

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

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

*Virtual Meeting  
September 24-25, 2021*

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

**From the:**

**Nineteenth Annual Society for the Study of Occupation: USA Annual Research Conference**

**Held Virtually**

**September 24-25, 2021**

**Posters: September 20 – October 3, 2021**

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## **SOCIETY FOR THE STUDY OF OCCUPATION: USA (SSO: USA)**

### **MISSION STATEMENT**

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

The society values are:

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

### **OBJECTIVES**

The objectives of SSO: USA are:

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

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

By Elizabeth Larson, 2002

History can be made in those mundane moments when neither the impact nor the influence of the future can fully be understood. In 1917 a group of scholars made history when they met to establish the profession of occupational therapy. Their vision for this 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.

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

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

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



The Ruth Zemke Honorary Lectureship was recently awarded to Dr. Staffan Josephsson and was to be presented at the 19<sup>th</sup> Annual SSO: USA Research Conference scheduled for October 8 – 10, 2020 in St. Petersburg Florida. Due to the SARS-CoV-2 pandemic, Dr. Josephsson's lecture will be delivered at 20<sup>th</sup> Annual SSO: USA Research Conference in San Diego California.

## SSO: USA NINETEENTH ANNUAL RESEARCH CONFERENCE THEME SPEAKER

J. Clapp

TITLE: Queering Occupation and Gender Affirmation

**ABSTRACT:** This lecture will provide information about how lesbian, gay, bisexual, transgender, queer (LGBTQ+) individuals experience working and navigate identity, particularly those with diverse gender identities. Concepts will include sacrifices of self, affirming workspaces, gender as occupation, and challenges faced by LGBTQ+ individuals. Attendees will walk away with knowledge on how to improve their practice, research, and work to meet the needs of people with diverse gender identities.



**BIOGRAPHY:** J. Clapp (she/her/they/them) is a North Carolina native deeply rooted in the fabric of Durham. With a passion for social justice and equity, J. Clapp focuses all their energy on creating spaces for queer or transgender people of color (QTPOC). J. Clapp has also been performing drag for 15 years, the past 8 years as Vivica C. Coxx, a social justice drag queen. In that timespan, they have become one of the most important forces in Durham's queer community by rescuing Pride from being canceled in 2018 with only 90 days to pull it off and, subsequently, becoming the Executive Director of the LGBTQ Center of Durham in 2019. Additionally, they received national attention after presenting a Pride and Liberation assembly to middle schoolers at Central Park School for Children as Vivica C. Coxx. By centering the conversation on the work of trans women of color, J. Clapp provided young folks the resources to uplift the voices of the most marginalized around them.

## Editor's Note

During the past year and a half, we have all been part of a global pandemic. Our lives and our daily practices have undergone difficult challenges. The SARS-CoV-2 or COVID-19 virus quickly spread around the globe in 2020 contributing to over two hundred million infections and the loss of nearly five million lives as the coronavirus continues to evolve and propagate through 2021.

As for the Society for the Study of Occupation: USA (SSO: USA), due to the pandemic we postponed our 19<sup>th</sup> Annual Research Conference titled “Occupation and Gender” scheduled for October 8 – 10, 2020 in St. Petersburg Florida. This was a practical response to institutional limitations on travel and concerns for ongoing infection risk. A decision was made by SSO: USA leadership to roll the planned 2020 research forums, panels, papers, and posters ahead to 2021 – hopefully to realize a face-to-face event in Florida. The pandemic’s persistence, however, lead to planning and eventually producing a virtual annual research conference in 2021. As well, “late breaking” posters were solicited, peer-reviewed, and approved for inclusion in the 2021 meeting. The 2021 SSO: USA Annual Research Conference is now a reality this September 24-25, using a virtual platform to share research and to create community. “Thank you” to the 2020 and 2021 annual research conference committees – for your dedication, creativity, and persistence during these challenging times.

These events have led to a slight change in the correspondence between the year and numbering of SSO: USA’s annual research conferences which began in 2002, and the related proceedings which have chronicled the association’s scholarship since 2013. That is, 2020 was to be the year of the 19<sup>th</sup> annual meeting and result in the 8<sup>th</sup> annual proceedings – but that event was postponed one year due to SARS-CoV-2 and therefore the numbering of these institutions has been amended. Please enjoy the 19<sup>th</sup> Annual Research Conference of the SSO: USA – Occupation and Gender. The associated 8<sup>th</sup> Annual Proceedings are contained within this document. Of note, presentations accepted for the 2020 annual meeting are included in these proceedings even though all authors were not available to engage with us directly. Also, included in these proceedings are late-breaking research studies which were solicited for 2021 and indicated with a submission ID#.

Aaron M. Eakman

Editor; 8<sup>th</sup> Annual SSO: USA Research Conference Proceedings

**2020 Annual Research Conference Committee Members:** Mariana D’Amico, Jeanine Blanchard, Cynthia Evetts, Aaron Bonsall, Jenn Soros, Linda Buxell, Kendra Heatwole Shank, Khalilah Robinson Johnson, Ryan Lavalley, Susan Hermes, Karen McCarthy, Sarah Mbiza, Linn Wakeford, Daisy Alvarado, Amber Angell, Yael Motai, Danielle Pyle, Heather Fritz, Brittany St John, Quinn Tyminski, Luis Lares, Beth Ekleman, Aaron Eakman, Anna Fox & Jenny Womack.

**2021 Annual Research Conference Committee Members:** Cynthia Evetts, Jeanine Blanchard, Mariana D’amico, Daisy Alvarado, Khalilah Robinson Johnson, Karen McCarthy, Wanda Mahoney, Linda Buxell, Kendra Heatwole Shank, Linn Wakeford, Jenn Soros, Amber Angell, Aaron Eakman & Kimberly Rousseau-Simmons.



Thank you to all the presenters for providing the contents of the proceedings – and thanks to the reviewers for the intended 2020 SSO: USA annual research conference and the eventual 2021 SSO: USA annual research conference for their valuable time and commitment to the society.  
Thanks as well to the SSO: USA leadership for their counsel and guidance.

#### **ABSTRACT REVIEWERS - 2020 SSO: USA ANNUAL RESEARCH CONFERENCE**

Lynne Andonian, Nancy Bagatell, Karen Barney, Molly Bathje, Bryan Boyle, Jason Browning, Megan Chang, Katherine Clancy, Malcolm Cutchin, Adam DePrimo, Virginia Dickie, Beth Ekelman, Rebecca Estes, Cynthia Evetts, Grace Fisher, Lucia Florindez, Don Gordon, Eoin Gorman, Kristine Haertl, Kendra Heatwole Shank, Ruth Humphry, Khalilah Johnson, Bonnie Kennedy, Karen Keptner, Niki Kiepek, Jean Koketsu, Paula Kramer, Carol Lambdin-Pattavina, Ryan Lavalley, Ben Lee, Helen Lynch, Ashley Mason, Karen McCarthy, Thomas Mernar, Linda Olson, Nedra Peter, Jennifer Pitonyak, Yvonne Randall, Marie-Christine Ranger, Oaklee Rogers, Sandra Rogers, Chetna Sethi, Brittany St John, Brocha Stern, Quinn Tyminski, Linn Wakeford, Jennifer Whittaker, Jennifer Womack, William Wrightsman.

#### **ABSTRACT REVIEWERS - 2021 SSO: USA ANNUAL RESEARCH CONFERENCE LATE BREAKING RESEARCH POSTERS**

Beccy Aldrich, Nancy Bagatell\*, Aaron Bonsall, Jason Browning\*, Janet Bucey, Shanteria Carr, Angela Cecil, Susan Coppola, Aaron Dallman, Mariana D'Amico, Diana Davis, Virginia Dickie\*, Beth Ekelman\*, Rebecca Estes\*, Grace Fisher\*, Heather Fritz, MaryBeth Gallagher, Kristine Haertl\*, Bonnie Kennedy\*, Niki Kiepek\*, Elizabeth Larson, Ryan Lavalley\*, Helen Lynch\*, Karen McCarthy\*, Tom Mernar\*, Jessica Nakos, Jennifer Pitonyak\*, Pollie Price, Paula Rabaey, Marie-Christine Ranger\*, Eva Rodriguez, Oaklee Rogers\*, Sandra Rogers\*, Sheryl Ryan, Laura Schmelzer, Sarah Smith, Brittany St John\*, Selena Washington, Jennifer Womack\*, William Wrightsman\*. *Note: \* Reviewed for 2020 and 2021 SSO: USA Annual Research Conferences.*

#### **Leadership of SSO: USA**

**Chair:** Charles Christiansen (2018 – 2020) & Elizabeth Francis-Connolly (2020 – 2022)

**Secretary:** Sandra Rogers (2019 – 2021)

**Treasurer:** Aaron Bonsall (2019 – 2021)

**Research Committee Chair:** Kendra Heatwole Shank (2019 – 2021)

**Communication Committee Chair:** Jeanine Blanchard (2019 – 2021)

**Conference Committee Chair:** Mariana D'amico (2020) & Cynthia Evetts (2021)

**Membership Committee Chair:** Khalilah Robinson Johnson (2019 – 2022)

**Legal Committee Chair:** Kristine Haertl (2018 – 2020) & L. Diane Parham (2020 – 2022)

## **PAST ANNUAL RESEARCH CONFERENCES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Fifteenth: Third Joint International Conference in Occupational Science: Navigating the Seas of Change: Diversity of Occupation; Ruth Zemke Lecturer in Occupational Science: Kathlyn Reed. September 29-October 1, 2016 Portland, Maine

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

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

Eighteenth: The Darker Side of Occupations: Illegal, Taboo, Risky; Ruth Zemke Lecture in Occupational Science: Charlotte Royeen. Theme Speaker: Niki Kiepek. October 3-5, 2019. Scottsdale, Arizona

## **8TH ANNUAL SSO: USA CONFERENCE PROCEEDINGS**

MONDAY SEPTEMBER 20, 2021

### **RESEARCH POSTERS**

#### **THEORETICAL AND SCIENTIFIC PERSPECTIVES ON OCCUPATION**

*The Model of Occupational Harmony: An Eastern perspective on occupational balance*

Yijun Liu, Peking University First Hospital

Ruth Zemke, University of Southern California

Linda Liang, University of Southern California

Julie McLaughlin Gray, University of Southern California

#### **ABSTRACT**

Occupational balance is a central concept in occupational science, but it is complex and lacks an agreed-upon definition (Wagman et al., 2015). Further, the concept has not been given significant attention by scholars outside Western societies. The purpose of this presentation is to offer an Eastern philosophical perspective on occupational balance and a Model of Occupational Harmony (MOHar) developed from it (Liu et al., 2021).

The literature on occupational balance and Chinese culture was reviewed. To address the complexity of occupational balance, a systems theory approach was used to integrate the perspectives of occupational science and traditional Chinese theories.

The notion of occupational harmony is proposed as an Eastern perspective on occupational balance, which highlights harmonious human-environment transactions as the essence of the phenomenon. The MOHar integrates multiple perspectives in the literature on occupational balance, including activity patterns, time use, occupational characteristics, need satisfaction, and biological rhythms. It is asserted that occupational harmony can be characterized as complex equilibria among three pairs of two-sided occupational characteristics (i.e., physical and mental engagement, quiet and active engagement, individual and social engagement), achieved via harmony among five dimensions of occupational engagement (i.e., De [virtuous] engagement, Zhi [rational] engagement, Gong [productive] engagement, Ai [emotional] engagement, Kang [health maintenance] engagement), and coherence across multiple levels of human-environment transactions (i.e., large-system, medium-system, small-system, ontosystem, chronosystem).

This presentation introduces a new concept, occupational harmony, to offer a vantage point that can integrate various perspectives on occupational balance and further understandings of the complexity of the orchestration of everyday occupations beyond a Western paradigm. It is hoped that this alternative Eastern-based perspective can be complementary to the notion of occupational balance and shed new light on how occupational engagement influences health and well-being.

**KEYWORDS:** occupational balance, culture, systems theory

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Wagman, P., Håkansson, C., & Jonsson, H. (2015). Occupational balance: A scoping review of current research and identified knowledge gaps. *Journal of Occupational Science*, 22(2), 160-169. <https://doi.org/10.1080/14427591.2014.986512>

**SUBMISSIONID:** 1046032

*Mindfulness & occupational science: Connection through key concepts*

Susan Agostine, University of North Carolina at Chapel Hill

## **ABSTRACT**

Over the past 50 years, there has been an increased interest in mindfulness in popular culture with the development of workshops and technologies, such as apps and podcasts. In psychology and neuroscience there has also been a growing body of empirical research supporting the use of mindfulness. Mindfulness from an occupational perspective can be defined as bringing one's attention to the present moment and experience in one's current occupation. Though occupational science focuses on studying humans, their occupations and their experience, there has been relatively little attention to mindfulness within the literature. Therefore, the purpose of this presentation is to explore the connections between mindfulness and occupational science by drawing on key concepts in occupational science literature.

In the occupational science literature there has been some exploration of mindfulness and occupation. In the *Journal of Occupational Science*, nine articles were published between 1990-2019 that make the connection between the two. In 2011, Elliot opened up the dialogue calling on the discipline to engage with this "highly relevant terrain" and add to the interdisciplinary conversation. However, since then there have been minimal contributions and so, additional exploration of the relationship between mindfulness and occupation is warranted. I argue that occupational engagement, occupational presence, being and becoming, and occupation and embodiment are four concepts currently discussed within occupational science that can add richness to discussions about mindfulness.

The current mindfulness literature has a great many parallels to occupational science that are currently not being thoroughly connected or utilized in occupational science research. In the current climate where always doing has been linked risks for health and well being, I propose that OS has much to contribute to the interdisciplinary field surrounding the concept of mindfulness. However, in order to do that occupational science needs to enter into the

conversation. This presentation is a stepping stone to bring these concepts to the forefront and to stimulate discussion on future research endeavors.

Occupational science has much to contribute to the discussion surrounding mindfulness during occupation. Concepts such as occupational engagement, occupational presence, being and becoming, and embodiment have the potential to add to the interdisciplinary study of mindfulness.

**KEYWORDS:** Mindfulness, Occupational Engagement, Occupational Presence

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*Prescriptive occupational science in a new domain: Reaching for the stars*

Robert Mullaney, Tennessee Wesleyan University

## ABSTRACT

The intent of this theoretical paper is to twofold. The first intent is to highlight the many areas in which occupational science can lay foundations for research within the untapped space and space-research industry. The second intent is to clarify exactly what, within the space and space-research industry, occupational therapy practitioners and occupational scientists should be considered with.

It has been determined that many of life’s occupations have remained the same since the formal inception of the profession of occupational therapy in 1917 and discipline of occupational science in 1991, yet many have evolved. This paper identifies various opportunities to deeply consider what occupational therapy client’s future occupations, contexts, and environments will entail and how descriptive, predictive, and prescriptive occupational science can lay the solid

foundations in which to build on within the rapidly evolving, technologically advanced space-related industries.

Occupational therapy and occupational science have done an excellent job being recognized, involved, and present from their inceptions within the U.S. military and with veteran affairs thus far. With teachers, engineers, and active military and civilian veterans serving as astronauts and in other various roles within the space industry, it is no little goal to predict that one day the first occupational therapy practitioner or occupational scientist will launch into space. The first step towards this lofty goal, however, is making the value of occupational therapy, backed by its foundation of occupational science, known within the space industry.

There is now the raised awareness of occupational therapy's first step into the space industry. Space-related initiatives are some of the most cutting-edge, technologically advanced projects ever taken on by humans. Concerns and research findings about human physical functioning and mental health were found to be readily available, as were indicators to occupational therapy practitioners that these people and industry are in need of input from the expertise of occupational therapy practitioners and occupational scientists. It is determined that occupational therapy and occupational science has been undeniably silent and relatively inactive as professions in the rapidly advancing industry of space exploration and research. It has also been determined that occupational science, currently, has no seat at this table or industry.

**KEYWORDS:** Space industry, space-related occupations, Occupational science

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## *How can occupational science inform occupational therapy?*

Diane Parham, University of New Mexico

### **ABSTRACT**

To stimulate discussion of strategies by which knowledge generated by occupational scientists can be used to clarify, refine, modify, or reject particular practices in occupational therapy. The example of an intervention fidelity measure that both defines and evaluates an occupational therapy practice will be described as one method by which knowledge of occupation can shape and guide occupational therapy practice.

The vision of occupational science as an enterprise in which knowledge production ultimately influences clinical practice has been articulated since the early years of occupational science. For example, Clark et al. (1991) argued that “The development of occupational science offers several key benefits to the profession of occupational therapy, including . . . the justification for and potential enhancement of practice” (p. 300). They further elaborated that “The primary focus of occupational science is not immediate application to therapeutic intervention, but rather, transmittal of the most general principles and concepts of occupation” (p. 307). Yet in the 19 years since this paper was published, little work has been done to examine how transfer of knowledge from occupational science to practice may be accomplished. A potentially powerful method for translating knowledge from science to practice is development of an intervention fidelity measure that embeds concepts from occupational science within an instrument designed to evaluate the integrity of an occupational therapy intervention.

A recent systematic review of fidelity measures found that fidelity measures in occupational therapy can be designed effectively for highly individualized interventions, such as those that attend to the occupational experiences of the recipient (Hand, Darragh, & Persch, 2018). Therefore, the development of fidelity measures that are informed by knowledge emanating from occupational science is feasible.

Development of fidelity measures is a promising strategy for designing, defining, and evaluating interventions that build upon knowledge from occupational science.

**KEYWORDS:** Occupational Science, Occupational Therapy, Intervention Fidelity

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MONDAY SEPTEMBER 20, 2021

RESEARCH POSTERS

OCCUPATIONAL IDENTITY AND SOCIAL STATUS

*Workplace factors affecting occupational therapy practitioners: The occupation of being an occupational therapy practitioner*

Robert Mullaney, Tennessee Wesleyan University

**ABSTRACT**

This research is a study on workplace factors that have the potential to influence the delivery of occupational therapy services in healthcare settings. Change, challenges, productivity, performance expectations, absenteeism, stress, quality of occupational therapy services, and occupational therapy service delivery were examined. The purpose of this research is to determine if and how the identified work-related factors help or hinder the optimal delivery of occupational therapy services in the healthcare setting.

A collective case-study inquiry and analysis was used to determine the overall meaning of the perspectives of 21 hospital, skilled nursing, outpatient, and community-based participants who were occupational therapists or occupational therapy assistants. Interviews and transcription of occupational therapy practitioner participants took place, with a validation review. Data triangulation occurred by converging the data sources of multiple participants' perspectives. Emotional attributes were noted for participant responses. NVIVO-10 Qualitative Software was used to aid in the analysis and coding of the a-priori factors using deductive reasoning, followed by the derivation of themes, and the determination of the meaning of the perspectives of occupational therapy practitioners regarding the work-related factors

The results yielded information about how occupational therapy practitioners identified work related factors impacting optimal service delivery. Change factors related to the challenges of the duties performed by occupational therapy practitioners had to do with client's clinical conditions, scheduling, insurance-related limitations, and coverage during periods of co-worker absence. Change factors were viewed as stressful, challenging, anxiety provoking, and constant. Absenteeism, as a concept, yielded results primarily related to communication. Productivity related responses were split between knowing and being affected, and not knowing and not being affected by performance expectations. Perceptions of worker stress depended on the day and other work-related factors.

The findings of this project provide an excellent source for managers to use within occupational therapy settings to foster communication and educate staff about workplace factors impacting service delivery; essentially, factors that impact the role or occupation of being an occupational therapy practitioner. Managers could foster discussions about expectations for a typical work day, challenges and changes in the workplace setting, altered routines, absenteeism, productivity, stress, and on-the-job training. Each of these areas was found to impact OT practitioners'

performance in their respective environments. Using these results to enhance professional development programming will help identify workplace trends and opportunities for quality improvement in OT service delivery.

**KEYWORDS:** occupation, occupational therapy practitioners, roles

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## *The impact of lost work opportunity on health at retirement age*

Maren Voss, Utah State University

Lorie Richards, University of Utah

Man Hung, Roseman University

Pollie Price, University of Utah

Alexandra Terrill, University of Utah

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## ABSTRACT

The conditions surrounding retirement timing and choice are critical to understanding retirement's health effects. There are potential health benefits of work. Working, at least part-

time, during retirement has been associated with higher life satisfaction (Dingemans & Henkens, 2014) and better health (Zhan et al., 2009).

We screened 287 individuals attending senior health fairs between 2019-2020. Members of the sample pool came from three audiences, a global/national senior event, a rural senior health fair, and a research registry of seniors. With complete surveys from 192 of the participants, we calculated a lost work opportunity. A sub-sample of 18 individuals agreed to qualitative interviews. Qualitative coding included steps of descriptive coding, topic coding, and analytic coding prior to thematic analysis, as recommended by Morse and Richards (2002). Coding was recursive and conducted in layers, as coding teams met to review and refine codes as new insights emerged.

Qualitative interviews were used to determine whether survey answers matched the lived experience of lost work opportunity. We found that 16.6% of individuals under-reported lost work opportunity at retirement age. We additionally found that while lost work opportunity produced short-term negative impacts, generally life satisfaction was high during retirement years.

The study findings add additional evidence that individuals under-report lost work at retirement age. They further indicate that survey methods to better approximate lost work opportunity with the planned retirement age variable are not wholly effective. Additional research should be conducted to understand the relationship between reporting unemployment and forced retirement to discover ways to reduce the negativity bias toward reporting lost work. Accuracy in assessing lost work opportunity is important for measuring health effects in retirees.

**KEYWORDS:** Work Opportunity, Retirement, Health Impact

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**SUBMISSIONID:** 1042599

*From soldier to student: A qualitative study on service members or veteran's experience choosing to transition to a student*

Tai Vuong, University of the Sciences

Judith Parker-Kent, University of the Sciences

**ABSTRACT**

The purpose of this study is to better understand the motivational factors and decision-making process of student service members/veterans when choosing to transition to postsecondary education.

The population of the study will be service members/veterans that are currently or previously a student in post-secondary education, or service members/veterans interested in attending post-secondary education. Postsecondary education includes graduate programs; four-year and two-year colleges; online and nontraditional colleges; and career or technical colleges. This study will anticipate a recruitment between 2 subjects to 10 subjects, the majority of the participants are male veterans. A short semi-structured interview will be conducted with about 4-5 questions. The audio recording will be transcribed verbatim. Each interview will be transcribed into text from the audio recording. MAXQDA will be used to analyze the qualitative data. All interviews will be coded and analyzed to collect common themes within the interviews.

The Model of Human Occupation is a model based on understanding a human's behavior and how the occupation is motivated, patterned, and performed (MOHO Web, 2019). The main occupation of a student veteran is being a student; Tomar & Stoffel says, "education is a primary aspect affecting the quality of life for returning veterans and is a challenging occupation for student veterans" (2014, p. 437). Student service members/veterans have difficulties with adapting and transitioning from the military to student life (occupational adaptation). They have a lower GPA in school (performance), level of engagement (participant), and level of meaning in life (occupational identity) compared to a traditional student (MOHO Web, 2019). Using the Model of Human Occupation, it is important to understand the internal motivational factors or volition of a student service member/veteran. A human's volition includes their internal thoughts and beliefs, which is also influenced by their values and interests (Pawar, 2017). It is necessary to understand the volition of a service member/veteran since volition is the driving factor for a service member/veteran's pattern, participation, and performance as a student. Insight of a service member/veteran's motivation is a key step to further improve student service member/veteran's quality of life during the challenging transition for service members/veterans.

**KEYWORDS:** Student Veteran, transition, motivation

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*Examining the gender differences of military culture on occupational performance of adult dependents*

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Karla Colina, Rocky Mountain College

Twylla Kirchen, Rocky Mountain College

**ABSTRACT**

The purpose of this study was to explore the relationship between military culture and occupational performance (social participation, sleep hygiene, sexual health, and substance use) of adult-aged military dependents. Additionally, gender differences amongst adult-aged military dependents were examined. Participants who met the inclusion criteria received and completed an electronic survey which was distributed through social media.

The researcher-developed Qualtrics survey consisted of 35 questions that collected demographic information about the participants. Additionally, the survey asked questions about social participation, sleep hygiene, sexual health, and substance use of participants. The survey is currently open and seeks to receive 100 completed surveys and recruit 10 participants to be individually interviewed. The interviews will be transcribed verbatim and coded and analyzed by the researchers. The coding will be completed separately and then the researchers will meet and reach consensus on codes to ensure accountability. The variables will be examined quantitatively using an Analysis of Variance. The research questions this study sought to answer are: Does military culture have an influence on occupational performance in the areas of social participation, sleep hygiene, sexual health and substance use of adult military dependents? Is there a gender difference regarding occupational performance in the areas of social participation,

sleep hygiene, sexual health and substance use of adult military dependents? This study was approved by the XXX Institutional Review Board on March 8th, 2021. Participants provided informed consent prior to their participation in this study.

Preliminary findings indicate that participants report an occupational performance challenge in at least two of the following areas: social participation, sleep hygiene, sexual health, substance use. Males and females appear to be equally affected.

This study is relevant to occupational science because it examines the impact that childhood military culture has on the health, wellbeing and quality of life of adult-aged military dependents. Gaining an understanding of the impact military culture has on the lifestyle choices of the adult military dependents can be instrumental in providing client-centered occupational therapy services to this population. In addition, this work may inform policy making as it relates to programs and support-services provided to dependents of services. Comparing the lifestyle choices of male verses female or other self-identified participants, may provide an initial overview of occupational performance challenges that are most relevant to that given population. This preliminary, pilot study may inform researchers in conducting future studies to support healthy lifestyle choices of adult-aged, military dependents.

**KEYWORDS:** Adult-aged Military Dependents, Occupational Performance Challenges, Military Culture

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**SUBMISSIONID:** 1045305

*Stop, drop, and occupational role: Self-identified roles of firefighters*

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**ABSTRACT**

There are rising mental health concerns among the United States' 1.1 million career and volunteer firefighters (Evarts & Stein, 2020). Firefighters are routinely exposed to dangerous and traumatic conditions which come at significant personal cost (Harvey et al., 2016). That cost includes firefighters' ability to manage the responsibilities and obligations of their individualized roles, which may contribute to high rates of post-traumatic stress, depression, substance abuse, and suicidal ideation (Stanley et al., 2016). There is scant literature examining the self-identified roles of firefighters or their perception of role fulfillment or role conflict; as such, occupational therapists' and scientists' understanding of the complexity of firefighting at the person, group, and population level may be underappreciated.

Therefore, the purpose of this phenomenological study was twofold. Using semi-structured interviews, researchers sought to (1) illuminate firefighters' self-identified roles, and (2) understand perceptions related to role conflict or management which may affect occupational competence. Researchers used convenience sampling to recruit participants from two adjacent cities' fire departments in the Midwest United States. Interviews were recorded and transcribed; themes were extracted.

One hundred seven (98.1% male) career firefighters sat for interviews. The sample was representative of the national average for male and female firefighters in the United States (Evarts & Stein, 2020). Saturation was reached after analyzing 54 transcribed interviews. Participants responded to the statement, "Being a firefighter means that I am a..." and identified 216 distinct roles which shaped their personal identity, organized occupational behavior, and influenced productivity in society (Oakley et al., 1986). Four primary themes emerged: roles related to being (1) a "Jack of all trades", (2) a family member, (3) a work-life balancer, and (4) a community steward. Within each theme, participants reflected on roles identified with home or work, and those which transcended both environments. Participants also discussed the dynamic shift between feeling "conflicted" or "fulfilled" in their roles. Seven themes highlighted aspects of firefighting which, at times, felt supportive (or unsupportive) as they attempted to manage role obligations: their unique schedule, "politics," community expectations, emotions, communication, age and experience, and love for the job.

Engagement in meaningful occupation is framed by a person's uniquely constructed identity and named using their ascribed roles. Understanding firefighters' rich narratives is key to developing evidence-based mental health services. Occupational scientists and therapists can use these results to inform client-centered care when working with firefighters at person, group, or population levels.

**KEYWORDS:** firefighter, role, occupational identity

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**SUBMISSIONID:** 1048084

*Meanings and experiences associated with computer use of older immigrant adults of lower socioeconomic status*

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## ABSTRACT

Background. Immigrant older adults are a substantial demographic composing 12% to 30% of older adults in the United States and Canada, yet no research has addressed the meanings associated with computer use for low-socioeconomic-status and immigrant older adults. Purpose. The study explored the meanings, occupational engagement, and experiences associated with computer use. Method. A mixed-methods approach, qualitative participatory action research (photovoice) and survey (Computer Proficiency Questionnaire), was used. Data collection consisted of narratives, focus groups, and Likert scale responses for nine participants. Findings. The participants expressed the meanings they associated with computer use as freedom, personal growth, and engagement. Computers promote occupational engagement in social participation,



education, and leisure. Implications. The findings of personal growth related to computer use may inform occupational science given the integration of this occupation across populations. The study may also inform occupational therapy interventions using computers to enable adjustment to changes related to aging and wellness. Social participation and education were motivators for computer use, which may inform computer engagement strategies for this population.

**KEYWORDS:** internet, participation, urban population

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*Exploring how refugee status impacts occupational functioning*

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## ABSTRACT

Forced displacement around the world has resulted in a significant increase in the number of asylum seekers and refugees, according to the United Nations High Commissioner for Refugees (UNHCR, 1995). Forced displacement increases prevalence of exposure to trauma, including emotional, sexual, and physical abuse (Robbers & Morgan, 2017). Exposure to trauma is related to significant co-morbid mental health conditions, including PTSD, acute stress disorder, and

traumatic grief, as well as high rates of difficulties with daily functioning and occupations including decreased engagement in education, roles, and routines (Betancourt et al., 2012). Overall, there is a need for programming and mental health services to address the risk factors that experiencing trauma can have on child refugees, to effectively target the specific problems and needs with which refugees present (Betancourt et al., 2012). Additionally, occupational therapy interventions addressing the general needs of refugees have been shown to increase health, well-being, and adaptive life skills (Trimboli & Taylor, 2016). This study proposes to determine the impact of trauma on refugee's daily occupations through a mixed-method descriptive study in aims to establish a foundation for how occupational therapists can meet the needs in this emerging practice area.

Data will be collected through a survey disseminated to employees working within a refugee resettlement agency located in an urban midwestern setting, and analyzed against the first-hand experience of an occupational therapy doctoral student working within the agency. Descriptive statistics will be run for all variables to characterize the participants and identify common trends in identifying the needs of adolescent refugees at this site.

The data will be gathered through February- March 2020 and data analysis will be completed by April 2020.

The aim of this study is to identify common areas of occupational deficits within the refugee setting as well as analyzing how trauma has impacted each identified occupation in hopes to establish a foundation for how occupational therapists can bridge these gaps in services and utilize their full practice scope to best meet the needs of this population in an emerging practice area. The research hopes to address this gap in literature and knowledge and add to the knowledge of occupational science within this growing population.

