :00 pm – 6 :00 pm	<b>Registration table open</b> <i>Extended Lobby</i>
5 :00 pm – 6 :30 pm	<b>SSO:USA Board Meeting</b> <i>Boardroom</i>
5 :00 pm – 6 :30 pm	<b>CSOS Board Meeting</b> <i>Longfellow Room</i>
7 :00 pm – 9 :00 pm	<b>Welcome &amp; Opening Reception</b> <i>Atlantic Room</i>  Melissa Park, CSOS Vice-president, & Jyothi Gupta, SSO:USA Director Jennifer Pitonyak & Catherine Vallée, Conference Co-Chairs Roxie Black, Local Site Coordinator Glenn Cummings, USM President Melissa Park & John White, CSOS & SSO:USA History & Traditions

## THURSDAY SEPTEMBER 29

7 :00 am – 4 :00 pm	<b>Registration table open</b> <i>Extended Lobby</i>		
7 :30 am – 8 :30 am	<b>Continental breakfast - included with conference registration</b> <i>Atlantic Room</i>		
	<i>Regency Room</i>	<i>Armory Room</i>	<i>Portland Room</i>

8 :30 am – 10 :00 am	<b>Papers - Oppression, recovery and mental health</b> <b>The meaning of fighting and hiding for persons diagnosed with mental illness</b> Jiameng Xu, Melissa Park	<b>Papers – Work, unemployment and policies</b> Alternative productivity structures and reimbursement models and their role in achieving occupational justice for people with intellectual and developmental disabilities – A philosophical conundrum Rosemary Lysaght, Terry Krupa	<b>Forum</b> The development of occupational science outside the Anglophone sphere: Enacting global collaboration Lilian Magalhaes, Lisette Farias, Natalia Rivas-Quarneti, Liliana Alvarez, Ana Paula Malfitano
	<b>The unwitting (re)production of occupational ghettos: Reflections on embodiment, (mis)recognition, social (in)justice for persons with lived experience of mental illness</b> Melissa Park, Janet Stewart	<b>Using a critical occupational perspective to locate – and begin to fill – “cracks” in public policy</b> Rebecca M. Aldrich, Debbie Laliberte Rudman	
	<b>Exploring the meaning of recovery to individuals with severe and persistent mental illness</b> Lynne M. Anderson Clarke	<b>Late life unemployment and life satisfaction</b> Maren Voss, Man Hung, Lori Wadsberg, Wei Chen, Wendy C. Birmingham	
10 :00 am – 10:30 am	<b>Networking break</b> <i>Atlantic Room</i>		
10 :30 am – 11 :30 am	<b>Poster session</b> <i>Atlantic Room</i>		
11 :30 am – 2 :00 pm	<b>Occupational balance time - Lunch on your own</b>		
	<i>Regency Room</i>	<i>Armory Room</i>	<i>Portland Room</i>
2 :00 pm – 3 :30 pm	<b>Papers- Education and transitions to work</b> <b>Critical thinking about occupation: A framework for guiding pedagogy in occupational therapy</b> Jennifer S. Pitonyak , Lynn Jaffee, Sarah K. Nielsen, Cecille Corsilles-Sy, Shirley P. O'Brien	<b>Papers- Disability and family occupations</b> <b>Participation as transaction: The functional coordination of family occupation</b> Adrienne F. Miao	<b>Panel</b> Expanding ‘conditions of possibility’: Employing critical perspectives in occupational science scholarship
	<b>The experiences and meaning of participating in the co-occupation of peer mentoring</b> Beth Ekelman	<b>Behavioral inflexibility in ASD: Impact on family occupations</b> Chetna Sethi, Wanqing Zhang, Clare Harrop	

