

HAWK

Faculty of
Social Work and Health

Hildesheim

OSE | Occupational
Science
Europe



ASH
Berlin

Alice Salomon Hochschule Berlin
University of Applied Sciences

September 8th – 9th 2017

The 4th Conference of „Occupational Science Europe“

MEETING IN DIVERSITY – OCCUPATION AS A COMMON GROUND

Think Tank Meeting as Pre-Conference on September 7th 2017

In Hildesheim, Germany

Organizing Committee

PROF. ULRIKE MAROTZKI: HAWK – Faculty of Social Work and Health
PROF. SILKE DENNHARDT: ASH – Berlin
DR. SANDRA SCHILLER: HAWK – Faculty of Social Work and Health
DR. KATHARINA MARIA RÖSE: HAWK – Faculty of Social Work and Health
DOROTHEA HARTH, M.SC. OT: HAWK – Faculty of Social Work and Health

Acknowledgements



We would like to thank everyone who contributed to this conference by attending or participating.

Our thanks also go to all those who helped in the organization of the event at the HAWK, the ASH and beyond.

Special thanks go to our student assistants Ulrike Mönnighoff and Mareike Haensch for their untiring support in the preparation and execution of this conference.

Occupational Science Europe Board and Committee

DR. ANNE ROBERTS: OBE, Chairperson
DR. SARAH KANTARTZIS: Secretary
DR. NATALIA RIVAS-QUARNETI: ... Member
DR. KATHARINA MARIA RÖSE: Member
DR. TEENA CLOUSTON: Vice Chairperson
PROF. JEANNE JACKSON: Treasurer
ASSC. PROF. LYN WESTCOTT: Member

Thanks to our Sponsor

DEUTSCHER VERBAND DER
ERGOTHERAPEUTEN E. V. | The logo for the German Association of Occupational Therapists (DVE). It consists of the letters 'DVE' in a stylized, blue and green font, with a small icon of a person with a plus sign above the 'V'.

We thank the German Association of Occupational Therapists for sponsoring parts of the catering.

Dear Guests, The German Association of Occupational Therapists (DVE) would like to personally welcome each of you to the 4th OSE conference at the HAWK in Hildesheim, Germany. Occupational science is an exciting area and this conference brings inspired people from 23 countries together to share their knowledge, experiences, passion and visions to further this academic discipline. We hope this conference inspires each and every one of you and we personally wish you an enjoyable and successful event.

Sincerely,
ARND LONGRÉE,
Chairman of DVE

Contents

Welcome

Welcome from the Organizing Committee.....	4
Welcome from Occupational Science Europe.....	5
Welcome from the HAWK — Hildesheim.....	6
Welcome from the ASH — Berlin.....	7

Program Overview

Thursday 7 th September.....	8
Friday 8 th September.....	10
Saturday 9 th September.....	13

Keynotes

Keynote 1: Ruth Zemke.....	16
Keynote 2: Debbie Rudmann.....	17
Keynote 3: Anne Roberts.....	17

Book of Abstracts

Friday 08th September 2017	
Session 1.1 to 3.5.....	18
Saturday 09th September 2017	
Session 4.1 to 6.5.....	54

Information

Information on OSE.....	86
General Information.....	87
Information on the Gala Dinner.....	88
Information on the Guided City Tour.....	91

Maps

Map of the HAWK, Goschentor 1 (HIA).....	90
Map of City Center.....	91
Map of surrounding area of HAWK Campus.....	91
Map of Hildesheim.....	92



left to right:
SANDRA SCHILLER, KATHARINA RÖSE, ULRIKE MAROTZKI, SILKE DENNHARDT, DOROTHEA HARTH

Welcome from the Organizing Committee

It is a great pleasure for us to warmly welcome you to the 4th OSE-Conference 2017!

The main theme of OSE 2017 is “Meeting in Diversity—Occupation as a Common Ground“. We are delighted that participants from various European countries and also from around the world are taking this opportunity to come to Germany for an exchange about our common ground: occupation. We hope that this conference will foster an exchange of perspectives related to occupational science on a European and global level.

Excitingly, this conference does not only reflect geographical diversity, but also diversity regarding research interests, theoretical foundations and methodologies applied. Interdisciplinarity is a source of enrichment for occupational science and is addressed not only in the tandem papers, a new format introduced at this conference but, also in various other contributions.

The field of occupational science in itself is diverse; it is informed by many diverse life experiences, research traditions and pluralistic perspectives. Conferences such as this one provide the opportunity to come together, learn about and from each other and strengthen our disciplinary community. For the first time, the European OS conference is hosted in a country in which English is not the first language. This is also the first occupational science conference in Germany. In participating, you will make a contribution to a conference that we can quite rightfully consider as historical.

As the five colleagues from Germany who have organized this conference and have all had a long-standing interest and engagement with occupational science, we hope that this conference will provide an intellectual stimulus for the future advancement of occupational science in Germany.

Our aim was to invite keynote speakers who each hold a unique position in order to reflect and comment on the development of the field of occupational science in Europe and worldwide. So we feel honored that Ruth Zemke, Debbie Laliberte Rudman and Anne Roberts, three inspiring colleagues who have been influential in furthering the cause of OS in different ways through their innovative thinking and critical analysis have accepted our invitation to be keynote speakers.

We hope that this conference will provide you with a unique opportunity to meet, exchange views and develop collaborations with colleagues.

Welcome to Germany and welcome to this meeting in diversity – occupation is our common ground!

Your OSE 2017 Organizing/Program Committee from the HAWK University of Applied Sciences and Arts Hildesheim/Holzminden/Göttingen and the ASH Alice Salomon University of Applied Sciences Berlin



Take part in the Occupational Science Europe Research Committee Survey

This short survey sets out to review and gather up to date information about the amount and focus of occupational science research. The findings will be used to enable an exchange of information about occupational science research in the international community and potentially develop research links and collaborations. The survey will run until 19. October 2017.

Link to the survey:

<https://de.surveymonkey.com/r/OSE-OccupationalScienceSurvey>



Welcome from Occupational Science Europe

As Chair of Occupational Science Europe and on behalf of the Executive Board, it is a great pleasure to welcome you to the conference in Hildesheim.

This is an important historic moment for Occupational Science Europe and a great reason to celebrate. Although this is the 4th OSE conference, it is the very first to be hosted on the main continent of Europe, and the first in Germany.

The well-chosen conference theme: "Meeting in Diversity-Occupation as Common Ground" is very pertinent to the Europe we live in at the moment and to occupational scientists who have a strong role to play in establishing happy and healthy communities. Occupational scientists from twelve European countries, as well as eleven other countries in the world, are participating in this conference.

The Organizing Committee from HAWK University of Applied Sciences and Arts, Hildesheim and ASH Alice Salomon University of Applied Sciences, Berlin are to be commended for the stimulating programme that they have put together for us. There will be thought provoking keynote lectures from Professor Ruth Zemke and Professor Debbie Rudman reflecting on the development and future role of occupational science, and a tempting programme of paper presentations, panel discussions and tandem papers, offering cutting edge knowledge and research from Europe and beyond.

May you enjoy the conference, make new friends and go away inspired!

ANNE ROBERTS,
Chair of OSE

Welcome from the HAWK — Hildesheim

**We are delighted to welcome you all
to the HAWK in Hildesheim.**

The 4th Occupational Science Europe Conference “Meeting in Diversity–Occupation as a Common Ground” will be the first of its kind on the European mainland.

We therefore feel very much honored to host this pioneering conference with an international and interdisciplinary occupational science audience here in Hildesheim. Of course, Hildesheim is the right place for this event.

Quality, practical application and scientific innovation are the major factors that have influenced the development of our University since its founding in 1971. In our 23 Bachelor and 13 Master courses offered in six faculties and three cities we place particular importance on an international and interdisciplinary approach and attitude.

Both the Bachelor and the Master study programs “Occupational Therapy, Physiotherapy, Speech- and Language Therapy” reflect these principles. At the HAWK Hildesheim/Holzminden/Göttingen we qualify graduates for work in a wide range of different fields and tasks: clinical settings, health promotion and community-based practice.

The students receive scientifically founded, practically oriented training with a distinct disciplinary as well as a unifying interdisciplinary focus. Established in 2001 (B.Sc.) and 2005 (M.Sc.), these courses of study were both the first of their kind in Germany. The OT modules in our Master’s program stress that being knowledgeable about occupation and conducting studies contributing to occupational science are key prerequisites for working in the diverse fields of health and social care.

Consequently, our students see this conference as a wonderful opportunity to listen to the international speakers, experts and colleagues and engage in discussions with them.

In addition, organizing the conference in cooperation with the Alice Salomon University of Applied Sciences Berlin has been a wonderful experience for the organizing team—one that we hope will be repeated in the future.

I wish you all an inspiring conference and a pleasant stay in Hildesheim!

DR. MARC HUDY,

interim President of the HAWK University of Applied Sciences and Arts Hildesheim/Holzminden/Göttingen



Welcome from the ASH — Berlin

Dear international guests,

even after 100 years, the Alice Salomon University of Applied Sciences is still following the tradition of the institutions created by its founder Alice Salomon—the “Social School for Women” and the “German Academy for Social and Educational Women’s work”. Reflecting the intentions of Alice Salomon, it maintains central principles such as multidisciplinary, a close link of theory and practice, and international orientation.

For these reasons, we are very delighted to have the opportunity to participate in hosting this international research conference together with the HAWK Hildesheim/Holzminden/Göttingen.

With its research focus, our university contributes to the advancement of the disciplines in the fields of social work, health and education and links the different elements with one another in a productive way. A focus on people’s everyday doing, or occupation, as it is the focus of the 4th Occupational Science Europe Conference “Meeting in Diversity–Occupation as a Common Ground”, may become one of these productive links. At our university, we increasingly see the need for interdisciplinary approaches to master cross-sectional tasks in society, which are becoming ever more complex. Being a University of Applied Sciences, we also strive to be in continuous dialogue with current professional practice, while at the same time to contribute to the innovative development of future professional practice. In providing an important space to focus on occupation from a diversity of perspectives, we expect that this research conference, being the first of its kind in Germany, will have an innovative impact for the practice of occupational therapy and related fields.

A special thank you to the HAWK Hildesheim/Holzminden/Göttingen for hosting this important event in Hildesheim, for being such a valuable partner in establishing occupational science as an academic subject in Germany.

We wish all participants an exciting conference.

PROF. DR. UWE BETTIG,
Rector of ASH Alice Salomon University of Applied Sciences

Thursday 7th September

2nd Think Tank for Occupation-Based Social Transformation

Dear colleagues,

We welcome you to the 2nd Think Tank for Occupation-Based Social Transformation. It is bringing together a world-wide multi-sectoral group of people who are committed to being actively involved in gathering information, providing ideas, and creating pathways towards solutions of how to tackle issues of social and health inequalities.

Occupation may be described broadly as the various everyday activities people do as individuals, in families and with communities to occupy time and bring meaning and purpose to life and contribute to the social fabric of the community. Occupations include things people need to, want to and are expected to do (<http://www.isocsci.org/>). It is understood that occupation is important for health and well-being and that what we do together may be fundamental to social change.

The think tank is an opportunity for open discussions and exchange of views, with an 'igniter talk' to get us inspired from Lisette Farias, a doctoral student at the University of Western Ontario, Canada

("Social transformation through occupation: Moving beyond intentions for enhancing justice?"). Participants will work in small groups around specific themes that have been developed from the outcomes of the 1st meeting of the Think Tank (Galway, 2016) and the results of the questionnaire that has been distributed. By the end of the day each group will have constructed a shared vision around the specific theme and identified concrete steps for achieving this.

We look forward to working with you towards our shared vision of social transformation through occupation, and towards a just society for all.

The Organizing Group

HANNAKE VAN BRUGGEN: Director FAPADAG, The Netherlands

CLAIRE CRAIG:Sheffield Hallam University, UK

SARAH KANTARTZIS:Queen Margaret University, UK

BARBARA PISKUR:Zuyd University of Applied Science, The Netherlands

NICK POLLARD:Sheffield Hallam University, UK

DEBBIE RUDMAN:University of Western Ontario, Canada

SANDRA SCHILLER:University of Applied Sciences and Arts, Hildesheim, Germany

SALVADOR SIMO: University of Vic, Spain

FACEBOOK:Social Transformation Through Occupation

Time Schedule for the Think Tank

Think Tank	
09:00–09:20	Introduction SARAH KANTARTZIS, DEBBIE LALIBERTE RUDMAN, SANDRA SCHILLER. SALVADOR SÍMO, HANNEKE VAN BRUGGEN
09:20–10:00	Igniter Talk by Lisette Farias: Social Transformation through Occupation: Moving beyond Intentions for Enhancing Justice?
10:00–11:00	Working in Topic-Specific Small Groups on Step 1: Assessing the Current Situation
11:00–11:30	Break
11:30–13:00	Working in Topic-Specific Small Groups on Step 2: What Is Our Vision for 2037?
13:00–14:30	Lunch Break Dialogue regarding On-going Projects
14:30–16:00	Working in Topic-Specific Small Groups on Step 3: What to Do?–Developing Our Action Plan
16:00–16:30	Break
16:30–18:00	Plenary Session: Sharing of Visions and Action Plans FACILITATED BY: SARAH KANTARTZIS, DEBBIE LALIBERTE RUDMAN, SANDRA SCHILLER. SALVADOR SÍMO, HANNEKE VAN BRUGGEN

Suggested Topics for the small Groups

(all participants have been asked to register in advance):

NB:

in naming 'social issues' we are aware of the multiple conditions that generate these issues and a need to address not only the results but also the causes.

1. Clarifying and defining:

Which areas of social transformation are we looking at? What do we mean by occupation-based social transformation? Why might this be necessary? How does it differ from other practices?

2. Promoting good practice:

What does good practice look like? What are key aspects of occupation-based social transformation practices?

3. Communicating and networking:

What partnerships are important to establish and foster? How can we best move forward in building bridges and establishing partnerships? How can we facilitate communication (knowledge exchange) within and beyond the network?

4. Establishing resources:

What key resources are required to develop and enact occupation-based social transformation projects? How can we work to establish these resources?

5. Enabling students and practitioners:

What needs to be within our educational curriculum to support occupation-based social transformation? How can we redesign educational curricula towards social transformation?

6. Addressing key social issues–Unemployment/underemployment:

How well are we addressing this social issue via occupation-based social transformation? What would it be like to address this social issue via occupation-based social transformation and what steps can we take to achieve our vision?

7. Addressing key social issues–Refugees:

How well are we addressing this social issue via occupation-based social transformation? What would it be like to address this social issue via occupation-based social transformation and what steps can we take to achieve our vision?

8. Addressing key social issues–Poverty:

How well are we addressing this social issue via occupation-based social transformation? What would it be like to address this social issue via occupation-based social transformation and what steps can we take to achieve our vision?

9. Addressing key social issues–Ecological sustainability:

How well are we addressing this social issue via occupation-based social transformation? What would it be like to address this social issue via occupation-based social transformation and what steps can we take to achieve our vision?

By the end of the day each group will have constructed a shared vision around the specific theme and identified concrete steps for achieving this. Each participant will be expected to identify the specific actions that he or she will undertake

Friday 8th September

OSE Conference day 1

Session:..... 1-3

Location:..... Goschentor 1 (HIA), 31134 Hildesheim & Hohnsen 2 (HID), 31134 Hildesheim

08:30-09:00	Welcome Coffee and Tea ▶ LOCATION: HID - AULA				
9:00-10:20	Opening of OSE-17 Welcome: Perspectives on OSE-Conference 17 Keynote 1: DR. RUTH ZEMKE ▶ LOCATION: HID - AULA				
10:20-11:00	Break with Refreshments ▶ LOCATION: HIA E04				
Session 1					
	1.1	1.2	1.3	1.4	1.5
	▶ LOCATION: HIA E03	▶ LOCATION: HIA 102	▶ LOC.: HIA 103/104	▶ LOCATION: HIA 101	▶ LOCATION: HIA E01
	Occupational Justice CHAIR: SANDRA SCHILLER	Occupations and Life on the Margins CHAIR: JULIE ANN BOOTH	Displacement and Occupational Needs for Social Inclusion CHAIR: DEBBIE KRAMER-ROY	Narratives and Mental Health CHAIR: JEANNE JACKSON	Panel Session: The Development of Occupational Science Outside the Anglophone Sphere CHAIR: LYN WESTCOTT
11:00-11:30	Should Occupational Science Address Participatory Citizenship? SARAH KANTARTZIS, HETTY FRANSEN-JAÏBI, INÉS VIAN-MOLDES, NICK POLLARD	Occupation and Health Abroad as Described by EU Citizens Begging in Sweden PETRA WAGMAN, ANN JOHANSSON, ANITA BJÖRKLUND, SOFI FRISTEDT	Occupational Exploration of Humanitarian Corridors for Refugees in the Netherlands NADINE BLANKVOORT	Normative Aims of Everyday Occupations of People with Intellectual Disabilities in Group Homes. A Practice Theory Approach. GEORG GAPPMAYER	The Development of Occupational Science Outside the Anglophone Sphere: Challenges and Opportunities for Enacting Global Collaboration LILIAN MAGALHÃES, LISETTE FARIAS, NATALIA RIVAS-QUARNETI, LILIANA ALVAREZ, ANA PAULA MALFITANO
11:30-12:00	Non-sanctioned Occupations: Silences Around 'Unhealthy', Illegal, and Deviant Activities NIKI KIEPEK, DEBBIE LALIBERTE RUDMAN, BRENDA BEGAN, SHANON PHELAN	The Lived Experience of Everyday Occupation for a Group of Homeless Men from the UK MIRANDA CUNNINGHAM, ANITA SLADE	Occupational Therapy Interventions with Refugee and Asylum Seeker Populations CONCETTINA TRIMBOLI	Mental Health and Occupation: Investigating Enacted Narratives in Everyday Occupations. NINA PETERSEN REED, STAFFAN JOSEPHSSON, SISSEL ALSAKER	
12:00-12:30	Occupational Justice and Fine Motor Skills of Primary School Children SUSAN MITCHELL	Being a Service Recipient: An Occupational Perspective of Using Homeless Hostels LEONIE BOLAND, RICHARD YARWOOD, KATRINA BANNIGAN	How to Make an Asylum Centre a Place for Social Participation and Inclusion ANNE-LE MORVILLE, CHRISTINA JESSEN-WINGE	Narratives-in-Action of Women and Men with Advanced Dementia Living in Long-Term-Care - Understanding the Link Between Occupation and Identity VERENA C. TATZER	
12:30-14:00	Lunch Break ▶ LOCATION: HIA E04				

Session 2					
	2.1	2.2	2.3	2.4	2.5
	► LOCATION: HIA E03	► LOCATION: HIA 102	► LOC.: HIA 103/104	► LOCATION: HIA 101	► LOCATION: HIA E01
	Social Transformation through Occupation-Responsibilities of Occupational Science	Use of Time and Participation in Meaningful and Valued Occupations	Gender Identity and its Impact on Understanding Occupation	Panel Session: Promoting Health or Preventing Illness Through Occupation	Panel Session: Occupational Science's Political Agenda
	CHAIR: CHRISTIAN POSTERT	CHAIR: AMSHUDA SONDAY	CHAIR: MICHELLE L. ELLIOT	CHAIR: LILIAN MAGALHAES	CHAIR: ALISON ANNE BLANK
14:00–14:30	Critical Dialogical Approach and Methods: Informing Occupation-Based Social Transformative Work LISETTE FARIAS, DEBBIE LALIBERTE RUDMAN	Dance with the Devil: Finding Subjective Meaning in our Use of Time in Neoliberal Economies TEENA JAYNE CLOUSTON	Gender Diversity through an Occupational Lens JENS SCHNEIDER, KATHERINE JOHNSON, LEE PRICE	Promoting Health or Preventing Illness Through Occupation: Contemplations from a Nordic Context AILEEN BERGSTRÖM, EMMELIE BARENFELD, HANS JONSSON, MANDANA FALLAHPOUR, ANNHELEN PATOMELLA, SUSANNE GUIDETTI, ANDERS KOTTORP, ERIC ASABA	From Raising Awareness to Stimulating Legislative and Policy Reform: Occupational Science's Political Agenda GAIL ELIZABETH WHITEFORD, CLARE HOCKING, HANNEKE VAN BRUGGEN, VALERIE WRIGHT ST CLAIR
14:30–15:00	'Opportunity' in Occupational Science: A Critique LIESL PETERS, ROSHAN GALVAAN	Action Over Inertia - A Manualized OT-Intervention for Health and Well-Being ANDREAS PFEIFFER, WERNER HÖHL	Critically Examining Gender-based Assumptions when Approaching Occupation: Body-Mapping and Gender Lifelines as Educational Tools NATALIA RIVAS-QUARNETI, REBECCA SWENSON, SUZANNE ENGLAND, PANAGIOTA NIKOPOULOU-SMYRNI, SARAH PRIOR, GAIL EVA		
15:00–15:30	Building an International Network for Social Transformation through Occupation: Recent Steps and Future Directions CLAIRE CRAIG, SARAH KANTARTZIS, BARBARA PISKUR, NICK POLLARDI, DEBBIE LALIBERTE RUDMAN, SANDRA SCHILLER, SALVADOR SIMO, HANNEKE VAN BRUGGEN	Time for Meet, Mingle and Network	Exploration of the Relationship Between Occupation and Gender: A Scoping Review of Occupation-Based Literature MARIA ALONSO FERREIRA, NATALIA RIVAS QUARNETI, LISETTE FARIAS VERA		
15:30–16:15	Break with Refreshments ► LOCATION: HIA E04				