**KEYWORDS:** Refugee, Trauma, Occupational Participation

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*Cultural resettlement in Kentucky: The narrative experience of refugees and immigrants to local communities*

Geela Spira, Eastern Kentucky University

Eddy Ngeranya, General Referral Hospital of Bagira

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**ABSTRACT**

This study investigated the characteristics and themes of immigrants/ refugees from less developed countries transitioning to life in the United States, regarding the changes in their daily routines and how this was impacted by occupational barriers or supports. Study aims were 1. To compare and contrast the performance of daily occupations between the subject's home countries and the United States, & 2. To explore occupational difficulties encountered when transitioning to life in the United States.

A graduate level research team interviewed 9 immigrants/ refugees. Coding was performed on Miro board software (<https://miro.com>) and a member check was performed by an interview subject. Data analysis was of the qualitative descriptive type, but guided by principles of grounded theory and participatory action research.

Nine categories and four themes emerged. Themes included "Cultural impacts", Occupational adjustment", "Reconstructing identities", and "Impact of opportunities". Participants noted that while many of the daily occupations had changed, other occupations remained but were performed in different ways than before.

Use of social justice and occupational justice principles will focus human endeavors on inclusive participation in everyday occupations for all persons in society (OTPF, 2020). The reported daily living routines of immigrants /refugees were impacted in a myriad of ways, by one's way of living (culture), work environment (adjustments), self-identification, and by opportunities of life. Exploring the resettlement experiences of refugees to the Appalachian locale incorporated the intersection of different cultural norms and expectations, ultimately leading to a fusion and new integration of identity.

**KEYWORDS:** Refugees, transition, resettlement

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**SUBMISSIONID:** 1041638

MONDAY SEPTEMBER 20, 2021

RESEARCH POSTERS

SOCIAL ENGAGEMENT

*Coping with Covid: Social connection is central to well-being for autistic adults during the COVID-19 pandemic*

Aaron Dallman, Towson University

Emily Bravman, Towson University

### **ABSTRACT**

The 2019 Coronavirus (COVID-19) sparked a series of changes to the everyday occupations of most individuals. Common routines were instantly altered by modifications such as social distancing and wearing masks. For some, work, school, and social life shifted to virtual spaces like Zoom. While the changes associated with the pandemic are likely difficult for everyone, autistic individuals may be uniquely challenged with the changes to daily tasks associated with the pandemic (Cassidy et al., 2020). Autistic individuals prefer consistency in their routines and have anxiety when routine changes are forced to happen (Sethi et al., 2019). Autistic individuals often have more positive emotions when with peers (Dallman et al., 2021), which means that the pandemic and forced social isolation may have caused increased feelings of isolation and depression among autistic adults. The purpose of this paper is to understand how routine changes associated with the COVID-19 pandemic have impacted the social and emotional lives of autistic adults.

Participants in this sequential mixed methods were 23 autistic adults, ages 18-35 (M= 24) years old and currently living in the United States. First, participants completed an online questionnaire via Qualtrics consisting of a brief demographic questionnaire, the Friendship Questionnaire, and the Routines Disruptions Questionnaire. In the second phase of the study, participants completed a virtual interview. The Zoom program first generated verbatim transcripts. These transcripts were then verified for accuracy and corrected by a research assistant. The interview transcripts were then coded by two independent coders. Disagreements were resolved through discussion until consensus was achieved.

Data collection is ongoing and will be completed by May 2021. Preliminary thematic analysis indicates the following themes: limited in-person contact is difficult, COVID-19 related anxiety has increased overall anxiety, learning new hobbies, and the importance of social consent.

Neurodivergent populations are experiencing the COVID-19 differently than their neurotypical peers. It is important for occupational scientists to continue to study social occupations among autistic adults. Moreover, emotional experiences were central to our participants' accounts of their occupations during the pandemic. Occupational scientists must continue to understand the impacts of emotions on occupational performance for autistic adults.

**KEYWORDS:** autism, adults, COVID-19 pandemic

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**SUBMISSIONID:** 1047871

## *Sex work and occupation*

Christopher Grohs, University of North Carolina

Ryan Lavalley, University of North Carolina

## ABSTRACT

The aim of this poster is to examine how current research within occupational science situates sex work within the constructs of meaning, identity, and activity, and how that understanding is in relationship to our evolving definition of occupation.

Student-led study of occupation through literature review.

The notion of sex work has evolved over time, influenced by religion, common culture, and the rise of technology connecting people around the world (Rule & Twinley, 2020). Sex work can include many activities and each permutation carries its own navigation. We ask, “Who is sex work for?” This guiding question encourages us to situate sex work as an occupation and reflect on the social constructs that dictate who has access to sex work and how that participation is viewed culturally. For sex workers, a sense of purpose, meaning, and confidence is cultivated through their occupation of sex work (Huglstad et al, 2020). However, that sense of purpose may be met with stigma that often views sex work as wrong, immoral, or discordant with modern society (Huglstad et al, 2020).

Sex work yokes into conversation the roles of gender, power, visibility, utility, and necessity. Current research suggests that the occupation of sex work is not harmful; it’s the public reception of the occupation that leads to negative outcomes (Krüsi et al, 2016). The roles of gender and

power are influential in structural violence that dictates treatment and perception of people who perform sex work (Krüsi et al, 2016). Social views of sex work frame the meaning and narrative of the occupation and “these concepts give focus to how various social and structural forces, such as the criminalization of sex work and sex work related stigma, intersect to shape experiences of violence and poor health among sex workers (Krüsi et al, p.1138, 2016).” As researchers exploring how occupation arises from, through, and within an environment, we need to include meaning-making that questions dominant moral values and gender norms; this inquiry moves us toward a comprehensive, reflective, and justice-minded practice of occupational science. This poster will present current research that broadens our understanding of occupation to include marginalized communities and activities. Occupation is a contextual experience that includes race, class, gender, and social perception. We, as occupational scientists, need to explore occupations that are often underdiscussed or ignored, such as sex work, to develop a more inclusive, reflective, and powerful understanding of occupation.

**KEYWORDS:** sex work, occupation, perception

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**SUBMISSIONID:** 1048042

*Exploring perspectives on social occupations: Children with food allergies*

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Lindsey Benson, University of Tennessee at Chattanooga

Victoria Hale, University of Tennessee at Chattanooga

Ashley Mason, University of Tennessee at Chattanooga

## ABSTRACT

There is a dearth of information on children with food allergies (FAs) and their lived experiences when engaging in occupations. Further, when children's FA experiences are studied, a caregiver who knows the child is recruited to provide information (e.g., Shemesh et al, 2013; Tackett, Farrow, & McQuaid, 2018). The child's perspective on his/her lived experience with a FA is not typically elicited (e.g., Weiss & Marsac, 2016). The purpose of this paper is to explore how children with FAs experience occupations from their perspective. Specifically, we examined occupations related to community eating and social participation (e.g. celebrations, eating at restaurants, school lunch), and how the children negotiate being social with peers and eating allergen-free foods.

This phenomenological study (Moustakas, 1994) examined six children with a FA aged 8-12 years old and their experiences in food-related social occupations. The data collection approach followed traditional phenomenological methods including one initial in-depth interview in-person or through video chat. Child-friendly methods, such as recording food allergy-related experiences in a diary coupled with a subsequent discussion and photo elicitation regarding food-related social participation (with an interview), were also utilized. Data analysis involved an iterative process of each researcher reading the transcriptions, independently coding, and meeting to define and discuss codes and themes until agreements were reached. The participants also provided feedback in a member-check interview following the preliminary data analysis.

The preliminary findings highlight how it was "not a big deal" to have a FA and connect with peers (without FA). Despite their *laissez faire* attitude, the participants identified three themes that shaped their experiences involving food-related social occupations: FA management, socioemotional experiences, and knowledge of FA. All participants discussed in-depth knowledge of their own food allergy. No differences in experience noted between male or female participants. However, the amount of responsibility of FA management increased based on the age of the participant. Finally, the participants wanted to fit-in with peers and expressed jealousy over not being able to eat the same food as their friends.

The results highlight the importance children with FA place on engaging with peers without drawing attention to their limitations in consumption of food. Additionally, while gender did not play a role when comparing participants' experiences, age affected management of the FA and perception of FA impact. Finally, the findings suggest children with FAs may experience social or physical marginalization when their parents are not present to advocate for them.

**KEYWORDS:** children with food allergies, social occupations, children in research

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### *Social participation in young adults with a traumatic brain injury*

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#### **ABSTRACT**

The issue this study addresses is that social participation in young adults with traumatic brain injury (TBI) is not widely researched, especially in Occupational Therapy's (OT) scope of practice. Current TBI studies are focused on the why (why there is reduced participation) and how (interventions) to solve complications due to TBI, but not the what (what is impacted). The young adult population experience a myriad of contexts that influence their social participation, which in turn, affects their psychological and physical outcomes. There is currently no conclusive result of what aspect of social participation young adults (YA) feel are impacted the most due to their TBI. The purpose of this phenomenological research study is to discover what areas of social participation are impacted the most in YA with a diagnosis of TBI. Creating more conclusive results about the perspectives of YA will lead to a better understanding of this population's lived experiences.

Data was collected through qualitative interviewing with TBI clients and their caretakers. This interviewing was conducted virtually through synchronous video due to COVID-19 restrictions. The interviews were transcribed onto a word document and themes were developed from the findings using open coding and concepts of thematic analysis

The 5 themes developed 8 additional subthemes: Impact of Condition and COVID-19; Friends, Family, and Significant Others; Communication, Participation, and Community Mobility.

These findings are significant for OTs because of the relevance and awareness of client-centered goals and experiences, as well as enabling the opportunity to incorporate the social participation aspect into intervention. These findings support the application and success of client-centered intervention and evidence-based practice.

**KEYWORDS:** Social Participation, Young Adult, TBI

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**SUBMISSIONID:** 1047581

### *The role of communication within occupational engagement*

Elizabeth Choi, University of Southern California

## ABSTRACT

To highlight the integral role of communication within occupational engagement and the potential contributions of communication towards elucidating the intersubjective and dynamic nature of occupations.

One crucial aspect of occupational engagement that has yet to be explored in depth is communication. Communication is defined here as an overarching term encompassing understanding and production (both verbal and nonverbal) of signs and symbols. Focusing on individuals with autism spectrum disorder (ASD) and their families, I examine communication along four dimensions of occupation in the Occupational Perspective of Health framework developed by Wilcock (2007) and expanded by Hitch, Pépin, & Stagnitti (2014). As an act of doing, a nonverbal child with ASD may exhibit communicative play by repeatedly selecting different symbols on a speech-generating device; a parent who removes that device to avoid

“making noise” may then restrict the child’s opportunities to engage with the device or use its output to interact with their environment. Within the dimension of being, young adults with ASD can successfully engage socially in role-playing games due to the overarching structured narrative that acts as a counterpart to their inner experiences and feelings (Fein, 2015). Moreover, communication serves as a gateway for becoming as captured by Jacobs, Lawlor, and Mattingly (2011): parents engaged in caregiving occupations with healthcare providers use narratives to emphasize the unique needs of their children and shape their children’s potential future selves beyond societal expectations. And finally, communication facilitates belonging as is evidenced by adults with ASD who participate in online forums to reclaim their autistic identities and advocate for the autism community. This example also underscores the dynamic nature of occupation as their communicative doing through online advocacy encompasses all aspects of doing, being, becoming, and belonging. As demonstrated by these examples, communication shapes occupations within, around, and against societal expectations and is a critical component in understanding occupational engagement.

This exploration of communication lends preliminary support to theories linking occupations with well-being by highlighting the role of communication in facilitating, impeding, or shaping occupational engagement. By incorporating communication into occupational perspectives, studies of occupational justice can also be enriched with a broader view encompassing the complex ways in which communication uniquely impacts occupational engagement and opportunities for different individuals and groups.

Examining communication within occupational engagement foregrounds the incredibly social nature of occupations and humans, and communication must be incorporated for a more holistic perspective.

**KEYWORDS:** occupational engagement, communication, narrative

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*Exploring relationships between co-occupation traits and joint engagement in early childhood*

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**ABSTRACT**

Children and caregivers frequently participate in co-occupations, particularly play. Descriptions of co-occupation often refer to qualities that encompass engagement between participants. For instance, they are described as individuals interactively shaping each, and shared qualities between participants have been postulated (Pickens & Pizur-Barnekow, 2009; Pierce, 2003, 2009). However, descriptive traits of co-occupation have not been used to explicitly describe engagement within occupation or explored in relation to other disciplines definitions of engagement. Thus, we aimed to investigate relationships between traits associated with co-occupation with engagement definitions frequently used for research.

A community sample of 41 mother and toddler dyads participated in a 10 minute free play at 24 months of age. A variety of age appropriate toys were provided, and the dyad was asked to play as they normally would at home. The Joint Engagement Coding Scheme (Adamson et al., 2004; Bakeman & Adamson, 1984) was used for coding two levels of joint engagement from the videoed free play: (1) supported joint engagement: the mother's involvement influences the child's activity with objects, but the child does not acknowledge this involvement; and (2) coordinated joint engagement: the child coordinates attention to objects and people by acknowledging the mother's involvement. Codes were summed to create a total time in each state throughout free play. At the end of free play, the overall mother-child play occupation was rated from 1 (poor) to 5 (excellent) on five traits frequently used to describe co-occupation: interactivity, shared physicality, shared intentionality, shared emotionality, and co-creation (Pickens & Pizur-Barnekow, 2009; Pierce, 2003, 2009). Ratings of the five traits were summed to create a total co-occupation trait score. Spearman correlations were conducted to explore relationships between joint engagement duration and co-occupation trait ratings.

The total co-occupation trait scores was significantly correlated with coordinated joint engagement ( $r=0.61$ ,  $p<0.01$ ), but not supported joint engagement ( $0.21$ ,  $p=0.18$ ). For individual traits, coordinated joint engagement was significantly associated with all five traits of co-occupation ( $r=0.37 - 0.73$ ,  $p<0.02$ ). Supported joint engagement was only significantly correlated with shared physicality ( $r=0.37$ ,  $p=0.02$ ) and shared intentionality ( $r=0.31$ ,  $p=0.05$ ).

Co-occupation traits appear to reflect engagement with caregivers during occupation in early childhood. Shared emotionality, interactivity, and co-creation of play may serve as indicators of high quality engagement in occupation between caregivers and children. Traits of co-occupation could be used differentiate and describe the quality of joint engagement during occupations with young children.

**KEYWORDS:** Engagement, Children,

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**SUBMISSIONID:** 1047528

Carol Haywood, Northwestern University

## **ABSTRACT**

To examine interagency service coordination for transition aged youth with spinal cord injuries and identify disparities in access to physical rehabilitation, education, and employment support after injury.

Mixed methods study with findings here focused on qualitative data. Participants include individuals with spinal cord injuries and service professionals in physical rehabilitation, vocational rehabilitation, and education settings (e.g., occupational therapists, social workers, vocational rehabilitation counselors, and teachers). Data collection and analysis are in progress. Interviews are conducted through a video conferencing service, recorded, and transcribed for narrative and case study analyses of individual experiences and service systems. Findings will be used to create service blueprints as visual tools to identify strengths, as well as gaps or fail points, in current systems that influence access to services.

Preliminary results reveal ways in which variability of service systems and among service professionals and users contributes to inequitable access to physical rehabilitation, vocational rehabilitation, and education services following onset of disability from spinal cord injury. Key personnel can be identified within service systems as gatekeepers to service access, and successful access to services appears to be a product of coproduction, with interdependence among individuals with spinal cord injuries and service professionals, who share common goals for meaningful engagement in community life after injury. Individuals with spinal cord injuries face significant burden to navigate service systems. Poorly-defined processes for inter-agency service coordination and care compound vulnerabilities for individuals with spinal cord injuries, particularly those marginalized by race, socioeconomic status, cause of injury, and who live in under-resourced communities. Structural bias, misaligned goals among service professionals and users, and failure to encourage occupational potential for individuals with spinal cord injuries contribute to uneven distribution of services and disparities in long-term outcomes.

Access to health and social services following spinal cord injury is critical to supporting long-term engagement in meaningful occupational roles for transition aged youth. Outlining access to health and social support services requires identifying professional roles and personal characteristics and beliefs that individuals have and hold within interwoven, but separately managed, systems. Findings are anticipated to contribute to occupational justice and participation frameworks to understand access to services and meaningful occupational engagement as products of coproduction.

**KEYWORDS:** Health Services, Disparities, Coproduction

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**SUBMISSIONID:** 1048044

*Occupational determinants of life course health development: Parent perceptions of contextual influences on daily routines*

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**ABSTRACT**

Family participation in occupational routines is associated with health and social outcomes across the life course. However, contextual factors such as policy or other social determinants often contribute to disparities in access to and participation in desired routines, subsequently impacting life course health development. This poster illustrates the utility of the life course health development framework for analyzing how diverse occupational outcomes, such as well-being and social inclusion, contribute to health development and shares results from a qualitative study examining the influence of contextual factors on family access to and participation in desired occupational routines.

This basic interpretive qualitative study used the life course health development framework to guide a semi-structured interview process with two parent participants who shared narratives of family routines. The participants were recruited from a broader project examining outcomes from a family mental health program. Both participants identified as female and were the birthing parent and the parenting partner who served as primary caregiver of their young child. One participant had a parenting partner who identified as male and the other participant had a parenting partner who identified as female. Conventional qualitative content analysis was performed by two researchers who separately coded interview transcripts and then engaged in

the iterative process of category formation. Trustworthiness of the final themes was established through member checking with one participant and validation by a third researcher.

The following themes emerged: 1) family routines structure the day; 2) family values guide occupational choices; 3) navigating parenting partner differences is a significant part of family routines; and 4) health development is multi-faceted. Sub-themes highlighted the compromises and trade-offs that parents make due to contextual influences on the actualization of family occupation. Despite the gender differences between the partners of the participants, both participants described a sense of worry that the non-birthing parent role alienated or deprived their partners from certain occupational experiences due to societal expectations and norms.

The doing, being, becoming, and belonging aspects of family routines illustrate the essence of occupation as a determinant of health. Life course health development is a useful framework for analyzing contextual influences on occupational outcomes and subsequent health development. Occupational scientists have the opportunity to inform further understanding of the significance of outcomes such as well-being and social inclusion for life course health development.

**KEYWORDS:** Family routines, contextual influences, life course health development

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**SUBMISSIONID:** 1046375



*Exploration of occupational barriers of at-promise youth with photovoice*

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**ABSTRACT**

Numerous circumstances affect the quality of life of youth including a higher risk for poverty, social exclusion, discrimination, mental health challenges and/or stigma, which effects their ability to engage in occupations (Iwasaki, 2014, p. 317). Through highlighting how photovoice has been utilized in the past with under-represented groups, we want to address occupational injustices faced daily by “At-promise” youth. Through utilizing a participatory led research, we want to further empower youth to be advocates in their community. Our intent will be to explore occupational injustices using Participatory Action Research (PAR) and photovoice methodology. Our research aim will be to utilize PAR as a guide for the youth to understand how to understand the root of barriers to occupation and how to promote action.

This research study will be done in collaboration with the 10th and 11th graders at Huckleberry ACE Academy in San Rafael, CA. Participants will take an active leadership role in the research by analyzing their photos together as a group. The participants will guide the research with their exploration of barriers in their occupations. PAR combines aspects of popular education, community-based research, and action for social change. Our team will work in collaboration with the participants in the final stage of the participatory action research project to decide the plan of action. Participants will distribute and/or present their chosen course of action directly correlated to what they decided in the previous session.

Data will be collected by May, 2021 and will be analyzed by September, 2021. The first stage of data analysis involves a practice focus group where the participants will collectively analyze their pictures and find common themes from their photos through a Google Jamboard. The OT student researchers will put each photo into a separate jamboard to be discussed among the participants. For stage two, the OT students take quotes from the transcript of the focus group which will be applied during the third meeting. This will help with looking at larger themes created by the participants in order to discuss a call to action.

This research raises awareness of occupational barriers of At-Promise youth. This also establishes an understanding of the prevalence and effects of racism on occupations in youth and developing appropriate supports. Community based involvement and engagement through the use of photovoice.

**KEYWORDS:** Photovoice, Participatory Action Research, Occupational Barriers

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**SUBMISSIONID:** 1048094

### *Occupational implications of hearing loss: One woman's tale*

Jessica Nakos, University of St. Augustine for Health Sciences

## ABSTRACT

**Statement of Purpose:** Identity is a dynamic and ever-evolving aspect of humanity that has been discussed and researched in an interdisciplinary nature through the lens of various professions including occupational scientists (Gallagher et al., 2015; Hocking, 2000; Rowles, 2008). There are unexplored perceptions and understandings of life from the perspective of someone with onset of hearing loss later in life. How this loss impacts occupational rights, identity, and quality of life requires further examination given the complexities involved. The purpose of this presentation is to reveal the implicitly held perceptions and understandings of life from the perspective of someone living with hearing loss.

**Methods:** A semi-structured, narrative interview was completed via video conferencing. Due to the nature of this case study, institutional review board approval was not required. Consent was provided prior to the interview. Analysis of the interview was accomplished through a rights-based approach, transactional perspectives of occupation and informed by the profession of physics.

**Results:** Results reflected disruption of identity, engagement and access to meaningful occupations, significant communication barriers, and implicit and explicit levels of discrimination experienced by a retired female minister. Exploring loss of hearing experienced later in life affords an opportunity to more deeply understand and consider the impact of emerging disability, how it transacts with age, and how past life experiences may inform perceptions of present and imaginings of future occupational possibilities.

**Discussion/Implications:** Findings revealed intricate connections between hearing loss, occupational identity, experience of place and time, and occupational engagement and access related to occupational rights. This area is worthy of future study to build upon current understandings of occupational disruption involving place, time, and belonging relevant to aging adults. There is a dearth of research within the discipline of occupational science that represents the lived experience of hearing loss and how it affects dimensions of occupation. New understandings specific to dimensions of occupation and diverse perceptions of lived experience

reflect rich potential relevant to occupational science and other professions invested in the study of occupation.

**KEYWORDS:** occupational rights, occupational identity, hearing loss

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**SUBMISSIONID:** 1046043

MONDAY SEPTEMBER 20, 2021

RESEARCH POSTERS

PROVIDING CARE

*Occupational therapists' consideration of sexual orientation and gender identity when working with adolescents*

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Dana Howell, Eastern Kentucky University

Camille Skubik-Peplaski, Eastern Kentucky University

Christine Privott, Eastern Kentucky University

**ABSTRACT**

This study explored if occupational therapists (OTs) considered a client's sexual orientation and gender identity (SOGI) when providing services to an adolescent. Subsequent research questions were: Do OTs perceive that SOGI influences adolescents' occupations, and do OTs perceive gaps in their knowledge related to SOGI?

An exploratory qualitative descriptive study was used and semi-structured interviews were conducted with the four participants. Transcripts were analyzed using invivo and open coding, then the data was analyzed and placed into categories, then final themes.

Three themes were identified from the data: Open and empathetic, but uneducated about SOGI; SOGI does not influence practice; and OT could have a role with SOGI.

Due to their lack of knowledge, and preparedness, OTs may not consistently consider SOGI with adolescents. As a result, the OT will likely assume that an adolescent is heterosexual or male/female; would not know if they needed additional support to engage fully in their occupations; and the OT would not provide services that are individualized and client-centered. These situations directly contribute to the occupational injustice and health disparities experienced by those who identify within a SOGI minority population.

**KEYWORDS:** sexual orientation, gender identity, occupational justice

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**SUBMISSIONID:** 1047694

### *The occupational aftermath of sexual assault*

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### **ABSTRACT**

Sexual assault is a public health concern that is staggeringly prevalent. One in three women globally report having experienced sexual violence (World Health Organization, 2013). While numerous aspects of sexual assault have been studied, there is limited attention in the existing literature to the occupational aftermath of sexual assault. The purpose of our research was to describe how participants experienced occupation following sexual assault. As occupational therapists, it is our hope that this will enable us to deliver and promote trauma-informed, client-centered care for this population.

Our qualitative study examines the narratives of four women who have experienced sexual assault at least two years prior to the study. Their stories were gathered individually in semi-structured interviews conducted via the online platform Zoom. Research was guided by the Occupational Therapy Practice Framework (AOTA, 2020), which examines the full breadth of human occupation organized into nine key areas: activities of daily living, instrumental activities of daily living, rest and sleep, education, work, play, leisure, social participation, and health management.

The following themes emerged from the women's narratives: Contextual Influences that trigger, support, or influence well-being; Social Disengagement resulting from strained relationships and altered social skills; Loss of Self resulting from changes in routines, roles and health management; and Occupation as Power exemplified by instances of taking control.

Participants experienced change and constraint in many of their daily occupations. All participants felt failed by the systems in which they lived but experienced occupation as a means

to regain a sense of power and control in their lives. We propose that multidisciplinary support is necessitated to meet survivors' occupational needs and trauma-informed care is crucial for individuals who have experienced sexual assault. By recognizing trauma's impact on a person's daily life activities and routines, occupational therapists can harness the power of occupation not only as a means to promote a holistic recovery but also as an end to the occupational disruption experienced by sexual assault survivors.

**KEYWORDS:** sexual assault, trauma, occupation

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**SUBMISSIONID:** 1046211

*Exploring occupational performance and occupational satisfaction through pain neuroscience education*

Christine Davis, Baylor University

## **ABSTRACT**

Women hold many valued rituals and routines in their home and work lives. Fibromyalgia is a condition diagnosed mostly in women and can have a significant impact on a person's occupational performance and occupational satisfaction. Those with a diagnosis of fibromyalgia often report widespread pain, cognitive concerns, fatigue, and poor sleep (Queiroz, 2013). Research in the area of chronic pain indicates that the experience of chronic pain may create demands for persons to change how they live their lives (McParland, Hezseltine, Serpell, Eccleston, & Stenner, 2011). Poole & Siegel, 2016, discuss effective interventions to address fibromyalgia within the scope of occupational therapy practice including educational strategies such as cognitive-behavioral and psychoeducational interventions. Pain Neuroscience Education (PNE) is an educational strategy that helps clients understand their symptoms and take an active self-management approach to their health. According to Louw, Zimney, Puentedura, & Diener, 2016, providing Pain Neuroscience Education (PNE) to clients with chronic pain has been shown to decrease pain, improve patient knowledge of pain, improve function, lower disability, reduce psychosocial impairments, enhance movement, and minimize healthcare utilization. Occupational Performance and Occupational Satisfaction influenced by PNE has not been thoroughly discussed in the existing literature.

This is a single-subject retrospective case study that followed one client receiving occupational therapy intervention using PNE using pre-test and post-test measures. Occupational therapy interventions included PNE, coping and calming strategies, ergonomics, energy conservation and

body mechanics, movement-based therapies, and planning/pacing daily tasks to incorporate homemaking and work activities. Client goal achievement was measured at different intervals during the therapeutic process with the use of the Canadian Occupational Performance Measure (COPM), the QuickDASH, the Fibromyalgia Impact Questionnaire-Revised (FIQR), the General Self-Efficacy Scale (GSES) and Fear-Avoidance Beliefs Questionnaire (FABQ).

The client met her occupational therapy goals. The client's COPM scores improved by 3.8 in performance and 5.6 in satisfaction. The client's QuickDASH score improved by 29.25% and her QuickDASH Work Module score improved by 62.5%. The client's FIQR score improved by 26.5 points. Data retrieved from the GSES showed a decline in rated general self-efficacy by 4 points and an increase in fear-avoidance behavior by 3 points.

PNE may have the potential to inform changes in rituals and routines related to the symptoms of fibromyalgia. Our understanding of human participation and the development of routines through occupational science may inform what and how occupational therapists are teaching clients when understanding and using PNE strategies.

**KEYWORDS:** occupational performance, pain neuroscience education, fibromyalgia

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## **ABSTRACT**

Fibromyalgia is an invisible condition often leaving the person vulnerable to others' perceptions of what they cannot see. When symptoms cannot be physically examined persons with chronic pain conditions may experience stigmatization since these illnesses do not fit with typical Western medicine understandings about pathology (Cohen, Quintner, Buchanan, Nielsen, & Guy, 2011). Fibromyalgia disproportionately affects women (Marques, do Espírito Santo, Berssaneti, Matsutani, & Yuan, 2017). This can indirectly perpetuate a gendered stigmatization.

Fibromyalgia can have a significant impact on a person's occupational performance, occupational satisfaction, and self-efficacy. In this case study the authors sought to explore the impact of self-efficacy on fibromyalgia and consider potential interventions to increase a person's self-efficacy including Pain Neuroscience Education (PNE). Pain Neuroscience Education (PNE) is an educational strategy used to educate healthcare providers, clients, client families, and lay people about how pain works, with the goal to decrease the pain experience and factors contributing to the pain experience. Through a systematic review, Louw, Zimney, Puentedura, & Diener (2016) found PNE can help reduce the pain experience, improve knowledge of pain, reduce catastrophizing thoughts, improve function, lower disability, reduce psychosocial factors, increase movement, and lower healthcare utilization.

This is a retrospective single case design utilizing mixed methods. Semi-structured interviews and three standardized outcome measures were used to collect data. Instruments utilized included: The Canadian Occupational Performance Measure (COPM), the QuickDASH, the Pain Catastrophizing Scale (PCS), and the Pain Self-Efficacy Questionnaire 2 (PSEQ-2).

The client demonstrated clinically significant gains in both the COPM and on the QuickDASH. COPM scores improved by 3.8 points in performance and 6.6 points in satisfaction and she demonstrated a U/E disability rating improvement of 43.19% on the QuickDASH and 62.5% improvement on the Sports/Performing Arts Module. The client rated fewer catastrophizing thoughts by 22 points on the PCS and demonstrated improvement in pain self-efficacy with a positive change of 8 points after discharge. The client stated "I feel like I have woken up" reporting feeling more aware of the little things she was not doing and how this affected her.

It may be important to explore how increasing self-efficacy through PNE could affect desired occupational engagement and reduce self-stigma and social stigma related to invisible conditions such as fibromyalgia. Occupational Science may inform the use of Pain Neuroscience Education for chronic pain conditions such as fibromyalgia.

**KEYWORDS:** stigma, pain neuroscience education, self-efficacy

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### *Gynecologic care practices for autistic females*

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#### **ABSTRACT**

The purpose of this review was to examine literature on gynecologic care practices for autistic females. Identity-first language was used in this review per the preference of the autistic population (Bottema-Beutel, Kapp, Lester, Sasson, & Hand, 2020; Kenny, et al., 2015).

A critical literature review was performed with the lens of feminist disability theory. Specific years of publication were not limited, and dissertations were included. Reviewed articles were required to include recommendations on promoting gynecologic healthcare for autistic females. Articles were found via a university library search.

Results of this critical literature review indicate a significant lack of autistic-embracing recommendations for engagement in gynecologic care practices. The articles reviewed focused on measures to promote compliance, rather than comfortability in care practices. In addition, autistic females were not included in the decision-making practice.