	<b>Policy and evidence review on work transition interventions and work disruptions of post-secondary student graduates with disabilities: Insights for social and education policy</b> Lynn Shaw, James O'Brien, Kristen Bishop	<b>Photographs and family health: Occupational insight and implications</b> Paula A. Rabaey, Kristin Carlson, Beth DeGrace	Debbie Laliberte Rudman, Rebecca Aldrich, Suzanne Huot , Alison J. Gerlach , Gail Teachman
3:30 pm – 3:45 pm	<b>Break</b>		
3 :45 pm – 5:00 pm	<b>2016 Townsend &amp; Polatajko Lectureship</b> <i>Atlantic Room</i> “Playing in the sandbox” Susan Forwell, PhD., OT(C), FCAOT Department Head and Associate Professor Department of Occupational Sciences & Occupational Therapy University of British Columbia, Vancouver, CA		
5 :00 pm – 5 :30 pm	<b>Mug Exchange</b> <i>Atlantic Room</i>		
6 :00 pm	<b>Occupational balance time – Dinner on your own in Portland</b>		

## FRIDAY SEPTEMBER 30

7 :00 am – 5 :00 pm	<b>Registration table open</b> <i>Extended Lobby</i>		
7 :30 am – 8 :30 am	<b>Continental breakfast - included with conference registration</b> <i>Atlantic Room</i>		
	<i>Regency Room</i>	<i>Armory Room</i>	<i>Portland Room</i>
8 :30 am – 10 :00 am	<b>Papers- Daily occupations</b> <b>Experience of sleep in individuals with spinal cord injury</b> Jeanine Blanchard, Donald J. Fogelberg,	<b>Papers – Environment, spaces and places</b> <b>Design, the built environment, and pedagogy: The interaction occurring through occupation of active learning.</b>	<b>Panel</b> <b>Problematizing the uptake of occupational justice from a critical occupational perspective</b>

	Natalie E. Leland	Caryn Husman, Caroline Beals	Lisette Farias, Tanya Elizabeth Benjamin, Rebecca Janzen, Debbie Laliberte Rudman
	<b>Parent strategies to support mealtime participation in children with Autism Spectrum Disorders</b> Karla Ausderau, Brittany St. John, Kristen Kwaterski, Beth Nieuwenhuis	<b>Tiny homes for adults with mental illness: Using place to foster social participation and community integration</b> Antoine Bailliard, Amy Wilson, Gary Cuddeback P, Thava Mahadevan, Rebecca Sorensen	
	<b>Latino families' experiences of their children with Autism Spectrum Disorder using school district transportation: Implications for transportation mobility and participation</b> Amber Angell, Olga Solomon	<b>Interactional spaces: families, cars, and autism</b> Nancy Bagatell, Ashley Mason	
10 :00 am – 10 :30 am	<b>Networking break</b> <i>Atlantic Room</i>		
	<i>Regency Room</i>	<i>Armory Room</i>	<i>Portland Room</i>
10 :30 am – 12 :00 pm	<b>Papers – Social essence of occupation and caregiving</b> <b>A theoretical exploration of the social essence of occupation</b> Ryan Lavalley <b>Disrupted dance or just out of step? The role of sociocultural norms and individual beliefs on co-occupation</b> Barbara Nadeau <b>“We need you” : When research participation enacts a way to care for the self</b> Carol Haywood	<b>Forum</b> <b>Examining occupation through a critical occupational approach</b> Janet Njelesani, Gail Teachman, Shanon Phelan, Evelyne Durocher, Yani Hamdani	<b>Panel</b> <b>Broadening the occupational science lens: Racial Considerations in the landscape of shifting U.S. demographics</b> Sandra M. Dunbar, Jyothi Gupta, Jennifer S. Pitonyak , Mackenzi Pergolotti, Charlotte Royeen
12 :00 pm –	<b>Occupational balance time</b>		