Session 3					
	3.1	3.2	3.3	3.4	3.5
	▶ LOCATION: HIA E03	▶ LOCATION: HIA 102	▶ LOC.: HIA 103/104	▶ LOCATION: FOYER	▶ LOCATION: HIA E01
	Occupational Balance CHAIR: CHRISTIAN POSTERT	Linking Occupational Science and Occupational Therapy Practice CHAIR: TEENA JAYNE CLOUSTON	Experiencing Meaning of Everyday Occupations CHAIR: JULIE ANN BOOTH	Poster Session For details see page 44–53 CHAIR: KATHRIN WEISS	Panel Session: Enact Occupation-Based Social Transformative Work CHAIR: SANDRA SCHILLER
16:15–16:45	Occupational Balance as Basis and Outcome of Occupational Therapy MONA DÜR, CHRISTIANE OBERLEITNER-LEEB, INU SARAH MATTER, ANGELIKA BERGER	Conceptual Model on Practice Contexts of Occupational Therapists Gives new Challenges for Creating Tomorrow's Practice MARGO VAN HARTINGSVELDT, RIEKE HENGELAAR, INKA LOGISTER, ASTRID KINÉBANIAN	The Experience of Meaning in Circle Dance DR. ANA LUCIA BORGES DA COSTA, PROF. DIANE COX	<ul style="list-style-type: none"> > Embedding a Confidence for Occupation in Pre-Registration Occupational Therapy Education in the UK > Occupational Science - An Emerging Discipline in Europe: Current Developments in a German Language Context. > Knowledge about Occupational Sciences Among French-speaking European Occupational Therapists: Report of a Descriptive Survey. > Phases in Life, Transitions and Changes in Relation to Occupation 	Mobilizing Critical Theoretical Perspectives to Enact Occupation-Based Social Transformative Work DEBBIE LALIBERTE RUDMAN, LISETTE FARIAS, ROSHAN GALVAAN, BECCY ALDRICH, ALISON GERLACH, LILIAN MAGALHAES, NIC POLLARD, BEN SELLAR
16:45–17:15	Life Balance in Adolescents: Does "Sturm und Drang" Make it Different? SVEN VAN GEEL, NIKI BULCKMANS, DAPHNE KOS	Activity Engagement and Neuroendocrine Function: Testing a Needs-Based Model of Resilience ANDRA ROGERS, CHARLES CHRISTIANSEN	Religious Practice: An Exploration of an Everyday Occupation PAT EYRES, KATRINA BANNIGAN, GAYLE LETHERBY	<ul style="list-style-type: none"> > Leisure & Play Participation of Children with Motor Coordination Difficulties > Occupational Performance, Social Support and Preterm Infant's Characteristics as Predictors of Mothers' Health and Well-Being > Disability Among Obese Females 	
17:15–17:45	Occupational Balance and Childhood Obesity—Exploring the Literature PATRICK JOSEPH HYNES	Spirituality: The Everyday Practice Experience Of Occupational Therapists JANICE ELIZABETH JONES	Exploring the Collaboration Between Formal and Informal Care from the Professional Perspective—A Thematic Synthesis RIEKE HENGELAAR, MARGO VAN HARTINGSVELDT, YVETTE WITTENBERG, RICK KWEKKEBOOM, TON SATNIK	<ul style="list-style-type: none"> > Spouses of Persons with Spinal Cord Injury: Occupational Performance at Discharge and six Months Later > Is Living at a Nursing Home in Germany a Risk Factor for Occupational Deprivation and Therefore Occupational Injustice? > High Education for Ethiopian Immigrants in Israel: Privilege or Basic Right? > Pakistani Occupational Therapists and Teachers Collaborate to Develop Inclusive Education Through Action Research. > «Openness to Difference» Inclusion in Sports - Occupations for Children with (Dis)abilities > The Effect of Gender and Culture on Children's Participation and Performance in Daily Activities in the Educational Setting > Occupation Based Community Development: Unmasking Decolonial Perspectives > Combining Frame of References - How does it Impact on Occupational Therapy Profession in Mental Health? > Occupational-Focused Working Practice In Occupational Therapy—A Qualitative Study 	
17:50–18:50	General Assembly OSE ▶ LOCATION: HIA E01 Everybody is invited				
19:30–23:30	Gala Dinner ▶ LOCATION: KNOCHENHAUERAMTSHAUS				

Saturday 9th September

OSE Conference day 2

Session:..... 4–6

Location:..... Goschentor 1 (HIA), 31134 Hildesheim & Hohnsen 2 (HID), 31134 Hildesheim

08:30–09:00	Welcome Coffee and Tea ▶ LOCATION: HID - AULA				
9:00–10:20	Opening on Saturday ▶ LOCATION: HID - AULA Keynote 2: DR. DEBBIE LALIBERTE RUDMAN Keynote 3: DR. ANNE ROBERTS				
10:20–11:00	Break with Refreshments ▶ LOCATION: HIA E04				
Session 4					
	4.1	4.2	4.3	4.4	4.5
	▶ LOCATION: HIA E03	▶ LOCATION: HIA 102	▶ LOC.: HIA 103/104	▶ LOCATION: HIA 101	▶ LOCATION: HIA E01
	Interventions to Promote Engagement in Occupation, Wellbeing, and Inclusion CHAIR: GAIL WHITEFORD	New Insight to Occupation and its Concepts CHAIR: SARAH KANTARTZIS	Migration Processes—Experiences of Doing, Being, and Becoming CHAIR: SUSAN MITCHELL	Tandem Paper: Interdisciplinary Perspectives on Occupation CHAIR: MONA DÜR	Panel Session: Teaching and Learning Occupational Science in Higher Education CHAIR: URSULA COSTA
11:00–11:30	5Minutes4Myself: Assessing the Usefulness of an App to Support Lifestyle Change ELIZABETH ANN LARSON	Olive Growing in Palestine: A Collective Daily Act of Resistance JUMAN SIMAAN	Critical Exploration of Occupations after Migration: Doing, Being and Becoming far from Home NATALIA RIVAS-QUARNETI, LILIAN MAGALHAES, MARIA-JESUS MOVILLA-FERNANDEZ	11:00–11:45 Gender Aspects of Palliative Care for People with Dementia ELISABETH REITINGER, VERENA TATZER	Teaching and Learning Occupational Science in Higher Education—Interactive Panel Exchange Experiences HANS JONSSON, JEANETTE REFFSTRUP CHRISTENSEN, HANNE KAAE KRISTENSEN, SISSEL HORGHAGEN
11:30–12:00	Cultural Activities—A Way to Better Health and Return to Work INGER JANSSON	Bringing Occupation to the Team: Considerations of Competition, Performance and Retirement within Sport MICHELLE L ELLIOT	Identity Construction and Professional Biography: Learning from the Experiences of Syrian Women Living in Germany KERSTIN BERR	“Doing Gender”—Intersectional and Occupational Aspects of Cognitive Disability, Gender and Age VERENA C. TATZER, ELISABETH REITINGER	
12:00–12:30	An Introduction to Cultural Historical Activity Theory as a Theoretical Lens for Understanding how Occupational Therapists Design Interventions for Persons Living in Low Income Conditions in South Africa. PAM GRETSCHEL, ELELWANI RAMUGONDO, ROSHAN GALVAAN	Challenging what we Know, Exploring what we don't Know. How Occupational Scientists and Occupational Therapists Understand Belonging. ALISON ANNE BLANK	Occupation Under Occupation: Everyday Life and its Significance in Processes of Deculturalization KAWTHAR EL-QASEM	11:45–12:30 People with Intellectual Disabilities work as Teachers at Universities: the Project 'Inclusive Education' FABIAN VAN ESSEN	Employment: Occupational Choices for People with Intellectual Disabilities INA ROOSEN
12:30–14:00	Lunch Break ▶ LOCATION: HIA E04				

Session 5					
	5.1	5.2	5.3	5.4	5.5
	► LOCATION: HIA E03	► LOCATION: HIA 102	► LOC.: HIA 103/104	► LOCATION: HIA 101	► LOCATION: HIA E01
	Views on Justice, Public Health, and Inclusion CHAIR: PAM GRETSCHEL	Community Development and Life Transition CHAIR: DEBBIE KRAMER-ROY	Methodologies and Theories for Occupational Science CHAIR: SUSAN MITCHELL	Meaning of Employment and Precarious Work CHAIR: LILIAN MAGALHAES	Panel Session: Work and Return to Work as Occupation ... CHAIR: ALISON ANNE BLANK
14:00–14:30	The Public Health Arena: Are Occupational Scientists on the Outside Looking in? MIRANDA CUNNINGHAM, KATRINA BANNIGAN	Alternatives to Development: In Light of the Occupation-Based Community Development Framework. MEGHAN LEE MACKENZIE KRENZER, ROSHAN GALVAAN	Case Study Methodology and the Study of Occupation SIGRUN KRISTIN JONASDOTTIR, CARRI HAND, JAN POLGAR	Shaping Precarity: Governing the Occupations of Service Providers and Service Recipients in the Employment Services Sector DEBBIE LALIBERTE RUDMAN, REBECCA ALDRICH	Work and Return to Work as Occupation in the Context of Living with Spinal Cord Injury, Stroke, and Stress-Related ill Health ERIC ASABA, GUNILLA ERIKSSON, ANNIKA ÖST-NILSSON, LISA HOLMLUND, TERESE HELLMAN
14:30–15:00	Professional Role Transgression as a Form of Occupational Consciousness AMSHUDA SONDAY, ELELWANI RAMUGONDO, HARSHA KATHARD	An Occupation-Based Concept to Promote Language Development and Raise Ecological Awareness in Kindergarten Children: Experiences with an Interprofessional Project in a low SES City District SANDRA SCHILLER, ANJA SIEMENS	The Creativity of Action: On the Contribution of Hans Joas to a Transactional Perspective in Occupational Science CHRISTIAN POSTERT	Paid Work and Basic Income - Reflections from the Perspective of Arendt's Vita Activa INGER JANSSON, PETRA WAGMAN	
15:00–15:30	Time for Meet, Mingle and Network	We have Arrived: Life Transition from an Occupational Perspective SUSAN FORWELL, K. LEE BUNTING, L. KASINSKY, J. HELLAND, J. ROMANYK, T. YOUNG	"The Onions are Your Task from now Mr. Adler." - 'Co-laborative' Approaches and Analysis of Everyday Occupation in a Psychiatric Ward JULIE SASCIA MEWES, MICHELLE ELLIOT, KIM LEE	The Impact of the Economic Crisis on the Relationship Between Employment and Health in Spain VEIGA-SEIJO SILVIA, FARIAS VERA LISETTE, RIVAS-QUARNETI NATALIA	
15:30–16:15	Break with Refreshments ► LOCATION: HIA E04				

Session 6					
	6.1	6.2	6.3	6.4	6.5
	► LOCATION: HIA E03	► LOCATION: HIA 102	► LOC.: HIA 103/104	► LOCATION: HIA 101	► LOCATION: HIA E01
	Situating Occupation within Nursing Homes CHAIR: NATALIA RIVAS-QUARNETI	Short Panel Session: Creativity for People in Vulnerable Life Situations CHAIR: MEGHAN LEE MACKENZIE KRENZER	Individual Perspectives on Occupation in Particular Living Situations CHAIR: LYN WESTCOTT	Obtaining and Maintaining Choice, Control and Meaningful Occupations CHAIR: ALISON ANNE BLANK	Short Panel Session: Occupation in Therapy, Health Care, and Health Promotion CHAIR: DEBBIE KRAMER-ROY
16:15–16:45	Constructing and Reframing the Context of Occupation: Imaginary Occupational Situations of People with Dementia KATHARINA MARIA RÖSE	Creativity for People in Vulnerable Life Situations: Emerging Understandings of Creativity in Occupational Science Perspectives KAREN LA COUR, HELLE A. PEDERSEN, BODIL W. HANSEN, SISSEL HORGHAGEN	An Exploration of the Lived Experience of Codependency Through Interpretative Phenomenological Analysis. Implications for Occupational Science. INGRID BACON, ELIZABETH A. MCKAY, REYNOLDS FRANCE2, ANNE MCINTYRE	The Power of Doing: Self-Management Develops Through Doing of Everyday Activities TON SATINK, STAFFAN JOSEPHSSON, JANA ZAJEC, EDITH CUP, BERT DE SWART, MARIA NIJHUIS-VAN DER SANDEN	Occupation in Therapy, Health Care, and Health Promotion ESTHER STEULTJENS
16:45–17:15	The Impact of Transition into a Care Home on Older Slovenians' Meaningful Occupations TANJA KRIZAJ, ANNE ROBERTS, ALISON WARREN, ANITA SLADE		What are the Experiences of UK very tall Young Adults in Relation to Managing Everyday Life and Well-Being? JULIE ANN BOOTH	Intersections of Choice and Control with Occupational Identity for People with Spinal Cord or Brain Injury MANDY STANLEY	
17:15–17:45	Closing of OSE-Conference 17				
18:30–20:30	Sightseeing ► LOCATION: MARKTPLATZ Please enroll for the city tour at the message board. We appreciate it, if you do so on your arrival day.				

Keynote 1

Ruth Zemke



Ruth Zemke, Ph.D., OTR, FAOTA is an internationally recognized leader in the development of occupational science, with almost 50 years as an occupational therapist generalist, over 25 years as an occupational therapy educator, and almost 20 years as Director of the University of Southern California Graduate Programs, including the first PhD program in occupational science.

With her doctorate in Child Development, Adulthood, and Aging from Iowa State University, her research has included the study of occupation across the lifespan. As Co-PI on the first USC Well Elderly Project, Ruth Zemke and her colleagues received funding from a combination of sources including NIH and AOTF to test the application of occupational science to occupational therapy practice. She co-edited *Occupational Science: The evolving discipline*, the first book in the new academic discipline.

AOTA's Eleanor Clarke Slagle Lecturer in 2004, she has presented named lectures in the US and internationally. The Society for the Study of Occupation: USA honored her with its keynote presentation, the annual "Ruth Zemke Lecture in Occupational Science".

With almost \$2 million in research and training grants, she has contributed a wide spectrum of occupational therapy knowledge development. Her publications have appeared in US and international publications, both disciplinary and interdisciplinary.

Dr. Zemke is recognized internationally as a mentor to doctoral students in occupational science and occupational therapy. She has maintained her role as mentor and has been named one of AOTA's "100 Influential Occupational Therapists" during this 2017 Centennial year.

As her appointment as Fellow of the American Occupational Therapy Association attests, she has contributed to our field in education, research and practice; she has exemplified leadership, loyalty and commitment.

Keynote presentation:

Occupational Science:

Yesterday, Today, and Tomorrow

100 years ago an interdisciplinary group of people met together to form an organization to promote the understanding and utilization of the power of daily occupations for human well-being. They knew a science to provide evidence of this power was needed, but it wasn't until mid-century that those "occupationalists" had the academic background and desire to truly begin the work of developing a science of occupation. Calling once again on people from a variety of academic disciplines, the movement for the development of occupational science began. Today, we see the growth of the concepts considered basic to the science and the exploration of the potential for social transformation of this science in its action research and application to problems of contemporary societies. Thinking globally of our knowledge of occupations and their functions in human life, while acting locally, confronting the problems of our cultures, societies, governments, occupational science proposes a future impact meeting and exceeding the dreams and hopes of the past.

KEYNOTE
PRESENTATIONS

Keynote 2

Debbie Rudmann



Debbie Laliberte Rudman, PhD, OT Reg. (ON), is a Professor in the School of Occupational Therapy and the Health and Rehabilitation Sciences Graduate Program (Occupational Science field) in the Faculty of Health Sciences at Western University in London, Ontario, Canada. She completed a doctorate in the University of Toronto Public Health Sciences program in 2003, as well as a Masters of Science in Occupational Therapy (1993) at the University of Western Ontario and a Bachelors of Science in Occupational Therapy (1990) at the University of Toronto. Within the discipline of occupational science, her work aims to contribute theoretically, substantively and methodologically to the development of occupational science as a critically-informed, transformative, and socially responsive discipline.

She took a lead role in establishing the first Canadian doctoral program to offer specialization in occupational science. In her research, she applies critically-oriented qualitative approaches to examine how everyday occupations and identities of individuals and collectives, particularly of groups who experience social and economic marginalization, are situated within socio-cultural, political, economic, and historical conditions. Dr. Laliberte Rudman's work attends to the socio-political and discursive shaping of social issues, occupational possibilities, and occupational inequities, such as long-term unemployment, the extension of working lives, and precarious aging. This work seeks to raise awareness of the implications of policy and discursive re-configurations for how social and occupational issues come to be addressed and negotiated by individuals and through services.

She is committed to enacting participatory and collaborative approaches that mark out directions forward in expanding occupational possibilities and reducing inequities. Dr. Laliberte Rudman currently sits as a member of the steering committee of Western's interdisciplinary Research Centre on Health Equity and Social Inclusion.

She is committed to enacting participatory and collaborative approaches that mark out directions forward in expanding occupational possibilities and reducing inequities. Dr. Laliberte Rudman currently sits as a member of the steering committee of Western's interdisciplinary Research Centre on Health Equity and Social Inclusion.

Keynote presentation:

Embracing a Critical Turn in Occupational Science: Contributions and Future Possibilities

A growing body of scholars within occupational science have called for the discipline to actively engage with societal issues pertinent to occupation, such as chronic unemployment, ageism, racism and ableism. A key response to such calls has been a growing use of critical social theories and methodologies within occupational science scholarship, a so-called 'critical turn'. Although this 'critical turn' has its roots in early occupational science scholarship, it has become increasingly embraced and enacted in more recent scholarship as means to further the development of occupational science as a socially and politically engaged discipline. To date, critical occupational science scholarship has made key contributions to understanding the conditions of possibility bounding the discipline and raising awareness of the socio-political production of occupational inequities. Embracing transformative modes of critical scholarship can enhance the capacity of critical occupational science scholarship to inform and enact social change, as well as create a productive space for collaboration with socially transformative occupational therapy. Moving in transformative directions, however, requires further radical re-thinking of the sensibility and conditions of possibility underpinning occupational science.

Keynote 3

Anne Roberts



Anne Roberts has been an occupational therapist for over 40 years now. She led the first ever Masters degree in Occupational Therapy by distance education, which began at St Loye's School of Occupational Therapy in 1992 and educated occupational therapists from all over the world.

Dr. Roberts is currently Associate Professor in Occupational Therapy at Plymouth University in the United Kingdom and teaches both undergraduate and postgraduate occupational therapy students in occupational science and research.

She is a passionate occupational scientist and her research has been around the personal meaning of an individual's autotelic occupations and the link with their health and wellbeing.

Dr. Roberts co-led the first Occupational Science Europe conference in Plymouth in 2011, which prompted the start of the Occupational Science Europe network and subsequent conferences in Cork (Ireland), and Bournemouth (UK). Anne Roberts has been Chair of OSE from 2012–2017.

Keynote presentation:

The Development of Occupational Science in Europe – a Personal Perspective of a Complex Gestalt

The development of occupational science in Europe has a complex multidimensional nature. This reflects the wonderful diversity of countries in our continent; different languages, cultures and environments, pieced together like a patchwork quilt but combining into a marvellous gestalt. This will necessarily be a personal reflection, drawing together some key publications, events and organisations within Europe, reflecting on their role in influencing the development of occupational science and situating the birth of Occupational Science Europe. The development of a network of occupational scientists gave rise to three successful conferences for sharing knowledge and experience and I will give a brief overview of the first three Occupational Science Europe conferences, held in Plymouth, (UK), Cork, (Ireland) and Bournemouth, (UK). The current conference in Hildesheim will be considered as a significant historical development of the network of occupational scientists in Europe. I will conclude by looking at the potential future direction for this network in the development of occupational science in Europe; considering connection between occupational scientists in different European countries; connection between European occupational scientists and occupational scientists from the rest of the world; connection of occupational scientists with occupational therapists; and connection between occupational scientists who are occupational therapists and potential occupational scientists from other disciplines.

Book of Abstracts Friday 08th September 2017

Session 1.1:

Occupational Justice

Time: 11:00–12:30

Location: HIA E03

▷ 11:00–11:30

Should Occupational Science Address Participatory Citizenship?

SARAH KANTARTZIS¹, HETTY FRANSEN-JAÏBI², INÉS VIAN-MOLDES³, NICK POLLARD⁴

¹Queen Margaret University, United Kingdom; ²University of Tunis El Manar, Tunis, Tunisia; ³University of A Coruña, La Coruña, Spain; ⁴Sheffield Hallam University, Sheffield, UK; ✉ skanta58@gmail.com

Background: Currently, across Europe, citizenship is a much debated concept, understood in multiple and contested ways. Since 2013 the ENOTHE Citizenship project group has been working to explore the concept of participatory citizenship and how it may contribute to occupation-based theory, practice and research. The group's activities are both external, such as literature reviews, a questionnaire to European occupational therapy educational programmes, workshops and presentations, and internal: a continuous journey as a deliberate and creative spiraling process of thinking together as a group. The group believes that the potential of occupation to transform citizenship needs to be highlighted in the wider debate on citizenship in society as well as within occupational therapy and occupational science.

Statement of intent: This presentation aims to discuss the concept of participatory citizenship as an important cross-disciplinary concept that is a useful lens to explore contemporary daily occupation within our societies. Discussion will incorporate identifying important elements of participatory citizenship seen from an occupational perspective.

Argument: Citizenship as a concept is as old as notions of the state

and of democracy. While it traditionally has been seen as a legal concept representing the relationship between the person and the state, discussions of participatory citizenship place it as a negotiated process between citizens, including how we live together and shape our shared world. As such it incorporates a wide range of activities from informal social interaction to political participation. This view enables consideration of how denial or restriction of citizenship may be located not only at the structural and legal level but also at the locally social level. Many persons as well as whole groups are silenced, absent and invisible citizens (Sousa dos Santos, 2012) assigned to the status of "dis-citizen". Dis-citizens experience exclusion from the co-creation of the collective history and social change, but also from services fundamental to survival, to health and well-being.

Conclusion: It is proposed that participatory citizenship is a useful concept within occupational science discussions around occupational justice and participation. Additionally, the potential of occupation to transform citizenship is important in the contemporary multi-sectoral discourse and in addressing some of the pressing issues of contemporary European society.

Questions for discussion

1. Do you see participatory citizenship as a relevant issue for occupational science?
2. How does citizenship relate to occupation, occupational justice and participation? How should we research these relationships?
3. What might be useful further steps for the ENOTHE project group?

Bibliography

- ENOTHE Citizenship project group. Citizenship: exploring the contribution of Occupational Therapy. Available at: http://www.enothe.eu/activities/meet/ac13/CITIZENSHIP_STATEMENT_ENGLISH.pdf
- Sousa dos Santos, B. (2012) Public sphere and epistemologies of the south. *Africa Development*, 37, 1, 43-67

▷ 11:30–12:00

Non-sanctioned Occupations: Silences Around 'Unhealthy', Illegal, and Deviant Activities

NIKI KIEPEK¹, DEBBIE LALIBERTE RUDMAN², BRENDA BEGAN¹, SHANON PHELAN³

¹Dalhousie University; ²Western University; ³University of Alberta; ✉ drudman@uwo.ca

Background: Occupational science emerged from a discipline aimed at enhancing health and well-being through engagement in meaningful and purposeful occupation (Kiepek, Phelan, & Magalhães, 2014). Endeavours to contribute theoretical knowledge with a focus on health inducing qualities of occupation have effectively silenced a significant realm of the human experience; namely, occupations that are considered, within dominant worldviews and societal groups, as unhealthy, illegal, and/or deviant.

Statement of intent: The intent is to explore and further diversify perspectives of occupations by investigating occupations that are considered taboo and non-sanctioned in dominant models. This ex-

amination involves critical reflection on underlying disciplinary assumptions, enactments of social power, values, theories, and moral standpoints that inform knowledge production in occupational science. Interpretations will be framed in reference to deviance, hegemony, and resistance (Becker, 1963; Pyatak & Muccitelli, 2011).

Conclusion: Implicit in the study of occupation is a tendency to focus on the positive, health inducing nature of occupation. Non-sanctioned occupations are predominantly constructed as deviant, in relation to marginalised or at-risk populations. Approaches to understanding engagement in non-sanctioned occupations tends to focus on corrective practices, such as reducing harm or

encouraging conforming to dominant social conventions.

Discussion of importance to occupational science: The relevance of occupational science depends on how well the profession understands the diversity of human engagement in occupation, including those that are not sanctioned. Moving beyond traditional concepts of occupation, occupational scientists must examine their own assumptions, interpretations, and intentions. We need to

resist adopting lens in the study of occupations that problematise particular occupations that exist outside those deemed acceptable, healthy or normative. Rather, exploration of diverse occupations can enhance both our understanding of occupation itself, as well as the relevance of our knowledge generation to diverse audiences and social issues.