The work of previous studies indicates a lack of client-centered recommendations and supports for the health management of autistic females, specifically in the realm of gynecologic care practices. The previous studies' emphasis on compliance ignores the need for recommendations focused on environmental, social, or physical components of gynecologic care practices. Occupational therapy providers can play a role in promoting positive gynecologic care practices, particularly for autistic females, to promote preventive health, well-being, and quality of life.

**KEYWORDS:** autism, women's health,

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**SUBMISSIONID:** 1047034

*Promoting inclusive oral care for children with Down syndrome: Caregiver and dentists perspectives*

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## **ABSTRACT**

Despite state and national initiatives to promote care for children with special healthcare needs (CSHCN), significant disparities in dental care persist (Major et al., 2016). For example, parents of children with Down syndrome (DS) report difficulty finding, accessing, and tolerating dental care (Stein et al., 2020). The occupational marginalization impacting families of children with DS highlights the need to promote inclusive dentistry and support families in their efforts to support their children's oral health (Hocking, 2017; Nilsson & Townsend, 2010). The purpose of this study was to examine barriers and supports for dental care, as reported by parents of children with DS and dentists treating children with DS.

Focus groups or interviews of parents of children with DS (n=14) and dentists treating children with DS (n=8) were conducted to explore perceptions of oral care barriers and supports. Descriptive and thematic analysis, informed by grounded theory, was performed for each group.

Six themes emerged from the groups: (1) characteristics of the oral care team including membership, roles, and collaboration; (2) child-specific treatment barriers/facilitators; (3) need for family and dentist flexibility; (4) patient-centered dental environment and the influence of rapport; (5) dentists' experience and knowledge working with CSHCN; and (6) use and outcomes of dental techniques. Despite overlaps in dentist- and parent-identified barriers and supports, perceptions also differed. Parents emphasized the supportive role family members fulfilled and challenges accessing dental care, including frequent rejection. Parents also reported a lack of professional support for home oral care routines. Dentists discussed personal and clinical experiences.

The disconnect in perceptions regarding oral health care access between consumers and care providers underscores the disparity in accessing care for this population, an occupational

injustice that can have serious health consequences (Hocking, 2017). Although parents valued participation in oral care routines in the home and dental office environments, they felt disempowered by the lack of access and resources available to support these activities. Despite regularly treating CSHCN and highlighting the role this played in their professional identity, only one dentist identified as a “special needs dentist.” Both parents and dentists emphasized the need for greater dentist education and in-vivo training on treating children with DS and other CSHCN. Mentorship, communities of practice, and interdisciplinary collaboration can support these aims (Major et al., 2015; Reed et al., 2017). Fostering inclusive dental practices may reduce the occupational marginalization faced by families of children with DS (Nilsson & Townsend, 2010).

**KEYWORDS:** children with special healthcare needs, activities of daily living, occupational justice

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**SUBMISSIONID:** 1048095

*Relationship between sensory over-responsivity and oral care challenges in children with Down syndrome*

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**ABSTRACT**

Oral health, an everyday occupation of daily living, is integral to physical and psychological health (1). Oral care challenges have been linked to sensory over-responsivity (SOR) in multiple clinical populations, including children with autism spectrum disorder and other developmental disabilities (2-3). However, despite reports of both oral care and SOR in children with Down syndrome (DS) (4-5), no literature has examined the association between these two areas. Therefore, the purpose of this study was to investigate the relationship between SOR and oral care challenges in children with DS.

Participants included 367 English-speaking parents of children with DS throughout the U.S. who completed the 48-item online Dental Care in Children survey about oral care and sensory processing. Chi-square analyses tested for associations between sensory-related and oral care variables.

Based on a previously developed cut-score using responses by parents of typical children (3), children with DS whose parents reported "moderate-to-extreme" over-sensitivity on three or more of eight sensory modalities were categorized as "sensory over-responders" (SORs; n=142, 38.7%); those reporting two or fewer were categorized as "sensory not-over responders" (SNOR; n=225, 61.3%). Overall, parents of children with DS in both sensory groups overwhelmingly reported challenges with oral care experiences in the home and dental settings. However, some significant between-group differences were reported (all p's < .05). For example, significantly more parents reported that: their SOR child's behavioral difficulties make dental appointments challenging, their SOR child's sensory sensitivities make dental appointments challenging, their SOR child would be extremely afraid to go to the dentist, and that their child disliked sensory-related stimuli at the dental office (e.g., lights, sounds). In the home, more SOR children required complete assistance for toothbrushing.

Parents of children with Down syndrome overwhelmingly report challenges with home and office-based oral care, and some of those challenges are associated with SOR. Interventions to improve care frequently focus on behavioral characteristics that may impede optimal implementation of health care and engagement in required everyday occupations, such as oral care activities. However, a more nuanced understanding of the interrelationship between the person, environment, and occupation is essential to support access to professional oral care and engagement in needed oral health-related activities of daily living. Involvement of occupational scientists in the examination of oral care-related challenges and the development and testing of

interventions to improve oral care experiences is needed to mitigate the health disparities faced by children with special health care needs.

**KEYWORDS:** Down syndrome, oral care, sensory processing

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**SUBMISSIONID:** 1046293

*The impact of environment on service user engagement in therapeutic activities in an acute mental health unit*

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## **ABSTRACT**

Most occupational therapy theories and models asserts to the importance of the physical and social environment in people's occupational performance and engagement (Turpin, 2017). However, few reported studies have focused on the mental healthcare environment. Specifically, from a holistic view and how it influences service user engagement in therapeutic activities. The physical environment of acute mental health unit has been identified as a barrier to service users care by service users, staff and carers (Baker et al, 2014).

To investigate this, I conducted a mixed method study in an acute mental hospital in inner London. Initially, I undertook a staff and service user survey looking at their perception the ward atmosphere and satisfaction with features of the hospital. I then initiated a participatory action research (PAR), Kemmis and Wilkinson, (1998) alongside with staff. Data collection included; five focus groups with average attendance of six staff from the hospital's multidisciplinary group, four key informant interviews and artefacts collected from the environment. I obtained Ethics approval from the National Health Service Research Ethics Committee. Data was analysed thematically.

This abstract focuses on the PAR section of the study. Initial findings indicate that, the participants perceived the facility design, layout and security features to be physical features that influenced service user engagement in therapeutic activity, leading to occupational deprivation within this environment. In addition, resource inadequacy and unavailability; and service user choice to smoke, facilitated by staff, did affect the service user's engagement.

This study finds that, when the environment is not specifically designed with facility users in mind, it impacts their care. As in the case of this study, engagement in therapeutic activities. Features of the physical environment to be considered need to be beyond basic space requirements like bedroom and social areas but should include facilitates to further therapeutic activities. The implementation on new national policies and evidence-based intervention may not be compatible with such facilities.

**KEYWORDS:** acute mental health care, environment, participatory action research

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MONDAY SEPTEMBER 20, 2021

RESEARCH POSTERS

PLAY, LEISURE, SPORTS, & ARTS

*Does the prevalence of mental health disorders affect the life balance of female collegiate athletes?*

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**ABSTRACT**

The purpose of this study was to determine the prevalence of mental health disorders in female collegiate athletes in one, four-year university in east Tennessee. Female collegiate athletes must balance many different challenges, such as maintain academics, athletics, and relationships. Additionally, student-athletes may be less likely to seek treatment for mental illness from lack of knowledge, increased barriers, and stigma associated with seeking help. To address this problem, this study aims to examine the lack of mental health awareness, education, and interventions experienced and provided to female collegiate athletes.

A qualitative approach was used to identify the prevalence of mental illness and knowledge of mental health in female collegiate athletes between the ages of 18 and 25; and how mental health stigma can be a barrier to student-athletes seeking mental health treatment. Survey questions were adapted and derived from assessments that are proven by evidence to have high validity and reliability: Beck's Depression Inventory (BDI), Mental Health Questionnaire-Adult (PHQ-9), Eating Disorder Examination Questionnaire (EDE-Q 6.0), and National Epidemiologic Survey on Alcohol and Related Conditions-III (NESEARC-III). Surveys were analyzed for themes and compared to existing research to develop practical implications related to the occupation of being a contemporary female collegiate athlete.

Consistent with previous research, the twelve student-athletes that participated in this study expressed similar signs and symptoms of challenges with maintaining healthy mental health and life balance as a college student-athlete. The findings from this study validate previous research studies indicating that female student-athletes between the ages of 18 and 25 experience stress, anxiety, and depression as well as go together with the hypothesis that the research team for this study decided upon. The benefits of incorporating skilled occupational therapy services into college campuses have room to be extremely effective for the overall quality of life for the student body.

Females engaged in the occupation of being a collegiate athlete indicated that the most common areas of concern were stress, anxiety, depression, and lack of or not utilizing mental health services. This study provided baseline data for how common mental health disorders are prevalent within the college female student-athlete population. Females engaged in the

occupations, or co-occupations, of being a student-athlete who responded to surveys indicated there is a need for occupational therapy interventions to facilitate increased mental health literacy for the students, increased mental health education, and increased time management skills to facilitate health management and maintenance.

**KEYWORDS:** Student-Athletes, Mental Health, Stigma

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**SUBMISSIONID:** 1048072

## *Exploration of aerial arts as an occupation*

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## ABSTRACT

The purpose of this study is to gain an in-depth description of aerial arts for its meaning to a population of aerial students using an occupational science approach, specifically with the application of the Doing, Being, Becoming, and Belonging framework and the Model of Human Occupation . There is minimal literature on aerial arts, however there are benefits from participating in social circus, a related topic to aerial arts (Lafortune & Bouchard, 2010). Having more understanding of the occupation with this approach, may benefit occupational therapy interventions and to support the profession in health promotion (Hocking, 2009; Hocking & Wright-St. Clair, 2011).



A qualitative research design will be used with the goal to obtain in-depth information about aerial arts. The purpose of the study will be achieved with observations and interviews with a Photo-Elicitation discussion. An aerial studio will help with the recruitment of participants. The goal is to recruit ten participants who are at least 18 years old and have taken more than one aerial class. The interview aims to gain insight of an aerial student's lifestyle, routines, environment, and activity choices. Photo-Elicitation is a visual research method used in qualitative studies and it is used to generate verbal discussion of an image in order to achieve data and knowledge (Glaw et al., 2017; Harper, 2002). The participant will create their own photographs and the participant may create and share up to two photographs to answer the Photo-Elicitation prompt (what is motivating about aerial arts). Observations will primarily focus on the environment and group dynamics during an in-person aerial class. Data collection includes observation notes and transcripts from the interviews. Themes will be identified to reveal the significance and experiences of aerial arts from the perspective of an aerial student.

This study is in the recruitment stage. Anticipated findings include that participants will describe aerial arts as a meaningful occupation which will be expressed through the Doing, Being, Becoming, and Belonging framework.

The study of occupations is an important contribution to occupational science knowledge and has potential application to occupational therapy. Studying and understanding different occupations will allow occupational therapists to make more informed decisions in practice (Hocking, 2009). There is a need to understand the Doing, Being, Becoming, and Belonging of human occupations that will provide in-depth descriptions of the occupation. Occupational science can provide more knowledge on how to use occupations more therapeutically (Hocking, 2009).

**KEYWORDS:** Doing, Being, Becoming, and Belonging, Photo-Elicitation, Aerial Arts

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**SUBMISSIONID:** 1048043

## *Exploring the form, function, and meaning of Brazilian jiu-jitsu*

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### **ABSTRACT**

Currently there is no literature on Brazilian jiu-jitsu (BJJ) in occupational science literature. BJJ hosts a plethora of benefits that encompasses physical/mental health and life skills (Andreato et al., 2017; Chinkov & Holt, 2016; Moore et al., 2020). Occupational science increases comprehensive understanding of occupations and how engaging in them affects overall health (Hocking & Wright St. Clair, 2011). Understanding the meaning, context, and demands of occupations will help occupational therapists make informed decisions regarding patient care (Hocking, 2009). The purpose of the project is to explore the occupation of BJJ, and to discover the form, function, and meaning of BJJ and its application in occupational therapy practice. The project also looks to demonstrate the value of BJJ as an occupation

A qualitative research design will be used to increase understanding of BJJ. A phenomenological approach will also be utilized to obtain an intricate view of BJJ through the participant's experience. In an effort to increase validity and credibility of the findings, triangulation will be utilized to collect data from multiple sources including interview and observation. Member checking will also be utilized to increase validity of the findings. Data will be organized and coded on Dedoose software. Thematic analysis will be conducted to identify themes amongst the participant's responses. Up to 15 BJJ practitioners will be recruited from a BJJ academy both in person and through social media. Purposive sampling will be used an inclusion criteria included active academy members aged 18-75 years old with 2 or more years of experience.

We are currently in the recruitment stage. Anticipated findings include that participants will describe BJJ as a meaningful occupation which will be expressed through the form, function, and meaning of this occupation. It is hypothesized that BJJ will have particular meaning related to identity and belonging to a community.

The study of occupations is an important contribution to occupational science knowledge as well as potential application to occupational therapy. Studying and understanding different occupations will allow occupational therapists to make more informed decisions in practice (Hocking, 2009). Gathering information on BJJ specifically as an occupation will be valuable for the field of OT. There is a need to understand the form, function, and meaning of human occupations that will provide in-depth descriptions of the occupation. Occupational science can provide more knowledge on how to use occupations more therapeutically (Hocking, 2009).

**KEYWORDS:** Form, Function, and Meaning, Brazilian Jiu-Jitsu,

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**SUBMISSIONID:** 1048002

### *Exploring the occupation of eSports*

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### **ABSTRACT**

The purpose of this study is to explore the occupation of eSports. eSports are organized competitions that take place via videogames. eSports is a growing industry that is continuing to receive global recognition (Englert & Bertrams; 2012; Pannekeet & Van Geene, 2018). Literature suggests the importance of exploring occupations to develop a comprehensive understanding of occupations and to inform occupational therapy (Hocking, 2009; Hocking & Wright-St. Clair, 2011). The form, function, and meaning framework was utilized to guide the study in investigating eSports (Larson & Zemke, 2003; Russell, 2011).

A qualitative approach was used for this study to gather information to explore the form, function, and meaning of eSports. Participants will be recruited via purposive and snowball sampling from social media platforms and forums. Each individual will participate in one 45-minute semi-structured interview with a focus on the form, function, and meaning of eSports to them. Then an optional 45-minute observation session with a focus on form. Lastly, a 30-minute follow-up interview will be conducted for member checking to increase trustworthiness of data. In addition, to further increase rigor of study, reflexive journaling will be conducted by primary student researcher.

This study is currently in recruitment stage. Anticipated findings include that participants will describe eSports as a meaningful occupation which will be expressed through the form, function, and meaning of this occupation. It is hypothesized that eSports will have particular meaning related to identity and belonging to a community.

The study of occupations is an important contribution to occupational science knowledge as well as potential application to occupational therapy. Studying and understanding different occupations will allow occupational therapists to make more informed decisions in practice (Hocking, 2009). Gathering information on eSports as an occupation will be valuable for the field of OT. There is a need to understand the form, function, and meaning of human occupations that will provide in-depth descriptions of the occupation. Occupational science can provide more knowledge on how to use occupations more therapeutically (Hocking, 2009).

**KEYWORDS:** Form, Function, and Meaning, eSports,

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**SUBMISSIONID:** 1048038

*How do playgrounds enable or constrain participation in play for children with diverse play needs?*

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## ABSTRACT

Play is a fundamental occupation which enriches the lives of all children, regardless of gender, ethnicity, disability or socioeconomic status. Public playgrounds are the primary designated outdoor community environments for the provision of play opportunities in municipalities around the world. Yet, despite the establishment of international consensus on inclusive playgrounds (Committee on the Rights of the Child, 2013), research has found that many children still experience inequity in public playspaces (Moore & Lynch, 2016). The aim of this study was to explore how play participation is enabled or constrained for children with diverse play needs in one municipal playground. Ethical approval was granted by the Social Research Ethics Committee 2019.

Purposive sampling was employed to recruit eight children of diverse abilities (five boys and three girls, ages 10 and 11 years) through a local school in the southern coast of Ireland. A qualitative ethnographic approach using mosaic methods was used to explore the enablers and barriers to play participation (Clark, 2005). A combination of methods were used: (a) environmental checklists which assessed accessibility, playability and usability; (b) observations; (c) children's focus group; (d) children's drawings; (e) teacher questionnaires. Children chose Superhero code-names to foster empowerment in shaping the study. A play audit was undertaken in the playground before conducting the field-trip with the eight 'superheroes' and two school staff. A focus group was held after the visit, where the children were asked to create their 'dream playgrounds'. Inductive thematic analysis was utilised for the identification of themes through coding (Carpenter & Suto, 2008).

Analysis identified enablers and barriers which impacted these children, encompassing three core themes: (1) the physical environment and playground components offered inequitable play affordances; (2) social factors influenced the children's participation and nature of play experienced by them (3) poverty of play opportunity due to poor playground design.

Findings suggest that poor playground design resulted in inequitable access and unsuccessful engagement with outdoor play- an occupational injustice that needs to be addressed by those responsible for design and policy for Irish playgrounds. While Universal Design is promoted as the design approach of choice for ensuring inclusion, it is dependent on a strong knowledge of play needs from a user's perspective. Further exploration of the perspectives of diverse children and their play experiences is essential in order to effectively design for play and social participation, to diminish the poverty of experience that many children experience in their communities.

**KEYWORDS:** Playground barriers, universal design, play deprivation

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*Developing an integrated research programme for the study of occupational science through the lens of play*

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**ABSTRACT**

The P4PLAY is an innovative joint doctoral programme, established in 2020, as a collaboration between 4 academic and 15 partner organisations in Europe and the USA. The overall research goal is to develop new knowledge on the occupation of play and play deprivation; the impact of physical, socio-cultural, and policy environments on play provision; and the development of solutions to address barriers to play provision in diverse community settings. This research responds to the societal challenge of ensuring health, well-being and equality for children (UN Sustainable Goals 3 & 10). Expected outcomes aim to benefit children, families, and communities.

PhD students are conducting individual projects addressing four fundamental areas of play ( People, Place, Policy, Practice [P4Play]): Expanding conceptualisations of inclusive play for children with diverse experiences of play deprivation. Exploring the impact of contemporary gender discourses on the play of families with children at risk of play deprivation. Spatial inclusion: The relationship between Universal Design and policy for play provision. Redefining play in technology enhanced play spaces: enhancing children's participation. Enhancing spatial inclusion in public playspaces through participatory approaches in planning and design. Applying complexity theory to identify and explore multiple outcomes associated with children's play. Practice: The evaluation of children's outdoor play. Enhancing participation through play interventions in school settings.

The programme of research is founded in child-centred methodologies framed within a child-rights-based approach, and underpinned by occupational science concepts which support analyses of the influence of sociocultural, political and spatial contexts that influence play. Central to this programme is an exploration and development of child-centred, evidence-based, occupation-centred research and practice methods. Methodologies will include discourse

analysis, narrative and ethnographic approaches embedded with tailored methods to elicit children's voice so children's perspectives are heard.

One innovative outcome of this grant is to produce Occupational Science researchers who can explore societal challenges, relating to inclusion, health, and well-being, and translate evidence into practice and societal solutions. Furthermore, it is anticipated that these studies will contribute to the development of innovative research methods to explore socio-spatial environments and play occupations, at a family, and community level.

Our goal is to progress a rights-based agenda for all children at risk of play deprivation through the development of a child-centred play research programme

**KEYWORDS:** child centred methodologies, play occupation, child's rights-based approach

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**SUBMISSIONID:** 1047172

*A virtual view of occupation: Transactionalism in massively multiplayer online role-playing games*

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Karen McCarthy, Dominican University of California

**ABSTRACT**

The purpose of this study is to fill the research gap regarding how massively multiplayer online role-playing games (MMORPG) players and game contexts transactionally construct meaning in online video gaming as an occupation.

This qualitative study involves six participants who regularly play Runescape, Guild Wars 2, and World of Warcraft. Data is collected through two semi structured individual interviews, participant observation during gameplay, a post-observation interview, and a focus group with all participants. The interview process is ongoing. All individual interviews are complete for Guild Wars and WoW players. Recruitment and interviewing for Runescape participants is ongoing. Interview data will be collected and coded thematically using Braun & Clarke's (2006) 6-phases of data collection and Dedoose version 8.3.35. Themes within each game and any overarching themes in all MMORPGs studied will be analyzed in accordance with this study's purpose. Field notes, researcher journaling, coding by each researcher, and member-checking will be employed to increase rigor.

Preliminary data suggests an intricate transactional relationship occurring with personal player factors, the virtual world and its developers, virtual and physical world economies, and third party media creators from the game's community. These third parties may serve as a bridge to amplify the players' voices in a way that may speak more directly to developers, forming a transactional loop between players and the developers who regularly update the game. Early findings also suggest that meaning is constructed through the use of expansive platforms to perform identity, continuation of the player role in community interaction outside of the game, nostalgic return to familiar content, and adapting gameplay to pursue interests that may change with the game's changing environmental allowances.

Virtual occupations are key to consider both in the context of recent shifts towards a prevalence of virtual occupations and in the context of their increasing growth, accessibility, and relevance with upcoming generations. The emergence of varied subcultures within the shared culture of the gaming community and the vast social and vocational networks this occupation supports as an industry make online social gaming key to research from the perspective of occupational science. Researching the transactional factors at play in three games that serve as cultural sticking points in this community may provide occupational scientists with the preliminary data necessary to further research and understanding of this occupation.



**KEYWORDS:** MMORPGs, virtual, transactionalism

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**SUBMISSIONID:** 1046871

*Art and occupation: Occupational therapy students learn the value of occupation through observing a work of art*

Adele Breen-Franklin, University of the Sciences

## **ABSTRACT**

By studying a work of art, occupational therapy students will learn, appreciate and articulate, the role of daily occupations for men, women and children throughout the centuries and how different artists, through different creative mediums, have portrayed these occupations. Through art, students will study the congruence of occupation, roles, context and culture.

Participants are occupational therapy students in their 2nd semester of their first year of training and taking the course Human Occupation: Concepts and Practice. Students took a guided tour of the Philadelphia Museum of Art's collection with a museum educator and learned the Ten times Two method of Observation. Following the guided tour, pairs of students selected from a list of works of art. Students presented a power point presentation discussing the piece chosen, the artist, the year and country it was created, the occupation(s) portrayed and their reflection. Data was collected from wording from the power point presentations and analyzed for themes.

This project is currently in its initial stages and needs to be formalized; however, common themes from student presentations were their discussion of the different occupations of men, women and children portrayed, the importance of roles and rituals, the significance of context when looking at an occupation and their development of observational skills (Friedlaender & Friedlaender, 2013). Students commented that the project helped them understand another's point of view, learn to listen without bias, appreciate one's context and background and look at a person holistically.

Yerxa & Sharrott (1986) have maintained that liberal arts is a foundation for occupational therapy. This project was developed to help students appreciate the significance of occupation throughout the centuries, and humankind as an occupational being. The project utilizes the humanities as a curricular tool to teach students about the essence of occupation, and helps students think "outside the box" when utilizing their observational skills (Coppola, Miao, Allmendinger, & Zhang, 2017).

**KEYWORDS:** Art and Occupational Therapy Education, Occupational Therapy Education, Occupation and Works of Art

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*Mind, movement, and music: Infusing occupation in level 1 occupational therapy fieldwork*

Grace Fisher, Misericordia University

## ABSTRACT

This presentation describes the "Mind, Movement, and Music" level 1 fieldwork program in a rural skilled nursing facility. The 12 week interactive program promotes the meaningful engagement of residents in occupation-based activities. It emphasizes mental stimulation and physical movement, with concurrent use of music, to facilitate resident occupational performance. Session format consists of an interactive "icebreaker" followed by "cognitive games" and "movement activities." At the beginning of the semester the instructor plans and leads two sessions. Thereafter, on a rotating basis, students develop protocols for each session, obtain instructor approval, and lead the experience. For example, students encourage resident involvement via: Learning Names- via name tags; name signs; Name Recollection Game; Fine

Motor Crafts- such as holiday items; bead jewelry; room decorations; Interactive Games- such as Checkers, Go Fish, Connect 4, etc.; ADL- including nail painting, tying mens' ties and ladies' scarves; Reading - poems and quotes; Music and Movement Activities- Wheelchair Yoga, Breathing Exercises, Calming Music; Wheelchair Tai Chi and Asian Music; Wheelchair Zumba and Disco Music; Wheelchair Hawaiian Dancing and Music; Wheelchair Polka Dancing and Music; Wheelchair Square Dancing and Country Music; Wheelchair Irish Dancing and Celtic Bagpipe Music; Wheelchair 40's Dancing; Wheelchair Rock and Roll; Wheelchair Marching and Patriotic Music. Socialization/Cognition Group Activities- charades, conversation starters, riddles, memory games, trivia; Group sessions are followed by one-on-one sessions during which the students conduct clinical assessments, including interest checklists, communication/social assessments, cognitive evaluations, vital signs, vision screening, emotional assessments; and other functional occupation- based assessments.

The students encourage participation, provide emotional support, and ask residents to share information about themselves and how they felt about the day's activities. The instructor and students analyze resident occupational performance at the end of each session. Students reflect on in a journal assignment, relating the experiences to chapters in the Power of Kindness book (Ferruci, 2016). Numerous challenges of the skilled nursing home environment often limit optimal occupational engagement. The benefits of occupational engagement have been aptly described (Cole, 2012; Matuska, Christiansen, Polatajko, & Davis, 2009; Pierce, 2014). This presentation showcases how the program infuses meaningful group-based occupation into life at the SNF.

Participants will :

1. Discover all steps involved in delivery of this program.
2. Learn a variety of occupation-based strategies utilized in the program.
3. Explore how resident feedback and student/faculty discussion guide program delivery.
4. Discuss the challenges of delivering occupation-based practice, and offer additional ideas in this regard.

**KEYWORDS:** occupational engagement, skilled nursing facility, level 1 fieldwork

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*Using arts-based methods to incite conversations with older adults about well-being and to conceptualize risk*

Janet Njelesani, New York University

Evelyne Durocher, McMaster University

**ABSTRACT**

Discourses prioritizing safety are highly pervasive in all realms of contemporary society. Prominent discourses of risk and aging give precedence to a very limited conceptualization of physical safety. They promote images of older adults as frail individuals who are retreating from participation in society, do not know what is ‘best’ for them and need protection from risks associated with aging (e.g., falls, kitchen fires). In light of such discourses, family members may pressure older adults to make life changes to prioritize physical safety (e.g., moving from a cherished home) with inadequate consideration of older adults’ preferences, strengths, and valued roles, and little to no consideration of how such changes can have significant unintended and potentially harmful consequences for engagement in activities and well-being.

The research objectives are to:

- 1) Explore expanded notions of risk that move beyond physical considerations to include ideas of place, roles, engagement in valued activities and continuity of these in later life;
- 2) Develop, pilot and refine an arts-based narrative interview method that contributes to the identification of older adults’ values regarding place, roles, engagement in activities;
- 3) Share the outcomes of this approach through an exhibit that displays the works of art.

In this study, 24 seniors will participate in an arts-based narrative interview method. Participants will create a work of art (drawing, painting, or collage) representing what is important to them and contributes to their well-being, and how risk may figure in these activities. They will then participate in a 30-60 minute narrative interview.

Taking a critical occupational perspective, the analysis will be informed by concepts from occupational science to examine interpersonal and societal factors that prevent some people from participating in meaningful activities, or that force them to participate in activities that are not meaningful to them.

A growing body of work in the field of occupational science focuses on how occupations shape and are shaped by physical, social, emotional and political dimensions, as well as by bodies, aptitudes and health, and the impact of occupations on well-being and identity. We will discuss an approach to decisions that contributes to better balancing older adults’ preferences, strengths and valued roles in conjunction with professional values of upholding safety. This approach has the potential to have a wide social benefit for the growing population of older adults, informal and formal caregivers, as well as all individuals who are in close contact with an older person.

**KEYWORDS:** Arts-based, Older adults, Wellbeing

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### *Batok: The exploration of indigenous filipino tattooing as a collective occupation*

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Chelsea Ramirez, Dominican University of California

Mai Santiago, Dominican University of California

Karen McCarthy, Dominican University of California

## ABSTRACT

Batok (also known as Fatek/Burik/Tatak/Batek/Patik) is an indigenous Filipino tattooing practice where the practitioner marks the skin by hand-tapping the ink using bone/wood implements. The Batok process is commemorated as a ceremony, where the surrounding community of the individual are present for the practice. Batok markings can vary depending on region, gender, and roles. Previous research on tattooing has explored an occupational science perspective on Western tattooing and its engagement and implication on the individual - recognizing its practice to be considered as an occupation (Kay & Brewis, 2017). However, little focus has been explored on indigenous tattooing practices - specifically the Filipino tattooing practice of Batok - and its meaning among all members of the ceremony. The study aims to address Batok as a collective occupation post-colonialism and imperialism and to add to the knowledge base of occupational science, knowledge of occupation, and diversity of occupation (Hocking, 2009).

This study used a phenomenological approach and experiences of individual Filipino people with Batok and their family and/or community will be analyzed through interviews, video observation, and photo elicitation. The participants will be grouped by “family.” Each group will have the individual with the Batok and 1-2 family/community members of the individual with Batok. Participants with Batok are all Filipina women. All researchers of this study identify as Filipina women. The research is guided by a cultural insider who has gone through the process of receiving Batok.

Anticipated themes include: connection to ancestors, gender roles, and cultural preservation. Research is ongoing and all data will be collected by May 2021 and analyzed by September 2021.

There is a gap in the studies of occupational therapy and occupational science in viewing Batok through a collective occupational lens and the experiences of Filipino people who have received Batok. Framed in theories of Collective Occupation (Ramugondo & Kronenberg, 2015), Doing, Being, Becoming (Wilcock, 2002), and Belonging (Hitch et al., 2014) the research explores how Batok as a collective occupation affects the experiences of Filipino communities.

**KEYWORDS:** Batok, Collective Occupation, Occupational Science

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**SUBMISSIONID:** 1047887

MONDAY SEPTEMBER 20, 2021  
RESEARCH POSTERS  
DIVERSITY, EQUITY, AND INCLUSION

*Decolonise occupational science: A critical think piece*

Musharrat Ahmed-Landeryou, London South Bank University

**ABSTRACT**

This is a poster to encourage occupational scientists to pause, reflect and review on what knowledges are being allowed to be shared within the discipline, who are the dominant authors and who is gatekeeping knowledge. This is a tangential thought piece from my ongoing Ph.D. research on applying a service improvement method to a respiratory occupational therapy service.

Literature search terms: decolonis\* occupational therap\* or occupational science, and theory of change and occupational therap\* or occupational science . Database: EBSCO.

Outcome of search was limited to two findings: Emery-Whittington I, Te Maro B. (2018).