3 :00 pm	<b>Box lunch - included with conference registration</b> <i>Atlantic Room</i>		
	<i>Regency Room</i>	<i>Armory Room</i>	<i>Portland Room</i>
3 :00 pm – 4 :30 pm	<b>Papers- Parenting</b> <b>The transactional effects between family occupations and child emotion regulation</b> Mie-Ling Lin, Richard Faldowski, Brian Boyd, Ruth Humphry	<b>Papers – Aging, occupational possibilities and participation</b> <b>Changing neighborhoods and reshaping occupations: Experiences of older African-Americans in Detroit</b> Heather A. Fritz, Malcolm P. Cutchin	<b>Panel</b> <b>What does experience have to do with it? Narrative-phenomenological approaches to social accountability and social justice in occupational science</b> Jiameng Xu, Rossio Motta, Keven Lee, Alissa Low, Melissa Park
	<b>The influence of disability on paternal conflict between work and family</b> Aaron Bonsall	<b>Discourses of risk: Implications for the shaping of occupational possibilities for older adults</b> Mandy Stanley, Debbie Laliberte Rudman	
	<b>Occupational identity and family “screen time” decisions</b> Anne Cronin, Kaitlin Sims	<b>Health-related quality of life of older adults with cancer: Race, illness and participation in occupation.</b> Mackenzi Pergolotti, Allison M. Deal, Ashley L. Bryant, Jeannette T. Bensen, Grant R. Williams	
4 :30 pm – 5 :00 pm	<b>Networking break</b> <i>Atlantic Room</i>  <b>Silent Auction set-up</b> <i>Armory Room</i>		
5 :00 pm – 6 :15 pm	<b>SSO:USA Business Meeting</b> <i>Atlantic Room</i>		
6 :15 pm – 7 :00 pm	<b>Break</b>		
7 :00 pm – 9 :00 pm	<b>Celebration of Accomplishments</b> <b>Dinner reception - included with conference registration</b> <i>Atlantic Room</i>  <b>Silent Auction</b>		

	<i>Armory Room</i>
	<b>Sing-along</b> <i>Room TBA</i>

## SATURDAY OCTOBER 1

7 :00 am – 12:00 pm	<b>Registration table open</b> <i>Extended Lobby</i>		
7 :30 am – 8 :30 am	<b>Continental breakfast - included with conference registration</b> <b>Student networking round table</b> <i>Atlantic Room</i>		
8 :30 am – 10 :00 am	<b>2016 Ruth Zemke Lecture in Occupational Science</b> <i>Atlantic Room</i> “Pioneering OT and OS: Ideas and Practitioners before 1917” Kathlyn L. Reed, PhD., OTR, FAOTA, MLIS Associate Professor, Emerita Texas Woman's University - Houston Campus, Texas		
10 :00 am – 10 :30 am	<b>Networking break</b> <i>Atlantic Room</i>		
	<i>Regency Room</i>	<i>Armory Room</i>	<i>Portland Room</i>
10 :30 am – 12 :00 pm	<p><b>Papers - Poverty, immigration and occupation</b> <b>The visible and invisible occupations of food provisioning in low income families</b> Brenda L. Beagan</p> <p><b>“Otra vez a la lucha”-“ to the fight again”: Immigrants’ occupational struggles during the socioeconomic crisis in Spain</b> Natalia Rivas-Quarneti, Lilian Magalhaes, María-Jesús Movilla-Fernández</p>	<p><b>Papers – Roots and contributions of OS</b> <b>Personal influences on Meyer’s article “Philosophy of Occupation Therapy”</b> Kathlyn L. Reed</p> <p><b>“Academic innovation in service of” what?</b> <b>An analysis of occupational science dissertation abstracts</b> Rebecca M. Aldrich, Jyothi Gupta</p>	<p><b>Panel</b> <b>Considerations on what moves us: Autistic sociality and occupational justice</b> Keven Lee, Mary C. Lawlor, Melissa Park</p>