Bibliography

- Becker, H. S. (1963). *Outsiders: Studies in the sociology of deviance*. New York, NY: The Free Press.
- Kiepek, N., Phelan, S., & Magalhães, L. (2014). Introducing a critical analysis of the figured world of occupation. *Journal of Occupational Science*, 21(4), 403-417. doi:10.1080/14427591.2013.816998
- Pyatak, E., & Muccitelli, L. (2011). Rap music as resistive occupation: Constructions of Black American identity and culture for performers and their audiences. *Journal of Occupational Science*, 18(1), 48-61. doi:10.1080/14427591.2011.554154

▷ 12:00–12:30

Occupational Justice and Fine Motor Skills of Primary School Children

SUSAN MITCHELL

Plymouth University, United Kingdom; ✉ susan.mitchell@plymouth.ac.uk

Links with Occupational Science

Occupational justice supports the rights of children to an inclusive education. Without appropriate early intervention, some children are at risk from occupational deprivation at a later stage. Children need a fair chance to succeed.

Rationale: Occupational Science addresses the concept of occupational justice - including equality, inclusion, participation in society. UK educational policy advocates for inclusive education and the removal of barriers to learning (SEND 2014). Many children, on school-entry, are perceived as having poor motor-skills-affecting optimum participation in school activities. HIGH FIVE! Motor-Skills Programme was commissioned to address this deficit-with an emphasis on improving skills, occupational choice and participation. HIGH FIVE! addresses 3 key areas included in the Department of Education Policy (2015). These include the need for children to develop good co-ordination and physical skills through being active/interactive; the need for positive sense of self/others; being confident/able to express oneself, to speak/listen (D of E 2015). These skills are fundamental to carrying out everyday occupations at school and home.

Statement of intent: HIGH FIVE! was developed to save time for busy teachers by providing a ready-made programme of activities. HIGH FIVE! uses graded, achievable tasks. It emphasises the importance of inclusion, equality and participation - based on the concept

of occupational justice, for all children. HIGH FIVE! aims to promote enjoyment and occupational choice. It provides a framework, in line with educational policy guidelines, for identifying progress targets.

Argument: Taking an occupational science perspective in designing this programme directs the emphasis away from measuring hand-strength/dexterity and towards participation/justice. For example, handwriting as an occupation, through which academic achievement is often assessed (Prunty et al 2016), where handwriting-speed is partly associated with in-hand manipulation (Brown & Link 2015), might still be the focus, but the emphasis is more participation-focussed. Moreover, HIGH FIVE! takes a macro-approach to client-centredness, viewing the educational establishment as the client. This, combined with an occupational justice perspective, strengthens the potential impact on many children.

Conclusion: Occupational justice includes choosing to participate in activities (Galvaan 2011). Having new skills to make this happen is supported by feedback from pilot studies which reveals an increase in self-belief, improved participation in school activities, willingness to 'have-a-go'.

Keywords

Occupational Justice, Children, School, Fine-Motor-Skills

Bibliography

- Brown T., Link J. (2015) The association between measures of visual perception, visual-motor integration, and in-hand manipulation for school-age children and their manuscript handwriting speed *BJOT* 79(3) 164-171 DOI:10.1177/0308022615600179
- Department for Education (2014) *Statutory Framework for the Early Years Foundation Stage* (effective Sept 2014)
- Department for Education (2015) *The Special Educational needs and Disability regulations* www.gov.uk/government/policies/special-educational-needs-and-disability-send
- Galvaan R (2011) Chapter 11 in Whiteford, Gail E.;Hocking, Clare. 2011., *Occupational Science*. [online]. Wiley-Blackwell. Available from: <http://www.myilibrary.com?ID=340419>;
- Prunty M.M., Barnett A.L., Wilmut K., Plumb M.S. (2016) The impact of handwriting difficulties on compositional quality in children with Developmental Co-ordination Disorder *British Journal of Occupational Therapy* 0(0) 1-7 DOI:10.1177/0308022616650903

Session 1.2:**Occupations and Life on the Margins****Time:** 11:00–12:30**Location:** HIA 102

▷ 11:00–11:30

Occupation and Health Abroad as Described by EU Citizens Begging in Sweden**PETRA WAGMAN, ANN JOHANSSON, ANITA BJÖRKLUND, SOFI FRISTEDT**

Jönköping University, School of Health and Welfare, Sweden; ✉ ann.johansson@ju.se

The aim of this study was to explore and describe everyday life abroad and health in EU citizens with experience of begging.

Method: Twelve men and eight women (mean age 33 years), from Romania participated. They were individually interviewed using an interpreter. The interviews were audio recorded and thereafter analyzed using content analysis (1). The results showed a hard everyday life abroad implying a double relation between occupation and health as both health risk and potential health benefits were described.

The participants spent many long days begging and collecting bottles. These were non-preferred occupations, and begging was often perceived shameful as the participants wanted to work instead but few of them had this opportunity. Spending up to seven days a week begging required physical, mental and time related endurance.

The participants also faced weather related challenges and lived with the missing of their family at home with which they strive to remain in contact. The social environment abroad was both supportive, with by-passers and shop personnel providing gifts, but they also met harassments and bad comments which affected them negatively. The importance of having a shelter was also shown. Furthermore, the majority of the participants had health issues such as pain, stress and need for treatment. Their tough everyday life with long term stress, sedentary behaviour and lack of occupational balance also entailed risk for further decreasing their health in their strives toward a better life. However, the relation between health and begging was ambiguous as the money collected also was used in order to treat health conditions in themselves or in relatives

Implications for occupational science

The results highlight the relation between occupation and health and wellbeing. Our participants spent long days in a non-preferred occupation and thus showed signs of occupational imbalance as well as deprivation.

Questions for discussion

How does these result add to the knowledge about occupation and health? (How) can an occupational perspective contribute to increased justice in this population?

Bibliography

- Wagman, P. Lindmark, U. Rolander, B. Wåhlin, C. Håkansson, C. (2017). Occupational balance in health professionals in Sweden. : Taylor & Francis More information
- Wagman, P. Nordin, M. Alfredsson, L. Westerholm, P. Fransson, E. (2017). Domestic work division and satisfaction in cohabiting adults. : Taylor & Francis More information

▷ 11:30–12:00

The Lived Experience of Everyday Occupation for a Group of Homeless Men from the UK**MIRANDA CUNNINGHAM, ANITA SLADE**

plymouth university, United Kingdom; ✉ miranda.cunningham@plymouth.ac.uk

Statement of purpose: Despite an increasing number of occupational therapists working with homeless people (Parmenter, Fieldhouse and Barham, 2013) the literature describing the lived experience of daily occupation for this population is limited (Illman et al, 2013). This study aimed to explore and document, from an occupational perspective, the experience of a group of homeless men in relation to how they engaged in their day-to-day occupations when either sleeping rough or living in a homeless hostel.

Description of methods: Participants completed a 'photo-dairy' of their everyday occupational experiences over a two-week period. Data were collected via semi-structured interviews and Interpretative Phenomenological Analysis was used to analyse the data.

Report of results: Participants described their experiences of occupational engagement whilst sleeping on the streets, which included engaging in survival occupations, the significance of apparently ordinary occupations and moving beyond survival occupations. The homeless hostel provided opportunities for occupational

engagement that the men perceived in an idiosyncratic manner. The men described benefits of engaging in novel occupations and re-engaging in known occupations whilst some found the occupational experiences of the hostel alienating.

Implications related to occupational science: This study gives insights into the realities of the occupational lives of a group of homeless men in the UK. Whilst there were incidences of 'pro-social' occupational engagement and positive well-being benefits from these, the men drew meaning and benefits from those occupations they undertook to survive, and the various dark-side occupations they engaged in. Occupational injustices were evident in some way in all the narratives; however, some men were better able to adapt occupationally to their situation than others were. Occupational Science should continue to work to understand the personal, organisational and political mechanisms that either inhibit or support occupational adaption in socially excluded individuals and develop interventions to allow people to flourish occupationally.

Questions for discussion

What is the audience's reaction to the daily occupations of the men in the study? What interventions could be put in place (at individual, organisational or political level) to support the occupational flourishing of socially excluded people?

Bibliography

- Ilman SC, Spence S, O'Campo PJ, Kirsh BH. Exploring occupations of homeless adults living with mental illness in Toronto. *Can J Occup Ther* 2013; 80:215-23.
- Parmenter V, Fieldhouse J, Barham R. An occupational therapy intervention service to hostels for homeless people. *Br J Occup Ther* 2013;65:242-45.

▷ 12:00–12:30

Being a Service Recipient: An Occupational Perspective of Using Homeless Hostels

LEONIE BOLAND, RICHARD YARWOOD, KATRINA BANNIGAN

Plymouth University, United Kingdom; ✉ leonie.boland@plymouth.ac.uk

Homelessness impacts on all aspects of a person's life and the occupational deprivation experienced by those who are homeless is recognised (Wilcock & Hocking, 2015). The state of being homeless is not a static event—people tend to move through various stages of a system from the initial losing of their home until getting another tenancy. Despite supports, the pathway of leaving homelessness can be complicated, prolonged and cyclical for some individuals. Little is known about the factors that support people to leave homelessness or about the transition to becoming housed (Marshall & Rosenberg, 2014). This study explored the experiences of individuals as they transition from using homeless services into their own accommodation to understand the occupational nature of this experience as well as the role of occupation in enabling tenancy sustainment.

A constructivist grounded theory study was conducted with people who were experiencing or had experienced multiple exclusion homelessness, this is homelessness combined with chronic physical or mental ill health, problematic substance misuse or institutional care (Fitzpatrick, Johnsen & White, 2011). Individuals (n=29)

were purposively sampled from three cities across the UK and Ireland. Interviews using reflexive photography (Lapenta, 2011) were carried out to understand the experience of leaving homelessness and sustaining a tenancy, and the role of occupation in managing that transition.

The findings focus on the experience of being a hostel service user for those with multiple exclusion homelessness. Through the process of constant comparative analysis, the interplay between an individual and the hostel environment was revealed and the effects this has on occupational engagement, patterns, roles, motivation and identity. The impact of this experience on a person's transition into his or her own accommodation and the sustaining of that tenancy, which is central to leaving homelessness, provides a critique to the current organisation and delivery of services.

The implications of an occupational perspective resonate at an individual, service and policy level suggesting occupational science may provide a useful lens for to inform services aimed at increasing tenancy sustainment.

Keywords

Homelessness, transition, service recipient

Financial support by the Catherine Mounter Legacy, Plymouth University is gratefully acknowledged

Questions for discussion

How do you envisage we can use the findings from this study to influence/shape the development of homelessness services?

Is this an example of how occupational science can be used to empower and provide a voice for service users within the context of services?

Bibliography

- Fitzpatrick, S., Johnsen, S. & White, M. (2011) 'Multiple Exclusion Homelessness in the UK: Key Patterns and Intersections'. *Social Policy and Society*, 10 (04). pp 501-512.
- Lapenta, F. (2011) 'Some Theoretical and Methodological Views on Photo-Elicitation'. In Margolis, E. and Pauwels, L. (eds.) *The SAGE Handbook of Visual Research Methods*. London: SAGE Publications Ltd, pp 201-213.
- Marshall, C. A. & Rosenberg, M. W. (2014) 'Occupation and the process of transition from homelessness'. *Canadian Journal of Occupational Therapy*, 81 (5). pp 330-338.
- Wilcock, A. & Hocking, C. (2015) *An Occupational Perspective of Health*. Third edn. New Jersey: Slack Inc.

Session 1.3:**Displacement and Occupational Needs for Social Inclusion****Time:** 11:00–12:30**Location:** HIA 103/104

▷ 11:00–11:30

Occupational Exploration of Humanitarian Corridors for Refugees in the Netherlands**NADINE BLANKVOORT**

Amsterdam University of Applied Sciences; ✉ n.i.blankvoort@hva.nl

Background/Rationale: Currently in the Netherlands are approaches to refugee settlement where asylum seekers and refugees face long waiting periods, in large-scale centres, with little to no opportunity to structure their lives, or participate in society (Korac, 2003). In occupational science (OS), studies have clearly reflected the occupational injustice (Townsend & Wilcock, 2004) occupational deprivation, (Whiteford, 2005) and occupational apartheid (Kronenberg & Pollard, 2005), that occurs in situations such as this.

Parallel to the current approach in the Netherlands are alternative approaches to refugee settlement, facilitated through charities and citizens. These alternatives focus on integration and inclusion in the community. As well, European countries are now exploring alternatives to current procedures. These alternatives, often known as Humanitarian Corridors, are being trialed in countries such as Italy (Santegidio, 2016), while well-established examples are seen elsewhere, such as Canada's "private sponsorship" model (Carter et al., 2008). Currently in the Netherlands, the national group for refugees in their "action plan for safe routes for refugees" plans to explore the feasibility of alternatives in the Netherlands (Vluchtelingenw-

erkNederland, 2017). The UNHCR has also called for more focus on the exploration of alternative routes within the EU (UNHCR, 2011).

Statement of Intent: During this presentation the presenter will explore and facilitate discussion on aims of her research project. The research aims to explore from an OS and social inclusion perspective, the currently seen (citizen initiatives) or proposed alternative (humanitarian corridors) refugee settlement approaches, from the experiences of the refugees and the host communities.

Argument: Current citizen initiatives and humanitarian corridor approaches to refugee settlement provide the alternative for refugees and asylum seekers and directly address the occupational injustice issues seen in traditional approaches. These alternatives provide a critical platform and space for occupational therapists when advocating with these members of our society.

Conclusion: Looking from an OS perspective, it is important to explore the experiences of refugee settlement alternatives and what impact they have on refugee inclusion. This is necessary for continued work in refugee inclusion, and in the development of the role for OT in this area.

Statements for discussion

1. Citizen initiatives reflect a direct response to occupational deprivation seen in traditional settlement models
2. OT has a role to promote, support and facilitate these citizen initiatives
3. Occupational therapists should be part of the facilitation of new possibilities for refugee settlement, such as humanitarian corridors.

Bibliography

- Carter, T., Poleyvchok, C., Friesen, A. & Osborne, J. (2008) Privately Sponsored Refugees: Phase one Report. Manitoba Labour and Immigration.
- Korac, Maja. 2003. Integration and How We Facilitate It: A comparative study of settlement experiences of refugees in Italy and the Netherlands. *Sociology* 37(1).
- Kronenberg, F & Pollard, N. 2005. Overcoming occupational apartheid: a preliminary exploration of the political nature of Occupational therapy. In *Occupational Therapy Without Borders: Learning from the spirit of survivors*. Elsevier. pp 58-86.
- Santegidio, 2016. Humanitarian corridors are open from Italy a signal of hope for Europe. www.santegidio.org/documenti/doc_1064/Humanitarian%20Corridors%20ENG.pdf
- Townsend, E.A. & Wilcock, A.A. (2004). Occupational justice and client-centred practice: A dialogue in progress. *Canadian Journal of Occupational Therapy*, 71(2).
- UNHCR (2011). Global Roundtable on Alternative to Detention of Asylum-Seekers, Refugees, Migrants and Stateless Persons. Geneva Switzerland.
- Vluchtelingen Werk Nederland (2017). Actieplan voor veilige routes voor vluchtelingen. <https://www.vluchtelingenwerk.nl/sites/public/u19531/Actieplan%20Veilige%20Routes.pdf>
- Whiteford, G. (2005). Understand the occupational deprivation of refugees: a case study from Kosovo. *Canadian Journal of Occupational Therapy*, 72(2).

▷ 11:30–12:00

Occupational Therapy Interventions with Refugee and Asylum Seeker Populations**CONCETTINA TRIMBOLI**

University of Salford, Germany; ✉ trimboli.concettina@gmail.com

Occupational therapy is a client-centred health profession concerned with promoting health and well being through occupation. The primary goal of occupational therapy is to enable people to participate in the activities of everyday life. Occupational therapists achieve this outcome by working with people and communities to enhance their ability to engage in the occupations they want to, need to, or are expected to do, or by modifying the occupation or the environment to better support their occupational engagement (WFOT 2012).

Human displacement is becoming an increasingly prevalent issue

and asylum seekers and refugees are considered to be a vulnerable group in society given the high levels of trauma, psychological distress and disorders they experience when compared to non-refugee groups (Davies, 2008; UNHCR, 2016). Whilst working with refugees and asylum seekers is an emerging area of practice within occupational therapy, occupational needs of this population have been identified within both occupational therapy and nursing literature (Strijk, van Meijel & Gamel, 2011; Whiteford, 2004, 2005). These include the need to work, to engage in meaningful occupations, to have a routine, to have their psychological needs met, to have sup-

port with unfamiliar activities (i.e. grocery shopping, catching public transport) and to improve their host country language skills to be able to engage in leisure, education and work, or in parenting their children who have become bilingual.

There is currently very little documented within the occupational therapy literature on which interventions occupational therapists are using when working with refugees and asylum seekers. In order

to systematically identify which interventions occupational therapists are providing to this population, in a paid or volunteer capacity, a survey was developed and distributed internationally as part of a Masters dissertation. This presentation will present findings from the survey. Although this research is preliminary, it aims to develop the evidence base in the area of occupational therapy practice with refugees and asylum seekers.

This presentation will identify the results of a Masters dissertation

1. Which interventions are currently being used by occupational therapists / occupational therapy students with refugees and asylum seekers
2. Which interventions are not being used with this client group, but which would be useful and
3. Barriers to providing interventions to this client group

Keywords

Occupational therapy, interventions, refugees, asylum seekers

Bibliography

- Davies, R. (2008). Working with refugees and asylum seekers: Challenging occupational apartheid. In: N. Pollard, D. Sakellariou & F. Kronenberg (Eds.), *A political practice of occupational therapy* (pp. 183–190). Oxford: Elsevier.
- Strijk, P. J. M., van Meijel, B. & Gamel, C. J. (2011). Health and social needs of traumatized refugees and asylum seekers: An exploratory study. *Perspectives in Psychiatric Care*, 47, 48–55, doi:10.1111/j.1744-6163.2010.00270.x
- UNHCR (2016). UNHCR Global Trends 2015. Retrieved 15 August, 2016 from <http://www.unhcr.org/statistics/unhcrstats/576408cd7/unhcr-global-trends-2015.html>
- Whiteford, G. (2004). Occupational issues of refugees. In: M. Molineux (Ed.), *Occupation for occupational therapists* (pp. 183–199). Oxford: Blackwell.
- Whiteford, G. (2005). Understanding the occupational deprivation of refugees: A case study from Kosovo. *Canadian Journal of Occupational Therapy*, 72, 78–88, doi:10.1177/000841740507200202

▷ 12:00–12:30

How to Make an Asylum Centre a Place for Social Participation and Inclusion

ANNE-LE MORVILLE¹, CHRISTINA JESSEN-WINGE²

¹Sweden; ²Metropolitan University College, Denmark; ✉ anne-le.morville@ju.se

Purpose: This study is a case study, based on an phenomenological approach using one asylum seekers experience and ideas for social inclusion. Some of the problems encountered by asylum seekers is due to the extended stays in refugee camps and asylum centres, i.e. the development of occupational deprivation, often resulting in social exclusion. Combating social exclusion is about mitigating disadvantages, while promoting social inclusion is the “act of making all groups of people within a society feel valued and important” (1) and it involves proactively creating opportunities. There have been suggestions from researchers and practitioners on how to create opportunities, but very little from the asylum seekers perspective (2). Therefore, the aim of this study was to uncover the ideas for social inclusion and participation from the asylum seekers perspective.

Description of methods: The data in this study was collected over an eight-month period in a Danish asylum centre, using observation and interview with the informant, and the informant’s articles that he had written regarding the situation in the centre. The interview was taped and transcribed and the informal conversations was written down. The three articles were written in English by the informant.

The analysis was not guided by any theoretical framework thus allowing the themes in the data to develop through the spoken and written word.

Results: The preliminary results show three overarching themes: Own experience and motivation, the local and societal environment and suggestions for change.

The asylum seeker found motivation to contribute with suggestions for activities, due to his own experiences and what he observed in the centre. He discussed the double exclusion that takes place due to difficulties in communication, both inside as well as outside the centre and that the responsibility for social inclusion was on both sides. He also included several suggestions, such as a local farmers market in the centre and an elected local guild for the residents working with the personnel and solving conflicts.

Implications for occupational science: So far, the literature on asylum seekers has been of a descriptive nature, so it is time to develop and describe interventions based on the knowledge from occupational science. The ideas for social inclusion and participation presented here, could be incorporated in both practice and research.

Bibliography

1. Collins Dictionary <https://www.collinsdictionary.com/dictionary/english/social-inclusion>
2. Huot, S., Kelly, E., & Park, S. J. (2016). Occupational experiences of forced migrants: A scoping review. *Aust Occup Ther J*, 63(3), 186–205.

Session 1.4:**Narratives and Mental Health****Time:** 11:00–12:30**Location:** HIA 101

▷ 11:00–11:30

Normative Aims of Everyday Occupations of People with Intellectual Disabilities in Group Homes. A Practice Theory Approach.**GEORG GAPPMAYER**^{1,2}¹Fachhochschule Wiener Neustadt, Austria; ²University of Vienna, Austria; ✉ georg.gappmayer@fhwn.ac.at

Purpose: Occupations are often described from an individual perspective and as an individual choice (1). In contrast to a person-centered view a practice theoretical framework, which is a social science framework, analyses the practice (activity) as interaction between materials (environmental objects), competences (personal skills), and meanings (the social and symbolic significance of an activity) (2). This depersonalized form of viewing occupations helps to understand the context and societal influences on occupations. Therefore this contribution offers a view beyond the individual perspective. It does not just question which occupations are important for the person, but also why these occupations are important, and what the sources of its meanings are. Meanings are normative aims which govern the activities. This research wants to contribute to this discussion and focuses on the societal influences on meanings of occupation.

Methods: The findings are the results of an ethnographic research in three group homes for grown-up people with intellectual disabilities in Austria between 2011 and 2015. The main methods for data collection had been participant observation, formal and informal interviews and document analysis. Data analysis was inspired by Practice Theory (2, 3), Situational Analysis (4), Grounded Theory (5) and Dispositive Analysis (6).

Keywords

normative aims, practice theory, everyday occupations

Bibliography

1. Boyt Shell BA, Gillen G, Scaffa ME. Willard & Spackman's occupational therapy. Philadelphia: Wolters Kluwer Health; 2014.
2. Shove E, Pantzar M, Watson M. The dynamics of social practice everyday life and how it changes. Thousand Oaks, CA: Sage Publications; 2012.
3. Schatzki T. The site of the social : a philosophical account of the constitution of social life and change. University Park: Pennsylvania State University Press; 2002.
4. Clarke AE. Situational analysis : grounded theory after the postmodern turn. Thousand Oaks, California: Sage Publications; 2005.
5. Strauss AL, Corbin JM. Basics of qualitative research : grounded theory procedures and techniques. Newbury Park, Calif.: Sage Publications; 1990.
6. Bührmann AD, Schneider W. Vom Diskurs zum Dispositiv : eine Einführung in die Dispositivanalyse. Bielefeld: Transcript; 2008.