Decolonising occupation: Causing social change to help our ancestors stand our descendants thrive. New Zealand Journal of Occupational Therapy, 65(1), 12-19 Simaan J. (2020)

Decolonising occupational science education through learning activities based on a study from the Global South, Journal of Occupational Science, 27:3, 432-442, DOI: 10.1080/14427591.2020.1780937

To think and act on how to diversify and equalise representation of people from the Global South and indigenous heritages in occupational science theory, research, practice, education and authorship/researcher. So as to disrupt dominance of occupational science knowledges from authors/researchers from populations racialised as white ethnic groups.

**KEYWORDS:** Decolonise, occupational science,

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**SUBMISSIONID:** 1044430

*Incorporating a gender identity into the occupational science and therapy curriculum:  
Application for future consideration*

Kristine Haertl, St. Catherine University

**ABSTRACT**

Studies indicate that many health professionals feel under-prepared to provide quality care to LGBTQ individuals (Cooper et al., 2018). This project sought to enhance curriculum content on gender identity and LGBTQ diversity in a series of mental and behavioral health courses in an occupational science and occupational therapy program.

In response to student curricular feedback suggesting a need for more core content with respect to working with LGBTQIA populations, Patton’s (2008) Utilization Focused Evaluation including a needs assessment, implementation process, and follow up evaluation was conducted in order to develop and implement LGBTQ content into designated courses within an occupational therapy program. In addition to student surveys implemented on a regular basis, students from two separate class cohorts were interviewed, a literature search conducted, and “experts” with lived experience of LGBTQ throughout the country were consulted to enhance core content and develop a case application assignment within the course. Follow up course/ instructor reviews over 2 years, along with oral feedback sessions and brief interviews provided insights on strengths and suggestions related to the incorporation of content into a health profession curriculum.

Student feedback and needs assessment indicated a need for more coverage of content related to serving those in the LGBTQ community. Expert consultants helped inform added course content and the development of a case application of an individual in gender exploration. Differences in terminology and ideology were found based on the locale of the expert and personal background. Once content and a comprehensive assignment were added, students rated their experiences positively, however, the faculty preparation in working with students on terminology (e.g., hers-his-theirs), along with LGBTQ diversity training impacted the student experience. Key learning outcomes will be discussed in the poster presentation.

Students in occupational science and occupational therapy programs have reported feeling under prepared in working with those in the LGBTQ community (e.g., Bolding et al., 2020). A dynamic process involving needs assessment and utilization focused evaluation can serve to inform how to incorporate content into existing courses and curricula. Practical suggestions include involving students and experts in the LGBTQ community in the planning process,



including LGBTQ diversity training for faculty and students, and creating open spaces for dialog and feedback in relation to questions that arise in the course content.

**KEYWORDS:** Gender Identity, LGBTQ, Curricula

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**SUBMISSIONID:** 1047858

## *Potential implications of gender parity in occupational therapy*

Genevieve Romeo, University of North Carolina at Chapel Hill

Linn Wakeford, University of North Carolina at Chapel Hill

## ABSTRACT

There is a dearth of research about gender parity in occupational therapy; however, there is general consensus that OT is a female-dominated field and that having more men would benefit some clients (Beagan and Fredericks, 2018; Maxim and Rice, 2018). While recent scholarly inquiry into the lack of gender parity in OT is sparse, several blogs, websites, online fora, and trade journals have addressed the concern (e.g., BrOT Movement Inc., 2016; Lloyd-Randolfi, 2016; Orfanos, 2016). The overall tenor of these publications is that the relative absence of males in occupational therapy constitutes an equity concern. Maxim and Rice's 2018 study of the male presence in OT, for example, implicitly assumes that increased gender parity would be beneficial to the profession, providing an extensive list of suggestions for ways to attract more men to OT. Non-peer-reviewed sources follow this trend, often in a way that betrays the patriarchal bent of the authors. While there are many calls for gender parity in OT, there have been no studies as to what impact an increased male presence would have on the clients, the workplace, or the profession as a whole. There has also been no research into the perceptions and opinions of female OTs as they relate to working in a female-dominated profession.

This study investigates these gaps via analysis of semi-structured interviews of six OTs, three males and three females. Participants were asked a range of questions about their experiences working in a predominantly female workplace, challenges they have faced because of their

gender, and their thoughts on the implication of greater gender parity in the profession. Interview data is currently being analyzed.

Although this data is currently still being analyzed, results will likely add substance and depth to the limited existing literature on gender parity in occupational therapy. The results from this study may also provide a more nuanced view into the level of discomfort experienced by men in the profession and invite discussion as to whether or not that discomfort constitutes an injustice. Finally, although the main purpose of the study is to gather information about people's perceptions on gender parity in OT, it is likely that the data will elicit reflections on larger ideas, such as gender identity, misogyny/misandry, heteronormativity, stereotyping, gender as performance, and sexism.

**KEYWORDS:** gender, masculinity, role strain

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*Occupational engagement of LGBTQIA+ Individuals: A phenomenological study*

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Stephanie Buckholz, Grand Valley State University

Alyssa Dillon, Grand Valley State University

Kaitlyn Millard, Grand Valley State University

**ABSTRACT**

This study explored the experiences of individuals within the LGBTQIA+ community in occupations, including activities of daily living, education, work, leisure, and social participation.

We conducted virtual semi-structured interviews to gather qualitative data regarding participants' experiences, supports, and barriers while engaging in occupations.

Through thematic analysis we identified common themes of health and wellness, socialization, LGBTQIA+ identity, daily activities, and community involvement. It was found that individuals' LGBTQIA+ identities impact their experiences across multiple occupations. Furthermore, participants discussed specific barriers and enablers within their personal and environmental contexts. Participants offered personal insight and suggestions in addressing such barriers, specifically in healthcare settings and practitioner interactions.

This research contributes to the field of occupational therapy (OT) because it provides information to practitioners about the experiences in occupations of those who identify within the LGBTQIA+ community. Furthermore, the research expands upon current existing literature by further defining OT's role in treating individuals who identify within the LGBTQIA+ community. Finally, this research will further enable OT students and practitioners to provide culturally competent care to this population, among other underserved groups.

**KEYWORDS:** culturally competent provider, occupational engagement, LGBT-affirming healthcare

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**SUBMISSIONID:** 1047700

### *Conversations with two transmen: Occupations in transition*

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### **ABSTRACT**

Transitioning from one's birth gender to one's identified gender involves not only physical transformation, but occupational transitions related to engagement, participation and general daily life occupations of self-care, work, socialization and relationships (Bar, et al., 2016, Beagan, et al., 2012; Galupo, et al., 2016). This study focuses on the exploration of occupational changes before, during and after the female to male transition process.

Participants agreed to engage in a 60-minute structured conversation related to their transition process, decisions and changes in occupational engagement. Conversation responses were analyzed for content and coded into themes related to occupational changes in self-care, work, socialization, relationships, quality of life and health. Both participants spoke with the researchers during their transition processes. Both participants updated the researchers post completion of their surgeries with pictures and brief conversations. This information was analyzed for similarities and differences between both participants.

Both participants had supportive families and friends. However, one who was in a lesbian relationship lost the partner's support when the participant became more masculine. Both participants used their first and middle name initials to identify themselves until they decided on name transition as well. During transition, working or participating in a new environment with individuals who hadn't known them prior to their transitioning process made them feel more comfortable in their new identity. Both identified changes in emphasized personal care activities, some relationships but no changes in work environments. One participant identified their work environment as very supportive and continued working throughout his transition. The second participant changed work environments due to graduating college with a professional degree.

Both individuals reported being very happy with their new person-hood post-surgery and transition. As men they had no difficulty with work transitions. This is consistent with Dr. Schneider's study 'Doing Gender' presented at the 2018 WFOT Congress in South Africa.

Gender transitions have implications for the quality of life, opportunities for participation in society and relationships. Studying changes in occupational performance prior to, during and after gender transitions can assist in identification of occupational justice/injustice; opportunities and barriers for occupational engagement; health, wellness, and safety; and how gender and occupation impact each other.

**KEYWORDS:** Occupation, Transmen, Wellness

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FRIDAY SEPTEMBER 24, 2021 - AM

## FORUM SESSION

*Gender theories, concepts and issues in occupational therapy and science curricula*

Virginie Stucki, University of Applied Sciences and Arts of Western Switzerland

Laure Decastel, University of Applied Sciences and Arts of Western Switzerland

### ABSTRACT

The aim of this forum session is to identify how gender theories, concepts and issues could be better integrated into occupational therapy and science curricula and explore pedagogic methods to increase knowledge transfer on gender for future professionals.

Occupational Therapy Department of the University of Applied Sciences and Arts Western Switzerland enters in a curriculum reviewing. One of the trends is to improve teaching on societal and occupational issues, including gender. The current curriculum addresses gender through lectures (sociology, anthropology and gender) and reading seminars on several specific themes such as “gender relations in health professions and healthcare” or “institutions, social control, deviance and stigmatization”. The lecture on gender addresses theories and concepts such as gender identity, sexual roles and gender norms. Thereby, through a review of empirical and theoretical literature on gender, sexuality medicalization and LGBTQI+, the seminars reflect on the various expressions of inequalities related to gender systems and naturalization processes in a context of gender equality.

Discussion of this forum session will focus on sharing experiences on teaching gender theories, concepts and issues in OT and OS curricula and how it could improve knowledge and skills of the next generation of OTs through various pedagogical approaches or methods.

This forum session will allow participants (1) to identify relevant concepts for undergraduate students in OT and OS; (2) to identify hints on how to improve teaching of gender issues in OT and OS curricula.

**KEYWORDS:** Gender, Occupational justice, Pedagogy

### QUESTIONS FOR DISCUSSION

Which concepts from or drawn on gender studies, are used in OS research and teaching ?

Which concepts and theories are especially required to address gender inequality in OT practice and OS research ?

What pedagogic methods could we suggest for disseminating knowledge about gender to undergraduate students ?

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FRIDAY SEPTEMBER 24, 2021 - AM  
THEORETICAL AND RESEARCH PAPERS

*Mothers' perceived benefits of a parent-mediated intervention on parenting occupations and family mealtime*

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Libby Hladik, University of Wisconsin-Madison

Karla Ausderau, University of Wisconsin-Madison

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**ABSTRACT**

Children with autism spectrum disorder (ASD) experience high rates of feeding challenges impacting participation in family mealtime. Parents of children with ASD experience increased parenting stress, which is specifically highlighted in children with ASD and feeding challenges. Mothers have described mealtime experiences as stressful, overwhelming, and expressed a desire for solutions to improve family mealtime experiences. Therefore, feeding interventions for children with ASD should be family-centered, considering both the child's feeding challenges and parenting mealtime occupations.

Results from our in-home parent-mediated intervention study demonstrated the strong majority of children met or exceeded their individualized feeding goals. However, goal attainment results do not capture the impact of the intervention on mothers and families. Identifying mothers' perceptions of intervention can be used to inform interventions that can target feeding challenges, parent stress, and family mealtime. The purpose of this study was to evaluate mothers' perceptions of a parent-mediated intervention on mothering and family mealtime occupations.

Fourteen mother-child dyads with children (2-7 years) with ASD and feeding problems participated in an in-home parent-mediated intervention (parent-coaching, direct intervention, and parent-training) over ~6 months. Video observation, Goal Attainment Scaling, and mother interviews were used to measure parent-child interaction, child goal attainment, and mothers' experience of the intervention. The focus of this paper was the maternal post-intervention interviews that were transcribed with thematic analysis used to identify themes related to mothers' perceptions of how the intervention impacted themselves and their families.

Preliminary analysis identified three primary themes; increased mothering efficacy, shifting family mealtime expectations, and preparedness for future mealtime challenges. Changes and strategies were unique across families, demonstrating how the parent-mediated intervention was able to adapt to meet individualized needs and build on the strengths and skills of mothers and families. Overall, mothers described an increased level of confidence to support their child with ASD and family in shared mealtime occupations.



Findings from this study suggest that parent-mediated in-home intervention techniques could potentially be utilized to reduce mothers' experiences of additional parenting stress and build on the capacity and strengths of mothers and families to support their children with ASD in mealtime contexts. In addition to addressing child feeding goals, parent-mediated intervention in a natural occupational context may offer opportunities to support and enhance mothering and family occupations.

**KEYWORDS:** Autism spectrum disorder, Mothering, Mealtime

## **QUESTIONS FOR DISCUSSION**

How may we expand parent-mediated interventions to intentionally target mothering stress and occupations?

Considering different styles of mothering, may some families benefit more than others from an in-home parent-mediated intervention that builds on parent-child engagement? Could it be beneficial to potentially provide parent training prior to initiating in

In addition to child outcomes and family interviews, how might we assess the scope of impact - positive or negative - of intensive family-centered interventions?

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*A critical interrogation of occupational possibilities of persons with developmental disabilities in social housing contexts*

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**ABSTRACT**

In an occupationally just context people experience social inclusion through enablement of occupation (Whiteford & Townsend, 2011). Social housing provision thus has power to shape occupational possibilities and inclusion of residents. Despite the goals of deinstitutionalization, persons with developmental disabilities (DD) continue to experience social exclusion (e.g., in terms of quality/quantity of available social housing). In Ontario, Canada thousands of persons with DD are inadequately housed (Dube, 2016). To surface occupational injustices experienced by persons with DD in social housing, I adopted a critical occupational science (COS) approach (Laliberte-Rudman & Huot, 2013) to consider discourses (e.g., what is said) and practices (e.g., what is done) that constitute an ‘inclusive home’. I aimed to problematize how mechanisms of occupational engagement are shaped within social housing contexts (sociopolitical, economic, cultural, and material) in Ontario.

I conducted a community-based, multi-method qualitative study. I interviewed 9 directors from five housing agencies and 18 residents with DD across 14 residences. Each resident was interviewed twice using participatory (i.e., go along and photo elicitation) methods. In session 1: We toured their residence while I interviewed them about daily life and took photos. In session 2: We explored the photos to deepen conversations about inclusion and home. Interview data (N= 42.5 hours) was audio recorded, transcribed, and abductively coded. Drawing on COS, I wrote analytic summaries for each participant to ‘interrogate’ data with problematizing questions. I attended to rigour through prolonged engagement, multiple data sources, and extensive field/reflexive memos.

I linked participant accounts to 5 intersecting discourses about inclusive homes (Mainstream-Specific; Far-Near from Others with DD; Private- Collective; Transient-Stable; and Unsupported-Supervised). Each had effects on occupational engagement (e.g., through available resources and practices). At one extreme, the accounts echoed neoliberal notions of personal responsibility and individualism. At the other extreme, the accounts included types of resistance (i.e., about intentional community; disabled spaces). From these accounts, I interpreted an inclusive home as accommodating diverse needs through spatial flexibility, balancing private/communal spaces, intentionally considering disability-specific needs/choices, and having stable connections to meaningful community networks that open up occupational possibilities for residents.

By applying the socially transformative lens of COS, these findings contribute to a richer understanding of assumptions and ideologies that underlie human activity (Njelesani, Gibson,

Nixon, Cameron, & Polatajko, 2013) in social housing contexts for persons with DD and potentially other disabled populations.

**KEYWORDS:** Housing, Disability, Occupational Possibilities

## **QUESTIONS FOR DISCUSSION**

Based on this presentation, how do you think this population's occupational needs and interests influenced what constitutes an inclusive home? Would it look different for a non-disabled population? Why or why not?

Is the ultimate goal of occupational justice social inclusion through enablement of occupation?

How do you think that applying a similar methodology of Critical Occupational Science in a cross-cultural context might influence the results? What about a specific emphasis on gender?

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*Network for lesbian, gay, & bisexual concerns in occupational therapy: History of occupational justice and wearing the button*

Wanda Mahoney, Washington University

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Peggy Martin, University of Minnesota

**ABSTRACT**

A body of scholarship on the interconnectedness of sexual orientation, gender identity, and occupation is growing in occupational science and occupational therapy. Such research was almost unheard of when the Network for Lesbian, Gay, and Bisexual Concerns in Occupational Therapy formed in 1992. “The Network,” called as such to protect the safety of those involved, began to address unmet needs of lesbian, gay, and bisexual occupational therapy practitioners and clients through advocacy and research. This study describes the historical context, intersecting with occupational science, that led to the formation of the Network.

This historical design examines an occupational justice narrative for a group of known but hidden professionals in the United States in the early 1990s. Primary sources include documents and memorabilia from 4 archives, created near the time of the Network’s formation, and 9 oral history interviews with individuals involved with the early Network. Researchers also conducted a focus group with 26 current Network members. Secondary sources, including articles, theses, and books, contributed to this study. Transcribed interviews and documents were analyzed and interpreted within the social context of the late 1980s through early 1990s. Researchers coded data independently and in small groups, determined meaning units, and discussed data to determine themes. Data analysis involved triangulation across multiple sources and researchers.

The Network began following a paper presented by an occupational scientist on sexual orientation. Occupational scientists explored the intersection of sexual orientation and occupation, leading to further discussions within occupational therapy. Research and national activism against discriminatory measures in the United States created an environment that ignited activism in occupational therapy.

Coming out by ‘wearing the button’ was a way for occupational therapists to address tensions between their authentic selves and a healthcare system that deemed sexual orientation irrelevant. The Network advocated for additions to AOTA’s nondiscrimination policy and challenged an AOTA conference location in a state with explicitly discriminatory laws. The Network promoted research about OT with LGBT clients while advocating for inclusive workplaces.

Occupational scientists illustrated how sexual orientation impacted one’s life beyond sexual activities which helped early Network members argue about the importance of sexual orientation within occupational therapy practice. Early occupational science work and broader political advocacy sufficiently supported the Network to form. This historical research provides an early example of the relationship between occupational science and occupational therapy and the strength of research and advocacy to create change.

**KEYWORDS:** sexual orientation, occupational justice, activism

## **QUESTIONS FOR DISCUSSION**

How does exploring tacit aspects of identity, such as gender and sexual orientation, enhance our understanding of occupation?

How do you see historical inquiry advancing the study of occupation?

What are other ways occupational science research can be used to ignite advocacy?

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## *Qualitative reflects of women's working lives: The balancing act*

Alana Hewitt, Monash University

Linsey Howie, La Trobe University

Susan Feldman, Monash University

### **ABSTRACT**

Paid work forms a core occupation for many people during adulthood, with people spending many years preparing for and advancing within their chosen profession. For women, long term labour force participation has steadily increased over the past fifty years, supported by various social, demographic and policy changes (Australian Bureau of Statistics, 2011). Despite entering the workforce women commonly balance paid work with family, domestic and other responsibilities, with women performing the majority of these tasks compared with men (Australian Bureau of Statistics, 2016). This presentation will provide insight into women's working lives, from the perspective of women contemplating retiring.

A grounded theory, qualitative, study was undertaken with 15 women working as health professionals and contemplating retiring within 5 years. Commencing with ten registered nurses, a further five allied health professionals were theoretical sampled during the study to test the emerging theory. All participants took part in two individual semi-structure interviews. Guided by Charmaz (2006), data analysis involved open, focused, axial and theoretical coding.

Reflecting on their working lives, balanced with family, domestic and other responsibilities the findings centre on examining the women's reasons for working and the process undertaken to build a career. In balancing the competing demands of work and their home lives, the findings illuminate the challenges experienced and strategies used by these women to separate their work and personal life and to find time for other meaningful activities.

Findings from this study illuminate the meaning of work in the lives of women and the ways in which they shift their careers in response to differing roles (e.g. being a parent) and changing personal circumstances over time. With women in this study commonly forgoing their own time to meet work and family-related responsibilities, there is an opportunity to reflect on and learn from their experiences of sustained long-term engagement in paid workforce and the shifting of this over time. With women's labour force engagement now common place, occupational scientists are well positioned to consider the trajectories of occupational journeys such as paid work and consider potential implications of the changing nature of paid work and family structures within society on people's sense of occupational balance, health and wellbeing.

**KEYWORDS:** Women, Paid work, Occupational balance

### **QUESTIONS FOR DISCUSSION**

What are the benefits and limitations of adopting a life course perspective to explore how an occupation (e.g. paid work) shifts across people's lives?

With dual income households increasing and work-life balance decreasing, is there a role for occupational scientists in reshaping the way we participate in paid work?

Is there a role within occupational science in understanding occupational journey's overtime?

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*“Becoming who I truly am”: Religious practice and occupational identity among adults with intellectual disabilities*

Sarah Barton, Duke University

## ABSTRACT

This research paper demonstrates how participation in religious occupations can positively influence a sense of authenticity and belonging among adults with intellectual disabilities (ID), specifically highlighting the case of a transgender research participant.

Qualitative research followed an exploratory case study and narrative inquiry design, with a participatory and inclusive approach. Research participants included 13 adults with ID, 8 family members, and 12 Christian religious leaders across the Southeastern United States. Participants (ages 23-77) completed in-depth, semi-structured interviews. Detailed field notes from participant observation were collected in 5 of the participants' religious communities. Interview and field note data were coded with a focus on thematizing interpretive descriptions.

Religious occupations related to Christian baptism, when repeated across time in religious communities, established continuity and positive valuation of identity for participants with ID. In particular, repeated participation in baptismal practices fostered a sense of authenticity (“becoming who I truly am”) and communal belonging. For one participant, a transman with ID, ongoing participation in baptismal practices supported the continuity of his occupational identity across the process of gender transition. This participant's religious community's co-participation in baptismal practices guarded against typical patterns of occupational deprivation often seen among individuals with minority gender identities in Christian religious communities.

Despite the demonstrable connections between religious practices, identity, and meaningful belonging, religious occupations remain under-investigated in OS. In addition, research centering the perspectives of people with ID remains under-utilized. This study's findings suggest that religious occupations can serve as a source of continuity and authenticity for occupational identity, as well as maintain a sense of communal belonging through processes of significant occupational transition. Since both people with ID and gender minorities have a documented history of occupational loss in Christian religious communities, the findings in this research raise new questions related to occupational justice as it intersects with OS's body of knowledge around religious practice.

**KEYWORDS:** Occupational identity, Intellectual disability, Religious practice

## **QUESTIONS FOR DISCUSSION**

How do the findings of this research clarify or complexify existing frameworks for occupational identity in OS?

What are the advantages and potential limitations of the participatory methodological approach of the present study, particularly in connection to the priority of occupational justice in OS?

What are theoretical and conceptual priorities for OS with regard to religious occupations and how do the findings of this research reframe or challenge these priorities?

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*Intersectionality of gender, race, and disability in the enactment of occupations*

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Erna Blanche, University of Southern California

**ABSTRACT**

The study of occupations and occupied beings is inherently complex and provides unique opportunities to examine human action and experience in context with consideration of the multiplicity of factors that shape engagements in social, cultural, political, and historical worlds. The purpose of this paper is to examine the intersectionality of gender, race, and disability in the enactment of the ordinary and extraordinary dimensions of parenting occupations and experiences in daily life.

We will draw on several ethnographic and narrative phenomenological studies that were conducted over 2 years to 15 years and covered the developmental periods of early childhood through young adulthood in predominantly underserved populations of individuals with special health care needs, their families, and practitioners with whom they are engaged. Methodologically, these studies were conceptually grounded in modes of narrative inquiry and emphasized the collection of multiple perspectives on phenomena and events and involved the development of innovative interview and participant observation methods. Data analysis was within case and across cases and incorporated narrative, thematic, categorical, and social networks approaches. Attention to scientific rigor included multiple applications of triangulation across methods, researchers, and contexts.

We argue that occupations related to parenting are constituted by actions, interactions, and transactions in real life; sociocultural and structural dimensions of community life; intergenerational influences on family life, and developmental agendas. We will present several exemplars that illustrate how analysis of intersectionality shapes understandings of occupational engagement and the lived experiences of parents and people with disabilities. Our findings will include: 1) examination of elopement events for African American autistic boys and adolescents is particularly revelatory of the ways in which race, gender, and disability may intersect in powerful ways to heighten risk; 2) how representations of disability and stigmatization can impact community engagement experiences particularly when interactions and engagements are compounded by (mis)representations of gender and race; and 3) consideration of the influences of gender and gendered interpretations of behavior on diagnostic processes, particularly related to Autism Spectrum Disorders.

Although occupational scientists have studied some issues surrounding gender, race, and disability, separately, their intersection needs to be further analyzed. This study examines the intersectionality of these variables, their impact on community engagement, and the life experience of parents and children with disabilities. Awareness of diversity is rapidly growing across fields of discipline, and occupational scientists are well positioned to examine the

complex interplay of multiple layers of identity and their representations in occupational contexts.

**KEYWORDS:** Gender, Race, Disability

## **QUESTIONS FOR DISCUSSION**

To what extent do we explore our personal perspectives and biases about race/ethnicity and gender when we embark in research? What mechanisms can we include in our research methodology in order to minimize our personal biases?

How does an occupational science perspective contribute to understandings of intersectionality?

What are the benefits and constraints in using a narrative phenomenological approach to study gender, race, and disability?

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## **ABSTRACT**

The purpose of this research was to investigate the experiences of female student service members and veterans (FSSM/V) as revealed through Photo Voice (Wang & Burris, 1997). An estimated two-thirds of veterans choose to attend post-secondary education, representing approximately 5% of undergraduates, with females disproportionately representing 27% of enrolled SSM/V. Veterans face challenges during reintegration that pose barriers to academic success, including limited social support, limited leisure participation, and medical conditions including traumatic brain injuries (TBI), post-traumatic stress disorder (PTSD), depression, and anxiety (Gregg, et al., 2016; Plach & Sells, 2013). Additional challenges faced by FSSM/V include a higher prevalence of military sexual trauma (MST), PTSD, depression, and identity related issues.

Females in the military must adapt to gender expectations characteristic of the male-dominated military context, necessitating a redefining of identity when transitioning to civilian life, further complicating the assumption of meaningful roles and relationships (Baechtold & De Sawal, 2009). Yet, there is a lack of research investigating their experiences.

This study explored the experiences of nine FSSV/M revealed through photographs, interviews, focus groups and reflective writing. FSSV/M at a metropolitan university took one to three pictures each day for two weeks that depicted their experiences. Participants then attended an individual interview to discuss each photo using SHOWED prompts, before selecting three to discuss in a series of two successive focus groups. At the conclusion of the focus groups, participants selected one photograph for further reflection through narrative writing.

Data analysis followed an inductive process of descriptive coding and thematic analysis, including familiarization with the data, generation of initial codes, and searching for, reviewing and identifying themes (Clark & Braun, 2017). Trustworthiness was supported by team collaboration to generate and refine themes, and member checking throughout the phases of data collection.

Data analysis yielded themes regarding occupational participation: 1. challenges associated with the need to balance and prioritize multiple roles and responsibilities 2. barriers within the university context 3. benefits gained from military service 4. supportive contexts including social networks and valued spaces 5. coping strategies.

FSSM/V face unique issues when transitioning to civilian life and the university context, including the necessity to reestablish identities and patterns of engagement in meaningful occupations. Research in occupational science can enhance the understanding of their experiences and illuminate supports and strategies to facilitate their success and well-being.

**KEYWORDS:** Female veteran and military students, Photo voice,

## **QUESTIONS FOR DISCUSSION**

In what ways can occupational science research contribute to the understanding of the experience of FSSV/M?

What is the role of occupational science in contributing to the understanding of the experiences of FSSV/M relative to gender that impact successful community reintegration?

What is the role of occupational science and occupational therapists in supporting the transition of FSSV/M?

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*Role of stakeholders in building research capacity: Working with individuals with intellectual disability*

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**ABSTRACT**

People with intellectual disabilities (ID) have traditionally lacked opportunities for research participation or to be engaged in the research process and have also consistently demonstrated health disparities, including decreased life expectancy, increased co-morbidity of conditions, and increased prevalence of chronic conditions (1, 2). Stakeholder inclusion to the research process provides meaningful questions, insight into methodological processes, and outcomes that could have a direct impact on the physical and social health of people with ID (3, 4, 5). The purpose of this project was to develop a skilled community of diverse stakeholders to create a research engagement curriculum with the goal of advocacy for and engagement in health research.

In collaboration with Special Olympics state organizations (Arizona, New York, Rhode Island, South Carolina, and Wisconsin), we developed working groups to create a Research Engagement Curriculum. Stakeholder working groups (individuals with ID, caregivers, community advocates, health care members, academic faculty, and community organization leaders) participated in three to five meetings with electronic/phone communications in-between. Working groups used an iterative process to identify the target audience, delivery method, important topics, content, and engagement activities. The final curriculum will be piloted in three states (Wisconsin, Nebraska, and Florida). Pre and post data will be collected through skill checks, interviews, and surveys during pilot activities. Descriptive statistics will be used to report skills checks and survey data. A thematic approach will be used to analyze interview data.

In collaboration with our stakeholder teams, we have created a Research Engagement Curriculum for individuals with ID and their caregivers. The curriculum contains five modules focusing on leadership, research fundamentals, and health aimed to train and engage stakeholders in the research process. Content can be delivered in-person or online and includes a combination of didactic, individual and group activities. It is the first of its kind to provide an accessible, structured process for training this stakeholder group to become engaged research partners. The curriculum will be piloted in Wisconsin (n=25), Nebraska (n=25), and Florida (n=25) over the next three months. Pilot results will be used to revise the curriculum.

Stakeholder capacity building for Individuals with ID and caregivers creates opportunities for meaningful participation in health research. For individuals with ID, who face specific health disparities, this work will shape how research is conducted, health outcomes being addressed, and meaningful outcome translational all which influence ongoing health promoting occupation opportunities for people with ID.

**KEYWORDS:** Intellectual Disabilities, Stakeholder, Research Engagement

## QUESTIONS FOR DISCUSSION

Beyond creating effective educational tools to build research capacity for occupational participation for people with ID, what other essential components of research processes need to be addressed and potentially adapted for meaningful participation?

What barriers and facilitators may exist when trying to incorporate stakeholders, specifically individuals with ID, as engaged research team members or creating access to participation in clinical health trials?

How may health promoting occupations be incorporated to address health disparities for people with ID?

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## *Environmental impacts on the occupations of non-binary individuals*

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### **ABSTRACT**

Understanding the link between occupations, gender identity, and the environment is fundamental to the comprehension of the occupational participation of non-binary individuals. Occupations are used to express an individual's personal and social identity and serve as a modality for identity "growth and reconstruction" (Laliberte-Rudman, 2002). Beagan et al. (2012) reveal that transgender individuals use occupations to shape and project their identity; the inability to engage in occupations that align with an individual's identity (particularly gender identity) resulted in distress, a sense of emptiness, and occupational deprivation. Current research addresses the transgender population but fails to distinguish between the binary and non-binary experience. This study focuses on non-binary individuals and acknowledges them as unique individuals while simultaneously addressing the gap in the literature of occupational science.

A case study design was selected with a two-step semi-structured interview process where the initial interview focused on environments that supported or hindered occupations, while the second interview was guided by photo-elicitation (Clark-Ibanez, 2004).