	<p><b>Paper - Transitions</b>  <b>Transition from an occupational perspective: Defining and presenting a model of life transition unrelated to health</b>  Joseph Romanyk , Todd Young , Katie Lee Bunting, Susan J. Forwell</p>	<p><b>Identifying and understanding the contributions of research: An umbrella review</b>  Nedra R. Peter, Anita Khotari, Sara Masood</p>	
12 :00 pm – 1 :30 pm	<p><b>Networking lunch - included with conference registration</b>  <i>Informal round table discussions in Atlantic Room</i></p>		
	<p><i>Room TBA</i></p>		
	<p><b>Forum: Disseminating occupational science: An SSO:USA journal?</b>  Bonnie Kennedy, Sheama Krishnagiri, Doris Pierce, Pollie Price</p>		
	<i>Regency Room</i>	<i>Armory Room</i>	<i>Portland Room</i>
1 :30 pm – 2 :30 pm	<p><b>Papers – Self-determination, participation and engagement</b>  <b>Making visible the ruling relations of participation in occupation for institutionalized adults with intellectual disabilities</b>  Khalilah R. Johnson</p>	<p><b>Papers - An Eastern-Western dialogue Uchi/Soto (Inside/Outside): Indexing in social practice in Japanese society</b>  Etsuko Odawara</p>	<p><b>Papers – Substance use and occupation</b>  <b>An occupational justice perspective of people’s experiences while on Methadone Maintenance Treatment</b>  Suzanne Huot, Katrina Warren</p>
	<p><b>Occupational engagement and self-determination: Connections for individuals with intellectual disabilities</b>  Wanda J. Mahoney</p>	<p><b>Evolving 5th century Kado roles, habits &amp; routines into millennial western occupation</b>  Ricardo C. Carrasco</p>	<p><b>Substance use among professionals and professional students: Transforming occupational performance and experience</b>  Niki Kiepek, Jonnie-Lyn Baron</p>
2 :30 pm – 3 :00 pm	<p><b>Networking break</b>  <i>Atlantic Room</i></p>		
3 :00 pm – 4 :30 pm	<p><b>Closing Session</b>  <b>CSOS &amp; SSO:USA Invited Panel: Translation of Occupational Science to Diverse Applications</b>  Jyothi Gupta, Mackenzi Pergolotti, Debbie Laliberte Rudman, Catherine Vallée  <i>Atlantic Room</i></p>		



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## POSTERS

- P1. Kendra Heatwole Shank  
**Getting groceries and good vibes: The layered occupation of buying food**
- P2. Carol Haywood  
**Pulled from the streets: Quest narratives among young men with violently-acquired spinal cord injuries**
- P3. Yan Cao, Ji Won Kim, Milad Shajari , Tamara Zimonjic, Suzanne Huot  
**Negotiating occupational engagement following international migration: examining the role of language**
- P4. Jeanine Blanchard, Jenny Martinez, Stacey Schepens Niemiec  
**¡Vivir Mi Vida!: A pilot study of a lifestyle intervention to optimize health outcomes in Latino patients**
- P5. Emily Kilroy, Laura Harrison, Sharon Cermak , Lisa Aziz-Zadeh  
**Heterogeneous sensorimotor deficits during imitation in Autism Spectrum Disorder**
- P6. Kathleen Eglseder  
**The lived experiences and occupations of intimate partners of individuals with spinal cord injury related to sexuality**
- P7. Jenna Yeager  
**Occupational participation of college student veterans**
- P8. Adrienne F. Miao  
**“And you’re never going to do it right”: Gatekeeper reflections and recommendations for designing family studies.**

- P9.** Lisa Crabtree  
**Perceived barriers and supports to employment for individuals on the autism spectrum**
- P10.** Jan Froehlich, Elizabeth Crampsey, Rachel Finer, Danielle LaVere, Erin Schewenke, Cinder Savage  
**Playfulness in the practitioner**
- P11.** Laura Y. Bulk, Adam Easterbrook, Tal Jarus  
**"We are nothing alike": marginalization of students with disabilities**
- P12.** Caroline Harkins McCarty  
**"We're making it work, together": Using ethnography and photovoice to understand the occupations of families who adopt from foster care**
- P13.** Kristine L Haertl  
**Wellness occupations in persons with mental illness: A utilization focused evaluation project**