▷ 11:30–12:00

Mental Health and Occupation: Investigating Enacted Narratives in Everyday Occupations.**NINA PETERSEN REED**¹, **STAFFAN JOSEPHSSON**^{2,1}, **SISSEL ALSAKER**¹¹Norwegian University of Science and Technology, Norway; ²Karolinska Universitetet, Stockholm, Sweden.; ✉ nina.p.reed@ntnu.no

Statement of purpose: We seek to explore how persons with mental health problems may ensure and increase their engagement in meaningful everyday occupation.

Description of methods: This is an ongoing study involving participant observations in everyday occupations with individuals experiencing mental health problems. Field notes are written after each meeting, and are subject to a narrative analysis.

Results: Our preliminary analysis shows how individuals enact meaning through their everyday occupations in their home and community. It also shows how individuals understand the meaning of their current everyday occupations in relation to their past ex-

Results: The ethnographic research shows that many occupations of the residents (people with intellectual disabilities) are performed together with their caregivers or are influenced by caregivers. Five normative aims guide these occupations: self-determination, independence, belonging, providing and consuming, and safety. The results show that there is a field of tension between the skills level of the residents and the expectations of the wider society.

Self-determination and independence are favored normative aims. This is shown in the documents of the organizations and in the interactive practices in the group homes. Though only very few residents have enough skills to perform almost all occupations in a self-determined and independent way. In comparison to activities that match these favored normative aims the other aims of occupations belonging, providing and consuming, and safety are requiring a lower skills level of the residents. However these aims are not appreciated as much as independence and self-determination in practice and in the documents of the organizations.

The results lead to a discussion about self-determination and independence and the consequences for people with a non-normative skills level and the aims of occupation.

periences and occupational lives, their social and cultural context, and their hopes for future occupational lives. In our further analysis we will continue to explore how the participants seek to create a meaningful everyday life through their engagement in everyday occupations. We will also explore how community mental health professionals may support this process.

Implications related to occupational science: Our preliminary findings and analysis underline the unique and contextual nature of individuals' occupational experiences, and the importance of exploring these in the efforts of increasing occupational engagement.

Keywords

Mental health, everyday occupations, enacted narratives.

Bibliography

- Alsaker, S., Bongaardt, R., & Josephsson, S. (2009). Studying Narrative-in-Action in Women With Chronic Rheumatic Conditions. *Qualitative Health Research*, 19(8), 1154-1161. doi:10.1177/1049732309341478
- Mattingly, C. (1998). *Healing dramas and clinical plots: The narrative structure of experience* (Vol. 7): Cambridge University Press.
- Ulfseth, L. A., Josephsson, S., & Alsaker, S. (2016). Homeward bound. Enacted narratives of the return to home after a short-term stay at a psychiatric centre. *Narrative Inquiry*, 26(1), 22-38. doi:10.1075/ni.26.1.02ulf

▷ 12:00–12:30

Narratives-in-Action of Women and Men with Advanced Dementia Living in Long-Term-Care - Understanding the Link Between Occupation and Identity

VERENA C. TATZER

University of Applied Sciences Wiener Neustadt, Department of Occupational Therapy; ✉ verena.tatzer@fhwn.ac.at

Meaningful occupation is an essential part of person-centred care (Kitwood, 1997), but it is often a need unmet in long-term Care (LTC) settings (Tak, Kedia, Tongumpun, & Hong, 2014). The perspective of people with moderate and severe dementia has not been sufficiently explored. This study deals with the following question: How can occupation promote the experience of identity and “personhood” from the perspective of older people with dementia living in LTC?

Methods: Using a qualitative research design in the ethnographic tradition, observations, interviews and informal talks while doing activities with people with dementia (Nygard, 2006) and their carers were used for data collection in two institutions. A narrative analysis (Polkinghorne, 1995) based on a “narrative-in action” approach (Alsaker, Josephsson, & Dickie, 2013) inspired by Ricœur (2008) was applied to gain a deeper understanding of the participants’ experiences.

Results: The findings show that meaningful occupation as a transactional phenomenon should get more attention in the organization of care as should the efforts of people with dementia doing “iden-

tity work” in a confining environment. Thus they used narratives, objects and everyday activities to express their identities despite their cognitive or physical impairments. Fragmented narratives that are described as “confabulation” have an important function in constructing identity and should not be regarded as a “symptom” of dementia (Örülv & Hydén, 2006). Especially social occupations linked to care were important for the participants in order to gain meaning. Therefore, more attention should be paid to the potential for reciprocity in care-interactions as well as in interactions between the residents in long-term-care institutions.

Implication to OS: Understanding narratives as enacted and grounded in everyday activities offers a potential to better understand the perspective of people with dementia who have problems of expressing themselves verbally. In this respect, relatives and staff are crucial in allowing “identity-work” to take place (Hydén & Örülv, 2009). This study allows for a better understanding of the relationship between occupation and identity in people with advanced dementia.

Keywords

“Narrative-in-action” / identity / occupation

Questions for the discussion

- How can the presented work be used as a theoretical basis of occupation-based interventions with people with dementia in Long-Term-Care?
- Is meaningful occupation not only linked to identity, but can it also be a means to a temporary “better” functioning in people with dementia that Kitwood & Bredin (1992, p. 280) called “rementing”?

Bibliography

- Alsaker, S., Josephsson, S., & Dickie, V. A. (2013). Exploring the Transactional Quality of Everyday Occupations Through Narrative-in-Action: Meaning-Making Among Women Living with Chronic Conditions. In M. P. Cutchin & V. A. Dickie (Eds.), *Transactional Perspectives on Occupation* (pp. 65-77). Dordrecht Heidelberg New York London: Springer.
- Hydén, L. C., & Örülv, L. (2009). Narrative and identity in Alzheimer’s disease: A case study. *Journal of Aging Studies*, 23(4), 205-214. doi:10.1016/j.jaging.2008.01.001
- Kitwood, T. (1997). The experience of dementia. *Aging & Mental Health*, 1(1), 13-22.
- Kitwood, & Bredin, K. (1992). Towards a theory of dementia care: Personhood and Well-being. *Ageing and Society*, 12, 269-287.
- Nygard, L. (2006). How can we get access to the experiences of people with dementia? Suggestions and reflections. *Scandinavian Journal of Occupational Therapy*, 13(2), 101-112.
- Örülv, L., & Hydén, L.-C. (2006). Confabulation: sense-making, self-making and world-making in dementia. *Discourse Studies*, 8(5), 647-673. doi:10.1177/1461445606067333
- Polkinghorne, D. E. (1995). Narrative Configuration in qualitative analysis. *Qualitative Studies in education*, 8(1), 5-23.
- Ricœur, P., Blamey, K., & Thompson, J. B. (2008). From text to action essays in hermeneutics, II.
- Tak, S. H., Kedia, S., Tongumpun, T. M., & Hong, S. H. (2014). Activity Engagement: Perspectives from Nursing Home Residents with Dementia. *Educational Gerontology*, 41(3), 182-192. doi:10.1080/03601277.2014.937217

Session 1.5: Panel Session:**The Development of Occupational Science Outside the Anglophone Sphere****Time:** 11:00–12:30**Location:** HIA 101

▷ 11:00–12:30

**The Development of Occupational Science Outside the Anglophone Sphere:
Challenges and Opportunities for Enacting Global Collaboration**LILIAN MAGALHÃES¹, LISETTE FARIAS², NATALIA RIVAS-QUARNETI³, LILIANA ALVAREZ², ANA PAULA MALFITANO¹¹Federal University of Sao Carlos, Brazil; ²Western University, Canada; ³Brunel University London, United Kingdom;

✉lfariasv@uwo.ca, ✉natalia.rivas-quarneti@brunel.ac.uk

Subject: Occupational science was introduced in the late 1980s within the North American context (Yerxa et al., 1989) and it has slowly expanded worldwide, not without debate regarding the type of ideas and assumptions that the discipline has embraced or is willing to embrace. As such, several scholars have raised concerns regarding the dominance of an Anglophonic and Eurocentric orientation within occupational science, informed by ideas dominant in the “Western” world (Kantartzis & Molineux, 2011; Magalhães, 2012; Prodinge & Stamm, 2012). In parallel, calls for incorporating diverse perspectives and voices from diverse geographical points have also materialized. Nevertheless, despite these calls, the emergence of occupational science in non-English speaking countries has not happened at the same pace and fashion as in their Anglophone counterparts. Epistemological, cultural, and institutional characteristics may explain the variances. However, power dynamics amongst countries and institutions must be acknowledged and addressed in order to afford global collaboration (Molke & Laliberte-Rudman, 2008).

Objectives: Building on a forum presented at the 2016 Joint Research Conference of the Society for the Study of Occupation: USA

(SSO:USA) and the Canadian Society of Occupational Scientists (CSOS), the session aims to: a) engage the audience in a collective dialogue around the diverse ways in which occupational science is developing outside the Anglophone sphere, b) enable reflexivity about the opportunities and challenges present in non-English speaking countries attempting to develop occupational science c) reveal linguistic and contextual factors that may hinder or facilitate global collaboration within occupational science.

Methods: To stimulate an interactive discussion with the participants of this session, the facilitators will employ a “Metaplan” (Schnelle, 1979). This tool seeks to be collaborative and flexible, allowing for exploration of issues perceived by scholars and practitioners as important, and envision possibilities for action.

Result or intent: To identify potential opportunities for increasing global collaboration within occupational science.

Argument and importance to occupational science: This session contributes to the development of a discipline that is open to diverse worldviews to avoid enacting colonial agendas that limit the discipline's expansion and comprehending diverse ways in which occupation is understood and enacted worldwide.

Keywords

epistemology, global development, reflexivity

Objectives for discussion period

- a) Engage the participants in a series of activities directed toward critically reflecting on the opportunities and challenges that scholars and practitioners face in non-English speaking countries,
- b) collectively visualize ways of moving forward as a discipline to support global collaboration

Bibliography

- Kantartzis, S., & Molineux, M. (2011). The influence of western society's construction of a healthy daily life on the conceptualisation of occupation. *Journal of Occupational Science*, 18(1), 62-80.
- Magalhães, L. (2012). What would Paulo Freire think of occupational science? *Occupational science: Society, inclusion, participation*, Blackwell Publishing, 8-19
- Molke, D. K., & Laliberte-Rudman, D. (2008). Governing the majority world? Critical reflections on the role of occupation technology in international contexts. *Australian Occupational Therapy Journal*, 56(4), 239-248
- Prodinge, B., & Stamm, T. A. (2012). The emergence of occupational science in Austria: An insider perspective. *Journal of Occupational Science*, 19(2), 127-137.
- Schnelle, E. (1979). *The Metaplan-method: Communication Tools for Planning and Learning Groups*. Hamburg: Metaplan-GmbH.
- Yerxa, E. J., Clark, F., Jackson, J., Parham, D., Pierce, D., Stein, C., & Zemke, R. (1989). An introduction to occupational science, a foundation for occupational therapy in the twenty-first century. *Occup Ther Health Care*, 6(4), 1-17

Session 2.1:**Social Transformation through Occupation –
Responsibilities of Occupational Science****Time:** 14:00–15:30**Location:** HIA E03

▷ 14:00 –14:30

Critical Dialogical Approach and Methods: Informing Occupation-Based Social Transformative Work**LISETTE FARIAS, DEBBIE LALIBERTE RUDMAN**
Western University, Canada; ✉lfariasv@uwo.ca

Background: Parallel to calls for embracing the potential and responsibility of occupational science to address socio-political determinants of injustices, it has been forwarded that this agenda requires the incorporation of diverse epistemological and methodological approaches (Galheigo, 2011; Kronenberg, Pollard & Sakellariou, 2011). However, expanding the contemporary positioning of occupation-based work beyond epistemological assumptions embedded within biomedical sciences has not been an easy task (Farias, Laliberte Rudman & Magalhães, 2016). In order to enhance the discipline's possibilities for enhancing social transformation and justice (Whiteford & Townsend, 2011), there is a need to question the status and privilege of biomedical sciences in health-related discourses. In turn, this can open up space to embrace other epistemological underpinnings that enable the incorporation of methodological approaches that address issues of power and justice.

Intent: Our intent is to both present the epistemological and theoretical underpinnings of an approach that can help extend the frameworks of research used in occupational science thus far, and provide an illustration of its application in an occupational science project.

Keywords

social transformation, critical epistemology, dialogical approaches.

Questions for the discussion

- What kind of research/scholarship is needed in order to embrace social transformative and justice goals?
- Is there a space within occupational science for research that challenges the researchers' expert status?
- Is there space within occupational science to embrace approaches that seek egalitarian partnerships?

Bibliography

- Bakhtin, M. (1981). *The Dialogic Imagination: Four Essays* (C. Emerson & M. Holquist, Trans.). Austin and London: University of Texas Press.
- Farias, L., Rudman, D. L., & Magalhães, L. (2016). Illustrating the Importance of Critical Epistemology to Realize the Promise of Occupational Justice. *OTJR: Occupation, Participation and Health*, 36(4), 234-243. doi:10.1177/1539449216665561
- Fransen, H., Pollard, N., Kantartzis, S., & Viana-Moldes, I. (2015). Participatory citizenship: Critical perspectives on client-centred occupational therapy. *Scandinavian Journal of Occupational Therapy*, 22(4), 260-266. doi:10.3109/11038128.2015.1020338
- Freire, P. (1970). *Pedagogy of the oppressed* (M. Bergman Ramos, Trans.). New York: The Continuum International Publishing Group Inc.
- Galheigo, S. M. (2011). Occupational therapy in the social field: Concepts and critical considerations. In F. Kronenberg, N. Pollard, & D. Sakellariou (Eds.), *Occupational therapies without borders* (Vol. 2, pp. 47-56). Edinburgh, UK: Elsevier Science.
- Kronenberg, F., Pollard, N., & Sakellariou, D. (2011). *Occupational therapy without borders: Towards an ecology of occupation-based practices* (Vol. 2). Edinburgh, UK: Elsevier Science.
- Whiteford, G. E., & Townsend, E. (2011). Participatory occupational justice framework (POJF 2010): Enabling occupational participation and inclusion. In F. Kronenberg, N. Pollard, & D. Sakellariou (Eds.), *Occupational therapies without borders: Towards an ecology of occupation-based practices* (Vol. 2, pp. 65-84). Edinburgh, UK: Churchill Livingstone Elsevier.

▷ 14:30–15:00

'Opportunity' in Occupational Science: A Critique**LIESL PETERS, ROSHAN GALVAAN**

Department of Health & Rehabilitation Sciences, Faculty of Health Sciences, University of Cape Town; ✉liesl.peters@uct.ac.za

Background/rationale: Amidst calls for a more reflexive (Hocking & Whiteford, 2012), socially responsive (Angell, 2012) and critical occupational science (Rudman, 2013), the discipline is yet to close-

ly examine the concept of 'opportunity' as it relates to the study of human occupation. To date, equal opportunities have been broadly recognized for their relationship with occupational justice (Duroch-

er, Gibson, & Rappolt, 2014) and social inclusion (Whiteford & Pereira, 2012). Similarly, opportunity has been framed using a capabilities approach (Nussbaum, 2011) to conceptualise the changes needed for individuals and groups to function well and experience occupational justice (Bailliard, 2016; Stadnyk, Townsend, & Wilcock, 2010). **Statement of intent:** The aim of this paper is to critique how opportunity is currently understood within occupational science and to offer ideas for further conceptual development.

Argument: Illustrating the cursory exploration of the concept, this

paper presents a review of 'opportunity' as it appears within the occupational science literature. Drawing on scholarship from disciplines such as sociology, education and philosophy we illuminate current gaps in our understanding of the relationship between opportunity and human occupation and suggest possibilities for theorization of this concept.

Conclusion and description of the importance of the paper to occupational science: This paper provides a platform for dialogue about how we understand opportunity

Keywords

Opportunity, interdisciplinary perspectives, critical occupational science

Questions for the discussion

1. What ideas has this paper generated for ongoing dialogue about the concept of opportunity?
2. What might the other disciplinary understandings of opportunity be that could inform the development of the concept within occupational science?

Bibliography

- Angell, A. M. (2012). Occupation-Centered Analysis of Social Difference: Contributions to a Socially Responsive Occupational Science. *Journal of Occupational Science*, 1-13.
- Bailliard, A. (2016). Justice, Difference, and the Capability to Function. *Journal of Occupational Science*, 23(1), 3-16.
- Durocher, E., Gibson, B. E., & Rappolt, S. (2014). Occupational Justice: A Conceptual Review. *Journal of Occupational Science*, 21(4), 418-430.
- Hocking, C., & Whiteford, G. (2012). Introduction to critical perspectives in occupational science. In G. Whiteford & C. Hocking (Eds.), *Occupational Science: Society, Inclusion, Participation* (pp. 3-7). United Kingdom: Blackwell Publishing Ltd.
- Nussbaum, M. C. (2011). *Creating Capabilities: The Human Development Approach*. Cambridge, Massachusetts, and London, England: The Belknap Press of Harvard University Press.
- Rudman, D. L. (2013). The 2012 Townsend & Polatajko Lectureship. Enacting the Critical Potential of Occupational Science: Problematizing the 'Individualising of Occupation'. *Journal of Occupational Science*, 20(4), 298-313.
- Stadnyk, R. L., Townsend, E. A., & Wilcock, A. A. (2010). Occupational Justice. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to Occupation: The art and science of living* (2nd ed., pp. 329-358). New Jersey: Pearson Education.
- Whiteford, G., & Pereira, R. B. (2012). Occupation, inclusion and participation. In G. Whiteford & C. Hocking (Eds.), *Occupational Science: Society, Inclusion, Participation* (1st ed., pp. 187-207). Oxford, United Kingdom: Blackwell Publishing Limited.

▷ 15:00–15:30

Building an International Network for Social Transformation through Occupation: Recent Steps and Future Directions

CLAIRE CRAIG¹, SARAH KANTARTZIS², BARBARA PISKUR³, NICK POLLARD¹, DEBBIE LALIBERTE RUDMAN⁴, SANDRA SCHILLER⁵, SALVADOR SIMO⁶, HANNEKE VAN BRUGGEN⁷

¹Sheffield Hallam University, United Kingdom; ²Queen Margaret University, United Kingdom; ³Hogeschool Zuyd Heerlen, The Netherlands; ⁴University of Western Ontario, Canada; ⁵HAWK Hildesheim, Germany; ⁶Universitat de Vic, Universitat Central de Catalunya, Spain; ⁷Fapadag, The Netherlands;

✉ Skantartzis@qmu.ac.uk

Background: The everyday occupations people engage in as individuals, families and communities contribute to health and well-being and also are fundamental to social transformation. The current political climate is hardening due to demographic changes linked to ageing populations, the impact of digitalization and industrial change, the increasing mobility of populations including that of refugees, issues of ecological sustainability, austerity measures in state-funded health and social care, seen alongside expanded understandings of the impact of social determinants on inequality in health, and regional efforts for strengthening of social accountability by citizen participation in practice, education and research. This calls for critical analysis and coherent conceptual development toward efforts which draw upon occupation to enact social transformations that readdress social and health inequalities shaped within contemporary conditions.

Statement of intent: This presentation will discuss Social Transformation through Occupation as an emerging area of concern in Occupational Science, as well as a group that is working to develop research, practice and education in this area. Outcomes and proposed future directions of the group's 2017 Think Tank meeting will be presented.

Argument: The Social Transformation through Occupation group is aiming to bring together a world-wide multi-sectoral group of people (professionals, service users, researchers, students, teachers, members of the public, politicians...), incorporating theory and practice from languages and settings with diverse linguistic, cultural, geographic and other characteristics. The group is committed to being actively involved in gathering information, providing ideas, and creating pathways towards solutions of how to tackle issues of social and health inequalities from an occupation-based perspective. The group organized the first meeting of the Think Tank at the COTEC-ENOTHE Congress in 2016 in recognition of the beginnings of a shift within occupational therapy education, practice and research towards addressing these challenges. The meeting showed the need for more theoretical development and the need to pull together the disperse practice emerging across the world. Since then experiences and views have been gathered in an emerging international network to inform the planning of the second Think Tank meeting in September 2017.

Conclusion: In addition to sharing the on-going work of the Social Transformation through Occupation group, we aim to continue to build this international network through this presentation and evolve further steps in enacting social transformation through occupation.

Questions for the discussion

1. What is crucial to processes of social transformation through occupation?
2. Which theoretical or practical concepts are useful?
3. Who are our strategic partners?

Session 2.2:**Use of Time and Participation in Meaningful and Valued Occupations****Time:** 14:00–15:00**Location:** HIA 102

▷ 14:00–14:30

Dance with the Devil: Finding Subjective Meaning in our Use of Time in Neoliberal Economies**TEENA JAYNE CLOUSTON**

Cardiff University, United Kingdom; ✉ CloustonTJ@cf.ac.uk

Time and meaning are both critical concepts in occupational science and therapy. They provide, first, the envelope of time in which activities take place and second identify the significance that those activities hold for both the individual and their situated socio-cultural context (Pemberton & Cox 2014, 2015). Moreover in the philosophy of the occupational therapy profession the use of time to participate in meaningful occupations is believed to be integral to health and wellbeing (Wilcock 1999). Yet over busyness and time scarcity are increasingly reported as causing stress and ill health in modern life, particularly, although by no means exclusively, in countries based on principles of neoliberal capitalism (Clouston 2015). Neoliberalism is an economic model that uses both human and natural resources to best advantage to secure growth and power. In terms of people this means that those who participate in paid work are increasingly pressured to exchange more and more of their time and energy for productivity in work and consequently find that other non-paid occupations, including those that are freely chosen and personally meaningfully can be compromised in order to expend the necessary time and energy to achieve expectations in work (Clouston 2014, 2015). Paid work of course is a fundamental

and purposive activity that can underpin self-esteem and personal identity; thus participation in work is important. Arguably however, its social value in neoliberalism is exaggerated and its links to well-being illusory (Kahneman et al 2006). Moreover because of the focus on work as the most valued occupation, those who do not participate in it are frequently derided or undervalued as members of society (Clouston 2015).

In this paper I argue that the use of time and meaning in terms of occupations are juxtaposed in modern Western economies because these countries use the global marketplace to promote productivity and growth and utilize resources, both natural and human to best advantage to achieve this. This means that what people 'do' in time has a performance orientation and occupations that do not generate financial acumen or market growth are less socially valued because they do not feed into this performance orientation (Clouston 2015). This can promote 'occupational compromise' (Clouston 2014, p, 514) over 'occupational integrity' (Pentland & McColl 2008, p.136) and erode wellbeing. I suggest that as occupational scientists and therapists we need to consider how we can instigate a meaning orientation in everyday life.