Data from four participants over eight interviews resulted in three themes: gated world, navigating binary spaces, and undoing gender. This study's findings illuminate that non-binary individuals participate in occupations as a result of the transactions between shaping and expressing their identities, analyzing and reacting to binary environments, and undoing gender.

This study highlights the non-binary experience of navigating gender expression, occupational performance, and adapting occupations in response to the dominant cisgender binary culture. Implications for occupational science include adding to the literature on the transactional nature of occupation. This study adds to the knowledge of how occupations are gendered through "doing gender" and highlights the need for non-binary persons, therefore, to engage in an active process to remove gender from occupations by "undoing gender". As one of the few studies in occupational science regarding the non-binary population, this research could be used as underlying and foundational information to help clinicians build rapport with clients, help facilitate occupation participation, and consider environmental barriers that previously were unknown.

**KEYWORDS:** non-binary, transgender, environment

### **QUESTIONS FOR DISCUSSION**

How do we engage in a process of "doing" and "undoing" gender?

As occupational scientists, how would research be designed in a way that acknowledges the gendered aspects of occupation?

How is transactionalism relevant for the gendering of occupations?

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FRIDAY SEPTEMBER 24, 2021 – PM  
THEORETICAL AND RESEARCH PAPERS

*Playful parent-child co-occupations: It's playtime!...or is it?*

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**ABSTRACT**

Children living a motor impairment tend to have fewer opportunities to play. Thus, parents play a pivotal role in the exploration and facilitation of play of these children. Some scholars suggest that playfulness can occur in various occupations, not just in play (Guitard, Ferland, & Dutil, 2005; Primeau, 1998). Hence, there is a need to describe how parents and their children living with a motor impairment, experience playfulness through their co-occupations. This exploratory study aims to describe playful co-occupations, as experienced by parents of preschoolers living with a motor impairment, and situating these co-occupations in context.

Through a hermeneutical phenomenological design (Josephsson & Alsaker, 2014), six parents of children living with a motor impairment shared the meaning and their experiences of playful co-occupations. Data collection consisted of two semi-structured interviews and participative observations of the parent-child interactions in the participants' home environment. Data analysis consisted of an interpretative analysis of interviews and the elaboration of successive syntheses to capture the essence of the experiences. Observations allowed to situate the narratives in their context, throughout the data collection process (Alsaker, Josephsson, & Dickie, 2013).

Playful co-occupations occur in participants' daily lives, mostly through informal play. Playful co-occupations are spontaneous precious moments for families, where the parent and the child are fully engaged in the shared occupation, being fully in the present moment. These co-occupations serve as foundations for reciprocal parent-child interactions and stimulate creative adaptation by the dyad. If therapists often recommend integrating exercises into daily living of families through playful activities, they are not often experienced as such: their rigid and prescriptive nature and their emphasis on the child's difficulties alter playfulness. The factors that facilitate or hinder the realization of playful co-occupations are the result of dynamic transactions between the parent, the child and the context.

This exploratory study shows that playful co-occupations are co-constructed as they result from dynamic transactions between the parent and the child, within a specific context. Although participants identified meaningful and playful co-occupations, they also indicated that their experience could not be predicted, even if these co-occupations were anticipated or cherished. Finally, the results of this study invite researchers and practitioners to acknowledge that playful co-occupations often exist outside formal play.

**KEYWORDS:** Co-occupation, Playfulness, Enablement

## **QUESTIONS FOR DISCUSSION**

How could we best distinguish playfulness from play?

How could we build a research agenda in OS on playful co-occupations?

What methods should we put forward to study family-based co-occupations without disrupting them? How can we best understand each family members' experience in context and in action?

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Amber Covington

## **ABSTRACT**

This theoretical paper discusses the occupations afforded incarcerated women and the meanings women attach to engagement in these occupations. Further, it suggests hosting a variety of occupational choices in prisons could contribute to prosocial behaviors during incarceration and after release, as well as decrease recidivism. The world of incarceration is governed by strict policies to dehumanize, de-rank, and deny persons of individuality, including occupational choice creating gendered identity expression. As opposed to the free world where persons have some self-governance in occupation even if faced with occupational injustice, incarcerated women experience severe occupational deprivation and injustice related to safety and security, limited resources, and poor programming.

Women make up approximately 7% of the federal prison population (Federal Bureau of Prisons, n.d.). Both women and men are typically offered the same or similar occupational choices in prison (Federal Bureau of Prisons, n.d.) even though women have different occupational needs and interests than men. While incarcerated, women are deprived of gendered occupations allowing them to express femininity. Denied opportunities for occupational choices that dehumanize those incarcerated and deprives them of personal and gendered expression, incarcerated persons choose other methods of creating roles, occupations, and self-expression that may not be prosocial in nature. However, programs affording occupations have demonstrated increased prosocial and productive occupational participation during and after incarceration (Stelter, 2018) as opposed to incarceration without programs providing occupational choice (Channon, 2014; Falardeau et al., 2015).

Women offered gendered occupational choices in prison can be provided opportunities for femininity and self-expression which contribute to prosocial behaviors during and after incarceration. Programs in prison promoting self-expression and occupational choice can prepare women for community re-entry where they can continue engaging in occupations that are meaningful to them and satisfactory to society.

**KEYWORDS:** women, incarceration, occupations

## **QUESTIONS FOR DISCUSSION**

What are the experiences of incarcerated women who are provided occupational engagement versus those devoid of occupations?

How might occupations afforded women during incarceration influence occupational choices after release from prison?

What research approaches might lead to a deeper understanding of gendered occupations offered to incarcerated women and the meanings attached to those occupations?

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*Decentralizing the individual experience: a comparative analysis of visual methods aligned with the transactional perspective*

Heather Pugh, Towson University

**ABSTRACT**

Despite the utility of exploring occupation through the lens of human experience, extending research methods to reach beyond the individual experience is necessary to represent the intricacies of occupation. Transdisciplinary methodologies, such as those utilized in geographic and animal sciences, can be used to supplement our understanding in a way that minimizes dualism and foregrounds the multifaceted complexity of occupation.

Occupational scientists have begun to embrace visual methodologies to advance the study of occupation (i.e. Hartman, Mandich, Magalhães, & Orchard, 2011). Within occupational science research, many of the visual methods utilized can be described as participatory methodologies and are often driven by individual reflection, relying on the presence of spoken and written language. The study of occupation sometimes involves actors who may not possess the ability share their experiences to reflectively participate through written or spoken language. Occupations with young children, individuals with disabilities, and animals (inter-species occupations) require alternative methodologies that acknowledge inter-subjectivity and do not privilege the voice of one actor over the totality of the transaction. Decentralizing the human voice when studying occupation also allows researchers to focus on the sum instead of the parts; to focus on inter-subjectivity and commonalities instead of the factors that separate individuals from each other and from the temporal and spatial dimensions of the transaction.

Specific visual methods including Qualitative Behavior Assessment (i.e. Minero, Costa, Dai, Canali, Barbieri, Zanella, Pascuzzo, & Wemelsfelder, 2018), rhythm analysis (i.e. Carlyle & Graham, 2019), animal geographies (i.e. Fletcher & Platt, 2018) and time-lapse photography (i.e. Simpson, 2012) will be defined and discussed using examples from published literature. A comparative analysis will be presented, highlighting the alignment of these methods with the

transactional perspective. Data from a single occupational experience, collected and analyzed using each of the identified methods, will be presented to demonstrate the utility and potential strengths and weaknesses of each method for use within occupational science.

Exploring methods that focus on visible aspects of the transactional whole including time, movement, rhythm, and mutuality provides opportunities to consider the contributions of individuals and non-human animals who do not communicate through spoken or written word.

Methods that move beyond the limited perspective of the human voice may provide opportunities to explore occupation in creative and perhaps more nuanced ways.

**KEYWORDS:** visual methods, translation, transactional perspective of occupation

## **QUESTIONS FOR DISCUSSION**

What are some qualities or characteristics of occupation that have yet to be explored in occupational science research?

What populations/settings are particularly suited for use of methods where spoken word is not privileged?

Can expanding methods within occupational science create opportunities for transdisciplinary collaboration?

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*Using an occupational justice lens in a community reintegration center for women*

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Barbara Milliken, Cleveland State University

Maria Atala, Cleveland State University

Mark Morgan-Brown, Calvan, Ireland

**ABSTRACT**

This panel of researchers collaborate with a reintegration center that houses female inmates within the Ohio Department of Rehabilitation and Corrections. The primary purpose of the partnership is to understand the needs of local female inmates who are nearing release into the community and provide recommendations that will enhance success upon release. The researchers work with reintegration staff and administrators to develop solutions that aid in the reduction of occupational marginalization and deprivation and facilitate an environment that promotes occupational engagement. This panel discussion explores this partnership (assessment, intervention, and consultation) and presents a thoughtful discussion about the unique needs of female inmates and how an occupational justice lens can be used within a reintegration center.

The panelists will explore the self-reported needs of female inmates, how a correctional setting can both promote and inhibit occupational engagement, and preliminary outcomes from occupational therapy intervention using an occupational justice lens. Paper 1: Focus groups of inmates and survey of staff explored the needs of female inmates who are inmates at a local reintegration facility. Paper 2: A modified version of the Assessment Tool of Occupation and Social Engagement was used to understand how the institutional setting limited or promoted occupational engagement. Paper 3: This paper discusses various occupational therapy interventions and provides recommendations on how an occupational justice framework can be used to provide population-level services in the correctional system.

This panel promotes population-level solutions using an occupational justice framework in order to improve outcomes for inmates who are reintegrating into the community. This work focuses on the unique needs of female inmates, including trauma, mental illness, and parenting issues that further contribute to occupational injustice.

Individuals who are incarcerated lack occupational engagement since they experience occupational deprivation and marginalization as a result of the context in which they must function. Female inmates risk further marginalization while incarcerated since they are more likely to have a life history of trauma and have mental illness. This has ramifications for reintegration into the community – for the health, success, and quality of life of those who have been previously incarcerated.

**KEYWORDS:** occupational injustice, occupational engagement, reentry

**QUESTIONS FOR DISCUSSION**

What are different ways that an occupational justice framework be used in a correctional setting?

What additional types of services can address occupational injustice, specifically within reintegration facilities where the primary goal is to promote a successful reentry into the community?

How can the physical and cultural layout of a correctional facility be modified to enhance inmate skill-building?

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## *Enhancing LGBTQ+ students' participation through faculty development*

Chetna Sethi, Towson University

## ABSTRACT

Youth who identify as a sexual or gender minority often find themselves in situations that limit their participation in meaningful occupations. Not only does this population face extraordinary levels of physical and sexual violence (National Center for Transgender Equality, 2018), but a hostile campus climate, and lack of awareness of gender diversity can take a toll on the emotional health of college students who identify as a sexual or gender minority (Farmer et al., 2019). It has been suggested that formal and informal interactions with LGBTQ+ students inside and outside the classroom can promote faculty support for this population (Linley et al., 2016) leading to higher student success. One way to enhance this is for faculty to undergo training regarding appropriate terminology, use of pronouns, and best practices for promoting inclusive classroom environments. To address this dire need, a faculty development workshop has been created with support from the Office of Inclusion and Institutional Equity at the author's university to be implemented in May 2020. The workshop aims to create a culturally competent faculty community, better equipped to make students who identify as a sexual or gender minority

included and heard. This paper will report the pre- and post-workshop survey results (pending) about knowledge, attitudes, and behaviors of faculty members related to LGBTQ+ student success.

Data from a survey based on the Knowledge-Attitudes-Behavior (KAB) paradigm will be collected before and after the delivery of the faculty development workshop. The results will be analyzed using SPSS. Descriptive statistics (i.e. frequencies, means, and standard deviations) and paired comparison t-Tests will be used to characterize the data and analyze any changes.

The delivery of the workshop is scheduled for May 2020 and survey data will be collected and analyzed subsequently thereafter.

Academic success relies heavily on meaningful participation in classroom activities and students feeling safe in the classroom and on campus. As occupational scientists it is incumbent upon us to enrich the learning environments of students in our occupational therapy (OT) and occupational science (OS) programs regardless of sexual orientation or gender minority status. The findings from this study will guide future best practices for enhancing LGBTQ+ student success.

**KEYWORDS:** LGBTQ student success, Gender-inclusive classrooms, Faculty development

## **QUESTIONS FOR DISCUSSION**

How can occupational scientists teaching in OT and OS programs ensure LGBTQ+ student success?

What are some best practices that are used by faculty to ensure inclusive classroom environments?

How can educators enhance meaningful participation in academic occupations inside and outside the classroom?

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*Habit, embodiment, and functional coordination for a cognitively changing yet community-dwelling population*

Kendra Heatwole Shank, Towson University

**ABSTRACT**

The purpose of this study was to examine associations between community navigation and well-being indicators for community-dwelling well elders using a replicable participatory geospatial methodology. For the burgeoning population of older adults seeking to age in place worldwide, ability to engage in social and physical places of everyday life is known to impact health and well-being (WHO 2015). The inherent processes of change are much less well understood. This presentation will articulate how occupational science concepts can inform the global health issue and advance health-promotion efforts for the population.

A prospective cohort design, using a concurrent mixed methodology, was employed with community-dwelling older adults (65+, n=43). Data were collected at four times over 24 months, including semi-structured interviews (86 total), self-report activity logs (86 total), GPS spatial data (75 records and maps), repeated health and well-being measures (cognition, function, and self-rated health assessments), and field notes. Integrated analysis occurred following year one, and again at the completion of data collection. Analysis included summarizing quantitative data across times for both individuals, transcribing and coding interviews, deriving summary statistics and characterizations of the GPS data and maps, and tabulating activity log data. Derived spatial variables were then correlated with well-being indicators to show strength of association and change over time. The findings presented here reflect an additional analytical process of the multiple types of data.

Self-rated health and functional activity limitation scores were moderately correlated with greater activity space. Activity Limitation was also strongly associated to extent of travel in miles and the complexity of participants' routes and occupation locations. Surprisingly, cognition was not significantly associated with community navigation at Time 1 or Time 2. Findings from a secondary analysis in light of this unexpected result are that the habitual nature of route navigation, embodied experiences of social participation, and situated functional coordination support participation in place-based occupations while aging in place, despite notable cognitive change. Habit, especially, appeared protective against cognitive loss, but all three were evident in the map and interview data for participants with significant cognitive change from Time 1 to Time 2.

These results show how several key concepts in occupational science (habit, embodiment, and functional coordination) are relevant to global initiatives for aging in place. Many current efforts focus on the built environment or service provision alone; occupation science scholarship offers complimentary and needed insights about social participation as active and multi-faceted processes.

**KEYWORDS:** habit, social participation, cohort study

**QUESTIONS FOR DISCUSSION**

Discuss how community-orientation of the transactional perspective and related concepts grounds OS contributions to social policy

Articulate benefits of using multiple and spatial methods for “seeing beyond” performance

Discuss ways to extend concepts of habit as it relates to facilitating social participation

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*A gendered perspective on occupational balance: Temporality & relationality in dual earner families with school-aged children*

Marie-Christine Ranger, University of Ottawa

Rose Martini, University of Ottawa

## ABSTRACT

In occupational science, occupational balance is an important concept related to health. Yet little is known on how multiple family members experience occupational balance. Taking into consideration that dual-earner parents with school-aged children are particularly prone to time-constraints, this study sought to understand each family member’ meaning of family and individual occupational balance. This presentation will focus on the findings around the parents’ experience.

Phenomenology of practice as described by van Manen (2014) was chosen to illuminate the experience of occupational balance in 4 families where both parents worked at least 30 hours per week. Individual daily schedules, a family occupational map, and semi-structured interviews (using photo-elicitation with children) were used to collect data. A thematic analysis was undertaken to describe the experience and meaning of occupational balance in these families.

The exploration of parents' individual occupational balance interviews through the existentials of temporality and relationality (van Manen, 2014) revealed the persistence of traditional gender roles in dual-earner families. Mothers in this research remain responsible for the daily orchestration of family life. Orchestration of multiple occupations and schedules requires mothers to adopt a perspective to time that is continuously structured and focused on the future. This sustained focus on coordination engenders a mental load. On the other hand, the fathers often played the supportive role of 'moving the family routine along' giving them the possibility to be more present in the moment (as opposed to focused on the future). Interestingly, the fathers had established schedules to participate in restorative occupations which oftentimes took place outside of the home. On the contrary, the mothers' restorative occupations were more flexible and adaptable to time and place. This circumstance ultimately hindered the mothers' participation in restorative occupations. In instances of time constraints, mothers tended to gauge their own needs against those of other family members, frequently discounting their own restorative occupations.

Mothers in this study assume responsibility for family occupational balance through the invisible, but demanding occupation of orchestrating daily life. This oftentimes impacts their own opportunities to experience occupational balance. The findings from this study provide a deeper understanding of the relational aspects of occupational balance in families and the impact on mothers in dual earner families with school-aged children, highlighting their risk for occupational imbalance.

**KEYWORDS:** occupational balance, parents, phenomenology

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**SUBMISSIONID:** 1046989

Antoine Bailliard, University of North Carolina at Chapel Hill

## **ABSTRACT**

The concept of embodiment is increasingly referenced across disciplines and in the occupational science and occupational therapy literature. The concept offers considerable potential to deepen understandings of occupation by highlighting the processes through which people are bound to their sociocultural environments and histories of ways of being. Despite its burgeoning popularity in the academy, the concept is nebulous and has been appropriated in different ways by different disciplines, sometimes offering conflicting accounts regarding the concept and the processes it involves. The purpose of this paper is to provide a comprehensive understanding of the state of the science regarding the concept of embodiment in academia using contemporary and seminal research from neuroscience, cognitive psychology, social psychology, anthropology and humanistic geography including perspectives on illness, disability, collective action, and sensoriality. The paper will compare and contrast the various disciplinary perspectives on embodiment to identify implications for occupational science research and theory including strategies for how to integrate theories of embodiment into occupational science research.

Research on embodiment has exploded over the past two decades. A significant portion of this work emphasizes the central role of meaningful activity in processes of embodiment; yet, there is little research in occupational science that explores the relationship of embodiment and occupation. Occupational science, with its focus on meaningful activity and participation, is well poised to contribute to this growing area of interdisciplinary research. Indeed, occupational performance can be conceptualized as a manifestation of embodied processes and as the conduit through which embodiment occurs. Integrating theories of embodiment into occupational science research will celebrate the role of the body in occupation while elucidating the processes which join mind and body in action.

Research in occupational science cannot ignore interdisciplinary work on embodiment which calls on researchers to focus on the central role of the body in meaningful activity. Theories of embodiment may be pivotal for occupational scientists interested in exploring concepts that are germane to occupation such as identity, meaning, emotion, cognition, or sensory processing. This paper will discuss how theories of embodiment can inform occupational science research including research on migration and justice.

Research on embodiment is expanding quickly and occupational scientists are capable of making significant contributions to this area of research. Incorporating perspectives of embodiment into occupational science research will ensure that occupational scientists do not neglect or overlook the body's central role in meaningful occupation.

**KEYWORDS:** Embodiment, Multisensory/Multimodal,

## **QUESTIONS FOR DISCUSSION**

Does research on embodiment challenge any assumptions or concepts in occupational science?

What can occupational science contribute to interdisciplinary research on embodiment?

What research methods might be most effective in exploring processes of embodiment in occupation?

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*Occupations of gender: How occupational injustices within the transgender experience affect health management and disparities*

Mason Munson, Beaverton School District

John White, Pacific University

## ABSTRACT

The primary aim of this work is to present a critical review of transgender research informed by one author's lived transgender experience to frame an argument using occupational science (OS) concepts to advocate for improved health outcomes. This presentation broadens the typical conversation focused on medical transition (Beagan et al., 2014; James et al., 2015) to explore the socio-cultural health experiences unique to the gender diverse population.

In order to achieve this aim, presenters will review: Broader cultural aspects of gender diversity (e.g., fluidity in language), How intersecting identities influence health disparities within the demographic, Barriers to capturing this demographic within research parameters, The need for cultural humility in approaching this topic, The occupations of gender (Munson & White, 2015) including those related to health management, & How health management occupations can be disproportionately related to occupational displacement and deprivation (Whiteford & Townsend, 2011). Gender diverse populations suffer from significant disparities, discrimination,

and mistreatment by the medical community (James et al., 2015) that have critical occupational implications. The effort required of gender diverse healthcare seekers interacting with underinformed HCPs and systems displaces time and energy available to pursue both necessary and enriching occupations (Greathouse, 2013). The resulting occupational displacement (being over-occupied with health management consumes personal resources) will inform the science of how well-intended systems can have negative effects on life quality for this frequently misunderstood population; including the subset that does not seek medical transition services.

Occupational science as enacted through the SSO:USA has a commitment to serve humanity (<https://www.sso-usa.org/>) and by implication, society. The authors' concept of underground occupations (occupations hidden or kept secret to avoid stigmatizing or discriminatory treatment) will also be introduced to help improve research design and foundational knowledge of this complex population. Advocacy strategies will include an argument for understanding the role of occupation in life quality as it also informs HCPs of strategies to better serve the transgender population in support of the SSO:USA mission to serve society.

To avoid stigmatization and discrimination, some occupations of gender are moved underground, exacerbating occupational marginalization. Those injustices are more likely when HCPs are underinformed about the transgender experience. The deprivation experienced harms the health of the transgender person and diminishes occupational options. The presentation will end with OS-informed strategies for HCPs to improve their capacity for serving the health needs of a gender diverse population (Munson & White, 2015).

**KEYWORDS:** Transgender, Occupational injustice, Underground occupation

## **QUESTIONS FOR DISCUSSION**

What research methodologies can you recommend to better understand the underground occupations, occupational displacement, marginalization, and deprivation that impacts transgender people's experiences with healthcare?

How can we best frame an argument using occupational science concepts to motivate HCPs and systems to improve their competence in serving a gender diverse population?

To what other populations might the concept of underground occupations apply, and how useful is it for our science; what insights have been developed from these other communities that might serve here as well?

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*Critical incident exposure among prison workers: Exploring different trauma experiences by gender*

Lisa Jaegers, Saint Louis University

Selena Washington, Saint Louis University

**ABSTRACT**

Critical incidents include direct and indirect (bystander) experiences with trauma and commonly occur in public safety work (Denoff, et al., 2016). Exposure to critical incidents affects daily occupations and contributes to mental health diagnoses including posttraumatic stress disorder (PTSD) and chronic medical conditions such as cardiovascular disease (Gradus, 2017). Prison workers are at higher risk for exposure to critical incidents than other populations, however the topic is understudied. The purpose of this study was to explore the extent to which prison workers were exposed to critical incidents in their workplace and differences in exposure to critical incidents between female and male staff.

In 2017, we conducted a cross-sectional survey with workers at a medium security prison facility in the Midwest United States. Self-reported demographic information included age, ethnicity, and gender. To explore critical incidents we adapted the Critical Incident History Questionnaire (Weiss CIHQ, 2010) that focused on corrections-specific questions. For example, we asked workers: "Indicate the number of times that you have experienced a troublesome, disturbing, or distressing incident during your work at the [workplace]." Critical incidents included seriously injured, trapped in life-threatening situation, life threatened, threatened with a gun, threatened with a knife/other weapon, co-worker injured, seeing someone dying, exposed to AIDS or other diseases, sexually assaulted adult, badly beaten adult, or your loved ones threatened. Descriptive analyses were used to summarize the demographic qualities of the sample and frequency of critical incidents.

Eighty-one percent of prison staff completed the survey (N=105). More staff were female (60%) than male and workers were generally older than 41 years (81%). Over 72% of workers

identified ethnicity as African American / Black. Fifty-nine percent of staff reported experiencing a critical incident. The critical incidents reported most often were: co-worker injured (36%), seeing someone dying (27%), and life threatened (19%). Further analysis will be conducted to explore gender differences in critical incidents.

This pilot research establishes the need for exploring critical incidents among prison workers. Understanding exposure to traumatic events such as critical incidents and the related occupational aftermath (Stewart, et al., 2019) are necessary to understand how occupations and health are affected by critical incidents.

**KEYWORDS:** trauma, occupational aftermath, correctional work

## **QUESTIONS FOR DISCUSSION**

What do critical incidents tell us about the trauma exposures among prison workers?

How can occupational science inform the development of workplace health promotion interventions targeting trauma and that are gender specific for prison workers?

What more do we need to understand about critical incidents in order to integrate occupational aftermath into screening and assessment?

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SATURDAY SEPTEMBER 25, 2021 – AM

FORUM SESSION

*The role of narrative and storied reasoning in occupation-based practices for older persons*

Margarita Mondaca, Karolinska Institutet

Sissel Alsaker, Norwegian University of Science and Technology

Mark Luborsky, Wayne State University

Staffan Josephsson, Karolinska Institutet i Stockholm

**ABSTRACT**

The aim of this forum is to identify core concepts and reasoning on the potentials of narrative and storied reasoning in occupation-centred practice for older persons.

How to use knowledge on occupation as resource in programs for the growing group of older persons in diverse societies is central for occupational science. Women make up a majority of older persons as well as care-workers and consequently the topic is relevant also from a gender perspective. Narrative and storied reasoning has been identified as having a central role in making occupation-based programs person-centred and to give room for influence and participation and intersubjectivities in everyday life. However how narrative modes of reasoning function as resources for co-creation of occupational programs for older persons remains inadequately known. Therefore there is a need to gather and synthesize the experiences of occupational scientists in this matter.

Group Concept Mapping is a methodology to collect and synthesize experiences and expertise from professionals. Participants will join the initial phase of an international expert panel group in a concept mapping process involving brainstorming on central aspects to be considered when developing and evaluating use of narrative and storied reasoning as tool in occupation based programs for older persons. After this initial step, participants will be invited to partake the subsequent phases in the group concept mapping process involving sorting ideas and themes online. The final outcome will be the creation of a cluster-rating map and a conceptual development on using narrative in occupation based programs for older persons.

The participants will learn about the results from an on-going Swedish-American small-scale study synthesizing experiences from different stakeholders ( older persons and professionals) on benefits from using narrative reasoning in occupation based practice for older persons.

**KEYWORDS:** Narrative, occupation-based programs,, older persons

**QUESTIONS FOR DISCUSSION**

When, how and by whom should narrative and storied reasoning be facilitated and supported in occupation-based care for older persons.

How can storytelling and storied reasoning of communication enhance co- creation of occupation-based programs for older persons?

Which are the tension and challenges that narrative and storied reasoning unveil in clinical/social settings?

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SATURDAY SEPTEMBER 25, 2021 – AM  
THEORETICAL AND RESEARCH PAPERS

*Plotting an understanding of occupational science tenants of work and relationship to sociological constructs of doing gender*

Christine Pugh, Eastern Kentucky University

**ABSTRACT**

This theoretical paper argues the value of an occupational science “top-down” approach when studying sociological constructs related to gendered work. While this may seem seamless on the surface, concepts such as gendered organizations, workplace public policies, and family/work linkages remain in academic disciplinary silos. This author’s intent is to definitively show the worth of occupational science approaches in understanding how we do gender in the workplace.

The intent of this theoretical paper is to argue the value of an occupational science “top-down” approach when studying sociological constructs related to gendered work. While this may seem seamless on the surface (the relationship between OS and Sociology), concepts such as family work linkages, gendered organizations, and public policies in the workplace often remain in academic disciplinary silos. It is the author’s intent to definitively show the worth of occupational science approaches in understanding how we do gender in the workplace (Anderson, 2015; Padavik and Reskin, 2002; Privott, 2014). The author’s experiences teaching women and gender studies courses that seek to deconstruct systems of oppression and power, and occupational science courses that do not often address oppression and power, dictate a need to more fully understand constructs of gender in order to develop a greater capacity for intellectual open-mindedness. The occupational science influence on constructs such as labor and industrialization, the rise of domesticity, occupational segregation, occupational stress, family-work linkages, and sexual harassment are spot on for contemporary discussion and analysis. By exploring, analyzing, and applying complex identity issues that characterize women and gender studies courses, occupational scientists can immerse our students in the complexity of human differences and commonalities and promote the development of skills necessary to work effectively with others from diverse identities and perspectives. This paper is designed to plot a clearer path and reflect upon cross-disciplinary study that respects and celebrates diversity: Our occupational science community recognizes this unity of people.

The study of gender and work involves potentially controversial topics that might challenge students’ ideas, values, and beliefs. These moments should be viewed as learning experiences, and occupational science programs should encourage students to understand the significance from an occupational science perspective and be open to these challenges with the intention of facilitating their own intellectual and social growth.

This paper is designed to demonstrate and reflect cross-disciplinary thought and inquiry that respects and celebrates diversity; this is a hallmark of our occupational science community.

**KEYWORDS:** women and gender studies, work, occupational science

## **QUESTIONS FOR DISCUSSION**

How do occupational science and sociological constructs of gender and relate to the knowledge of the nature, meaning, and organization of gendered work?

What is the social significance of concepts such as gendered divisions of labor, unpaid labor/family-work linkages, wage disparities, race and class differences, and sexual harassment from an occupational science perspective?

How do you understand contemporary issues, dilemmas, and trends relevant to gender and work with own life experiences?

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## *The occupation of dating as a transgender person*

Kalie Fagins, Nova Southeastern University

Meaggan Thomas, Nova Southeastern University

## **ABSTRACT**

An estimated total of 1.4 million people in the United States identify as transgender (trans) in 2016 (Flores, Herman, Gates, & Brown, 2016). As this population continues to grow, there is a need for exploration into how trans people uniquely engage in the process of finding romantic partners. This descriptive study explores the occupation of dating while transgender.

Articles, blog posts, and YouTube videos were analyzed for themes related to where and how transgender people look for romantic partners, dating challenges for trans individuals, and unique date preparations specific for the trans community. Similarities between trans men and trans women were analyzed.

Blair and Hoskin (2018) surveyed 958 individuals of various gender identities and found that only 12.5% of participants were open to dating a trans individual. These results indicate that the dating pool is limited for those that identify as transgender. Clubs, bars, music venues, friend

networks, support groups are some of the various ways trans people meet partners (Turner, 2016). However, dating apps and online forums were found to be the preferred environment for meeting partners due to “trans friendly” features that allow for upfront disclosure of sexual identity. Trans people engage in different preparatory methods they believe will give them more confidence and allow them to feel more aligned with their preferred gender. These methods include packing, tucking, and injecting hormones prior to a date (Reel Truth Documentaries, 2018). Many transgender individuals reported to have a fear of rejection, over-sexualization, and violence when dating.

Although sexuality and gender identity are important client factors that affect occupations and well-being, both are rarely addressed within the occupational therapy practice (Mccarthy, 2018). There is little research on occupational therapy and dating. However, dating is a meaningful occupation that occupational therapists (OTs) can play an important role in helping their clients, particularly those that are transgender, navigate. The field of occupational science can contribute to helping this population by continuing to research their experiences and providing these findings to the field of occupational therapy. Occupational therapists have a responsibility to maintain knowledge about and advocate for this at-risk population, and ensure they have the tools they need to live meaningful lives. As the occupational therapy and occupational science disciplines continue to seek a better understanding of this population, they will be more equipped to recognize the occupational injustices this population faces and better serve these clients by enabling full occupational participation.