Bibliography

- Clouston TJ. 2014. Whose occupational balance is it anyway? The challenge of neoliberal capitalism and work-life imbalance. *British Journal of Occupational Therapy* 77,10, 507-15
- Clouston TJ. 2015. Challenging stress, burnout and rust-out: Finding balance in busy lives. London: Jessica Kingsley
- Kahneman D. et al. 2006. Would you be happier if you were richer? A focusing illusion. *Science* 312, 1908-10
- Pemberton S. & Cox D. 2014. Perspectives of time and occupation: Experiences of people with chronic fatigue syndrome/myalgic encephalomyelitis. *Journal of Occupational Science* 21, 4, 488-503
- Pemberton S. & Cox D. 2015. Synchronisation: Coordinating time and occupation. *Journal of Occupational Science* 22, 3, 291-303
- Pentland W. & McColl NA. 2008. Occupational integrity: Another perspective on "life balance". *Canadian Journal of Occupational Therapy* 75,3, 135-8
- Wilcock AA. 1999. Reflections on doing, being and becoming. *Australian Occupational Therapy Journal* 46, 1, 1-11

▷ 14:30–15:00

Action Over Inertia - A Manualized OT-Intervention for Health and Well-Being**ANDREAS PFEIFFER, WERNER HÖHL**

LVR-Klinikum Düsseldorf - Kliniken der Heinrich-Heine-Universität Düsseldorf, Germany; ✉ andreas.pfeiffer@lvr.de

People with severe mental illness are often less active and spend more time resting or sleeping than other adults in the general public. They also spend less time working, socializing with other people or otherwise participating outside their own immediate living environment. This results often in spending the majority of their time with one single activity. This passivity and occupational imbalance leads to a lack of participation in health-promoting activities and ultimately influences health and well-being.

In 2010, Krupa et al. [1] published an occupational therapy-intervention in Canada, which aims specifically to foster participation in health-promoting activities among people with serious mental illness. The German translation and adaption of this intervention "Handeln gegen Trägheit" [2] is now published and is currently being disseminated in Germany and Austria.

Our pilot study, based on the German translation, suggested that the manualized intervention is easy to use in occupational therapy and experiences a high level of acceptance by people with serious mental illness receiving the intervention, which was reflected in a stronger adherence to the intervention. The intervention is client-centered and recovery-oriented. It can also be offered in the environment of the person receiving the intervention and shows a measurable effect after only twelve therapy sessions.

Several typical days are recorded using a time use protocol. This is the basis for assessing the balance between productivity, leisure, self-care and rest. In addition, participation is also recorded.

In addition to the survey how (where and with whom) the client uses his time, the activity patterns are also rated based on the seven dimensions of activity (balance, physical activity, structure and routine, Experience of meaning and purpose, satisfaction with activities, social interaction through activities, access to community environments) according to Bejerholm [3] and Bejerholm & Ecklund [4].

On this basis, quick and long-term changes in activity patterns are planned and „tried“ together. Therefore the workbook contains a total of 30 worksheets and 15 information sheets. In addition to the activity-patterns, topics such as dealing with stress and stigma, substance use, psychoeducation as well as barriers and resources are addressed. These topics can have an influence on activities and participation.

The manualization of occupational therapy interventions is a central basis for effectiveness studies. This presentation presents the intervention and demonstrates that manualization and clientcentering are not a contradiction.

Can "Handeln gegen Trägheit" be an example for other occupational fields of occupational therapy and support research?

Bibliography

1. Krupa T, Edgelow M, Chen S et al. (2010). Action Over Inertia. Ottawa: CAOT Publications.
2. Krupa T, Edgelow M, et al. (2017). Handeln ermöglichen-Trägheit überwinden: Therapieprogramm für Gesundheit durch Aktivität - Handeln gegen Trägheit. Action over Inertia. Idstein: Schulz-Kirchner.
3. Bejerholm, U. (2007). Profiles of occupational engagement in people with severe mental illness, POES-Time use based engagement and balance assessment. Lund, Sweden: Lund University.
4. Bejerholm, J. & Ecklund, M. (2006). Engagement in occupations among men and women with schizophrenia. Occupational Therapy International, 13, 100-121.

Session 2.3:**Gender Identity and its Impact on Understanding Occupation****Time:** 14:00–15:30**Location:** HIA 103/104

▷ 14:00–14:30

Gender Diversity through an Occupational Lens**JENS SCHNEIDER, KATHERINE JOHNSON, LEE PRICE**

Doctoral College of Life, Health and Physical Sciences, University of Brighton, United Kingdom; ✉ j.schneider2@brighton.ac.uk

Gender identity is shaped by the performance of occupations which are themselves often socially influenced by our postmodern society. A wide range of gender variations exist. The focus of this presentation is on a broader perspective of gender diversity in order to take account of the individuality of people who express their gender identity outside the predominating binary gender system. The umbrella term "gender-variant people" will therefore be used. These people experience that their gender identity and / or expression diverge from their biological sex. Some of these gender-variant people use terms such as trans*, transgender, genderqueer, or gender non-binary to specify their gender identity.

The concept of gender and the diverse ways in which it can be understood seem to be largely absent from literature in the field of occupational science. There appears to be a lack of discussion in the literature as to how gender and occupation influence each other. The aims of this presentation are therefore: to increase understanding of gender diversity both in general and in terms of occupation; to raise awareness of the potential mutual dependency of occupation and gender and thereby expand the occupational science knowledge base.

Keywords

gender diversity, gender-variant people, occupational perspectives

Bibliography

- Schneider, J., & Van Nes, F. (2016). Auswirkungen des „Coming-outs“ auf die Freizeitbeschäftigungen von homosexuellen Männern. *Ergotherapie*, 4, 15-19.
- Unger, D., & Schneider, J. (2015). „Hör mal, sag mir den Sinn, dann weiß ich was ich mache (...)!“ Das HoDT-Konzept aus der Klienten- und Angehörigenperspektive. *Ergoscience*, 10(2), 68-76.
- Schneider, J. (2015). Rückblick Fachtagung 2015: Vorstellung des Themas Rollenkonflikte und -wechsel von Menschen mit Transidentität. *Ergotherapie*, 2, 14-15.

▷ 14:30–15:00

Critically Examining Gender-based Assumptions when Approaching Occupation: Body-Mapping and Gender Lifelines as Educational Tools**NATALIA RIVAS-QUARNETI, REBECCA SWENSON, SUZANNE; ENGLAND, PANAGIOTA NIKOPOULOU-SMYRNI, SARAH PRIOR, GAIL EVA**

Brunel University London, United Kingdom; ✉ natalia.rivas-quarneti@brunel.ac.uk

We propose that awareness of how social phenomena such as gender impact on occupations could make a significant contribution to achieving the emancipatory agenda of occupational science (OS). Recent scholarship highlights gender as a crucial and deeply rooted phenomenon that shapes occupational opportunities and contributes to understand how occupation could function to resist or reproduce the status quo (Angell, 2014; Rivas-Quarneti, 2016).

We created an experiential learning activity using body-mapping and gender life-lines to enable occupational therapy (OT) students to examine unquestioned assumptions about how gender identity and roles impact on understanding and using occupations. Approximately 120 second year BSc and first year MSc pre-registration OT students, working in small groups, participated in three hour workshops led by OT lecturers. Body-mapping is "the process of creating

The presentation is based on an in-depth literature review which explored various theoretical constructs in relation to gender and occupation. The review yielded insights into the occupational dimensions of gender and gender roles. Disciplines such as social sciences aim to address the concept of gender by using various perspectives, theories and concepts, one of which is "Doing Gender" (West & Zimmerman, 1987). These useful theoretical constructs can be utilised to expand our understanding of occupation and gender diversity. It seems pertinent to avail of these constructs because research and theory inform us that gender is transacted through people's occupational performance. The knowledge gained has the potential to encourage providers of health and social care to include the performance of meaningful gender-related occupations into their practical work, thereby improving the well-being of people of all gender identities and expressions.

The focus of the following discussion is based on the claim that gender and occupation are interdependent. It is therefore necessary to ask how the occupational nature of gender can be described?

body maps using drawing, painting or other art-based techniques to visually represent aspects of people's lives, their bodies and the world they live in" (Gastaldo et al, 2012, p. 5). We adapted Chenhall et al's (2013) use of body-mapping, creating four different vignettes for the students to choose from. These scenarios presented situations such as a young male who wanted to live independently or a mother leaving an abusive relationship. In their small groups, students were asked to create a body-map based on one of the vignettes to explore perceived thoughts, feelings and valued occupations. Students were then asked to reflect and share how gender was embedded in their story and whether they could imagine alternative plots. Following this, each student was asked to draw a lifeline—a timeline of their lives since birth—identifying three memorable events that brought about awareness of their particular gender. This indi-

vidual activity led to a group conversation where unquestioned assumptions were made explicit and the impact on occupation, OS and OT were discussed. Students found the activity valuable and thought-provoking: "...challenged our thinking [about] stereotyping and allowed us to reflect on ... how the environment and society impacts our thoughts, feelings and actions" but were uncertain about applying learning in practice. As tutors, we found that students were

able to unravel and question the impact of gender on real life, for instance challenging taken for granted people's values, desires and occupational choices based on their sex. This tension could be related to epistemological stances underpinning practice. These learning activities were feasible to deliver, acceptable to students, and promoted awareness and critical thinking when approaching occupation.

Bibliography

- Angell, A. M. (2014). Occupation-Centered Analysis of Social Difference: Contributions to a Socially Responsive Occupational Science. *Journal of Occupational Science*, 21(2), 104–116. <https://doi.org/10.1080/14427591.2012.711230> \l "_blank
- Chenhall, R., Davison, B., Fitz, J., Pearse, T., & Senior, K. (2013). Engaging Youth in Sexual Health Research: Refining a 'Youth Friendly' Method in the Northern Territory, Australia. *Visual Anthropology Review*, 29 (2), 123–132. <https://doi.org/10.1111/var.12009>
- Gastaldo, D., Magalhaes, L., Carrasco, C., & Davy, C. (2012). Body-Map Storytelling as Research: Methodological considerations for telling the stories of undocumented workers through body mapping. Retrieved from: <http://www.migrationhealth.ca/undocumented-workers-ontario/body-mapping>.
- Rivas-Quarneti, N. (2016). Estudio de las ocupaciones cotidianas para la promoción de la salud de las mujeres inmigrantes en situación de vulnerabilidad [Study of the daily occupations to promote the health of immigrant women in vulnerable situations](<http://purl.org/dc/dcmitype/Text>). Universidade da Coruña. Retrieved from <https://dialnet.unirioja.es/servlet/tesis>

▷ 15:00–15:30

Exploration of the Relationship Between Occupation and Gender: A Scoping Review of Occupation-Based Literature

MARIA ALONSO FERREIRA¹, NATALIA RIVAS QUARNETI², LISETTE FARIAS VERA³

¹University of a Corunha student, Spain; ²Brunel University, London, United Kingdom; ³University of Western Ontario, London, Ontario, Canada; ✉ maria.alonsof@udc.es

Purpose: Recent scholarship criticizes a lack of complex understandings of occupation in relation to issues of oppression and injustice, which has limited the disciplines' social relevance and ethical commitment (Whiteford & Hocking, 2012). Gender has been highlighted as one key aspect in the construction of occupation as a site of resistance and reproduction of the social order (Angell, 2014). Given this interest in advance and expand the discipline's role in society, an examination of how gender has impacted the profession and discipline's understandings of occupation is essential. For this purpose, this study aims to review how gender has been conceptualized and addressed within the occupation-based literature.

Methods: The methodological framework outlined by Arskey & O'Malley (2005) served as the basis for this scoping review. Literature was searched using four databases (PubMed, Cinahl, Web of Science and Scopus) and hand-searching to retrieve potential relevant articles. This search yielded 250 articles in Portuguese, Spanish and English. All documents were screened for inclusion and reviewed using an inclusion and exclusion criteria. Finally, 17 were

selected for full-review. To analyze the data, a constant comparative method was used (Dye, Schatz, Rosenberg, & Coleman, 2000).

Results: The findings demonstrate how the power differences between female and male occupational therapists impact on the social value of using occupations. The findings also illustrate how feminism in relation to occupation can contribute to the discipline with certain concepts (e. empowerment) as well as struggles (e.g. most occupational scientists and therapists are women). Finally, the study contributes to understandings of gender from two different standpoints: a patriarchal, and a dynamic and context-based conceptualization.

Conclusion: The findings have implications for how gender has shaped the concept of occupation in occupational science and therapy. The findings also contribute to the study of gender and occupation highlighting their embeddedness within power relations in society. Finally, this study contributes to advance occupational science understandings in the field of justice using gender as a lens to examine power and oppression.

Keywords

gender, feminism, occupational justice.

Questions for discussion period

- What actions can be driven from occupational science to work towards gender equality within and beyond the discipline?
- What is the potential of occupational justice as a framework to address issues of injustice related to gender and occupations?
- What are other issues related to gender that occupational science could explore?

Bibliography

- Angell, A. M. (2014). Occupation-Centered Analysis of Social Difference: Contributions to a Socially Responsive Occupational Science. *Journal of Occupational Science*, 21(2), 104–116. <https://doi.org/10.1080/14427591.2012.711230>
- Arskey, H., & O'Malley, L. (2005). Scoping studies: towards a methodological framework. *Scoping studies: towards a methodological framework*, 8(1), 19–32.
- Dye, J., Schatz, I., Rosenberg, B., & Coleman, S. (2000). Constant Comparison Method: A Kaleidoscope of Data. *The Qualitative Report*, 4(1-2). Recuperado a partir de <http://www.nova.edu/ssss/QR/QR4-1/dye.html>
- Whiteford, G. E., & Hocking, C. (2012). *Occupational Science: Society, Inclusion, Participation* (1.a ed.). Wiley-Blackwell.

Session 2.4: Panel Session:**Promoting Health or Preventing Illness Through Occupation****Time:** 14:00–15:30**Location:** HIA 101

▷ 14:00–15:30

Promoting Health or Preventing Illness Through Occupation: Contemplations from a Nordic ContextAILEEN BERGSTRÖM¹, EMMELIE BARENFIELD^{2,3}, HANS JONSSON^{1,4}, MANDANA FALLAHPOUR¹, ANN-HELEN PATOMELLA¹, SUSANNE GUIDETTI¹, ANDERS KOTTORP^{1,5}, ERIC ASABA¹

¹Dept. of Neurobiology, Care Sciences and Society, Division of Occupational Therapy, Karolinska Institutet, Huddinge, Sweden; ²Dept. of Health and Rehabilitation, Institute of Neuroscience and Physiology, Sahlgrenska Academy, Centre for Ageing and Health - AgeCap, University of Gothenburg, Göteborg, Sweden; ³Department of Occupational therapy and Physiotherapy, The Sahlgrenska University Hospital, Göteborg, Sweden; ⁴University of Southern Denmark, Odense, Denmark; ⁵Department of Occupational Therapy, College of Applied Health Sciences, University of Illinois at Chicago, Chicago, IL, United States;

✉ aileen.bergstrom@ki.se, ✉ emmelie.barenfeld@neuro.gu.se, ✉ hans.jonsson@ki.se, ✉ mandana.falahpour@ki.se, ✉ eric.asaba@ki.se

Objectives

Health promotion, from an occupational perspective, is an integrated holistic approach based on the premise that people can influence and improve the state of their health and lengthen life through what they do, how, why and where they do it (Wilcock, 2006). This interactive panel will draw on three projects from Nordic contexts and one systematic review, in order to trigger a discussion about critical elements in the design, implementation and evaluation of occupation-based programs to promote health or prevent ill health. The panel will be organized as follows:

1. (10 min) Framing the panel
2. (10 min) "Active lifestyle all your life" is an occupation-based, inter-professional, implemented fall-prevention program for elderly at risk. The program targeted adults at risk for falls and group leaders. Results, based on qualitative studies and a RCT, demonstrated differences in participation, falls and fear of falling in favor of the intervention group as well as occupational behavioral changes to reduce the risk of falling.
3. (10 min) This presentation will draw on open interviews (n=14) conducted in order to understand the healthcare journey for persons at risk for stroke and their experiences of lifestyle change through engaging occupation. Many risk factors for stroke are related to lifestyle circumstances and choices. An occupational perspective to promoting health through lifestyle modifications can be relevant for stroke prevention.
4. (10 min) Staying engaged in occupation has been identified as a key to preventing cognitive decline in later life. This presentation builds on a systematic review exploring the definition, categorization and operationalization of occupation regarding prevention of cognitive decline in later life.
5. (10 min) Promoting Aging Migrants' Capabilities is a program aimed to prolong independence among people 70+ aging in the context of migration in Sweden. The program was evaluated in a RCT and experiences of implemented health promoting processes during the program were qualitatively explored.
6. (40 min) discussion with audience

Objectives for discussion

The session will give participants the opportunity to:

1. discuss programs with a strong focus on occupation aiming to promote health or prevent ill health
2. reflect on methods and outcome measures in relation to promotion/prevention
3. explore and discuss concepts of change and health promotion in everyday life

Bibliography

- Barenfeld, E. (2016). How to support knowing and doing in promotion of health: Lessons learned from the Promoting Aging Migrants' Capabilities Program. PhD Dissertation. Gothenburgs University.
- Fallahpour, M., Borell, L., Luborsky, M., and Nygard, L. (2015). Leisure-activity participation to prevent later-life cognitive decline: a systematic review. *Scandinavian Journal of Occupational Therapy*, 23(3), 162-197.
- Johansson, E. & Jonsson, H. (2013). Thinking and acting in a new way: Influences of a falls-prevention program on participants' everyday life, *Physical & Occupational Therapy in Geriatrics*, 31(4), 281-296.
- Wilcock, A. A. (2006). *An Occupational Perspective of Health* (second ed.). Thorofare, NJ 08086, USA: Slack Incorporated

Session 2.5: Panel Session:**Occupational Science's Political Agenda****Time:** 14:00–15:30**Location:** HIA E01

▷ 14:00–15:30

**From Raising Awareness to Stimulating Legislative and Policy Reform:
Occupational Science's Political Agenda****GAIL ELIZABETH WHITEFORD¹, CLARE HOCKING², HANNEKE VAN BRUGGEN³, VALERIE WRIGHT ST CLAIR²**¹Griffith University, Australia; ²Auckland University of Technology, NZ; ³Dalhousie University,;

✉ gailwhiteford.consult@gmail.com, ✉ clare.hocking@aut.ac.nz, ✉ j.e.van.bruggen@gmail.com, ✉ vwright@aut.ac.nz

This panel addresses the conference theme of Occupation, Diversity, Justice and Social Transformation. Specifically, panel members will discuss four related (and sometimes overlapping) strategies for advancing occupational science's political agenda at local, national and international levels with the aim of social transformation (Whiteford & Hocking, 2012).

These strategies include:

- Awareness raising through engagement with political processes and structures –furthering the understandings of governments on participation, social inclusion and occupational justice
- Advocacy – with and on behalf of disadvantaged communities focussing on a justice of participation
- Evidence Based Policy Reform – undertaking participatory, occupation focussed research and using findings to stimulate policy reform aimed at addressing diversity and inclusion
- Legislative discourse analysis – highlighting occupational dimension of human rights covenants and engaging discursively with political and professional communities

Bibliography

- Whiteford, G., & Hocking, C. (2012). Occupational Science: Society, Inclusion, Participation. Oxford: Wiley Blackwell.

Session 3.1:**Occupational Balance****Time:** 16:15–17:45**Location:** HIA E03

▷ 16:15–16:45

Occupational Balance as Basis and Outcome of Occupational TherapyMONA DÜR¹, CHRISTIANE OBERLEITNER-LEEB, INU SARAH MATTER, ANGELIKA BERGER¹IMC University of Applied Sciences and Medical University of Vienna; ✉ Mona.Duer@fh-krems.ac.at

Introduction: Occupational balance is defined as subjective positive evaluation of the amount and variation of meaningful activities (Wagman, Hakansson, & Bjorklund, 2012). Occupational balance is and has been an important construct in occupational science and therapy from the very beginning (Meyer, 1977; Yerxa et al., 1989). Occupational balance has been explored in different populations, such as persons with mental health disorders or rheumatoid arthritis (Eklund, Erlandsson, & Leufstadius, 2010; Forhan & Backman, 2010). However, studies on occupational balance interventions are scarce. Furthermore, there is no overview about existing occupational balance interventions and related research.

Purpose: Therefore, the aims of this study were to determine existing occupational balance interventions and to describe their potential to support clients to maintain, regain or improve their occupational balance.

Design and method: A scoping review following (Armstrong, Hall, Doyle, & Waters, 2011) was conducted. Candidate articles were identified and selected through a systematic literature search in PubMed and CINAHL. Articles which contained the terms “occupational balance”, “balance of occupations”, “balance of activities” or “activity balance” in title, abstract or keywords were screened. Of these, articles reporting intervention studies were selected and included for further investigation. A data extraction form based on

the Cochrane template was used to extract relevant data of the articles. Extracted data was analysed in relation to the research aim and summarised in a cross table.

Results: Only few studies met the inclusion criteria and reported about interventions with the aim to maintain, regain or improve occupational balance. Two studies reporting the use of a randomised controlled trial were identified. For example, (Edgelow & Krupa, 2011) showed, by the use of a randomized controlled trial, that an occupation based intervention could improve occupational balance in persons with mental health disorders. In addition, a study protocol of a randomised controlled trial was published recently from (Gunnarsson, Wagman, Hakansson, & Hedin, 2015). Few articles are published based on a high level of evidence for occupational balance interventions.

Implications: Numerous articles refer to occupational balance as important construct in occupational science and therapy. However, the little number of articles reporting occupational balance interventions indicates that there is a lack of research investigating such interventions. Furthermore, it is unclear, which interventions are used by occupational therapists in their clinical practice to maintain, regain or improve their clients' occupational balance. Therefore, further research on existing and the development of new occupational balance interventions is warranted.

Bibliography

- Armstrong, R., Hall, B. J., Doyle, J., & Waters, E. (2011). 'Scoping the scope' of a cochrane review. *Journal of Public Health*, 33(1), 147-150. doi: 10.1093/pubmed/fdr015
- Edgelow, M., & Krupa, T. (2011). Randomized controlled pilot study of an occupational time-use intervention for people with serious mental illness. *American Journal of Occupational Therapy*, 65(3), 267-276.
- Eklund, M., Erlandsson, L., & Leufstadius, C. (2010). Time use in relation to valued and satisfying occupations among people with persistent mental illness: Exploring occupational balance. *J Occup Sci*, 17(4), 231-238.
- Forhan, M., & Backman, C. (2010). Exploring occupational balance in adults with rheumatoid arthritis. *OTJR*, 30(3), 133-141. doi: Doi 10.3928/15394492-20090625-01
- Gunnarsson, A. B., Wagman, P., Hakansson, C., & Hedin, K. (2015). The Tree Theme Method(R) (TTM), an occupational therapy intervention for treating depression and anxiety: study protocol of a randomized controlled trial. *BMC Psychol*, 3, 40. doi: 10.1186/s40359-015-0097-9
- Meyer, A. (1977). The philosophy of occupation therapy. Reprinted from the Archives of Occupational Therapy, Volume 1, pp. 1-10, 1922. *Am J Occup Ther*, 31(10), 639-642.
- Wagman, P., Hakansson, C., & Bjorklund, A. (2012). Occupational balance as used in occupational therapy: A concept analysis. *Scandinavian Journal of Occupational Therapy*, 19(4), 322-327. doi: 10.3109/11038128.2011.596219
- Yerxa, E. J., Clark, F., Frank, A., Jackson, J., Parham, D., Pierce, D., . . . Zemke, R. (1989). An Introduction to Occupational Science, a Foundation for Occupational Therapy in the 21st Century. *Occup Ther Health Care*, 6, 1-17.

▷ 16:45–17:15

Life Balance in Adolescents: Does “Sturm und Drang” Make it Different?SVEN VAN GEEL¹, NIKI BULCKMANS¹, DAPHNE KOS^{1,2}¹AP University College Antwerp, Belgium; ²KULeuven (Catholic University Leuven), Belgium; ✉ sven.vangeel@ap.be

Occupational balance or the broader concept lifestyle balance has extensively been studied by occupational scientists the last few years (e.g. Dür et al, 2015; Eakman, 2016; Matuska, 2012). Different clinical populations (e.g. people with mental illness, Eklund & Argentzell, 2014; women with stress related disorders, Hakansson & Matuska, 2010) and diverse methodological studies have been published in the professional literature.

However, studies directed towards children and adolescents have been scarce. Our research wants to attend this gap in the knowledge base, by focusing on adolescents aged 12 to 18 years. Our first qualitative study describes a concept analysis in which the data are interpreted following a phenomenological-hermeneutic approach (Lindseth & Norberg, 2004). The results of the in-depth interviews from adolescents will be discussed.

The second study will be directed to a suitable assessment to grasp the concept of balance in adolescents. An overview of existing assessments for occupational and/ or lifestyle balance will be presented, the advantages and pitfalls of different approaches will be highlighted. In the discussion we will exchange and discuss ideas

on the current instruments and consider optimal strategies to use in this population.

To end our research paper, we will explain the future projects of our line of research.

Questions for discussion:

- Whose occupational balance should be measured in an adolescent population?
- Which of the existing and described assessments is in your opinion adequate to use with adolescents?

Bibliography

- Dür, M., et al. (2015). Definitions of occupational balance and their coverage by instruments. *British Journal of Occupational Therapy*, 78(1), 4-15.
- Eakman, A.M. (2016). A subjectively-based definition of life balance using personal meaning in occupation. *Journal of Occupational Science*, 23, 1, 108-127
- Eklund, M., & Argentzell, E. (2016). Perception of occupational balance by people with mental illness: a new methodology. *Scandinavian Journal of Occupational Therapy*, 1-10
- Hakansson & Matuska (2010). How life balance is perceived by Swedish women recovering from a stress-related disorder: A validation of the life balance model. *Journal of Occupational Science*, 17(2), pp 112-119.
- Matuska (2012). Validity Evidence of a Model and Measure of Life Balance. *OTJR: Occupation, Participation and Health*, Vol. 32, No. 1, 229-237.

▷ 17:15–17:45

Occupational Balance and Childhood Obesity—Exploring the Literature

PATRICK JOSEPH HYNES

University College Cork, Ireland; ✉ patrickhynes@hotmail.com

Statement of Purpose: This paper explores the relationship between occupational balance and childhood obesity. It presents some of the emerging questions and reflections regarding this topic. Obesity reduces a child's opportunities to meaningfully engage in desired occupations at home and in school, especially social participation and play (Kuczmariski et al, 2010) and is an emerging area of Occupational Therapy practice. Occupational balance is an important concept in occupational therapy and occupational science (Dur et al, 2015). It is useful to explore what relationship exists between occupational balance and childhood obesity, with a view to advancing the occupational science knowledge base.

Method: A review of occupational therapy literature was conducted using combined search terms "occupational balance", "occupational therapy", "obesity", "childhood obesity", "intervention", "participation" and "children". Databases searched were CINAHL Plus, Psych info, Medline (EBSCO) and EMBASE.

Results: No papers emerged when "occupational balance" and "childhood obesity" were searched together. Papers returned using other combinations of the search words reported on running activities (Smallfield and Anderson, 2009), increasing aerobic activity, limiting sedentary activities, increasing healthy eating, com-

munity-based activities (Cahill et al., 2009), supporting children and families to look at the way in which they engage in everyday occupations including restructuring environments and routines (Ziviani et al, 2010), and the treatment of childhood obesity based on lifestyle interventions using behaviour modification methods concerning nutrition and physical activity (Dietz and Robinson, 2005). Occupational balance was not directly referred to but restructuring routines was considered.

Implications for Occupational Science: In literature on childhood obesity, there appears to be focus on physical activity, lifestyle interventions, diet, and nutrition interventions. It would be useful to ascertain what the occupational balance is like for children who are obese, exploring how occupational balance could be incorporated to help address this problem. Greater knowledge and research on occupational balance and its correlation with childhood obesity is warranted. Gaining further knowledge concerning occupational balance by exploring and analysing the concept (Wagman et al, 2014), may be useful regarding childhood obesity. Suggestions on occupational balance, including the concept of restructuring routines, and how it may contribute to reducing childhood obesity are considered by the author.

Questions/Objectives for discussion period:

- What relationship exists between occupational balance and childhood obesity?
- How can the concept of occupational balance be incorporated more into obesity prevention programmes?
- Is occupational balance being considered in clinical practice in childhood obesity but not being researched or written about in literature?

Bibliography

- Cahill, S. M., Daniel, D., Nelson-Stitt, M. J., Brager, S., Dostal, A., & Hirter, S. (2009). Creating partnerships to promote health and fitness in children. *OT Practice*, 14(6), 10–13.
- Dietz, W., & Robinson, T. (2005). Clinical practice: Overweight children and adolescents. *The New England Journal of Medicine*, 352(20), 2100-2109.
- Dur, M, Unger, J., Stoffer, M., Razvan Dragoi, R., Kautzky-Willer, A, Fialka-Moser, V., Smolen, J. & Stamm, T. (2015). Definitions of occupational balance and their coverage by instruments. *British Journal of Occupational Therapy*. 78(1) 4–15. DOI: 10.1177/0308022614561235
- Kuczmariski, M., Reitz, S. M., & Pizzi, M. A. (2010). Weight management and obesity reduction. In M. E. Scaffa, S. M. Reitz, & M.A. Pizzi, (Eds.), *Occupational therapy in the promotion of health and wellness* (pp. 253–279). Philadelphia: FA Davis.
- Smallfield, S., & Anderson, A. (2009). Using after-school programming to support health and wellness: A physical activity engagement program description. *Early Intervention and School Special Interests Quarterly*, 16(3), 1–4.
- Wagman, P., Håkansson, C. & Björklund, A. (2012). Occupational balance as used in occupational therapy: A concept analysis. *Scandinavian Journal of Occupational Therapy*, 19(4), 322-327, DOI: 10.3109/11038128.2011.596219.
- Ziviani, J., Desha, L. N., Poulsen, A. & Whiteford, G. (2010). Positioning occupational engagement in the prevention science agenda for childhood obesity. *Australian Occupational Therapy Journal*, 57, 439–441.

Session 3.2:**Linking Occupational Science and Occupational Therapy Practice****Time:** 16:15–17:45**Location:** HIA 102

▷ 16:15–16:45

Conceptual Model on Practice Contexts of Occupational Therapists Gives New Challenges for Creating Tomorrow's Practice**MARGO VAN HARTINGSVELDT¹, RIEKE HENGELAAR¹, INKA LOGISTER², ASTRID KINÉBANIAN¹**¹Amsterdam University of Applied Sciences, Netherlands, The; ²Ergowijs, Netherlands, The; ✉ m.j.van.hartingsveldt@hva.nl

Background/rationale: The aging population and growing prevalence of chronic conditions increase the healthcare costs of many western countries. Because of perpetually rising care expenses, Dutch government is moving toward the transition from a welfare state to a participation society. In this transition the new concept of health as “the ability to adapt and self-manage in the face of social, mental and physical challenges of life” (1) is implemented in Dutch health and welfare. This concept underpins that occupation promotes health and well-being.

Statement of intent: Based on the individual and social perspective of enabling occupation, participation, health and well-being (2) and the broadened view on the client as a person within his system, organisation or population (3), we developed the conceptual model of four Practice

Contexts for Occupational Therapists (PCOT) within institutional, primary and community care (4).

Argument: The PCOT guides curriculum development of the OT professional of the future and supports the integration of the new concept of positive health in relation to occupation, and the individual and social perspective of OT in education and practice.

Conclusion: The PCOT gives new challenges for creating education and tomorrow's practice for OT's. With the PCOT it becomes clear that OT education is based on the integration of the individual and social perspective of OT. This endorses OT as a profession that promotes health and well-being for every citizen to participate in society in both perspectives.

Discussion

- In the first year of the OT program education has to start with the integration of the individual and social perspective;
- In OT programs there must be more focus on working with organisations and populations;
- OT programs have to promote role emergent placements in new practice contexts

Keywords

occupational therapist, practice context, participation society

Bibliography

1. Huber M, Knottnerus AJ, Green L, van der Horst H, Jadad AR, Kromhout D, et al. How should we define health? *Br Med J.* 2011;235-7.
2. Townsend EA, Polatajko H. *Enabling Occupation II: Advancing an occupational therapy vision for health well-being, & justice through occupation*- second edition. Ottawa: CAOT Publications ACE; 2013.
3. Christiansen C, Baum C, Bass J. *Occupational Therapy: Performance, Participation and Well-being*. 2nd edition ed. Thorofare NJ: Slack Incorporated.; 2015.
4. Van Hartingsveldt M, Hengelaar R, Logister-Proost I. De praktijkcontext van de ergotherapeut beweegt mee met de veranderingen in zorg en welzijn. *Ergotherapie Magazine.* 2015;43(3):40-6.

▷ 16:45–17:15

Activity Engagement and Neuroendocrine Function: Testing a Needs-Based Model of Resilience**SANDRA ROGERS, CHARLES CHRISTIANSEN**

Pacific University, United States of America; ✉ srogers@pacificu.edu

Purpose: Demonstrations of the link between occupation and health are essential for situating engagement in a balance of daily occupations as a critical component to thriving as human beings (Christiansen, 2007, Segerson, 2010). The intention of this study was to determine if there was a clear association between regular engagement in personally satisfying goal-directed activities (personal projects), lifestyle, and neuroendocrine responses.

Method: A convenience sample of 30 female volunteers (mean age of 27.9) completed a series of questionnaires, including the perceived stress scale (PSS), satisfaction with life scale (SWLS), personality inventory (TIPI), and basic needs satisfaction inventory (BNSI). Subjects also completed demographic forms, health information (including blood pressure and body mass index) and provided saliva samples that were analyzed for cortisol, DHEAS, estradiol, and progesterone levels (Green, Elliman, Kretsch, 2005). Additionally, the Personal Projects Pursuit (PPP) was administered, where subjects identify current goal-directed pro-

jects and rate those projects on key dimensions (Little, Salmela-Aro, Phillips, 2007).

Results: Demographics demonstrate that the sample population was healthy and displayed a normally distributed range for subjective well being on the SWLS, BNSI, BMI, morning and afternoon cortisol levels, DHEAS, estradiol, progesterone, and PG/E2 ratios, but had slightly higher perceived stress ratings. TIPI scales indicate that the population was primarily extroverted, agreeable and conscientious. On the PPP, participants indicated a typical distribution of project categories with the highest in work/academic (30% combined) and health (18%). The PPP categories were correlated strongly with other psychological measures and with the neuroendocrine data, including the PSS, SWLS and BNSI. Initial results indicate that engagement and lifestyle are significantly and positively significantly correlated with cortisol am & pm baselines, DHEAS, progesterone, and negatively correlated to the ratio of PG to E2, SWLS and BNSI. Participants were divided into 3 groups for further analysis.

Those in the overweight group demonstrated significantly higher levels of cortisol, DHEAS, estradiol, progesterone, and significantly lower ratio of PG/E2, SWLS and BNSN. The correlations demonstrate that those who were overweight showed significantly fewer interpersonal and leisure projects and significantly more work and/or academic projects, while showing the same number of health projects as those in the low-

er weight or normal weight groups. This confirms findings from others indicative of relationships between lifestyle balance, activity levels, and nutrition. These data are not merely indications of statistical differences but are practically relevant and provide support for the notion that engagement in endeavors of daily life contribute to well-being.

Bibliography

- Christiansen, C., & Matuska, K. (2006). Lifestyle Balance: A review of concepts and research. *Journal of Occupational Science*, 13(1), 49-61.
- Green, M. W., Elliman, N. A., Kretsch, M. J. (2005). Weight loss strategies, stress, and cognitive function: Supervised versus unsupervised dieting. *Psychoneuroendocrinology*, 30, 908-918.
- Little, B.R., Salmela-Aro, K. & Phillips, S. D. (2007). Personal project pursuit: goals, action and human flourishing. Mahwah, NJ: Lawrence Erlbaum Associates.
- Matuska, K. & Christiansen, C. H. (2009). *Life Balance: Multidisciplinary theories and research*. Thorofare, NJ: Slack.
- Segerson, S. C. (2010) Resources stress and immunity: An ecological perspective on human psychoneuroimmunology. *Annals of Behavioral Medicine*, 40, 114-125

▷ 17:15–17:45

Spirituality: The Everyday Practice Experience of Occupational Therapists

JANICE ELIZABETH JONES

London South Bank University, United Kingdom; ✉ jonesj33@lsbu.ac.uk

The purpose of this research paper is to present the findings from a study exploring how occupational therapists embed spirituality into their day to day practice. The everyday practice of occupational therapists was observed and analyzed to illuminate the construct of spirituality as the essence of the therapist and patient interaction through everyday occupations.

Spirituality has long been espoused by occupational therapists as integral to everyday occupations. Occupations that are meaningful and purposeful to an individual are also considered to be of spiritual significance, particularly when they address the unique personal attributes of an individual.

The study reported by this research paper applied qualitative methodology to explore how occupational therapists working in physical adult health contexts embedded spirituality into their daily practice. The data

collection strategy was underpinned by an ethnographic approach. Four experienced occupational therapists were recruited using a purposive sampling strategy. A participant-as-observer observation approach was applied to facilitate a deep exploration of the therapeutic interactions between patients and occupational therapist. Follow up semi-structured conversational interviews were conducted with all participants to illuminate the observations, and develop the researcher-participant understanding of how spirituality was embedded into practice.

The study produced a large volume of unstructured data requiring a coherent approach to analysis, which reflected and aligned consistently to the richness of the data. The Framework Approach was used to guide the analysis and interpretation of the data. The findings illuminated how occupational therapists embedded spirituality into their daily practice.

The study core concepts and themes

1. Core concept: Person-centred occupational therapy
Themes: Valuing the individual, and supporting patients to maintain health and wellbeing
2. Core concept: Occupational therapy practice: professional attitudes and values
Themes: Recognising spirituality as a dimension of holistic practice, and personal and professional influences

In summary, the findings support spirituality as an essential construct of occupational therapy practice. Despite the challenges of 21st century health care the occupational therapists' remained consistent to underpinning values of occupational science, when embedding the transforming nature of occupation to address the unique spiritual characteristics of their patients.

Questions/Objectives for discussion

3. What are the personal challenges for occupational therapists' to embed spirituality in their daily practice?
4. What are the perceived expectations of patients receiving occupational therapy intervention in relation to spirituality?
5. How do everyday occupations reflect an individual's spiritual needs; and how can we inform practice?

Keywords

Spirituality, Occupation, Holistic

Bibliography

- Jones, J. (2016). A qualitative study exploring how occupational therapists embed spirituality into their practice. Doctoral thesis. University of Huddersfield Repository. http://hdl.handle.net/10282/27857/1/Revision_copy_of_thesis_Final23.12.15_Print_version_Turnitin.pdf [accessed 28/02/17]
- Jones, J., Topping, A., Wattis, J., Smith, J. (2016). A Concept Analysis of Spirituality in Occupational Therapy Practice, *Journal for the Study of Spirituality*, 6:1. 38-57. DOI:10.1080/20440243.2016.1159455
- Jones, J., Smith, J., McSherry, W. (2017). Spiritually competent practice in healthcare: what it is and what does it look like? In Wattis, J., Curran, S., Rogers, M. (Eds.), *Spiritually Competent Practice in Healthcare*. London: CRC Press Taylor Francis Group. ISBN 9781138739116 (In Press)
- Jones, J., Smith, J., McSherry, W. (2017). Spirituality in acute health care settings. In Wattis, J., Curran, S., Rogers, M. (Eds.), *Spiritually Competent Practice in Healthcare*. London: CRC Press Taylor Francis Group. ISBN 9781138739116 (In Press)

Session 3.3:**Experiencing Meaning of Everyday Occupations****Time:** 16:15–17:45**Location:** HIA 103/104

▷ 16:15–16:45

The Experience of Meaning in Circle Dance**DR. ANA LUCIA BORGES DA COSTA, PROF. DIANE COX**

University of Cumbria, United Kingdom; ✉ ana.borgesdacosta@cumbria.ac.uk

Circle dance, which derives from the tradition of folk dances, is a popular form of dance and is practised worldwide (Borges da Costa, 2012; Borges da Costa and Cox, 2016). This paper explores the meanings that participants of circle dance attribute to it. This qualitative research was part of a larger doctoral study in which thirty nine in-depth interviews with participants, teachers and coordinators of teacher training programmes from the circle dance network in the United Kingdom (U.K.) were undertaken in order to provide an understanding of the subjective occupational experience among people who are engaged in circle dance (central research question) and the potential contribution of this leisure occupation to well-being through the lens of occupational therapy and occupational science. Applying a constructivist grounded theory approach (Charmaz, 2006), major categories, representing respectively the

experiences of circle dance participants, teachers and coordinators, were developed. From a methodological perspective, grounded theory can be seen as a suitable methodology to study, in depth, various occupations (Stanley and Cheek, 2003) and understanding of how occupations are enacted within daily life and the meanings behind individuals' actions, considering the environment in which occupations take place (Nayar, 2011). This paper will specifically explore the first major category, termed "I can't imagine life without it" related to the experience of twenty two participants and the meanings they attribute to circle dance. From an occupational science perspective, this study provides an in-depth exploration of how participants realise a sense of meaning and satisfaction through engagement in circle dance and the potential contribution of this occupation to well-being.

Bibliography

- Borges da Costa, A. L. (2012). Circle dance. occupational therapy and well-being: The need for research. *British Journal of Occupational Therapy*, 75(2):114-116.
- Borges da Costa, A.L. & Cox, D. L. (2016) The experience of meaning in circle dance. *Journal of Occupational Science*, 23(2):196-207
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London, UK: Sage.
- Nayar, S. (2011). Grounded theory: A research methodology for occupational science. *Journal of Occupational Science*, 19(1), 76-82.
- Stanley, M., & Cheek, J. (2003). Grounded theory: Exploiting the potential for occupational therapy. *British Journal of Occupational Therapy*, 66(4): 143-150

▷ 16:45–17:15

Religious Practice: An Exploration of an Everyday Occupation**PAT EYRES, KATRINA BANNIGAN, GAYLE LETHERBY**

Plymouth University, United Kingdom; ✉ patricia.eyres@plymouth.ac.uk

Statement of purpose: Religion touches our everyday lives (McHale, 2013). Some have a deeply held faith while others engage infrequently in rites of passage such as marriage or funerals, but religion is a phenomenon that we are all aware of within our daily lives. Religious practice as a valued occupation has not been extensively explored within the occupational science literature (Bray et al 2012) and despite religious plurality, which reflects ethnic and cultural diversity, cross-cultural studies are rare (Adams 2009). This paper reports on part of a multi-faceted study (Mason 2011) exploring religious practice from an occupational perspective.

Description of methods: This photovoice study (Blackman 2007; Hartman et al 2011) recruited participants (N=10) from a range of faith practices - Christian, Muslim, Jewish, Buddhist, Hindu, Baha'i and Pagan traditions—who were asked to take pictures that represented their own faith practice and were interviewed about these by a researcher. The narratives generated were analysed to produce both a broad descriptive, and a reflective, account of religious practice within the everyday lives of the participants (Dahlberg, 2006;

Finlay, 2011). The photographs generated were used to illustrate the findings and contribute to the data analysis. Ethical approval was obtained from the Plymouth University Research Ethics committee (ref no. 12.134-123).

Report of results: Extrinsic themes (focussed on description) included the validity of practice and the expressions of practice, and the intrinsic themes (focussed on meaning) were the impact of capacity and time, relationship with the divine, experience of connectedness and worldview. Although some aspects of language used varied between participants, similar themes were observed across all participants irrespective of their faith/belief system. This suggests that the occupational perspective of religious practice crosses faith boundaries.

Implications related to occupational science: To broaden our understanding of religious practice from an occupational perspective and better understand the everyday expression of this occupation across religious traditions.

Questions for the discussion

- Are the seven faith traditions included here an appropriate cross-religious sample?
- Buildings used for worship were not photographed—is this surprising given the importance of environment to the experience of occupation?
- Is photovoice an under used method to explore occupation?

Bibliography

- Adams F (2009) The Culture of Soup South African. *Journal of Occupational Therapy* Vol 39 (1)
- Blackman A (2007) *The Photovoice Manual: A guide to designing and running participatory photography projects*. London: Photovoice
- Bray K, Egan M & Beagan B (2012) The Practice Experience of Evangelical Christian Occupational Therapists. *Canadian Journal of Occupational Therapy* 79:285
- Dahlberg K (2006) The essence of essences/ the search for meaning structures in phenomenological analysis of lifeworld phenomena. *International Journal of Qualitative Studies on Health and Well-being* 1 11-19.
- Finlay L (2011) *Phenomenology for Therapists: Researching the lived World* Chichester. Wiley- Blackwell
- Hartman L, Mandich A, Magalhaes L & Orchard T (2011) How do we 'see' Occupations? An examination of Visual Research Methodologies in the study of Human Occupation. *Journal of Occupational Science* 18:4 292-305
- Mason J (2011) Facet Methodology: the case for an inventive research orientation. *Methodological innovations Online* 6 (3) 75-92
- McHale J (2013) Faith, Belief, Fundamental Rights and Delivering Health Care in a Modern NHS: An Unrealistic Aspiration? *Health Care Analysis* 21 224-236

▷ 17:15–17:45

Exploring the Collaboration Between Formal and Informal Care from the Professional Perspective—A Thematic Synthesis

RIEKE HENGELAAR¹, MARGO VAN HARTINGSVELDT, YVETTE WITTENBERG, RICK KWEKKEBOOM, TON SATNIK

¹Amsterdam University of Applied Sciences, Netherlands, The; ✉ a.h.hengelaar@hva.nl

Statement of purpose: The number of informal caregivers will rise in the next decade, because of an increased emphasis on informal care structures from a policy perspective. This is due to the shift away from traditional welfare states and de-institutionalisation of healthcare that is taking place throughout Europe. Caregivers are essential team members alongside professionals in order to create a comprehensive network for the care recipient. Unfortunately collaboration between professionals and informal caregivers is not always effective, particularly when diversity is an issue. Informal caregivers feel insufficient involved and recognised as a partner in the care provided by professionals. This leads to an increase of caregiver burden.

Description of methods: The aim of this thematic synthesis was to explore the collaboration between professionals and caregivers, from the professional perspective. A systematic search was performed in six electronic databases with the following key terms: formal care AND support AND informal caregiv* AND diversity AND perspective. Based on inclusion criteria and a quality appraisal, using the critical appraisal skills programme (CASP), 22 qualitative studies were included.

Report of results: Seven themes revealed different reflections by

professionals illustrating the complexity, multifaceted and dynamic interface of formal and informal care. Working in collaboration with informal caregivers requires professionals to adopt a different way of functioning. Specific attention should be paid to the informal caregiver, where the focus is now mainly on the client for whom they care. This is difficult to attain due to different restrictions experienced by professionals. Informal caregivers and professionals have different expectations about the collaboration and the provision of care, due to different frames of reference about providing care. Finally little knowledge about the diversity component emerged in this review.