**KEYWORDS:** Transgender, Dating, Occupation

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## *Gender and an oppression lens: Exploring theoretical potential*

Elizabeth Pooley, Dalhousie University

### **ABSTRACT**

The purpose of this presentation is to engage with the concept occupation through a proposed “oppression lens” and consider how it might advance discussions of gender within occupational science. Occupational scientists have a limited body of knowledge pertaining to how social structures constrain opportunities for women. This literature explores how social forces shape employment choices and opportunities, and how gender becomes embedded in expectations and norms that guide everyday practices.

The concept oppression has the potential to enhance how we understand relationships between gender, social environments, and engagement in occupation. The use of an "oppression lens" shifts interpretation of events and actions from individual, isolated instances towards uncovering broader patterns within social, historical, and political contexts. Such interpretations deepen understandings about the ways in which occupational potential (Wicks, 2001) can become narrowed and how people respond to imposed limits. Drawing on the work of Gramsci, Freire, Martin Baro, Collins, and Young, this lens was developed using ideas such as consciousness, intersectionality, and microaggressions. Collins' understanding of power with structural, disciplinary, hegemonic, and interpersonal dimensions helps frame relationships between gender and everyday occupations.

This analysis of gender and occupation through a lens of oppression contributes to occupational justice literature by examining permeability between individual and community, reimagining client centeredness, envisioning an epistemological “openness,” encouraging critical reflexivity, and increasing attention to praxis. An oppression lens can make visible complexities that arise as enactments of gender influence occupational potential and subsequent engagement. In addition, a greater understanding of theory related to oppression may support connections with colleagues from the global South who use this theory base and seek cognitive justice (Santos, 2007).

When examining the relationship between gender and occupation, an oppression lens may add clarity to the analysis of complex social relationships and environments, sharpening theoretical understandings of occupational justice.

**KEYWORDS:** Gender, Oppression, Occupational Justice

### **QUESTIONS FOR DISCUSSION**

Which concepts do you use when discussing gender and occupation limited by social constraints? What are the benefits of your current approach?

Is there an idea within the oppression lens that stands out as useful when you think about the areas in which you enable occupation?

In what ways might an oppression lens help support conversations about gender within occupational science?

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*How do gender stereotypes influence the meaning behind engaging in everyday tasks?*

Laura Schmelzer, The University of Toledo

## ABSTRACT

Descriptive as well as prescriptive gender stereotypes may influence how individuals view certain tasks within an occupation and thus the meaning attached. Additionally, these stereotypes can influence perceptions about whether or not engagement in certain tasks are valued by others, which also influences the meaning assigned. Exploring how females in comparison to males assign aspects of meaning to certain tasks can enhance understanding about the motivation behind engagement.

Recruitment occurred at local agencies providing services for individuals living in poverty, a university campus, and local library. Data collection tools included the Engagement in Meaningful Activity Survey (EMAS), WHO-5 Index, and Occupational Time-use Survey (OTUS), and a demographic questionnaire.

A total of 256 individuals participated in this study. Seven data collection packets were entirely excluded, 29 OTUS and one EMAS were also excluded - all due to extensive missing data points or invalid responses. Demographic analysis revealed that 67.9% of the sample were female and 36.4% had an annual income of < \$10,000.00. Between group analysis did not uncover statistically significant differences in the total scores for the WHO-5 or the EMAS; however a difference was noted in question seven of the EMAS (the activities I do help others)  $t(243) = 2.56, p=.011$ . Correlational analysis was used to examine the relationship between engagement in meaningful activities and well-being. Results indicated  $r = .486$  for the entire sample,  $r = .348$  for males and  $r = .545$  for females. Further exploration into the relationship by gender heightened the differences, with females identifying eleven of twelve aspects of meaning as correlating with their overall well-being ( $r = .211 - .465$ ). In contrast, males connected only five aspects of meaning to their overall well-being ( $r = .269 - .393$ ). Time-use categories were used to explore gender differences. Three categories (work-related, grocery shopping, and childcare) illuminated differences in the number of males versus females who engaged in the activities.

Engagement in meaningful activities is foundational within Occupational Science. The EMAS can be used to illuminate how individuals connect meaningful engagement to important constructs, such as well-being and time-use in a practical way. The results of this study can

support a dialogue that softens stereotypical perceptions of how engagement in certain tasks contributes to meaning and/or well-being for males and females.

**KEYWORDS:** Meaningful Engagement, Gender, Well-being

## **QUESTIONS FOR DISCUSSION**

Some propose that occupations occur in necessary, contracted, committed, and free time. Do gender-role stereotypes influence the perception of time spent in these categories and thus influence perceived meaning?

How could our preconceived beliefs about gender-based meaningful engagement influence the research questions and lines of inquiry we pursue? Additionally, how could they be influencing the opportunities we present to clients?

Investigating aspects of meaning through the Engagement in Meaningful Activity Survey enhances the understanding of meaning on a practical level. How can occupational scientists generate translational evidence for the power of meaning as an agent of change?

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*Seniors in a lesbian, gay, bisexual, transgender residential community: Impact of a safe space on occupation and well being*

Daniel Swiatek, California State University

**ABSTRACT**

Environment has been closely tied to the ability of older individuals to participate in meaningful occupations and successfully age in place (Vrkljan, Leuty, & Law, 2011). In addition, characteristics of a neighborhood, such as cohesion, safety, and resources, are closely associated with occupational participation by older adults with chronic conditions (Hand, Law, McColl, Hanna, & Elliot, 2012). Little research exists on how safe environments impact the lives of sexual and gender minority (SGM) individuals. What research there is has largely focused on the impact of safe spaces for lesbian, gay, bisexual, transgender (LGBT) youth (Hatzenbuehler, Birkett, Van Wagenen, & Meyer, 2014; Kosciw, Pelmer, & Kull, 2015; Romijnders et al., 2017), with scant attention to LGBT seniors. This current qualitative research study sought to understand how a supportive environment for LGBT seniors influences occupational participation, engagement, and well-being.

This study was approved by the university's Institutional Review Board (IRB) and was designed as a single case study utilizing photovoice methods and focus groups. The photovoice format allows participants to share their community's strengths and weaknesses, create dialogue on issues facing the community, and build evidence that may inform policy. At an orientation session, participants were instructed to take photographs relating to broad topics in occupational therapy. Researchers met with participants for the orientation session, two focus group discussions, and an additional session for member checks to confirm identified themes. Focus group sessions were audio recorded, stored on a password encrypted laptop computer, and transcribed verbatim. Triangulation of the data was assured by utilization of multiple researchers to code the data.

After thematic analysis, dominant themes that emerged were changing perceptions of inclusion, from once feeling alone to finally finding a sense of belonging and security, as well as new empowerment for end of life decision making. Despite discrimination they have faced, the LGBT older adult participants demonstrated resiliency and a new-found sense of safety, security, and community.

The influence of safe space on well-being among LGBT older adults has received little scholarly attention across disciplines. A limited amount of research exists on LGBT youth and the impact of social support, protective environments, and openness about sexual orientation. The goal of this study is to understand how a supportive environment affects LGBT older adults and occupational participation given their unique aging experience with reduced traditional support systems and prevalent concerns about discrimination.

**KEYWORDS:** LGBT, seniors, safe

**QUESTIONS FOR DISCUSSION**

Discuss health disparities experienced by LGBT individuals.

Discuss history of societal and institutional discrimination experienced by LGBT individuals, particularly those who today are older adults.

Discuss how a safe and supportive environment may impact well-being and occupational participation for LGBT older adults.

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Charlotte Royeen, Rush University Medical Center

## **ABSTRACT**

Increasing the awareness of SSO:USA attendees about gender related bias in a paid occupation (university faculty member), and sharing stories of how pay inequity may be addressed at a personal level is the focus of this paper.

The American Association of University Professors (AAUP) 2018-2019 Faculty Compensation Survey Results states that “Salaries for women full-time faculty members continue to lag behind those paid to men. On average, women were paid 81.6 percent of the salaries of men during academic year 2018-2019.” This pay gap exists in spite of women (12.8%) being employed in greater numbers than men (11.9%) at the rank of assistant professor (McKnight Associates, 2019). After the tenure stage, men began to outnumber women (14% to 12%) with the discrepancy increasing at the level of full professor (21% to 10%) (McKnight Associates, 2019). According to McKnight Associates (2019), the pay gap of women overall compared to men in all occupations in 2017 was 82%, which is consistent with the AAUP findings from the 2018-2019 data. Further, speaking of her experience in the United Kingdom, Hazelkorn writes “In fact, as women progress through an unequal academic career path, they become increasingly underrepresented compared to men. The data is indisputable” (Hazelkorn, 2018). She goes on to identify that overall in the UK, women in the academy earn 16% less than men, approximating the 82% figure from the US.

If parity of pay is not equal by gender for the work of a faculty member, are there other occupations that have similar inequalities by gender of which we are not aware? For example, in terms of academic prestige and awards in occupational science, are the genders equal? Pierce (2014) identified the need for occupational scientists to further study male and boy occupations. This paper elaborates on her call to include study of occupations by gender.

It has been well established that there is a lack of parity of pay for the occupation of faculty member by gender with women earning about 82% of what men earn.

**KEYWORDS:** Equality of Pay, Work Occupation, Gender Bias

## **QUESTIONS FOR DISCUSSION**

Have you ever suffered from pay inequity due to gender and if so, how did you handle it?

Does pay inequity of university faculty exist beyond the US and the UK?

Does the parity effect operate beyond gender and become evident when LGBTQ identification is considered?

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SATURDAY SEPTEMBER 25, 2021 – PM  
THEORETICAL AND RESEARCH PAPERS

*Role of gender in founding ideas of occupation and health*

Kathlyn Reed, Texas Woman's University

**ABSTRACT**

This presentation focuses on analyzing and differentiating the ideas and approaches of three women and four men who participated in a grand experiment to use occupation as a means of improving the lives of different groups of marginalized persons at the beginning of the 20th century from 1905-1917. The three women are Susan Johnson, Eleanor Clarke Slagle, and Susan Tracy. The four men are George Barton, William Rush Dunton, Herbert Hall and Thomas Kidner

The seven people came from different professions and positions of employment which exposed them to different ideas. Johnson was a textile and handicraft teacher to immigrants. Slagle, a social service worker, helped disabled workers learn new job skills. Tracy, a nurse, helped chronically ill patients make constructive use of their time. Barton, an architect with a chronic illness, helped tuberculosis patients reintegrate into society. Dunton, a hospital-based psychiatrist, used arts and crafts with psychiatric patients, Hall, a community-based psychiatrist, graded occupation from bed to shop for stressed out patients. Kidner, a manual arts specialist, taught manual arts skills to children and then to war injured soldiers in Canada.

By comparing and contrasting the ideas and approaches, differences between the backgrounds and practice are defined by gender in this presentation. The teaching/instructing element is common to all seven. However, the rationales and applications were different as were the populations. The role of gender was positive, though different, for both groups. The outcome was a rich history of how occupation could be used to improve health, wellness, and the quality of life and provides a wealth of information for the study of occupational science

The women and men who established the initial rational and examples for using occupation as a means of improving lives and restoring healthy living desire to studied for their contributions. Both their different genders and their common interests form an historical framework which continues to ground the use of and study of occupation.

**KEYWORDS:** occupation and health, Historical theory and practice, frames of reference

**QUESTIONS FOR DISCUSSION**

What did the social philosophy of the times (progressive era) contribute to determining the role of gender in developing the ideas?

Would the role of gender be the same or different if the ideas were expressed today in occupational science?

Are the issues of occupation, health, and wellness affected by gender? If so, how?

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*Humans and canines “doing together”*

Stephanie Bristol, University of North Carolina at Chapel Hill

## ABSTRACT

Since its inception, occupational science has explored the phenomenon of humans doing together, with co-occupation being an early conceptualization (Pickens & Pizur-Barnekow, 2009; Pierce, 2000, 2009; Price & Stephenson, 2009). However, the sole focus of occupational science research to date has been primarily on human doing leaving out an increasingly important multidisciplinary area of study, human-animal interactions (HAI). This is a disservice to the discipline as the interchange between a human and animal is beneficial to both parties and has individual, community and cultural implications (AVMA, 2019). The human-animal bond that results from HAI includes emotional, psychological and physical components that all potentially impact well-being. The intent of this paper is to argue for the inclusion of human-animal co-occupation in occupational science. Specifically, Pickens and Pizur-Barnekow's (2009) concepts of shared physicality, emotionality and intentionality will be explored. I will also explore how human-canine co-occupation evolved and illustrate, through a personal example of dog walking, how habits, routines and sense of place are co-constructed.

Although animals are involved in the activities and daily lives of over half the United States population, their co-engagement with and influence on human occupation remains under explored. Therefore, human-animal relationships and the occupations in which they engage together are an important area of study for occupational science.

Occupational science is in a unique position to enter into the expanding conversation about HAI. By incorporating more research on HAI occupational science can contribute to this rapidly

growing multidisciplinary area of study and allow for a richer exploration of occupation between human-animal dyads that will likely also inform human-human dyadic interactions. Studying the co-construction of habits, routines and place can also help improve our understanding of how the human-canine relationship can be fostered to promote increased occupational participation and well-being.

The presence of canines impacts the way individuals choose to go about their day and the occupations with which they engage. Furthermore, due to the co-constructed nature of the occupation, HAI has the potential to change the entire experience of the occupation. Therefore, further research including human-animal co-occupations and the impact of animals on the daily lives of humans is warranted.

**KEYWORDS:** co-occupation, human-animal interaction, canines

## **QUESTIONS FOR DISCUSSION**

What methodological approaches may be most beneficial for studying co-occupation between humans and canines- is it possible?

How can using a transactional perspective to study human animal interaction and co-occupation offer an alternative or deeper understanding of the human-animal-environment relationship?

How can incorporating ideas from embodiment literature allow for a deeper understanding of co-occupation between humans and canines?

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*Ecological model of care: Aging with cognitive decline*

Elizabeth Rhodus, University of Kentucky

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**ABSTRACT**

Living with neurodegenerative cognitive impairment (NCI) has significant consequences on interactions with occupation and the environment. Degradation of the nervous system alters opportunity for choice and participation in meaningful occupations within the home environment (Gitlin, Corcoran, Winter, Boyce, & Hank, 2001). Individuals with NCI and their care partners face challenges leading to occupational injustices, such as deprivation, marginalization, and imbalance which negatively impact health and well-being (Townsend & Wilcock, 2004). The purpose of this study was to develop a model depicting interactions among environmental contexts, occupational engagement, and behavior in persons with NCI in order to enhance opportunities of occupational justice in the aging population.

Community-dwelling older adults with mild cognitive impairment or dementia and their care partners were recruited for participation via the University of Kentucky Alzheimer's Disease Center cohort. Qualitative data was collected via care partner interviews and field observation in the home environment. Observations were adapted using validated measures: In-home Occupational Performance Evaluation (Stark, Somerville, & Morris, 2010) and the Neuropsychiatric Inventory (Cummings et al., 1994). These data collection points allowed evaluation of environmental features of the home, caregiving, occupational description, and behavioral manifestation of the person with cognitive impairment. A grounded theory approach was used to analyze interview and observation data, including field notes. Constant comparison, coding, memo-writing, and theoretical conceptualization were employed in analysis.

This study enrolled nine participants with mild cognitive impairment or dementia and their care partners. Coding and thematic analysis guided formulation of a theoretical model, The Ecological Model of Care: Aging with Cognitive Decline. The model depicts the aging experience which is nested in environmental layers and evolution of interdependent dynamics between the person with cognitive impairment and their primary care partner throughout time. Five theoretical contexts are illustrated in the model: environmental configuration, time, person with dementia, primary care partner, and the trajectory of occupational engagement. Adjustments in these areas influenced occupational patterns, routines, and environmental interactions.

Application of these results provide a framework of lived experiences when aging with cognitive impairment. As the person with NCI experiences increased reliance and interaction on care partners and environments, pivotal opportunities for occupational justice can lead to or hinder health and well-being (Stadnyk, Townsend, & Wilcock, 2010). A focus on congruence of



person-environment fit, both socially and physically, and the trajectory of occupational engagement have tremendous implication on quality of life throughout old age.

**KEYWORDS:** Occupational Justice, Caregiving, Dementia

## **QUESTIONS FOR DISCUSSION**

How does the gender of a primary caretaker influence occupational opportunities for older persons with cognitive impairment?

Describe elements of occupationally just environments for persons with cognitive impairment.

Discuss the role of occupational science in designing occupational landscapes for the aging population.

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*Occupation and meaning-making: How can men express the meaning of healthcare through photovoice?*

Mariell Høgås, Norwegian University of Science and Technology

Staffan Josephsson, Karolinska Institutet i Stockholm

Sissel Alsaker, Norwegian University of Science and Technology

**ABSTRACT**

Community mental health services in Norway focus on occupation, meaning-making and everyday life. Low-threshold services are now facing changes regarding documentation of health care. Such structural changes in community mental health services, also leads the users of the services into transitions. In Europe both the citizen-response and recovery-oriented practice has increased and individuals use their resources and take part in the changes. The phd-project “Telling through pictures - what is healthcare for you?” intend to visualise how service users experience healthcare, and throughout this participation they contribute to the discussion on this new direction for mental health services in an everyday life context. The aim of this presentation is to show how occupation and meaning making are part of structural changes processes, through photovoice (4), and narrative analyses.

This is a photovoice - project that visualize what service users in a low threshold service experience as healthcare. Four men from a community mental health service in Norway, participated in this photovoice study. Workshops were arranged; first one that focused on learning about the method, and to try out photo exercises. Then three workshops where we reflected based on the pictures. These reflections were recorded and transcribed. The next step was text-workshops, before the group mounted up a photovoice-exhibition, that opened in february 2020. These pictures and texts from the photovoice-project will form as the basis for the further narrative analysis. Because the photovoice data has a narrative form, narrative analysis is a way of preserving the participant voices, and make sense of personal experiences (5).

Preliminary photovoice results shows occupations in their everyday life, being part of a community, and have the opportunity to explore possible occupations within their everyday life as meaningful for the participants. This photovoice-project let the participants be active participants in change processes and have the possibility to express themselves in a creative way. The presentation will show pictures and texts from the photovoice exhibition as examples as well as developed analyses.

A recovery orientation focus on the person's resources and active participation in their recovery process (1,2,3). Through photo participants can communicate what is meaningful to them during change-processes in a specific context. The narrative approach using photovoice provides involvement, occupation, a specific participatory activity as well as pictures and stories about structural changes.

**KEYWORDS:** Mental health, Occupation, Photovoice

**QUESTIONS FOR DISCUSSION**

How can photovoice be used increasingly as a tool in occupational science?

What can we do to include individuals in transition in occupational science?

What ethical dimensions must we consider, by inviting individuals to participate in structural changes?

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*The impact of gender ideologies on the occupational participation of mothers with children with disabilities in Japan*

Hirokazu Nishikata, Bunkyo Gakuin University

Sayoko Kawabata

Kimiko Shibata, Saitama Prefectural University

**ABSTRACT**

This presentation examines how gender may influence mothering and working occupations in mothers who have children with disabilities in Japan. The Japanese society has a long held ideology of gender roles, and its gender gap index is extremely low compared to other industrial countries (Global Gender Gap Report, 2018). Through an occupational science perspective, we will approach the impact of gender ideologies as a context and environment factor on occupational participation of mothers of children with disabilities.

The traditional gender ideology in Japan is that housework and family care are women's labor. The amount of time in which a husband spends on housework and childcare is 83 minutes per day (Cabinet Office, 2019). In the contemporary society, many mothers still take on all childcare tasks as well as housework even if they have a full-time job, and this solo childrearing and housework phenomenon is called "one-ope (one operation) childcare". A double role as the mother and carer to the child is cast upon the mothers of children with disabilities by themselves and those around her. Therefore, regular employment of those mothers is extremely rare, and many are forced to retire (Haruki, 2015). Often times, the burden of caring lays solely in the hands of the mother. She must have a strong will and obtain "support" from other family members such as the father and grandmother of the child to continue working (Haruki, 2018). Furthermore, the mother is expected the role as a co-therapist by child care professionals (Natsubori, 2003). The unintentional premise of childcare as a mothers responsibility is also indicated by the usage of the name "mother and child daycare".

Occupation is influenced by social, economic, political factors (Lysak and Adamo, 2019), and the impact of gender ideology in the community in which a person lives is not negligible. Occupational participation of the mothers of children with disabilities maybe restricted due to the influence of the traditional gender ideology held by child care professionals, the families, and the mothers themselves. There is a need to further investigate the relationship between gender ideology and the occupation of mothers of children with disabilities.

For mothers to participate in occupation in accordance to their own will, we must raise awareness and consciousness of the traditional gender ideology that child care professionals, the family, and the mothers themselves hold.

**KEYWORDS:** Occupational Participation, Gender Ideology, Mothers of children with disabilities

**QUESTIONS FOR DISCUSSION**

How is the influence of gender ideologies on the occupation of mothers of children with disabilities in other countries?

How may gender ideologies affect occupations of other members of the family such as the father?

How can occupational scientists support mothers of children with disabilities to participate in occupations for their health and well-being?

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*Belonging, doing, being, and becoming of migrants: Co-occupations with friends*

Ya-Cing Syu, University of North Carolina at Chapel Hill

## ABSTRACT

This paper aims to adopt an occupational perspective to explore and extend our understanding of how co-occupations with friends influence migrants' daily lives. With two examples, I highlight the importance of using belonging, doing, being, and becoming inseparably for research addressing how a person rebuilds a sense of belonging by doing occupations with friends.

When people migrate, they experience major changes in their physical, social, and cultural environment. The changing environment alters how a person engages in daily occupations, impacts existing relationships, and may cause a loss of the sense of belonging. In the settlement process, people gradually rebuild their routines, occupations, and social networks. With the human need to belong, migrants are often motivated to engage in specific occupations with others. Friendship plays an important role in helping migrants become situated in the post-migration country and may also serve as a substitution for family. Although migration research

has examined occupation and well-being, and other disciplines have attended to friendship, none of the research focuses primarily on co-occupation with friends. I argue that adopting an occupational perspective to study co-occupations that migrants do with friends is needed for a more complete understanding of their experiences of resettlement. To understand how the experiences of participating in co-occupations with friends influence a person, considering belonging, doing, being, and becoming as inseparable provides a more complete picture.

Occupational scientists are interested in understanding how migrants reconstruct their daily life, identity, sense of belonging, and its influences on health status and well-being. Migrants may engage in specific co-occupations with friends to grow deeper connections, create meaning, and foster a sense of belonging. While the knowledge of co-occupations and migrants is expanding, few articles explicitly address co-occupations with others in the context of migration. This paper provides examples of migrants' co-occupations with friends to generate discussion about how these people situate themselves in the post-migration country.

Belonging, doing, being, and becoming are useful constructs to use to gain a deeper understanding of the migrant experience. Specifically, co-occupations with friends relatively unexplored yet virtually important area should be included in future research.

**KEYWORDS:** migrant, co-occupation, friendship

## **QUESTIONS FOR DISCUSSION**

What other constructs in occupational science are useful for exploring co-occupation of friends in the migrant experience?

What methods would be most appropriate/useful for studying the migrant experience of co-occupation of friends?

While an international migrant experience was used as an example in this paper, how might these concepts translate to other types of migrant experience?

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*The meaning & purpose of volunteerism as a serious leisure pursuit for retired community-dwelling well-elders*

Cody Horst, University of Toledo

Maggie Maloney, University of Toledo

**ABSTRACT**

The aim was to understand the relationship between the Serious Leisure occupation of volunteering and the quality of life for retired community-dwelling older adults.

IRB approval was secured and participants were recruited at a community hospital where they volunteered. Eight women and two men (median age, 71.2) participated. The average length of volunteering at the hospital was 9.15 years. Eight were married and two were divorced. All participants gave informed consent, completed a demographic form, and undertook a one- to two-hour-long individual interview that was audiotaped and transcribed verbatim. The transcripts were distributed to the three analysts, who read them independently at least four times and made notations and comments. The analyst team then met three times to collectively discuss and identify the emergent themes.

The seven emergent themes were: An active lifestyle enhances health; Personal challenges can occur; The pathway to volunteering varies; “Volunteering is a joy”; Personal and intrinsic benefits; Finding meaning and purpose; and A serious commitment has value. The findings support that their involvement in volunteering led to significant meaning and purpose for the participants, who demonstrated aspects of productive aging, and found positive physical, emotional, cognitive and functional health benefits. Durable benefits felt by the participants included self-enrichment, self-expression, feelings of accomplishment, enhancement of self-image, social interaction, belongingness, and lasting physical benefits. The pursuit of volunteering at a hospital also met the criteria for Stebbins' Serious Leisure Perspective.

The findings suggest that a retired older adult's engagement in volunteering may produce health benefits and could also facilitate an increased quality of life. Volunteers often aspire to give back to society by helping others, and while they do receive personal benefits, helping in an altruistic manner remains their main purpose to do so. The study also adds to the body of occupational science knowledge by providing further validation of Stebbins' Serious Leisure Perspective related to the constructs of volunteering. Volunteering may serve as a method to decrease occupational imbalance for retired older adults by providing meaning and purpose in their daily lives.

**KEYWORDS:** Volunteering, Well-Elders, Serious Leisure Perspective

**QUESTIONS FOR DISCUSSION**

Are there gender differences for older retired adults related to their ability to actively engage in the occupation of volunteering and their overall sense of well-being ?

How might disenfranchised individuals benefit from opportunities to express altruism through engagement in the occupation of volunteering?

Are there gender differences for older retired adults related to their sense of self-worth and belongingness through engagement in the occupation of volunteering?

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*Theory is alive in practice*

Abigail Carroll, University of North Carolina at Chapel Hill

Nancy Bagatell, University of North Carolina at Chapel Hill

## ABSTRACT

This presentation will offer an example of how the transactional perspective (Cutchin & Dickie, 2013) can guide intervention research and support translation of occupation-centered and contextualized intervention research in occupational science. The example presented will demonstrate how changing criterion designs can be used to address methodological challenges of intervention research from this perspective to study changes in a group's participation in daily activities.

The transactional perspective can be applied to research and intervention through use of changing criterion design (CCD) methodologies. Intervention research guided by the transactional perspective can examine social, cultural, geographical, temporal, historical, political, and biological contexts as they influence the relations of people and their world (situation) (Dickie, Cutchin, & Humphry, 2006) during engagement in occupation-centered and contextualized interventions. Examples of research from this perspective are needed to investigate the potential of interventions piloted from this approach to position people and their communities of practice as capable of resilience, adaptation, and growth through shared engagement.



Demonstration of how the transactional perspective can be used to guide intervention research using CCD methodologies is valuable to occupational science research for many reasons. The study demonstrates one way: 1) to study a family as the unit of analysis, 2) to examine differences, such as gender, during shared engagement, 3) to analyze interconnected group participation to identify primary mechanisms for change, 4) to research habit change, and 5) to investigate the importance of doing together.

Use of the transactional perspective harvested a deeper understanding of how to enact positive social change for a family through the occupation of play. Theoretical and clinical reflections on this study revealed themes with valuable implications for occupational science research such as the influence of outside social contexts and forces, family members in a circuit of coordination (Alexander, 2009), the timing and place of action (Dickie et al., 2006), habitus, and deliberation (Dewey, 1922/1998; Fesmire, 2003).

Further examples of how the transactional perspective can be used to guide intervention and research are needed. Theoretical papers like this one that provide an example can help propel the field of occupational science forward and support our capacity for positive social change.

**KEYWORDS:** transactional perspective, changing criterion design methodologies, habit change

## **QUESTIONS FOR DISCUSSION**

How could the transactional view and CCD methodology be used to examine the participation in daily activities of other groups to explore what components of action, habits, have the greatest influence on human experience during participation?

How can research in the field of occupational science use methodologies of this nature to generate evidence for the power of occupation-centered and contextualized interventions to support the health and wellness of families and communities of practice?

What other constructs within occupational science could be examined with this approach?

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SATURDAY SEPTEMBER 25, 2021 – PM

PANEL SESSION

*High tech domestic sewing machines are changing traditional definitions of who develops the occupational identity of sewist*

Eva Rodriguez, York College of City University of New York

Marta Daly, York College of City University of New York

Diana Daus, York College of City University of New York

**ABSTRACT**

With the introduction of high technology in domestic sewing machines, hobbies such as sewing, quilting and machine embroidery appear to be attracting more men who have taken up these hobbies both for relaxation and craftsmanship. The sewing industry has taken notice of the uptake of men, particularly retired men, quilting and machine embroidering, that their advertisements include men with their young sons at the machine, or the just presenting the machine itself and advertising its distinctive features. Although there are still more women engaged in these hobbies, it seems that the presence of technology is creating a redefinition of who we often think of as a sewist.

This purpose of this paper is to discuss how the concept of what society has traditionally thought of the crafts of sewing, and machine embroidery as a woman's activity of hobbies to relax and create, is now affording men to engage in these hobbies as well. Research is well documented that the hobbies of quilting, machine embroidery and sewing can produce benefits of mental health and occupational identity, but with the appeal of high technology in these activities, it appears that there seems to be a redefining who develops this occupational identity.

Discussion of the summary of a pilot survey and an analysis of how the sewing industry is promoting their products will be presented to show how the traditional gender associated occupational identity developed through these hobbies is being redefined due to the presence of technology in domestic sewing machines.

Although there are still more women engaged in these hobbies, it seems that the presence of technology is creating a redefinition of who we often think of as a sewist. The intent of this paper is to discuss how the role of technology changes the roles and definitions of occupational identities of people engaged in activities that in the past focused on gender specific definitions of well being, acceptable society norms, and defined community connection.

The implications of this presentation related to occupational science is to present pilot summaries of how two occupations (quilting and machine embroidery) traditionally associated with women is being redefined by the use of technology and the implications of the changes in these gender defined activities affect the men engaged in them.

**KEYWORDS:** Occupational Identity, Gender Roles, Crafts

## **QUESTIONS FOR DISCUSSION**

How do the manufacturers of these machines support the acceptance of men engaging in the occupations of quilting and machine embroidery?

What issues do the men who embrace these occupational identities face when engaging in quilting/machine embroidery communities, either online/social media or person to person community.

What are the differences between genders in the selection of what to create.

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SATURDAY SEPTEMBER 25, 2021 – PM  
THEORETICAL AND RESEARCH PAPERS - CONTINUED

*Opioid misuse viewed through person and place in rural America*

Maren Wright Voss, Utah State University Extension

Ashley Yaughter, Utah State University Extension

Kandice Atisme, Utah State University Extension

Emily Hamilton, Utah State University

**ABSTRACT**

The opioid crisis has hit rural America hard in the past decade. Almost 10 million people are estimated to misuse opioid prescriptions in the U.S. each year (Hedden, et al., 2015) and rural residents are more likely to receive opioid prescriptions compared to urban residents (Prunuske et al., 2014).. We overview the current statistics and factors related to this increased rate of Opioid Use Disorder (OUD) in rural areas and in the process uncover occupational elements creating increased vulnerability to opioid overdose.

In depth interviews sought to explore the individual experience through a phenomenological approach. Smythe, et al. (2008) suggest that Heideggerian-style phenomenology attempts to provoke thinking and understanding about the aspects of human experience related to the subject at hand, rather than attempting to make or settle science.

Six individuals in recovery from OUD's were invited to participate in semi-structured interviews. Participants were recruited by flyers placed in community and treatment centers. Participants were screened by phone; inclusion criteria were aged 18 or older and opioids as the primary substance of use.

To minimize bias, a community engagement model of community members interviewing participants was employed (Simoni, Weinberg, & Nero, 1999), each provided with CITI research and interview training. Interviews were recorded and transcribed then evaluated for themes by two independent reviewers.

The stories gathered explore the elements of person, time, and the place of rurality (Reed, Hocking, & Smythe, 2011). in regard to their influence on OUDs. The identified themes were frequency based and included: the solitude of addiction, the beguiling monster of addiction, and one way out of addiction. Across the theme of solitude there were inter-juxtapositions of people as abusers, enablers, as the source of pain, and as not enough. An overdose witness shared, "they no longer have to deal with this monster, they are free." Another begged to a judge, "I need to go to prison. That's the only thing that I have left that I haven't been through." In a rural context with no residential treatment, jail was viewed as an escape from addiction.

We conclude that even during difficult situations and lived experiences with the opioid crisis, hope persists. However, person and place may displace hope toward expected locations such as prisons and jails. Rural Americans have unique contexts and insights to share before the tide of the opioid epidemic can turn, if we take the time to listen.

**KEYWORDS:** Opioids, Rural, Qualitative

## **QUESTIONS FOR DISCUSSION**

Why or how does the aspect of place and the context of rurality alter the experience and addiction potential of opioid use?

Is opioid use a reasonable personal occupational choice given its tendency toward addiction and the impacts on others?

Can theoretical constructs of occupational balance or occupational deprivation help us interpret the rise of opioid use in America and the potential solutions?

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*Addressing occupational disruption among new mothers through the use of a health promotion model*

Michelle Hannum, Towson University

**ABSTRACT**

The purpose of this presentation is to emphasize the need for a health promotion model (HPM) that addresses the occupational disruption that occurs as women transition into motherhood and experience a shift in meaning of their pre-motherhood occupations.

There is substantial evidence suggesting that new mothers often face occupational disruption during their transition into motherhood due to factors such as dramatic shifts in roles and routines, time constraints and among many other things, a shift in the meaning of pre-motherhood occupations. The inability to engage in these previously meaningful occupations or experiencing a shift in the meaning of these occupations heightens the risk for depression, loneliness and decreased quality of life. The sociocultural discourse surrounding motherhood is one possible explanation for this shift in meaning as mothers often experience guilt, pressure and lack of support associated with their occupational choices. A HPM grounded in the works of Feminist Theory that incorporates a "multi-faceted policy approach that recognizes the complexity and heterogeneity of mothers' needs and desires (Marks, 2007, p.78)" can enhance and empower occupational choice among new mothers and impede the occupational disruption that often accompanies motherhood. An ideal program would include weekly post-natal groups that provide new mothers with resources, support, advocacy and sense of togetherness that they need in order to promote engagement in pre-motherhood occupations.

The development and success of a program mentioned above would depend on the advanced knowledge of occupation and meaning as it relates to health promotion for new mothers. The language and concepts of OS, when aligned with Feminist Theory, which recognizes the complexity of the issues surrounding motherhood, can be applied in preventative ways to reframe this public health issue by emphasizing the significance of occupation for the population of new mothers.

The transition into motherhood is a life-changing event that often puts at risk the ability of new mothers to continue finding meaning in pre-motherhood occupations. Sociocultural pressures coupled with the lack of support mothers have often leads to feelings of guilt, shame and insecurity when trying to return to those occupations. Identifying these barriers and providing greater support for new mothers through a HPM is paramount in their ability to engage meaningful pre-motherhood occupations.

**KEYWORDS:** new mothers, occupational disruption, health promotion

**QUESTIONS FOR DISCUSSION**

Discuss sociocultural pressures that new mothers face in this country (i.e. breastfeeding, returning to work versus being a stay-at-home mom, returning to pre-baby weight, media portrayal of perfect moms, etc.) and how these pressures may cause a shift in

Discuss the components of Feminist Theory that address these pressures and how these ideas can be applied to the development of a HPM.

Compare and contrast post-natal support in the USA with other countries. How can these findings be re-framed to support the occupation-health relationship that can aid in the development of a HPM?

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*History of occupation in prison: Can the past inform our policy and scientific endeavors?*

Sandra Rogers, Rutgers, The State University of New Jersey

## ABSTRACT

The US criminal justice system was designed to serve as punishment, deterrence and rehabilitation for persons guilty of a crime. Unfortunately, in the past 2 decades, rehabilitation has been gradually eliminated from the justice system. Lack of engagement in rehabilitation, is typically termed occupational deprivation by occupational scientists (Whiteford, 1997). Women have borne a greater share of the incarceration, and thus, deprivation burden as women's incarceration rates have grown at twice the pace of men's incarceration in recent decades and has been disproportionately located in jails, which often have fewer resources. The data needed to understand why women's incarceration rates would outpace men's does not exist, primarily due to the unavailability of data on women which is often obscured by the scale of men's incarceration (Kajstura, 2019). Currently, numerous public and private entities have an interest in invigorating rehabilitation in the criminal justice system for both sexes. Therefore, it is critical to understand the role rehabilitation, and occupational deprivation, had in the past to make coherent



recommendations for altering deprivation in current justice settings (Lawrence, 2019). This presentation will include a historical review of what was considered rehabilitation in criminal justice settings, how occupation played a role in early rehabilitation efforts and highlight the way this information can be used to improve rehabilitation in the future.

Primary sources for this historical review were taken from systematic reviews conducted on the efficacy of rehabilitation within the justice system prior to 1987 (Lipton, Martinson, & Wilks, 1975; Gendreau, & Ross, 1987). These reviews were often cited in the development of state and national policies for rehabilitation in criminal justice. The date of 1987 was used as a demarcation point as policies that contributed to mass incarceration occurred just prior to or after this date. Finally, archival data from state jails were collected to more richly describe available programs for women to allow a more subtle understanding of what occupations were available and utilized.

In depth descriptions of how occupations for women were used in justice settings, what occupations were used, and when the occupations were presented during incarceration will be woven with data that demonstrated efficacy.

This historical review allows for: the identification and analysis of occupational continuities, a more nuanced understanding of what occupations may be useful over time in justice settings and provides a method for identifying and analyzing instances of historical recurrence in perceptions of using occupations as rehabilitation.

**KEYWORDS:** occupational deprivation, women, incarceration

## **QUESTIONS FOR DISCUSSION**

To what extent can this data about occupations offered to incarcerated women from and about the past – ‘history’ – explain and serve as a guide to action in the present?

Can historical perspectives about occupations in criminal justice settings be used as a valid part of the explanation of how we came to the present system of occupational deprivation?

Can this data be seen, not solely as a scholarly exercise but rather as reservoir of experience and to counter the short-term narrative and promote re-engagement with occupation with the justice system?

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*Cosplay as inclusive co-occupation: Gendered aesthetics of fantasy costume play*

Kyle Karen, Texas Woman's University

**ABSTRACT**

This theoretical paper analyzes cosplay as an organic, socially situated co-occupation that has yet to be understood for its effects on the health and well-being of its participants. Cosplay offers a means of self-expression, identity formation, gender exploration, aesthetic engagement, and social participation. The Theory of Occupational Adaptation (OA), incorporating the construct of occupational aesthetics, provides the theoretical basis for this analysis.

In a state of health and well-being, engagement in occupation occurs organically, as humans are social and occupational beings by their nature (Wilcock, 2015). Cosplay (“costume play”) is a social phenomenon and popular occupation worldwide. Cosplay involves designing, making and wearing a costume to allow the cosplayer to embody a character from popular culture (including anime, video games, comic books, etc.) or from the cosplayer’s own imagination. Cosplay costumes reflect the hyper-masculinized and -feminized features of the pop-culture characters they represent. Although fidelity to the characters’ appearance is desirable, the gender of the cosplayers need not conform to the gender of their characters. The cosplayer “performs” the character at venues such as Comicon. Although an event may be fleeting, cosplay itself is an on-going creative endeavor. Cosplayers devote significant resources between events to creating their costumes and teaching others how to do the same on social media. Skilled craftsmanship matters (Hale, 2014). Cosplay affords participation in a meaningful occupation to a diverse population of players, including people with disabilities (Hasnain, 2017).

Research in occupational therapy is typically focused on evaluating the effectiveness of interventions. Clinically-focused research studies risk overlooking the organically derived aspects of real-life occupation. Additionally, population health studies tend to focus on behavioral threats to health and well-being rather than potential behavioral supports.

The theory of OA emphasizes the importance of occupational roles over skills in producing an adaptive response to environmental press. The concept of occupational roles unites the individual, occupation, and environment as the single situational context for the process of

occupational adaptation (Schade & McClung, 2001). The adaptive response process parallels John Dewey's application of the creative process to everyday life-- asserting aesthetics as a human process, man and culture as inseparable from nature, and the mind and body as one integrated whole (Dewey, nd). Both adaptive and creative processes rely on internal responses directing iterative engagement in occupation envired within a social context. The theoretical construct of occupational aesthetics asserts that aesthetic emotion affects the adaptive response process.

**KEYWORDS:** aesthetics, cosplay, gender

## **QUESTIONS FOR DISCUSSION**

What are the experiences of people with disabilities who participate in cosplay?

How might cosplay potentially contribute to gender identification or exploration among various groups or populations?

What research approaches might lead to a deeper understanding of cosplay as a culturally embedded occupation?

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*5Minutes4Myself Lifestyle Consultation: The development, fidelity and usefulness of this tool*

Elizabeth Larson, University of Wisconsin-Madison

**ABSTRACT**

The 5Minutes4Myself lifestyle consultation tool was developed via a participatory action research project aimed at designing an occupation-based wellness program with and for caregivers of children with autism. This presentation will describe its development, elements, an assessment the fidelity of its use, and participants' perceptions of its usefulness in promoting lifestyle change.

Twenty-five participants were recruited via autism conferences and at clinics and were mostly female and white, ages 30-63 years. At the beginning program development meeting, study participants had difficulty identifying wellness goals for themselves, partly because they were focused intently on caregiving and had not considered their own wellness in many years. To address this difficulty, we developed a lifestyle consultation tool that paired an activity card sort with a motivational interviewing-based (MI) protocol. This generative process was intended to foster identification of desired meaningful wellness-promoting occupations, and creation of personally tailored, sustainable plans for caregivers' goal pursuit. Graduate students were trained in Motivational Interviewing and the use of the tool. After an initial focus group, the MI trained coaches worked with caregivers to create individualized wellness goals and plans using the tool. This included a series of steps gauging the importance of the occupation selected, a query to strengthen motivation to engage in the occupation, an assessment of confidence in achieving the occupational goal, prompts to explore ambivalence, and goal planning. These consultations were audio-taped. The fidelity of MI usage during the consultation session was assessed using the Motivational Interviewing Integrity Code (MITI 4.1, Moyers, Martin, Manuel, Hendrickson, & Miller, 2005) by two coders who trained to 90% agreement. All participants' initial lifestyle consultations transcriptions were rated on their adherence to MI via ratings of relational and technical skills using the standardized MITI rubrics. Following completion of participation in the 5Minutes4Myself Program, we conducted evaluative focus groups to examine the usefulness of all elements of the program including this tool. Focus group data was transcribed verbatim and coded thematically by the research team using theoretical and open codes.

Findings suggest that 87% of consultations achieved a competent standard or a high level of fidelity; and that the tool helped hone & prioritize goals, setting a foundation for lifestyle change by allowing the coach and caregiver to work from a shared understanding.

This work illustrates how we can leverage caregivers' personal experience in developing tools for tailored approaches that deal with the complexity of sustainable occupation-based lifestyle interventions.

**KEYWORDS:** occupation-based intervention, wellness, caregiving

**QUESTIONS FOR DISCUSSION**

How do we negotiate the tensions between tailoring and manualizing occupation-based interventions to assure fidelity in delivery and replicability of interventions?

How do we design methodologies to examine multiple levels of outcomes? And which outcomes matter in occupational science, and to whom?

What strategies can we use to examine which elements of an occupation-based program and their “dosage” are important in our interventions?

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Niki Kiepek, Dalhousie University

Christine Ausman, Dalhousie University

## **ABSTRACT**

This paper examines ‘meanings’ of substance use (licit, illicit, pharmaceutical) and associated occupations through a gendered lens. Interpretations of meaning extend beyond exclusively positive connotations.

Using an online, national survey (n=516; 370 women, 145 men) and semi-structured interviews (n=52; 36 women, 17 men) with professionals, data was collected about prevalence of substance use and effects. Meanings were analyzed in relation to: i) substance use as a discrete occupation, ii) substance use as an occupation co-occurring with other occupations, and iii) effects of substances to alter performance, participation, and/or experience of occupations.

Men and women reported selectively using substances to maximize positive effects. Use typically declined since being students, relating to professional image, maturity, physiological tolerance, and personal responsibilities. Substance use rarely occurred outside the context of other occupations; it enhances occupations (e.g., dancing while intoxicated), transforms meaning of occupations (e.g., increases enjoyment of socialization), and mitigates less desired aspects of occupations (e.g., reduces work-related stress). Analysis of surveys found women had a higher prevalence of using pharmaceutical substances, particularly those that improve mood, decrease pain, and improve sleep. There was no significant difference in severity of depression (severe: 6.2% women, 4.7% men), but women had significantly higher severity of anxiety (severe: 8.0% women, 1.9% men). Analysis of interviews revealed that paid work could be a distinct source of stress, unhappiness, and worry for both men and women, with substance use facilitating relaxation and pleasure. Especially among women, substances were described as a means to ‘function.’ Women spent more hours in paid work and obligatory duties combined and appeared predominantly responsible for household responsibilities and coordinating family activities. Whereas men describe home as a place to unwind, women described having little to no personal time. Women raised concerns about social perceptions that women require substances to deal with everyday stresses related to parenting.

Meaning of occupations (e.g., work, parenting, socialization) are not exclusively positive. Societal expectations of positive meanings, where it is assumed that to be ‘good mother’ requires one to be a ‘happy mother,’ silences experiences of distress (Staneva & Wigginton, 2018). Although substance use is reported to be controlled, there are important questions to be asked about how daily lives can be more fulfilling and pleasurable without substances. Examining broad meanings sheds light on diverse and complex experiences of occupation in context and increases the credibility and legitimacy of occupational scientists' claims of expertise about meaningful occupation.

**KEYWORDS:** meaning, substance use, parenting

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**SUBMISSIONID:** 1042168

*Exploring how gay married men navigate gender and household occupations*

William Wrightsman, Cedar Crest College

## ABSTRACT

Most of what is known regarding the division of household occupations in marriages comes from research using heterosexual spouses. The purpose of this study was to explore how gay married men negotiate and experience household occupations in the absence of traditional gender expectations and dynamics.

Interpretative phenomenological analysis (IPA) was the principal approach used for this research. IPA combines phenomenology, hermeneutics, and idiography, to understand how research participants perceive a particular life experience. A purposeful sampling of six childless gay men, who were currently involved in a same-sex marriage, was employed for this study. Twenty-one hours of semi-structured interviews, artifacts, and reflexivity journaling were utilized for data collection. Line-by-line data analysis resulted in four primary themes, and member checking was utilized after initial data analysis to increase trustworthiness and credibility. Data for this discussion was drawn from a larger study of gay men in same-sex marriages.

An important outcome of this study was to add to the existing occupational science literature on how gay married men negotiate and experience household labor in the absence of perceived gender roles and expectations. While the United States has witnessed a dramatic shift in attitudes regarding the roles of women in paid and home labor, women still assume the bulk of household chores in heterosexual marriages (Smart, Brown, & Taylor, 2017). Conversely, the gay married men in this study perceived a more equitable division of household occupations based on mutual agreement, skills and abilities, time schedules, and personal preferences rather than heteronormative gender roles or traditional gendered household tasks. Even when household labor was not divided equally between the spouses, the participants understood their arrangements to be fair based on variables such as preferences, work hours, and physical

limitations. Counter to previous research on heterosexual marriages, gender was not the key distinguishing feature in the division of household chores among the participants in this study.

The current study adds to the small but growing body of occupational science research on the occupational experience of queer people. This study extends prior research (Bailey & Jackson, 2005; Devin & Nolan, 2007; Jackson, 1995) by illuminating how gay married men “do” household occupations in the perceived absence of normative gender roles and their associated tasks. This study contributes to occupational scientists’ understanding of how the constructs of gender, roles, and occupations influence same-sex relationships.

**KEYWORDS:** Gender, Occupations, Same-Sex Marriage

## **QUESTIONS FOR DISCUSSION**

Do deeply embedded gender roles exist, and influence household occupations, regardless of sexuality?

Do same-sex marriages, and the division of household chores, provide spouses with a context for redoing gender?

How do transgender people navigate gender, normative roles, and occupations?

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## *Occupational changes: Conversations with two transmen*

Mariana D'Amico, Nova Southeastern University

Kalie Fagins, Nova Southeastern University

### **ABSTRACT**

Transitioning from one's birth gender to one's identified gender involves not only physical transformation, but occupational transitions related to engagement, participation and general daily life occupations of self-care, work, socialization and relationships (Bar, et al., 2016, Beagan, et al., 2012; Galupo, et al., 2016). This ethnographic study focus on the exploration of occupational changes before, during and after the female to male transition process.

Participants agreed to engage in a 60-minute structured conversation related to their transition process, decisions and changes in occupational engagement. Conversation responses were analyzed for content and coded into themes related to occupational changes in self-care, work, socialization, relationships, quality of life and health. Both participants spoke with the researchers during their transition processes. Both participants updated the researchers post completion of their surgeries with pictures and brief conversations. This information was analyzed for similarities and differences between both participants.

Participants identified early understanding of their gender identity. Both reported some relationships changed and some grew stronger. Both had supportive families and friends. It was difficult for people watching them go through transition to sustain new name and identity of the individual until transition was completed. However, one who was in a lesbian relationship lost the partner's support when the participant became more masculine. Both participants used their first and middle name initials to identify themselves until they decided on name transition as well. During transition, working or participating in a new environment with individuals who hadn't known them prior to their transitioning process made them feel more comfortable in their new identity. Both identified changes in emphasized personal care activities, some relationships but no changes in work environments. One participant identified their work environment as very supportive and continued working throughout his transition. The second participant changed work environments due to graduating college with a professional degree. Both individuals reported being very happy with their new person-hood post-surgery and transition. As men they had no difficulty with work transitions. This is consistent with Dr. Schneider's study "Doing Gender" presented at the 2018 World Federation of Occupational Therapy in South Africa.

Gender transitions have implications for the quality of life, opportunities for participation in society and relationships. Studying changes in occupational performance prior to, during and after gender transitions can assist in identification of occupational justice/injustice; opportunities and barriers for occupational engagement; health, wellness, and safety; and how gender and occupation impact each other.

**KEYWORDS:** Occupation, Transmen, Wellness

### **QUESTIONS FOR DISCUSSION**

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*Singing on The Treble Clef: Decades of changing discourse about gender identity in a choral community*

Jenny Womack, Univeristy of North Carolina at Chapel Hill

## ABSTRACT

A women's chorus founded in the 3rd wave feminist movement of the 1980s has evolved over 38 years into a community welcoming people who are women-identified, non-binary and/or transgender, described in public media as: anyone who sings on the treble clef. Extending ethnographic work with this chorus from a decade ago, the presenter will describe findings from a current exploration of chorus documents, social media presence, and music selection to examine the community's changing discourse surrounding gender identity.

The original study was a reciprocal and reflexive ethnography that spanned two-and-a-half years, during which time the researcher was a full participant-observer in rehearsals and performances, attended board meetings and conducted iterative interviews with chorus founders and current members. The original study will be revisited and complemented by findings from a current discourse analysis of print and virtual artifacts produced both for public consumption and internal use by the chorus.

Preliminary findings from the discourse analysis reveal continuity of advocacy for what would be societally regarded as "women's issues" enacted through the music and narratives of the chorus. Increasingly, however, expanded considerations of gender identity enter into not only public descriptions of the chorus, but also the origin and content of music performed at concerts,

and the inter-member interactions facilitated by the community. The current sociopolitical context is also evident as influential in decisions regarding both music and language. This evolution of discourse parallels the realization of a more heterogeneous membership as well as larger and more diverse audiences.

The interwoven nature of what the chorus does with the language it uses to describe its activities, embedded in a sociopolitical context that presses the group to assert its stance on gender inclusion, highlights how its primary occupation – music-making – serves as both a statement of identity and a tool for social change. Drawing on both transactional and life course perspectives, this session will encourage discussion surrounding occupational situations embedded in particular historical times as indicative of both legacy and change.

**KEYWORDS:** chorus, gender, discourse

### **QUESTIONS FOR DISCUSSION**

How do contemporary constructs of occupation inform an understanding of both the performance and representation of gender in this community?

What further methods might an occupational science researcher use to explore the intersection of gender and occupation enacted by community?

How does the changing language surrounding gender identity in this community reflect and advance societal discourse on this topic?

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FORUM SESSIONS

*Occupational science and occupational therapy: A difficult relationship?*

Don Gordon, University of Southern California

Erna Blanche, University of Southern California

**ABSTRACT**

Occupational science was originally conceived as a basic science that carried the possibility of supporting society and occupational therapy practice in the 21st century (Yerxa et al., 1990). In her groundbreaking paper, Yerxa (1990) described occupational science as supporting the work of occupational therapists by contributing new knowledge about the problems in society and by justifying the importance of occupational therapy in the promotion of health. Initially occupational science research was focused on establishing a basic science that would shed light on our understanding of the form and value of occupation in society at large. With the increased emphasis on funding, occupational science slowly changed its focus from understanding the problems in society to testing the value of occupational science applied to occupational therapy. This forum will provide an opportunity for participants to further clarify how the original aims of occupational science remain relevant in today's world.

Occupational science was founded as a basic science in the support of occupational therapy. In the 30 years since the inception of the discipline this has taken shape in a number of instrumental ways that ultimately focus on the experience of the client to better meet their therapeutic needs. However, challenges remain to maintaining the identity of occupational science in academic settings increasingly focused on research funding. The contribution of occupational science to occupational therapy is certainly an open question. The influence of occupational science to daily occupational therapy practice is in some cases evident and in others more discrete. The most visible contribution of occupational science to practice can be viewed as the development of lifestyle redesign (Clark et al., 1997). This intervention has opened new arenas of care in prevention and treatment of a number of chronic conditions that were not within the purview of occupational therapy in the past. More discrete contributions have been the increased focus on the importance of narrative in helping patients/clients work through the recovery process (Mattingly, 1998) as well as the contribution of narrative to our understanding of the impact of disability and the intervention process (Lawlor, 2000).

Now, 30 years after the founding of the discipline, this presentation seeks to provide a forum to examine the ways in which occupational science has contributed to occupational therapy and other fields. This forum also hopes to examine the complex relationship between occupational science and occupational therapy examine the challenges related to their ongoing coexistence.

**KEYWORDS:** basic science, history, translational science

**QUESTIONS FOR DISCUSSION**

Is occupational science still doing basic science or have we moved toward the translational science model with research ultimately focused on the application to occupational therapy?

Given funding concerns where is occupational science moving in the future?

Do we need basic science in a pure form and what is the cost to the profession if occupational science loses its focus on basic research?

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## *How can and should occupational science respond to climate change?*

Nancy Bagatell, University of North Carolina at Chapel Hill

### **ABSTRACT**

Over the past decade, there have been calls for occupational science to become a more socially responsive discipline by addressing global injustice (Angell, 2012) and “wicked problems” that impact population health (Capon, 2014; Wicks & Jamieson, 2014). Though climate change is undoubtedly a “wicked problem” tied to human occupation, and perhaps the most pressing issue facing the world today, there has been surprisingly little discussion in occupational science about this occupational concern. The aims of this forum are to: 1) situate climate change as an occupational concern by reviewing scientific findings; 2) discuss the discipline’s response to date; and 3) develop a plan for future action.

There is little doubt in the scientific community that human activity is responsible for much of the rise in temperatures on earth over the past 50 years and that climate change is proceeding at an unprecedented rate (IPCC, 2017). Drought, crop failure, disease, fires, flooding and other extreme weather events, and conflict over increasingly scarce resources are affecting much of the world. While occupations such as cooking, shopping, traveling, eating, dressing, and leisure activities all contribute to climate change, there is also evidence that climate change has an impact on human occupation. For example, rising night-time temperatures amplify reports of insufficient sleep, changing agricultural patterns leads to food deficits which results in changes in cooking and eating, and air and water pollution limit children’s opportunities to play outside. While all humans are impacted by climate change, people living in poor countries are especially vulnerable and experience the most profound occupational changes as a result. The Report of the Intergovernmental Panel on Climate Change (IPCC, 2017) indicates that carbon dioxide emissions need to decline by about 45 percent by 2030 and reach net zero in 2050. Given the centrality of occupation to this global crisis, it is time for occupational scientists to come together to consider both individual and collective action.

At the conclusion of this forum participants will gain a deeper appreciation for how human occupation impacts climate change and how climate change impacts occupation. Participants will have the opportunity to dialogue about occupational science’s, and more specifically the Society for the Study of Occupation: USA’s, role in the climate change crisis and to consider new ways to tackle this “wicked problem.”

**KEYWORDS:** climate change, human occupation, justice

### **QUESTIONS FOR DISCUSSION**

What are some ways that you personally can respond to climate change as an occupational concern?

What are some ways that occupational science can respond to climate change as an occupational concern?

What are some ways that SSO:USA can respond to climate change as an occupational concern?

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PANEL SESSION

*Applying occupational adaptation assessments to practice, education, and research*

Nancy Krusen, University of Nebraska Medical Center

Lorrie George-Paschal, University of Central Arkansas

**ABSTRACT**

Panelists will present two theory-based instruments to promote and measure occupational adaptation. Schkade and Schultz (1992) developed the theory of Occupational Adaptation (OA) to positively impact education, practice, and research. The OAPG is an intake instrument that engages persons in self-reflection on factors that facilitate and inhibit occupational performance and leads to creation of occupational responses. The RMS guides a self-evaluation of the effectiveness of their responses. Panelists will describe (1) development of the Occupational Adaptation Practice Guide (OAPG) and the Relative Mastery Measurement Scale (RMMS)/Relative Mastery Scale (RMS); (2) practical application of instruments with youth in a justice-based setting; and (3) practical application of instruments for student assessment in higher education.

Participants will (1) value OAPG & RMS as effective profession-specific, theoretically-founded instruments to measure occupational outcomes; (2) propose opportunities in which OAPG or RMS may be applied in occupational research.

One practice-based study reports occupational therapy service-learning students assisting youth in a justice-based system to measure their goals and develop occupational strategies through a mentoring program. One education-based study reports occupational therapy students measuring their goals and developing occupational strategies for a clinical examination with simulated patients. In each instance, authors gathered quantitative and qualitative data.

In practice with youth justice, quantitative descriptive and qualitative analysis identified positive relative mastery, revealing four themes related to participation and self-evaluation (George-Paschal & Bowen, 2019). In higher education, quantitative analysis (repeated measures ANOVA) indicated RMMS to be sensitive to change over time; qualitative analysis revealed five themes, including practice; teamwork; confidence; adapting. Data collected were also used to revise the instruments.

The OA theoretical concept of relative mastery includes a sense of effectiveness, efficiency, and satisfaction to self and others. Use of the instruments enables participants to develop strategies to adapt to challenges in daily life occupations.

**KEYWORDS:** occupational adaptation, assessment, theory application

**QUESTIONS FOR DISCUSSION**



How could you apply the instruments in your current practice?

What ideas do you have about application of the instruments in education?

What are your interests for application of the instruments in research?

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*Social participation in a virtual context after pregnancy loss: An autoethnography*

Jenn Soros, Nova Southeastern University

**ABSTRACT**

The topic of pregnancy loss is a topic that is often not discussed in social environments (Bellhouse, Temple-Smith, & Bilardi, 2018; Kuchinskaya & Parker, 2018). Online support groups allow women to connect with other women who have also experienced pregnancy loss (Bellhouse, Temple-Smith, & Bilardi, 2018; Kuchinskaya & Parker, 2018; Pector, 2012). The purpose of this study is to examine the engagement in social participation in an online forum and the connection to Wilcock & Hocking's (2015) theory of doing, being, belonging, and becoming in a woman following pregnancy loss and the diagnosis of partial molar pregnancy (PMP).

The researcher used a qualitative autoethnography approach for this study. Data was collected from an online discussion board that the researcher posted during various periods, including after PMP diagnosis, trying to conceive after PMP, pregnancy after PMP, and motherhood after PMP. Thematic analysis was used to analyze 107 postings to determine overall themes throughout the experience following a PMP diagnosis. Following data analysis, reflective journaling was completed to further investigate the data in relation to the theory of an occupational perspective of health.

Several themes emerged from the data that were consistent throughout all four periods after experience PMP. These themes included "sharing personal experience", and "providing advice to others". Unique themes emerged during the after PMP diagnosis, and pregnancy and motherhood after PMP periods. During the after PMP diagnosis period the theme of "information seeking" emerged and during the pregnancy and motherhood after PMP periods the theme of "providing encouragement to others" emerged.

Using Wilcock & Hocking's (2015) occupational perspective of health this study analyzes the doing of social participation in a virtual context following a PMP, the being a women after experiencing a rare pregnancy loss, the belonging in a social community of other women with similar experiences, and the becoming of the desired occupational role of a mother. Through the experience of a rare pregnancy loss, the researcher explores the benefits of engagement in the occupation of social participation in a virtual context on overall health and wellbeing.

**KEYWORDS:** Pregnancy loss, Social participation, Virtual context

**QUESTIONS FOR DISCUSSION**

How does pregnancy loss affect the occupational identity of women following diagnosis?

How does the engagement in social participation in a virtual context relate to the occupational science concepts of doing, being, becoming, and belonging?

What are the benefits of engagement in social participation in a virtual context following a pregnancy loss?

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*Gender, time use, and the discursive shaping of long-term unemployment: Results of a mixed methods investigation*

Rebecca Aldrich, University of Southern California

Debbie Laliberte Rudman, University of Western Ontario

John Sideris, University of Southern California

Na Eon (Esther) Park, University of Southern California

Kasey Wagstaffe, University of Southern California

## ABSTRACT

This presentation will discuss one set of findings from a four-year collaborative ethnographic study of long-term unemployment in the United States and Canada, comparing participants' time use against national data sets and broader discursive constructions of unemployment.