Implications related to occupational science: The urgency to meet the support needs of informal caregivers is high and knowledge about how professionals can support these needs in collaboration with the caregivers and the care recipient is necessary. The perspectives of the professional and informal caregiver on collaboration differ and professionals who are not confident limit themselves to only giving basic advises. This makes the collaboration a complex endeavor, which is in need of specific guidelines and training for professionals, with an emphasis on diversity and focusing on enabling occupation of informal caregivers.

Questions/Objectives for discussion

Should collaboration with informal caregivers be included in the curricula of allied health, nursing and social work education?

Bibliography

1. Wittenberg, Y., Kwekkeboom, M.H. & Boer, A. de. *Bijzondere mantelzorg. Ervaringen van mantelzorgers van mensen met een verstandelijke beperking op psychiatrische problematiek*. Den Haag: Sociaal en Cultureel Planbureau; 2012. p. 176
2. Boer, A. de & Klerk, M. *Informeel zorg in Nederland. Een literatuurstudie naar mantelzorg en vrijwilligerswerk in de zorg*. Den Haag: Sociaal en Cultureel Planbureau; 2013. p. 65
3. Hengelaar, A.H., Hartingsveldt, M. van, Wittenberg, Y., Etten-Jamaludin, F.S. van, Kwekkeboom, R. & Satink, T. *Exploring the collaboration between formal and informal care from the professional perspective—a thematic synthesis*. *Health & Social Care in the Community* 2016: submitted.
4. Kaljouw, M. & Vliet, K.. *Naar nieuwe zorg en zorgberoepen: de contouren*. Den Haag: Zorginstituut Nederland; 2015. p. 75

Session 3.4:**Poster Session****Time:** 16:15–17:45**Location:** HIA Foyer**Embedding a Confidence for Occupation in Pre-Registration Occupational Therapy Education in the UK**

LYN WESTCOTT

Plymouth University, United Kingdom; ✉ lyn.westcott@plymouth.ac.uk

Occupational science is recognised by the United Kingdom (UK) College of Occupational Therapists as a key component of the knowledge and understanding expected of all new entry level occupational therapists (COT 2014). That said, different universities will design their occupational therapy curricula in unique ways to meet both UK standards and other important guidelines from European and global bodies (Tuning Occupational therapy Project Group 2008, WFOT 2016).

This poster will outline how occupational science is used by one UK university as a fundamental concept to underpin two occupational therapy curricula designed for pre-registration study. It will show how signposting and engaging students in the theory and debates of occupational science, enables the development of student practitioners as confident occupationally focussed therapists at both BSc(Hons) and MSc levels. It will highlight some of the similarity

of approach in curriculum design shared by these two curricula in terms of occupational science. It will also highlight some key differences in the complexity of debate that is expected from these two different student groups around occupational science.

A final year module that is used in both programmes to examine the health and wellness of communities, will be used as an example to illustrate the vital role of occupational science in the design of occupational therapy studies for practice in diverse settings. These modules integrate occupational science and occupational therapy theory and have a tradition of very satisfied levels of evaluation by students. The principles of assessment used within these modules will also be presented to show how the two concepts of occupational science and occupational therapy sit alongside one another in the approach adopted for final year study.

Bibliography

- College of Occupational Therapists (2014) College of Occupational Therapists' learning and development standards for pre-registration education. London. College of Occupational Therapists
- Tuning Occupational Therapy Project Group (2008) Reference points for the design and delivery of degree programmes in occupational therapy. Bilbao. Publicaciones de la Universidad de Deusto
- World Federation of Occupational therapists (2016) Minimum standards for the education of occupational therapists 2016. World Federation of Occupational Therapists.

Occupational Science - An Emerging Discipline in Europe: Current Developments in a German Language Context.

URSULA COSTA

fhg - Health University of Applied Sciences Tyrol, Austria; ✉ ursula.costa@fhg-tirol.ac.at

Occupational Science as a discipline studying human occupation and humans as occupational beings within their context enriches not only a theoretical discourse, but also occupational therapy practice and education. To contribute to such reciprocal development, several research and development projects were designed and could be implemented by experienced and young researchers and practitioners as well as Bachelor and Master students in Occupational Therapy and Occupational Science in the period 2010 to 2017, based on the Health University of Applied Sciences Tyrol, Austria.

The main focus of these research projects is linked to occupation in and throughout everyday life, as relevant for people of all age groups and different client groups supported by occupational therapists. Few examples of this research period are presented, such as research related to

- children and adolescents, their engagement in leisure related occupations and their quality of life;
- young asylum seekers and their occupational opportunities;
- occupation-based health promotion for older adults, their occu-

- pational engagement in everyday life, their health and well-being;
- wheelchair users' needs as basis for designing a barrier-free information system in a European city;
- effects of client-centred, occupation-oriented intervention on children's volition, occupational performance, and participation;
- occupation as therapeutic means and aim in collaborative goal setting in rehabilitation;
- dimensions of meaning for engagement in a roboter-hackaton;
- occupational needs and opportunities in an intergenerational environment in a preconceptual phase.

Examples of theoretical concepts as framework for the conducted and ongoing research projects are i.e. occupational justice, occupational deprivation, occupational balance, capabilities, enabling factors relevant to occupational performance, the impact of "meaning" for health, quality of life and well-being. The findings and outcomes are contributing not only to the discipline's and profession's knowledge-base, but also to evidence based practice as relevant for health care provision.

Bibliography

- Außermaier, H., Costa, U., Essmeister, M., Diermayr, G. (2016). Wheelchair users' perspectives on barriers in public spaces in Vienna: Implications for the development of a barrier information system / Barrieren aus der Sicht von Rollstuhlnutzern/-innen im öffentlichen Raum in Wien: Implikationen für ein Barriere-Informationssystem. *International Journal of Health Professions*. 3(2):177–188. DOI: 10.1515/ijhp-2016-0017
- Costa, U., Brauchle, G., Kennedy-Behr, A. (2016). Collaborative goal setting with and for children as part of therapeutic intervention. *Disability and Rehabilitation*. 0(0):1-12. DOI: 10.1080/09638288.2016.1202334
- Costa, U. & Prodingler, B. (2010). Ein Sommer am IFZ-Inter-Nationales, *Ergotherapie & Wissenschaft: Samen streuen, Brücken bauen*. *ergotherapie*, 4, 24-25.
- Costa, U., Wetzelsberger, B., Pasqualoni, PP. (2013). Betätigungsgerechtigkeit als Aspekt gesundheitlicher Chancengerechtigkeit—Impulse für Forschung und Praxisimplikationen.<http://ffhoarep.fh-ooe.at/handle/123456789/691>
- Ergotherapie Austria (2013). Positionspapier: Ergotherapie im Kontext der Wissenschaften.https://www.ergotherapie.at/sites/default/files/positionspapier_et_im_kontext_der_wissenschaften.pdf
- Kriegseisen-Peruzzi, M. (2015). Handlungs- und partizipationsfördernde Aspekte des Generationenhauses Hollersbach. Masterarbeit. Innsbruck: fh gesundheit.<http://bond.azw.ac.at/opacdata/0010206720.pdf>

Knowledge about Occupational Sciences Among French-speaking European Occupational Therapists: Report of a Descriptive Survey.

ROMAIN BERTRAND, MARTINE BERTRAND LEISER, NICOLAS KÜHNE, SYLVIE TÉTREULT

University of Applied Sciences of Western Switzerland, HES-SO; ✉ romain.bertrand@eesp.ch

Statement of purpose: Since its emergence in the early eighties, occupational science (OS) aimed at supporting occupational therapists' practice. Most of its promoters advocate for occupation-based practice (OBP) and call occupational therapists (OT) to distance themselves from biomedical paradigms. Occupation-based models of practice were developed in order to support these practices. While the changes are not recent, the diffusion of knowledge about OS and OBP is still a challenge in some countries. It is especially true for non-English-speaking countries, as most of the literature in OS is written in this language. To date, the degree of knowledge about OS and its related concepts is still unknown in French-speaking European OTs. This study aims at exploring the level of knowledge about OS among French-speaking OTs, including students, clinicians and professors. Additionally, the study assesses the interest of this population about potential education on OS.

Methods: A cross-sectional exploratory survey based on an ad hoc questionnaire with both rating scale questions or close-ended questions was conducted with a convenient sample of French and

Swiss OTs (students, clinicians and professors). A mixed methodology combined a cross-sectional and a qualitative descriptive analysis.

Report of results: The questionnaire was completed by 303 participants. The average level of knowledge about occupational sciences is low to moderate, be it about concepts, authors of reference, models or implications for practice. Moreover, a large part of the participants who feel familiar with OS or who declare that their interventions are occupation-based, actually refer to concepts rooted outside OS. Finally, the majority of the participants would highly appreciate receiving education on OS and its implications for practice.

Implications: It seems that most French-speaking European OTs struggle with OS and OBP. Concepts, models and key authors remain mostly not well known. This situation calls for specific actions in this context. In order to give French-speaking OTs access to OS and OBP, specific learning material and courses should be provided in French

Questions for the discussion

- What kind of educational actions should be developed and in what contexts? What should be the core elements of these actions? What are the steps to follow? Which stakeholders should be involved?

Phases in Life, Transitions and Changes in Relation to Occupation

MONA ASBJØRNSLETT¹, UNNI SVEEN¹, ANNE LUND LUND¹, RUTH KJÆRSTI RAANAAS²

¹Høgskolen i Oslo og Akershus, Norway; ²Norwegian University of Life Sciences, Norway; ✉ mona.asbjornslett@hioa.no

Purpose: This presentation explores four cases of expected and unexpected transitions in everyday life. It discusses how some children with physical impairments, adults in a return-to-work program after mild traumatic brain injury, older people with stroke and patients at a rehabilitation center enacted from disruptions and/or new opportunities.

Theory: Transitions are rooted in people's biographies and continually shaped and re-shaped from what we do together and what we find meaningful in a social and cultural context. Transitions are a part of people's self-identities (3).

Results: Children with physical impairment transitioning from primary to secondary school found it meaningful to spend more time with homework to get acceptable grades. One boy for example reshaped the importance of wheel-chair basket to be able to succeed in 'teenage' school life (1, 2).

People with a mild traumatic brain injury experienced how changes in cognitive ability and excessive fatigue affected occupational capacity and balance. This resulted in sick-leave, and some reported a feeling of bad conscience for not being a productive adult in society. At the same time, the transition caused by the injury reshaped their

occupational values, like enjoying leisure time and spending more time with family and friends more (5).

Older people with a stroke experienced sadness and occupational disruption when being deprived of daily occupations like driving their car, taking care of grandchildren and being more dependent of others in daily life occupations. However, these people transition to other ways of doing things that matters, like Knut that started to take the bus instead of driving (3).

Although residents at rehabilitation centers for people with chronic somatic illness were motivated to follow the courses and exercise as much as possible during their stay, they also perceived the program to be demanding and needed to retreat and relax. Those with a nice view to nature from their room expressed that the room was a better place to retreat than those were who did not have such a view, and that they related to the ability to reflect on their new life situation (5,6,7,8).

Conclusion: Transitions during life can be demanding however our studies reveal that people create new occupational biographies by doing occupations in new ways and create new identities in the historical, social and cultural context.

Bibliography

1. Asbjørnslett M, Helseth S, Engelsrud GH. 'Being an ordinary kid'—demands of everyday life when labelled with disability. *Scand J Disab Res* 2014;16(4):364-367
2. Asbjørnslett M, Bekken W. Openness to difference: inclusion in sports occupations for children with (dis)abilities. *Jo occup Sci* 2016;1-12. 22
3. Giddens A. *Modernity and self-identity: self and society in the late modern age*. Cambridge: Polity Press; 1991.
4. Lund A, Mangset M, Wyller TB et al. Occupational transaction after stroke, Biographical disruption, adjustment after Stroke Constructed as Threat and Balance. *Journal of Occupational Science*. 2013;1-14.
5. Raanaas RK, Patil G, Alve G, Naturelementer i et rehabiliteringssenter. *Tidsskrift for psykisk helsearbeid* 2013;10; 2, 151-9
6. Raanaas RK, Patil G, Alve G. Patients' recovery experiences of indoor plants and views of nature in rehabilitation center. *WORK*. 2016;53:5.
7. Raanaas RK, Patil GG, Hartig T. Health benefits of a view of nature through the window: a quasi-experimental study of patients in a residential rehabilitation center. *Clinical Rehabilitation*. 2012;26(1):21-32.
8. Raanaas RK, Patil GG, Hartig T. Effects of an indoor foliage plant intervention on patient well-being during a residential rehabilitation program. *Hort Science*. 2010;45:6.
9. Sveen U, Søbørg HL, Østensjø S. Biographical disruption, adjustment and reconstruction of everyday occupations and work participation after mild traumatic brain injury. A focus group study. *Disabil Rehabil* 2016;38(23):2296-304

Leisure & Play Participation of Children with Motor Coordination Difficulties

SYLVIE RAY-KAESER, MARINE CAILLERET, EVELYNE THOMMEN, BASILIE GURTNER, ANNE MARTINE BERTRAND

School of Social Work & Health, OT dpt, Lausanne, Switzerland; ✉ marine.caillet@eesp.ch

Introduction: Leisure and play participation has major benefits in children's life. Children with Developmental Coordination Disorder (DCD) encounter leisure and play limitations that put them at risk of social isolation and low self-esteem (Gagnon-Roy, Jasmin & Camden, 2016; Kennedy-Behr, Rodger & Mickan, 2013; Magalhães, Cardoso & Missiuna, 2011). A preliminary study describing the recreational activities of Swiss-French children at risk of DCD (n=10) showed that they mainly engage in individual sports and in solitary and sedentary play activities (Ray-Kaeser et al., 2016).

The aim of the present study was to examine whether there are differences in the leisure and play activities between children with and without motor coordination difficulties.

Methods: Parents of children referred to occupational therapists for motor coordination difficulties in daily activities (n = 14; mean age (SD) = 9.01 (2.27)) and parents of age-matched controls (n =

14; mean age (SD) = 9.03 (2.69)), all living in French-speaking Switzerland, filled in a research questionnaire to document their child's leisure and play activities. Qualitative descriptive analysis was performed.

Results: Children in both groups participated in numerous and various leisure and play activities. The children with motor coordination difficulties participated more in individual sports than in team sports compared to controls.

Conclusion: Participation in leisure and play is influenced by the context and accessibility of facilities. Participation in individual sports might be a coping strategy for children with motor coordination difficulties to avoid competition and risk of failure. Such knowledge can contribute to international comparison and to provide adapted support to the leisure and play participation of these children.

Bibliography

- Gagnon-Roy, M., Jasmin, E., & Camden, C. (2016). Social participation of teenagers and young adults with developmental co-ordination disorder and strategies that could help them: results from a scoping review. *Child: Care, Health and Development*, 42(6), 840-851. <https://doi.org/10.1111/cch.12389>
- Kennedy-Behr, A., Rodger, S., & Mickan, S. (2013). A Comparison of the Play Skills of Preschool Children with and without Developmental Coordination Disorder. *OTJR: Occupation, Participation and Health*, 33(4), 198-208. <http://doi.org/10.3928/15394492-20130912-03>
- Magalhães, L. C., Cardoso, A. A., & Missiuna, C. (2011). Activities and participation in children with developmental coordination disorder: A systematic review. *Research in Developmental Disabilities*, 32(4), 1309-1316. <https://doi.org/10.1016/j.ridd.2011.01.029>
- Ray-Kaesler, S., Thommen, E., Gurtner, B. & Bertrand Leiser, A. M. (2016, June). Play of children with developmental coordination disorder in Western Switzerland. COTEC & ENOTHE OT-EU Congress, Galway, Ireland.

Occupational Performance, Social Support and Preterm Infant's Characteristics as Predictors of Mothers' Health and Well-Being

MICHAL AVRECH BAR, ORIT BART, MEIRAV ROSENFELD

Department of Occupational Therapy, School of Health Professions, Sackler Faculty of Medicine, Tel Aviv University, Israel;

✉ michaavr@post.tau.ac.il

Background: One of the most prevalent occupations amongst women is motherhood. The transition to motherhood is a significant life event, affecting the mother's occupations in both the short and long term. The mother's occupational performance, which includes her ability to perform occupations (occupational competence), her occupational identity and the environment in which she engages in occupations (occupational settings), including her social support, affect her life satisfaction and her physical and mental health. A Pre-term infant's birth, defined as one occurring before the 37th week of pregnancy, has developmental implications on the infant itself and implications on the parents' lives, in particular on the mother's.

Purpose: To compare between mothers of preterm and mothers of term infants, pertaining to parameters of occupational performance, social support, perceived health and life satisfaction and to assess whether occupational performance, social support and the infant's background characteristics such as birth weight and week of labor, predict health and life satisfaction amongst mothers, four months after discharge.

Methods: The study included 60 mothers aged 22-41. The study group consisted of 30 mothers of preterm singletons, who gave birth between weeks 27 and 33 of pregnancy. To these 30 mothers, 30 mothers of term infants were matched (control group). The data was gathered by the following measures: Occupational Perfor-

mance History Interview II; Satisfaction with life Scale; Short Form Health Survey Questionnaire; Maternal Social Support Index, and a demographic questionnaire.

Results: Mothers of preterm infants, exhibit lower occupational competence and identity scores, while exhibiting higher perceived physical health. No differences between the two groups were found in social support, life satisfaction and perceived general and mental health. Furthermore, the results indicate that occupational competence predicts perceived mental health and life satisfaction, and that occupational settings and social support predict life satisfaction amongst all mothers.

Conclusions: The findings shed new light on occupational aspects pertaining to mothers of preterm infants after discharge. Mothers of preterms' ability to engage in varied occupations is lower compared to that of mothers of term infants and it appears that prematurity adds complexity to the forming of the mother's occupational identity. Furthermore, the results emphasize that involvement in occupations and aspects regarding the environment, including social support, are significant and are predictive of mental health and life satisfaction amongst mothers. Therefore, this study reinforces the basic assumption underlying occupational science regarding the belief that there is a strong relationship between occupation, health and well-being

Bibliography

- Avrech Bar, M., Majadla, S. J., & Bart, O. (2015). Managing everyday occupations as a predictor of health and life satisfaction among mothers of children with ADHD. *Journal of attention disorders*, 1087054715601211.
- Avrech Bar, M., Jarus, T. (2015). The effect of engagement in everyday occupations, role overload and social support on health and life satisfaction among mothers. *International Journal of Environmental Research and Public Health*, 12, 6045-6065.

Disability Among Obese Females

PIA MARIA ILVIG, JEANETTE REFFSTRUP CHRISTENSEN

The University of Southern Denmark, Denmark; ✉ piilv@student.sdu.dk

Statement of purpose: The incidence of overweight and obesity is increasing worldwide. Research has indicated that overweight and obesity can lead to disability in activities of everyday life, using coarse instrument. Healthcare workers is a predominated female job group, with a high prevalence of overweight and obesity, which may hinder optimal ergonomic postures in everyday activities leading to experienced disability. The purpose of the study was to explore the association between the degrees of experienced disability in female healthcare workers classified as being overweight (BMI: 25-29.9) or obese (BMI: ≥ 30) compared to those who are classified as being normal weight (BMI: 18.5-24.9).

Description of methods: Research in disability experienced by overweight and obese adults, has been missing a specific and detailed instrument. The ICF Checklist identifies the most common disabilities and from it the ICF Core Sets for Obesity were developed, which may guide multidisciplinary assessments in people with obesity. Due to the instrument's lack of specification, a modified questionnaire with more specific categories/activities was used in the present study. 67 female healthcare workers completed the questionnaire exploring the degree of experienced disability in their everyday lives.

Report of results: Comparing healthcare workers who were obese to normal weight healthcare workers showed a significantly higher degree of disability in the activities: Walking up/down two or more staircases ($p=0,026$), Pedicure ($p=0,017$), Dressing the lower body ($p=0,041$) and Exercising outside the home ($p=0,037$). No significant difference was seen when comparing healthcare workers who were overweight to normal weight healthcare workers (Ilvig & Christensen 2017).

Implications related to occupational science: Healthcare workers who are obese are experiencing disabilities when participating in everyday activities, which may lead to reduced health and well-being. Being science of everyday living Occupational Science creates a foundation for promoting health and well-being by facilitating participation in activities. The present study provides knowledge of in which activities adults who are obese may have disabilities. In practice, participation can be facilitated by an Occupational Therapist due to the knowledge of how participation in activity can affect and promote health and well-being.

Bibliography

- Ilvig PM, Christensen JR. Degree of disability among female healthcare workers who are overweight or obese. *Cogent Medicine*. 2017;4(1):1282032.

Spouses of Persons with Spinal Cord Injury: Occupational Performance at Discharge and six Months Later

MICHAL AVRECH BAR¹, HADAS TREISMAN², MALKA ITZKOVICH¹, NAVAH Z RATZON¹

¹Department of Occupational Therapy, School of Health Professions, Sackler Faculty of Medicine, Tel Aviv University, Israel; ²Loewenstein Rehabilitation Hospital, Raanana, Israel; ✉ michaavr@post.tau.ac.il

Background: A spinal cord Injury (SCI) usually causes severe disability. Approximately 40% of SCI patients need some level of assistance, often provided by family members; in the case of male patients, assistance is usually provided by their spouses. Spouses of SCI males often report symptoms of depression, anxiety, low levels of well-being and health problems.

Purpose: To compare the occupational performance (occupational identity, occupational competence, and occupational settings) and life satisfaction of female spouses of SCI males and spouses of healthy males at two time intervals: at discharge from inpatient rehabilitation and six months post discharge, and to assess whether the SCI male's level of functioning, the mental health of the spouse, and her social support, predict her occupational performance.

Methods: Thirty women participated in the study: 15 spouses of SCI males who underwent rehabilitation at Loewenstein Rehabilitation Hospital in Israel, and 15 spouses of healthy males. Spouses of healthy males were matched in age, education and economic status to spouses of SCI males. Data were collected by the Occupational Performance History Interview (OPHI-II), the Satisfaction with Life Scale (SWLS), the Spinal Cord Independence Measure (SCIM) III scale, the Short Form Health Survey Questionnaire (SF-36) and the

MOS Social Support Survey.

Results: Occupational performance and life satisfaction of spouses of SCI males were lower than those of spouses of healthy males. Significant differences were found between the groups across the three constructs of occupational performance (at both time intervals). Significant differences were found in the satisfaction with life between the two groups at the time of discharge, but not at follow-up. Mental health and belonging to the two different groups were identified as the main predictors of occupational performance of spouses in the study.

Conclusions: In our study occupational performance and life satisfaction were lower in female spouses of SCI males compared to female spouses of healthy males. The findings reinforce the basic assumption and belief underlying occupational science, that there is a strong relationship between engagement in occupations, health and well-being. It is recommended that rehabilitation intervention would not only be isolated to the SCI victims, but relate also to the healthy spouses in the purpose of promoting their occupational performance and thus enable good health and well-being. This study has a number of limitations, included the small sample size and the fact that most of the data was provided from participants' self-reports.