18 participants (7 men, 11 women) independently completed two Modified Occupational Questionnaires (MOQ) on a weekday and weekend day and subsequently discussed their responses in an open-ended interview. The MOQ covers a 24-hour period divided into 1-hour increments. For each increment, respondents indicated what occupation they were engaging in;

how they categorized the occupation; why they were doing the occupation; how much they valued the occupation; and how much they believed society valued the occupation. Respondents also rated their overall life satisfaction from 1 (low) to 10 (high). We converted MOQ responses to nominal and ordinal codes to generate frequencies and proportions and test associations between ratings of personal value, societal value, and reasons for doing occupations. Given the nested structure of the data and desire to covary time, gender, age, and country, we generated a series of hierarchical linear models including random intercepts and random effects for both time and day. We concurrently analyzed MOQ interviews line-by-line to identify information that explained participants' responses.

Occupations categorized as 'caring for myself', 'rest', and 'recreation/leisure' comprised the largest proportions of time use overall. 'Unpaid work', 'housework' and 'caring for others' comprised the next highest proportions for females, and 'socializing' and 'chilling/doing nothing' comprised the next highest proportions for males. Males reported higher life satisfaction than females and participants overall engaged in almost twice as many occupations they 'wanted to do' than they 'had to do'. Model results indicated a moderately strong association between personal and societal value (standardized beta = .42,  $p = .27$ ). There were between group (levels of why they were doing the occupation) differences in personal value ( $p < .001$ ) and societal value ( $p = .005$ ) but not satisfaction ( $p = .391$ ). For the entire participant group, "having" to do an occupation was more strongly associated with personal/societal value than "wanting" to do an occupation.

Comparisons with American Time Use Survey and Canadian General Social Survey data were ongoing at the time of abstract submission. Preliminary results suggest both alignment with and deviation from national data sets and broader assumptions about time use that are embedded in discourses of unemployment.

**KEYWORDS:** Time use, Long-term unemployment, Critical research

## QUESTIONS FOR DISCUSSION

In what ways do these findings challenge discursive constructions of unemployed people?

In what ways do these findings align or contrast with existing findings from national time use data sets?

What does an occupational perspective add to existing research on time use during unemployment?

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*Occupation and "the decline of males": Examining Tiger's thesis and how work and family life are changing for men and women.*

Don Gordon, University of Southern California

## **ABSTRACT**

In 1999 Lionel Tiger published the provocative book titled “The decline of males” asserting that our culture possesses many elements antithetical to males and their roles in society. This presentation will take a look at this thesis and examine recent evidence that supports, refutes, and further clarifies his concerns regarding the status of males in our society 20 years later.

Tiger (1999) argues that there is an atmosphere of anti-maleness that pervades much of American culture today. While the Women’s Rights movement has built up the confidence of women it has unfortunately eroded the confidence of many men (Tiger, 1999). Changing work and educational demands have created new challenges to the adaptation of males. The loss of middle skill, middle pay jobs has had particularly powerful impact on males (Autor et al., 2018). This has particular importance in relation to family life, where men once played a vital role in the financial support of the family. This has changed, as men in the middle struggle to keep up with the women from the same social class who tend to perform better in school, have higher graduation rates, and are more likely to move into high skill jobs (Autor et al., 2018; Carbone and Cahn, 2014). This is also an issue of growing concern in the lower third of the socioeconomic ladder, where increasing disparities have made both men and women more likely to give up on each other (Carbone and Cahn, 2014). This is also a growing issue for higher education, where women have surpassed men throughout the developed world. In 2013 female college enrollment exceeded male enrollment 1.4 to 1 (Tiger, 2013). This is a complex issue, with others arguing “the myth of male decline” (Coontz, 2012). Nonetheless, our changing sociocultural circumstances in relation to gender have many occupational implications that deserve our attention.

This is a topic that has major implications for occupational science given that occupations related to work, child-rearing, and the family generally form the core of any society. Significant changes in roles, relationships and expectations are having a profound occupational impact.

The role of men and women in society has changed in many ways that are often overlooked. This presentation will examine sociocultural changes from an occupational perspective to better

understand the unique occupational challenges facing women and men in the twenty-first century.

**KEYWORDS:** household structure, marriage markets, local labor markets

### **QUESTIONS FOR DISCUSSION**

Are you persuaded by this argument? What further evidence that you are aware of either refutes or substantiates this perspective?

What is the future of male-female partnerships? Are they necessary?

How does this impact the family structure moving forward? How will family structure continue to change in the future?

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*A scoping review of gender in occupation-based research: Historical roots and implications for a social transformative agenda*

Lisette Farias, Karolinska Institutet

Maria Alonso-Ferreira, Universidad de A Coruña

Natalia Rivas-Quarneti, University of A Coruña

**ABSTRACT**

It is well known that gender is one of the social variables that shapes occupation in ways that perpetuate the hegemonic social order. As well, it has been acknowledged that gender is (re)produced through occupations (Amber, 2012; Beagan & Saunders, 2005). Yet, less attention has been paid to the development of the conceptualization of gender within occupation-based research and the implications of these understandings on this body of knowledge. From an occupational justice perspective (Wilcock & Townsend, 2009), a better understanding of how gender in relation to occupation has been taken up, defined, and historically explored, can increase attention to the role of occupation in perpetuating a patriarchal society and gender inequality.

This study follows Arksey and O'Malley's (2005) methodological framework for scoping reviews. This methodology facilitates the exploration of studies based on their relevance as well as the inclusion of a variety of study designs. From a total of 1525 articles, 48 were included. For the analysis, Arksey and O'Malley's (2005) methodology was combined with Daley's conceptual map method (2004) to focus on the meanings of the concepts and identify the interconnections between them, creating a system of codes or categories from which different levels of hierarchy and interconnections can be created.

The findings provide critical insights into ways gender has been taken up within occupation-based research. They describe the main approaches to gender used in occupation-based research (i.e. gender from a cisnormativity perspective versus occupational opportunities mediated by gender) and provide an overview of how the development of gender as a concept has been influenced by the foundations of the discipline using a historical approach.

The findings reveal the importance of adopting a critical stance regarding the ways in which gender has been taken up in the occupation-based literature. A problematization of our knowledge can help us to understand how occupation in relation to gender can perpetuate inequalities, patriarchal systems and occupational injustices.

**KEYWORDS:** Gender, Occupation, Women's studies

**QUESTIONS FOR DISCUSSION**

What are the current possibilities that occupational science has in addressing issues of social inequities in relation to gender?

How can occupational science capture the complex processes of transition or identity disruption related to gender?

What kind of processes should occupational science enact to support gender equality within research?

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RESEARCH POSTERS

*A needs assessment exploring barriers and facilitators to menstrual hygiene management among people experiencing homelessness*

Laura Boden, Washington University

Amanda Wolski, Washington University

Abby Rubin, Washington University

Quinn Tyminski, Washington University

Luna Oliveira, Washington University

**ABSTRACT**

Despite one of the profession's foci being on activities of daily living (ADLs), menstrual hygiene management (MHM), a component listed under "toileting and toilet hygiene" in Occupational Therapy Practice Framework, is often overlooked. MHM is relevant to many adolescent and adult women, as well as transgender and gender non-binary individuals. However, the occupational therapy literature contains little research regarding ways to improve participation in this ADL, particularly for marginalized populations. Studies have shown that the inability to control the symptoms of menstruation can result in decreased participation in other occupations, including those that occur at work and school. The available research also suggests that marginalized groups, such as the homeless population, have limited access to resources to manage their MHM needs. Due to the limited research on MHM needs among the homeless population, the purposes of this needs assessment are 1) to learn about available resources and current barriers to MHM among the homeless population and 2) to assess where occupational therapists can intervene to support MHM and wider occupational engagement.

Participants were recruited from three homeless service agencies in the greater St. Louis area. Thirty-two women experiencing homelessness were recruited to complete a MHM survey, with twenty-two of these participants also participating in focus groups. Focus group data was analyzed using conventional content analysis to derive themes with 95% inter-rater agreement.

Following data analysis, the following themes were derived:

1. Shared knowledge of available community resources (41% of sample discussed)
2. Mental toughness as a female experiencing homelessness (50% discussed)
3. Lack of period resources within the community (59% discussed)
4. Impact of stigma on period management (32% discussed)
5. Menstrual symptoms' impact on other occupations (50% discussed)

These results will be used to inform occupational therapy program development to assist this marginalized population in improving MHM. The occupation of MHM is often overlooked, and we know little about how it is performed in this population. The results demonstrate that individuals experiencing homelessness not only face additional barriers to MHM but also to participation and performance in several areas of occupation, such as work, school, and social participation. Further, facilitators to MHM in the homeless population can enhance participation in these areas of occupation.

**KEYWORDS:** menstrual hygiene management (MHM), individuals experiencing homelessness, program development

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## **ABSTRACT**

Students with mental health disabilities are attending college in increasing numbers (Kim & Lee, 2016). Campus professionals are available for assistance, however, due to the surge of students, many support staff are overwhelmed and unable to meet student needs. Further, unlike secondary education, college students assume the responsibility of disclosure and seeking disability services without help from parents or teachers (McCarthy, 2007; Evans, Broido, Brown & Wilke, 2017). Becoming their own advocate is a formidable performance skill for many (Daly-Cano, Vaccaro & Newman, 2015). In addition, literature indicates women have a higher prevalence of anxiety disorders than men (Van der Walt, Mabaso, Davids, & De Vries 2019) and genders tend to manage their anxiety differently. Focusing on college students with anxiety disorders, a study was designed to explore student perceptions of self-advocacy for occupational engagement. Two of the primary objectives for this study included: Understanding perceptions of self-advocacy for the student with an anxiety disorder in higher education and Understanding how self-advocacy influences occupational engagement in the college experience.

The research design consisted of a qualitative, phenomenological approach. Criterion sampling was used, and data was collected through interviews consisting of semi-structured questions, the Occupational Profile Template, and the Adolescent/Adult Sensory Profile. Participants included 10 college students (eight females, two males) with diagnosed, disclosed anxiety disorders and who were registered with disability services. The gender ratio mirrored the literature suggesting that women have a higher prevalence of anxiety disorders. Data collected included definitions and examples of personal self-advocacy.

The study culminated in three findings. First, students acknowledged the value of self-advocating for increasing occupational participation. Second, students recognized self-advocacy as a difficult performance skill to learn and master. Third, students identified five diverse challenging occupations to navigate within the college environment: health management, education participation, communication management, social participation, and sleep participation.

The inquiry achieved both objectives as participants shared experiences with self-advocating and identified challenging occupations. The results enhance the understanding of occupational engagement in the college experience for students with anxiety disorders. Several reasonable implications can be inferred. Most notably, due to the variation in identified challenging occupations, a complementary approach to actively nurture self-advocacy skills seems advantageous. This approach would be inclusive of gender differences in managing anxiety and educating faculty and staff. A relevant approach may facilitate fulfilling occupational engagement in the college experience for students with anxiety disorders of all genders.

**KEYWORDS:** occupational engagement, anxiety disorders, self-advocacy

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### *Temporal relationships between meaningful occupation and meaning in life in post-9/11 veterans*

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## ABSTRACT

Occupational science specifically, and social science literature more broadly, address relationships between meaningful occupation and meaning in life. Meaningful occupation (or activity) can be understood as activities that are personally valued and important to the individual, often imbued with distinct qualities of positive experience, such as pleasure, satisfaction, competence, creativity, goal progress, a sense of helping others, and being valued by others. Meaningful occupation is purported to contribute to developing and sustaining a sense of life purpose and meaning by reflecting to the individual salient aspects of self-understanding, personal significance, and mastery in purposive action. Together meaningful occupation and meaning in life constitute two levels of human well-being essential to fostering positive developmental trajectories. However, there is a paucity of literature substantiating the temporal relationships between meaningful occupation and purpose and meaning in life. The present study seeks to explore these relationships across three academic semesters in a sample of post-9/11

veteran in college. The main research questions to be explored in this “in progress” study are: 1) Will change in meaningful occupation over time predict change in meaning in life, 2) Will change in meaning in life over time predict change in meaningful occupation, and 3) do the temporal relationships between meaningful occupation and meaning in life vary as a function of gender identity (female/male)?

This “in progress” study is a prospective longitudinal panel study (N = 145; 25 females) post-9/11 veterans in college. Study data were collected at three time points across 1.5 years, and include demographics (e.g., age, gender, year in school), health-related variables (i.e., depression, post-traumatic stress, mTBI), social variables (i.e., social support, social and community participation), meaningful occupation (Engagement in Meaningful Activities Survey - EMAS), and meaning and purpose in life (Meaning in Life Questionnaire - MILQ). Analyses will include cross-sectional descriptions through zero-order correlation and regression modeling. Longitudinal analyses will test cross-lagged models (e.g., change in EMAS explaining MILQ, and change in MILQ explaining EMAS) to evaluate causal processes through temporal ordering of effects. Gender, health-related, and social variables will serve as moderators; R statistical software will be used for analyses.

Findings will offer evidence regarding likely temporally-ordered causal mechanisms relating meaningful occupation to meaning and purpose in life in veterans in college. Identification of gender-based differences will be tested. Such understanding could inform interventions intended to foster well-being in this population through occupation-based interventions.

**KEYWORDS:** meaningful occupation, meaning and purpose in life, longitudinal design

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**8TH ANNUAL SSO: USA CONFERENCE PROCEEDINGS, 2021**

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## SSO:USA Nineteenth Annual Research Conference – Virtual Conference Program

**Monday September 20, 2021** through October 3<sup>rd</sup>, on demand on Cvent to registered attendees.

SESSION	TITLE	PRESENTER/S
Theoretical and scientific perspectives on occupation		
Poster_1.1	The Model of Occupational Harmony: An Eastern perspective on occupational balance	Yijun Liu
Poster_1.3	Mindfulness & Occupational Science: Connection through Key Concepts	Susan Agostine
Poster_1.4	Expanding Knowledge on Occupations One Harmful Occupation at a Time	Taylor Dingus
Poster_1.5	Prescriptive Occupational Science in a Domain: Reaching for the Stars	Robert Mullaney
Poster_1.6	How Can Occupational Science Inform Occupational Therapy?	Diane Parham
Occupational identity and social status		
Poster_2.1	Workplace Factors Affecting Occupational Therapy Practitioners: The Occupation of Being an Occupational Therapy Practitioner	Robert Mullaney
Poster_2.2	The impact of lost work opportunity on health at retirement age	Maren Wright Voss
Poster_2.3	Temporal Relationships between Meaningful Occupation and Meaning in Life in Post-9/11 Veterans	Aaron Eakman, Julia Sharp, Mantautas Rimkus
Poster_2.4	From Soldier to Student: A qualitative study on service members or veteran's experience choosing to transition to a student	Tai Voun
Poster_2.5	Examining the Gender Differences of Military Culture on Occupational Performance of Adult Dependents	Twylla Kirchen
Poster_2.6	Stop, Drop, and Occupational Role: The Self-Identified Roles of Firefighters	Ashlea Cardin
Poster_2.7	Meanings and experiences associated with computer use of older immigrant adults of lower socioeconomic status	Lynne Andonian
Poster_2.8	Exploring How Refugee Status Impacts Occupational Functioning	Erin Sykstus, Linda Olson, Evguenia Popova, Paula Costello
Poster_2.9	Cultural resettlement in Kentucky: The narrative experience of refugees and immigrants to local communities	Geela Spira
Social engagement		
Poster_3.1	Coping with Covid: Social connection is central to well-being for autistic adults during the COVID-19 pandemic	Aaron Dallman

Poster_3.10	Sex Work and Occupation	Christopher Grohs
Poster_3.2	Exploring Perspectives on Social Occupations: Children with Food Allergies	Ashley Mason, Ashlyn Robinson, Meagan Osland, Lindsay Benson, Victoria Hale
Poster_3.3	Social Participation in Young Adults with a TBI	Rachel Burgess
Poster_3.4	The Role of Communication within Occupational Engagement	Elizabeth Choi
Poster_3.5	Exploring Relationships between Co-occupation Traits and Joint Engagement In Early Childhood	Cristin Holland
Poster_3.6	The coproduction of access to services after spinal cord injury	Carol Haywood
Poster_3.7	Occupational determinants of life course health development: Parent perceptions of contextual influences on daily routines	Jennifer Pitonyak
Poster_3.8	Exploration of Occupational Barriers of At-Promise Youth with Photovoice	Francis Bie
Poster_3.9	Occupational implications of hearing loss: One woman's tale	Jessica Nakos
Providing care		
Poster_4.1	Occupational Therapists' Consideration of Sexual Orientation and Gender Identity when Working with Adolescents	Kristin Willey
Poster_4.2	The Occupational Aftermath of Sexual Assault	Juliet O'Brien, Rachel Reyes, Male Weaver
Poster_4.3	Exploring Occupational Performance and Occupational Satisfaction through Pain Neuroscience Education	Christine Davis
Poster_4.4	From Stigma to Solidarity: Pain Neuroscience Education in Occupational Therapy	Christine Davis, Marian Gillard
Poster_4.5	Gynecologic Care Practices for Autistic Females	Emily Skaletski
Poster_4.6	Promoting Inclusive Oral Care for Children with DS: Caregiver and Dentists Perspectives	Elizabeth Isralowitz
Poster_4.7	Relationship between Sensory Over-Responsivity and Oral Care Challenges in Children with Down Syndrome	Leah Stein Duker
Poster_4.8	The Impact of Environment on Service User Engagement in Therapeutic Activities in an Acute Mental Health Unit	Ellen Adomako, Simone Coatzee, Fiona Nolan
Play, leisure, sports & arts		
Poster_5.1	Does the Prevalence of Mental Health Disorders Affect the Life Balance of Female Collegiate Athletes?	Robert Mullaney
Poster_5.2	Exploration of Aerial Arts as an Occupation	Kristine De Guzman, Susan MacDermott

Poster_5.3	Exploring the Form, Function, and Meaning of Brazilian Jiu-Jitsu (BJJ)	Susan MacDermott
Poster_5.4	Exploring the Occupation of eSports	Susan MacDermott, Kyle Fitzstevens
Poster_5.5	How do playgrounds Enable Or Constrain Participation In Play For Children With Diverse Play Needs?	Sarah Prendagas
Poster_5.6	Developing an integrated research programme for the study of occupational science through the lens of play	Jeanne Jackson, Helen Lynch, Maria Prellwitz, Sarah Kantartzis, Bryan Boyle, Maria Larsson-Lund, Margareta Lilja, Duncan Pentland
Poster_5.7	A Virtual View of Occupation: Transactionalism in MMORPGs	Amanda Flores, John Miklos, Alex Nold, Derian Ramos Lopez, Shasta Rice, Karen McCarthy
Poster_5.8	Art and Occupation: Occupational Therapy Students Learn the Value of Occupation, through Observing a Work of Art	Adele Breen-Franklin
Poster_5.9	Mind, Movement, and Music: Infusing Occupation in Level 1 Occupational Therapy Fieldwork	Grace Fisher
Poster_5.10	Using arts-based methods to incite conversations with older adults about well-being and to conceptualize risk	Jane Njelesani, Evelyn Durocher
Poster_5.11	Batok: The Exploration of Indigenous Filipino Tattooing as a Collective Occupation	Chelsea Rameriz
Diversity, equity, inclusion		
Poster_6.1	Decolonise Occupational Science – A critical think piece	Musharrat Ahmad-Landeryou
Poster_6.2	Incorporating a Gender Identity into the Occupational Science and Therapy Curriculum: Application for Future Consideration	Kristine Haertl
Poster_6.3	Potential Implications of Gender Parity in Occupational Therapy	Genevieve Romeo, Linn Wakeford
Poster_6.4	Occupational Engagement of LGBTQIA+ Individuals: A Phenomenological Study	Kristin Willey
Poster_6.5	Occupational Changes: Conversations with two Transmen	Mariana D’Amico, Kallie Fagins
Poster_6.6	The Occupational of Dating as a Transgender Person--	Kalie Fagins, Meaggan Thomas
Poster_6.7	Self-Study Existing as a Nonbinary Transgender Person and the Effects of Gender Identity in Occupation	Dexter Blue

## Friday September 24, 2021

SESSION	TITLE	PRESENTER/S	TIME (Pacific)
Theme Speaker	Queering Occupation and Gender Affirmation	Mx. J. Clapp	8:30 – 9:30 a.m.
Opening Session	Kick-off: SSO:USA 2021 Virtual Conference on Gender & Occupation	Betsy Francis-Connolly	9:30 – 9:40 a.m.
Event 1.1	Welcome Reception:		9:40 – 10:15
Select Forum 1.1 and discussion, or two papers with discussions			
Forum_1.1 Discussion_1.1	Gender theories, concepts and issues in Occupational Therapy and Science curricula	Virginie Stucki, Lea Nussbaumer, Denis Pouliot-Morneau	10:20 - 11:25 a.m. D: 10:35-11:25
Paper_1.2 Discussion_1.2	Mothers’ Perceived Benefits of a Parent-Mediated Intervention on Parenting Occupations and Family Mealtime	Brittany St John, Libby Hladik, Karla Ausderau, Sabrina Kabakov	10:20 – 10:50 a.m.
Paper_1.4 Discussion_1.4	Network for Lesbian, Gay, & Bisexual Concerns in Occupational Therapy: History of Occupational Justice and Wearing the Button	Wanda Mahoney, Christine Peters, Peggy Martin	
Paper_2.1 Discussion_2.1	Qualitative reflects of women’s working lives: The balancing act	Alana Hewitt, Linsey Howie, Susan Feldman	10:55 – 11:25 a.m.
Paper_2.2 Discussion_2.2	“Becoming Who I Truly Am:” Religious Practice and Occupational Identity Among Adults with Intellectual Disabilities	Sarah Barton	
Paper_2.3 Discussion_2.3	Intersectionality of Gender, Race, and Disability in the Enactment of Occupations	Linah AlShaalan, Erna Blanche, Mary Lawlor	
Select one paper and discussion			
Paper_3.1 Discussion_3.1	Experiences of Female Student Service Members and Veterans Revealed through Photo Voice	Jenna Yeager	11:30 – 12:00 p.m.
Paper_3.2 Discussion_3.2	Role of Stakeholders in Building Research Capacity: Working with Individuals with Intellectual Disability	Libby Hladik, Brittny St. John, Karla Ausderau	
Paper_3.3 Discussion_3.3	Understanding occupation as situated in occupational therapy curriculum: Learners’ perspectives	Erina Cho, Michelle Osenga, Susan Forwello, Katie Lee Buntir	
Paper_3.4 Discussion_3.4	Environmental impacts on the occupations of non-binary individuals	Karen McCarthy, Meghan Ballog, Katie Lee, Maria May Carranza	
Event 1.2	Occupational Balance Break: SSO BingOOOOOO!		12:00 – 1:00 p.m.

<b>Select a Forum or Panel with discussion and one paper with discussion, OR select three papers with discussions</b>			
Forum_4.1 Discussion_4.1	How Can and Should Occupational Science Respond to Climate Change?	Nancy Bagatell (will not present)	1:00 – 2:05 p.m.
Paper_4.2 Discussion_4.2	Playful parent-child co-occupations: it's playtime! ...Or is it?	Emilie St-Arnaude Trempe, Catherine Vallee, Paulette Guitard	1:00 – 1:30 p.m.
Paper_4.3 Discussion_4.3	Passing Time Behind Bars: The Occupations of Incarcerated Women	Amber Covington (will not present)	
Paper_4.4 Discussion_4.4	Decentralizing the Individual Experience: A Comparative Analysis of Visual Methods Aligned with the Transactional Perspective	Heather Pugh	
Panel_5.1 Discussion_5.1	Using an occupational justice lens in community reintegration center for women	Karen Keptner, Barbara Milliken, Maria Atala, Mark Morgan-Brown	1:35 – 2:40 p.m.
Paper_5.2	Enhancing LGBTQ+ students' participation through faculty development	Chetna Sethi	1:35 – 2:05 p.m.
Paper_5.3	Habit, Embodiment, and Functional Coordination for a Cognitively Changing yet Community-Dwelling Population	Kendra Heatwole Shank	
Paper_5.4	A gendered perspective on occupational balance: Temporality & relationality in dual earner families with school-aged children	Marie-Christine Ranger	
Paper_6.1	Disciplinary perspectives on embodiment: Implications for Occupational Science	Antoine Bailliard	2:10 – 2:40 p.m.
Paper_6.2	Occupations of gender: How occupational injustices within the transgender experience affect health management and disparities	John White, Mason Munson	
Paper_6.3	Critical incident exposure among prison workers: Exploring different trauma experiences by gender	Lisa Jaegers, Selena Washington	
Event 1.3	Not a traditional sing-a-long: Talent Share <u><a href="#">Sign up to perform here!</a></u>	John White, Karen McCarthy	2:45 – 4:00 p.m.

## Saturday September 25, 2021

SESSION	TITLE	PRESENTER/S	TIME (Pacific)
ABM	SSO:USA Annual Business Meeting	Betsy Francis-Connolly & SSO:USA Board Members	8:00 – 9:30 a.m.
Break			9:30 – 9:45 a.m.
Forum_7.1 Discussion_7.1	The role of narrative and storied reasoning in occupation-based practices for older persons	Margartai Mondaco, Sissel Alsaker, Mark Luborsky, Staffan Josephsson	9:45 – 10:50 a.m.
Paper_7.2 Discussion_7.2	Plotting an Understanding of Occupational Science Tenants of Work and Relationship to Sociological Constructs of Doing Gender	Christine Privott	9:45 – 10:15 a.m.
Paper_7.3 Discussion_7.3	The Occupation of Dating as a Transgender Person	Kalie Fagins, Meaggan Thomas	
Paper_7.4 Discussion_7.4	Gender and an Oppression Lens: Exploring Theoretical Potential	Elizabeth Pooley	
Paper_8.1 Discussion_8.1	How Do Gender Stereotypes Influence the Meaning behind Engaging in Everyday Tasks?	Laura Schmelzer, Scott Peters, Gabrielle Mosiniak	10:20 – 10:50 a.m.
Paper_8.2 Discussion_8.2	Seniors in a Lesbian, Gay, Bisexual, Transgender Residential Community: Impact of a Safe Space on Occupation and Well Being	Daniel Swiatek	
Paper_8.3 Discussion_8.3	In the US and Beyond: Parity of Pay for the Occupation of Faculty Member by Gender	Charlotte Royeen	
Discussion_9.1	Let's discuss theoretical and scientific perspectives on occupation- Posters 1.1-6	Moderator: Amber Angell	10:55 – 11:25 a.m.
Discussion_9.2	Let's discuss occupational identity & social status- Posters 2.1-10	Moderator: Ryan Lavalley	
Discussion_9.3	Let's discuss social engagement- Posters 3.1-10	Moderator: Daisy Alvarado	
Discussion_9.4	Let's discuss providing care- Posters 4.1-8	Moderator: Linn Wakeford	
Discussion_9.5	Let's discuss play, leisure, sports & arts- Posters 5.1-11	Moderator: Karen McCarthy	
Discussion_9.6	Let's discuss diversity, equity, inclusion- Posters 6.1-8	Moderator: Mariana D'Amico	
Event 2.1	Occupational Balance Break: SSO Scavenger Hunt		11:25 – 12:25 p.m.

Paper_10.1 Discussion_10.1	Role of Gender in Founding Ideas of Occupation and Health	Kathlyn Reed	12:25 – 12:55 p.m.
Paper_10.2 Discussion_10.2	Humans and Canines “Doing Together”	Stephanie Bristol	
Paper_10.3 Discussion_10.3	Ecological Model of Care: Aging with Cognitive Decline	Elizabeth Rhodus, Elizabeth Hunter, Graham Rowles, Shoshana Bardach, Gregory A. Jicha	
Paper_10.4 Discussion_10.4	Occupation and meaning-making - how can men express the meaning of healthcare through photovoice?	Mariell Høgås, Staffan Josephsson, Sissel Alsaker	
Paper_11.1 Discussion_11.1	The impact of gender ideologies on the occupational participation of mothers with children with disabilities in Japan	Hirokazu Nishikata, Sayoko Kawabata, Kimiko Shibata	1:00 – 1:30 p.m.
Paper_11.2 Discussion_11.2	Belonging, Doing, Being, and Becoming of Migrants: Co-occupations with Friends	Ya-Cing Syu	
Paper_11.3 Discussion_11.3	The Meaning & Purpose of Volunteerism as a Serious Leisure Pursuit for Retired Community-Dwelling Well-Elders	Maggie Maloney, Cody Horst	
Paper_11.4 Discussion_11.4	Theory is Alive in Practice	Abigail Carroll, Nancy Bagatell	
Break			1:30 – 1:45 p.m.
Panel_12.1 Discussion_12.1	High tech domestic sewing machines are changing traditional definitions of who develops the occupational identity of sewist	Eva Rodriguez, Maria Daly, Diana Daus	1:45 – 2:50 p.m.
Paper_12.2 Discussion_12.2	Opioid Misuse Viewed Through Person and Place in Rural America	Maren Wright Voss, Ashley Yaughner, Kandice Atisme, Emily Hamilton	1:45 – 2:15 p.m.
Paper_12.3 Discussion_12.3	Addressing Occupational Disruption Among New Mothers Through the Use of a Health Promotion Model	Michelle Hannum	
Paper_12.4 Discussion_12.4	History of Occupation in Prison: Can the past inform our policy and scientific endeavors?	Sandra Rogers	
Paper_13.1 Discussion_13.1	Cosplay as inclusive co-occupation: the gendered aesthetics of fantasy costume play	Kyle Karen (will not present)	2:20 – 2:50 p.m.



Paper_13.2 Discussion_13.2	5Minutes4Myself Lifestyle Consultation: The development, fidelity and usefulness of this tool	Elizabeth Larson	
Paper_13.3 Discussion_13.3	"A reward for surviving the day": Gendered meanings of substance use and daily occupation	Niki Kiepek	
Paper_14.1 Discussion_14.1	Exploring how gay married men navigate gender and household occupations	William Wrightsman	2:55 – 3:25 p.m.
Paper_14.2 Discussion_14.2	A Scoping Review of Gender in Occupation-based Research: Historical roots and Implications for a Social Transformative Agenda	Lisette Farias, Maria Alonso-Ferreira, Natalia Rivas-Quarneti (will not present)	
Paper_14.3 Discussion_14.3	Occupational changes: Conversations with two transmen	Mariana D’Amico, Kalie Fagins	
Paper_14.4 Discussion_14.4	Singing on The Treble Clef: Decades of changing discourse about gender identity in a choral community	Jenny Womack (will not present)	
Closing Session	Wrap-Up, Recognitions & Awards	Betsy Francis-Connolly	3:30 – 4:14 p.m.
Event 2.2	Community Conversation	Ruth Zemke, Khalilah Johnson	4:15 – 5:00 p.m.