Bibliography

- Avrech Bar, M., Jarus, T., Wada, M., Rechtman, L., & Noy, E. (2016). Male-to-female transitions: Implications for occupational performance, health, and life satisfaction: Les transitions homme-femme: Conséquences en matière de rendement occupationnel, de santé et de satisfaction face à la vie. *Canadian Journal of Occupational Therapy*, 83(2), 72-82.
- Avrech Bar, M., Forwell, S., & Backman, C. L. (2016). Ascribing Meaning to Occupation: An Example from Healthy, Working Mothers. *OTJR: Occupation, Participation and Health*, 36(3), 148-158.

Is Living at a Nursing Home in Germany a Risk Factor for Occupational Deprivation and Therefore Occupational Injustice?

BENIGNA BRANDT

Mediplus TUR, Germany; ✉ benignabrandt@googlemail.com

Occupation as the process of engaging into meaningful activity is recognized as one important prerequisite for health and well-being. Ryff (1995) describes six basic needs of a human being that lead to happiness and thus more likely good health. These are self-acceptance, positive relations with others, autonomy, personal growth, mastery and purpose in life. Brim, Ryff & Kessler (2004) argue that there is even evidence that the fulfillment of these needs can lower the vulnerability for stress which is associated with the development of chronic diseases. Being involved into several different and meaningful roles in life increases the possibility to achieve the desired human need.

Living in a nursing home often deprives its residents of possibilities to engage in meaningful occupation and therefore lowers the chance of fulfilling human needs to remain healthy and happy. Though residents of a nursing home show some health impairment already, rely on support and care from others and therefore live at a nursing home. Nevertheless, one should consider (and research) if daily routines of nursing homes support elderly people enough to engage in meaningful activities and therefore having the possibility to fulfil human needs or in the contrary living at a nursing home might cause living conditions that cause occupational injustice (Townsend, Wilcock 2004). Are residents of nursing homes at risk to suffer from occupational deprivation?

Bibliography

- Ryff, C. (1995) Psychological well-being in adult life. *Current Directions in Psychological Science*, 4, 99-104
- Brim, O., Ryff, C., Kessler, R. (Eds.) (2004) *How healthy are we: A national study of well-being at midlife*. Chicago: University of Chicago Press
- Townsend, E., Wilcock, A. (2004) Occupational Justice and client-centred practice: A dialogue. *Canadian Journal of Occupational Therapy*, Vol. 71, No. 2, 75-87

High Education for Ethiopian Immigrants in Israel: Privilege or Basic Right?

EINAT OLINKY

Tel Aviv University, Israel; ✉ einatol@post.tau.ac.il

Background: Young immigrants from Ethiopia experience social, cultural, economic and educational difficulties that most other young adults do not, such as learning a new language, cultural dissonance, family burdens and feelings of isolation. This background leads to low standardized test scores which do not meet the entrance requirements for the universities in Israel. While the Ethiopian immigrants comprise of 1.7% from Israeli population, they are less than 1% from the student population in Israel. Thus they hardly engage in high education as a central occupation. A special program was developed to suit the needs of this specific population in Tel Aviv University (TAU).

Purpose: To describe a unique program for Ethiopian immigrant students in TAU, Occupational Therapy (OT) Department.

Description: In 2008, the department initiated a special program for Ethiopian immigrant students and a personnel member was nominated to lead it (EO). We created a program that may contribute to social and occupational justice. Every year the department accepts two students who did not reach the prerequisites but passed successfully a personal interview. Every student receives emotional support by the program's coordinator on an individual basis. The coordinator monitors the students' academic and personal progress. Each student gets an academic support by a personal tutor select-

ed from the rank of top performing upperclassmen. They also get full scholarship for their tuition.

Results: Since 2008, sixteen students were accepted to the program. One student dropped out, 1 regretted her enrolment, 6 have already graduated and 8 are still learning. All the students express high satisfaction and contentment but also report minor difficulties, mainly adjusting to the new class. The students describe a significant relationship with their program peer. The personal relationship with the program coordinator establishes trust and enables open communication when needed. The average final graduation grade (N=6) was 85.5 points, 3 of which (50%) can apply for graduate studies. In the two passing years the demand for the program extremely increased, more than 12 nominees per year comparing to 2 at the beginning.

Conclusion: This unique program shows highly promising results in integrating Ethiopian immigrant young adults into OT studies and thus promoting their participation in high education.

Implications to Occupational Science: The program creates a platform that promotes occupational justice for Ethiopian immigrant young adults and enriches the OT community with cultural competent therapists.

Bibliography

1. American Occupational Therapy Association. (2014). *Occupational therapy practice framework: Domain and process (3rd ed.)*. American Journal of Occupational Therapy, 68, S1-S48.
2. Israeli council for higher education report, 2015.

Pakistani Occupational Therapists and Teachers Collaborate to Develop Inclusive Education Through Action Research.

MAHA SHAISTA SOHAIL¹, SAMREEN JAVED², BUSHRA UMAIR², DEBBIE KRAMER-ROY³, AREEBA KHAN¹

¹Dow University of Health Sciences, United Kingdom; ²The AMI School PK, Pakistan; ³Brunel University London UK, United Kingdom;

✉ debbie.kramer-roy@brunel.ac.uk

The vast majority of children with special needs and disabilities in Pakistan are not attending school at all and there are very few special schools. The WFOT Position Paper on Human Rights (2006) emphasizes the right of each person to participate in a range of occupations that enable them to flourish and to fulfill their potential, and that this right includes educative occupations. Exclusion from occupations through attitudinal or physical barriers is one of the ways these rights are abused, The position paper urges OTs to accept their professional responsibility to identify and address occupational injustices through raising awareness of the right to participate in occupation (in this case education) and through learning to work collaboratively with individuals, organizations, communities and societies to promote participation.

UNICEF (2013) recognizes Inclusive Education as the best approach to giving all children access to good quality education. Therefore, in this collaborative Action Research Project OTs develop their role of supporting schools to become inclusive at child, classroom, school and community levels. The project team is made up of staff from Brunel University London, Dow University of Health Sciences Karachi, and The AMI School (Karachi).

During the first year of this 3-year project, the OTs and Teachers worked together at The AMI School, to learn about the Action Research process and about the value of inter-professional collaboration. In the second year of the project they worked with two further schools of lower socio-economic backgrounds. The team identified challenges at the level of the individual child (person), the classroom or school (environment) and/or the lessons and other activities (occupations) and uses the Action Research cycles of observe-reflect-plan-act to develop contextually appropriate strategies, materials and inclusive lesson plans to improve education for all children.

All these processes are recorded in Reflective Logs, which form the main data set and which are now being used to produce a Resource Guide in the final year of the project, in order to disseminate the approach to schools across Pakistan. Through networking with the provincial government and state university, we have found that legislation to support free compulsory education for all children, including those with special needs, has recently been put into force, which is leading to a lot of interest in openness to our project and the resulting Resource Guide.

The poster will visualize the Action Research process as well as some of the outcomes of the project so far.

Bibliography

- UNICEF. 2013. The State of the World's Children: Children with Disabilities. New York. United Nations Children's Fund. <https://www.unicef.org/sowc2013/>
- World Federation of Occupational Therapists (WFOT) (2006). Position Paper on Human Rights. <http://www.wfot.org/ResourceCentre.aspx> (filter for Position Papers).

«Openness to Difference»- Inclusion in Sports - Occupations for Children with (Dis)abilities

MONA ASBJØRNSLETT¹, WENCHE BEKKEN²

¹Høgskolen i Oslo og Akershus, Norway; ²Oslo and Akershus University College; ✉ mona.asbjornslett@hioa.no

Aim: This paper explores inclusion as enactment in sports occupations seen from the perspective of a mother of a child with (dis)abilities

Methods: Open ended narrative interview / Qualitative research interview of a mother's experiences about how her disabled son had been included in a sports team. The interview was explored as a story by paying attention to the characters, time, place and happenings that was emphasized.

Results:

1. The meaning making of inclusion is highly relevant to explore since it is not obvious the participant perceives of as inclusion
2. Inclusion depend on the ability to use Individual capacities in action: use of strategies and `rules`
3. Inclusion depend on others `openness to difference`
4. Inclusion (in for example sports) is related to the broader socio-cultural context in which ideas of individuality, choice and commonality transact

Theory: Disability within a transactional perspective is relational and an ongoing process derived from experiences of groups and individuals in society (5). In accordance with this theory it is fruitful to see children with the capacity to affect social interactions, as well as being shaped by their environments in what they do (1, 3, 4,7)

Discussion: Investigating inclusion from a transactional perspective puts forward a critical understanding of inclusion seen as facilitation for activity. Inclusion as it is enacted makes us see the different loops that inclusion can take. To see the actions in relation to the context, the stories makes sense. In addition, listening to stories about inclusive practices, gives insight to the meaning-making of social interactions For children their interaction and collaboration with others takes form of social agency. We see that when people help and support each other to reach common goals, such as winning a handball- match this is agency and the power to act and make changes towards inclusion becomes visible.

Conclusion: Inclusion happens when others recognize children with (dis)abilities as being able to give meaning to their situation and influence the people around them. Inclusion is enacted when children with (dis)abilities are given and give themselves the opportunity to use individual strategies, and individual `rules` are implemented in shared occupations. Thus, inclusion contests the biomedical view on disability and enhances insight, tolerance and openness about (dis)ability and illness.

Bibliography

1. Aldrich, R.M. & Cutchin, M.P. (2013). Dewey's concepts of embodiment, growth, and occupation: extended basis for a transactional perspective. In M.P. Cutchin & V.A. Dickie. (eds). *Transactional perspectives on occupation* (pp.13-23). New York, NY: Springer
2. Asbjørnslett, M. & Bekken, W. (2016) Openness to difference: Inclusion in sports occupations for children with (dis)abilities. *Journal of Occupational Science*, vol 23, no 4, 434-445
3. Gallagher, M. (2008). Foucault, power and participation. *International Journal of children's rights*. Vol. 16, no 3, 395-406
4. Giddens, A. (1991). *Modernity and self-identity: self and society in the late modern age*. Cambridge: Polity Press
5. Josephsson, S & Alsaker, S. (2015). Narrative methodology. In S. Nayar & M., Stanley (eds). *Qualitative research methodologies for occupational science and therapy* (pp 70-83). New York: NY: Routledge
6. Stone, S.D. (2013). The situated nature of disability. In M.P. Cutchin & V.A. Dickie. (eds). *Transactional perspectives on occupation* (pp.95-106). New York, NY: Springer
7. James, A., Jenks, C. & Prout, A. (2012). *Theorizing childhood*. Cambridge; Polity Press

The Effect of Gender and Culture on Children's Participation and Performance in Daily Activities in the Educational Setting

ANAT GOLOS, NAOMI WEINTRAUB

School of occupational therapy of Hadassah and the Hebrew University; ✉ anat.golos@mail.huji.ac.il

Introduction: Children's participation in activities and occupations affects their development, self-perceptions, health and quality of life¹, and is influenced by socio-cultural factors². Participation and performance occur in different environments, including the educational setting. Often children learn in co-education settings. However, in some cultures (such as religious settings), boys and girls learn in different settings, which may affect their performance and participation in various occupations in the educational environment.

Purpose: To examine the effect of gender and culture on the performance and participation in daily activities in different occupational areas of preschool children from two different cultural minorities in Israel: Jewish Ultra-Orthodox and Arabs.

Methods: 83 Ultra-Orthodox and 40 Arab preschool children were observed during their daily routine by occupational therapists for a period of 2-3 weeks, using the Structured Preschool Participation Observation (SPO)³⁻⁴. The SPO is a reliable and valid measure that evaluates children's performance and participation in the preschool setting. It includes 33 items describing daily activities in different occupational areas: Self-care, Play, Learning and Social participation.

Results: Significant ($p < 0.01$) gender effects were found for performance in Learning ($F=15.463_{[1,93]}$) and Social areas ($F=9.427_{[1,93]}$), with higher scores among girls. Significant ($p < 0.01$) group effects were also found for performance in Play ($F=13.131_{[1,93]}$), with higher

scores among the Ultra-Orthodox children. No significant interaction effects were found. In addition, significant ($p < 0.01$) gender effects with large effect sizes were found for Play ($F=41.035_{[1,116]}$), Learning ($F=81.516_{[1,116]}$) and Social participation ($F=37.258_{[1,116]}$) areas of participation, with overall higher scores among girls. Additionally, significant ($p < 0.01$) group effects were also found for Play ($F=164.592_{[1,116]}$), Learning ($F=33.470_{[1,116]}$) and Social participation ($F=7.025_{[1,116]}$), with overall higher scores among the Ultra-Orthodox children. Additionally, significant ($p < 0.01$) gender and group interaction effects were found for Play ($F=4.699_{[1,116]}$) and Social participation ($F=25.963_{[1,116]}$), but not for Learning.

Implications: The results support previous studies showing that socio-cultural factors may influence educational practices and gender expectations, as well as performance and participation in different occupational areas of children from different cultures^{2,4-5}. One of the areas of concern in occupational science is the relationship between occupation and development in socio-cultural contexts. Therefore, the results support occupational science by reinforcing the need to evaluate children's performance and participation in different occupational areas in their natural environment as well as to develop culturally sensitive assessments and interventions⁶⁻⁷. Future research should examine the participation and performance of children from further cultural and age groups.

Bibliography

1. Law, M., Anaby, D., Dematteo, C., & Hanna, S. (2011). Participation patterns of children with acquired brain injury. *Brain Injury*, 25, 587-595.
2. Rodger, S., & Ziviani, J. (2006). *Occupational therapy with children: Understanding children's occupations and enabling participation*. Oxford, England: Blackwell
3. Golos, A., Sarid, M., Weill, M., & Weintraub, N. (2011). Efficacy of an early intervention program for at-risk preschool boys: A two group control study. *The American Journal of Occupational Therapy*, 65(4), 400-408.
4. Golos, A., & Weintraub, N. (2015). The Structured Preschool Participation Observation (SPO). *Israel Journal of Occupational Therapy*, 24 (2-3), H59-H72.
5. Venetsanou, F., & Kambas, A. (2010). Environment factors affecting preschoolers' motor development. *Early Childhood Education Journal*, 37, 319-327.
6. Betancourt JR, Green AR, Carrillo JE, Ananeh-Firempong, O. (2003). Defining cultural competence: A practical framework for addressing racial/ethnic disparities in health and health care. *Association of Schools of Public Health*, 118, 293-302.
7. Parker JA, Tewfik DB, Burkhardt A (2002). Cultural context competency and children. *American Occupational Therapy Association-Continuing Educational Article CE-1-E-7*.

Occupation Based Community Development: Unmasking Decolonial Perspectives

ROSHAN GALVAAN

University of Cape Town, South Africa; ✉ roshan.galvaan@uct.ac.za

Statement of intent: To describe how decolonial perspectives shape occupation-based community development practice and facilitates occupational science knowledge generation and translation.

Rationale: Over the past two years South African students have mobilised, drawing attention to the ways in which the social inequalities prevalent in society have persisted within the national education system (Kamanzi, 2015). While these critiques have emanated from higher education institutions, there is wide recognition that an improvement in the quality of basic education is needed (Spaull, 2015). This is pivotal to addressing social inequalities and promoting social inclusion since 18,5% of the total South African population is of school going age (Meintjies & Hall, 2015).

Argument: The prevailing system of education and social conditions are known to influence the multiple processes and outcomes of occupational choice enacted by young adolescents in South Africa (Galvaan, 2015). The University of Cape Town Schools Improvement Initiative (SII) is a social responsiveness project established as a university-school partnership. Its overarching aim is the

development of a university-school partnership as a vehicle for extending the university's engagement in schooling for the purpose of systemic school improvement. This involves partnering with key stakeholders such as schools, the district management and provincial education department and stakeholders in Khayelitsha, Cape Town, South Africa (Silbert, Clarke, & Dornback, 2015). Interpretations of learning as an occupation in context have been integral to this partnership (Galvaan, Peters, & Gretschel, 2015).

Drawing on data generated through the SII's programmes, this paper will discuss how decolonial perspectives have informed the translation of occupational science knowledge into practice at schools in a marginalised community. Key principles and practices related to the use of decolonial perspectives in generating practice that dignifies ways of living and knowing will be explicated.

Conclusion: Appreciating how decolonial perspectives may shape equitable principles of knowledge generation in occupation based community development offers a theoretical lens that may strengthen the mechanisms for promoting social inclusion.

Bibliography

- Galvaan, R. (2015). The contextually situated nature of occupational choice: Marginalised young adolescents' experiences in south africa. *Journal of Occupational Science*, 22(1), 39-53. doi:10.1080/14427591.2014.912124
- Galvaan, R., Peters, L., & Gretschel, P. (2015). Embracing an 'occupational' perspective to promoting learning in context. *South African Journal of Higher Education*, 29(Embracing an 'occupational' perspective to promoting learning in context).
- Kamanzi, B. (2015). "Rhodes must fall"- decolonisation symbolism- what is happening at uct, south africa. *The Postcolonialist*. <http://postcolonialist.com/civil-discourse/rhodes-must-fall-decolonisation-symbolism-happening-uct-south-africa/>
- Meintjies, H., & Hall, K. (2015). Demography of south africa's children. In A. de Lannoy, S. Swartz, & C. Smith (Eds.), *Child gauge* (pp. 102-106). Cape Town: Children's Institute, University of Cape Town.
- Silbert, P., Clarke, J., & Dornback, J. (2015). 'In schools, in community' - implementing a university schools partnership at the university of cape town. *South African Journal for Higher Education*, 29(3), 262-280.
- Spaull, N. (2015). Schooling in south africa: How low quality education becomes a poverty trap. In A. de Lannoy, S. Swartz, L. Lake, & C. Smith (Eds.), *South african child gauge*. Cape Town: Childretns Institute, University of Cape Town.

Combining Frame of References - How does it Impact on Occupational Therapy Profession in Mental Health?

TUIJA REPO, KAISA HONKA

Helsinki University Hospital HUH, Finland; ✉ tuija.repo@hus.fi

Expectations of evidence based practice concerns all professions in Helsinki University Hospital (HUH) Psychiatry, also Occupational Therapists (OT). In HUH Psychiatry there are 62 OTs. Half of the OTs have felt expectations to expand their skills to psychological frames of reference (PFsOR). The majority of the OTs have some additional education of PFsOR or psychotherapy. At the same time OTs need to maintain the knowledge and skills to provide occupational based practice and occupational therapy as a rehabilitation method. Engagement in occupation should still be valued as OTs primary therapeutic agent, to be central to practice and the goal of the intervention.

Clinical experience of OTs in HUH, as a part of the evidence based practice, has already addressed that e.g. the combination of Cognitive-Behavioral Therapy (CBT) and OT provides more tools and skills to clinical practice supporting both references.

The question still remains how additional PFsOR education does effect to the professional identity and their work as occupational therapists. How does this development influence to the occupational

based occupational therapy practice in HUH and have the OTs managed to balance between the different frames of references in their everyday work. The literature argues that the dominance of PFsOR can threaten occupational perspectives and professional identity in mental health practice because the adoption of PFsOR can cause occupation based practices to become marginalized.

At spring 2017 there will be two focus group interviews to those OTs who have an additional PFsOR or psychotherapy education. The topics of the discussions will focus on OTs experiences of combining PFsOR and OT and how it enhances or diminishes the use of occupations and meaningful activities in clinical practice. Are OTs still relying to the occupational based practice as their core concept in occupational therapy profession? In our poster presentation we will describe the results of the focus group interviews. Our aim is to gain knowledge of how the use of PFsOR derived from psychological theories shape occupational based practices in HUH. This subject concerns occupational therapists in mental health worldwide.

Keywords

Occupational therapy, occupations, frame of reference

Bibliography

- Alnervik, A. & Linddahl, I. 2011 Value of occupational therapy - about evidence-based occupational therapy. The Swedish Association of Occupational Therapists (FSA), Sweden.
- Ashby, S., Gray, M., Ryan, S. & James C. 2017 An exploratory study into the application of psychological theories and therapies in Australian mental health occupational therapy practice: Challenges to occupational-based practice, *AOTJ*, 64 24-32.
- Donaghy, M., Nicol, M., & Davidson, K. 2008 Cognitive behavioural interventions in physiotherapy and occupational therapy, Edinburgh: Elsevier/Butterworth-Heinemann, UK.
- Fisher, A.G. 2014 Occupationa-centred, occupational-based, occupation focused: Same, same or different? *SJOT*, 21 (S1), 96-107.

Occupational-Focused Working Practice in Occupational Therapy—A Qualitative StudySTEFANIE VÖLLER^{1,2}¹Ermstal-Ergo, Metzingen; ²Berufsfachschule für Ergotherapie der Volkshochschule Reutlingen GmbH; ✉Stefanie.Voeller@icloud.com

The concern of this poster is the active examination of the term “occupation” by practitioners within a research process in a private practice. During an elicitation for a master’s thesis six occupational therapists exchanged their experiences with the implementation of occupational-focused therapy during a focus group discussion. A follow-up observation of their practical work supplemented the findings by a data-triangulation. The evaluation of the findings was performed via a ‘documentary method’ by Bohnsack. The method refers to a process of reasoning in which particular examples or evidence is used to document underlying patterns.

The findings presented each individual with an inner tension caused by the gap between an ideal of occupational-focused practice and its realization. This seems to be affected by three factors. First, the practitioners’ identity with the domain of concern of occupational therapy is still in the early stages. Second, the lack of possibilities for the practitioners to gain an ingrained habit during their day to day work. And third, the clinical environment and setting prevents occupational- focused practice.

The interpretation of these analyzed data indicated that they could communicate about occupational- focused practice but they were not able to apply it in the treatment of their clients. Once they understood and internalized what “occupation” meant for their own daily living they were able to implement it in their practice.

For the German-speaking occupational science the question arises how the term “occupation” can become an integral part of the occupational therapy practitioners. Based on these findings the author will encourage a discussion concerning the participatory research as not only a method, but rather as a chance for the German-speaking Occupational Science as a discipline. The main questions to discuss seem: What is needed to bring the practitioners, scholars, students and researchers together to meet in person? And, how and where to seek the term „occupation“ („Betätigung“) in the educational regulations and the examinations for occupational therapists to gain an occupational identity as an ingrained habit during their professional education?

Bibliography

- Voeller, S. (2016), *Betätigungsorientierte Berufspraxis in der Ergotherapie - eine qualitative Studie*. unveröffentlichte Masterarbeit an der Hochschule für angewandte Kunst und Wissenschaft, Hildesheim.

Session 3.5: Panel Session:**Enact Occupation - Based Social Transformative Work****Time:** 16:15–17:45**Location:** HIA E01

▷ 4:15pm–5:45pm

Mobilizing Critical Theoretical Perspectives to Enact Occupation-Based Social Transformative Work**DEBBIE LALIBERTE RUDMAN¹, LISETTE FARIAS¹, ROSHAN GALVAAN², BECCY ALDRICH³, ALISON GERLACH⁴, LILIAN MAGALHAES⁵, NIC POLLARD⁶, BEN SELLAR⁷**¹University of Western Ontario, Canada; ²University of Cape Town, South Africa; ³Saint Louis University, USA; ⁴University of Northern British Columbia, Canada; ⁵Universidade Federal de São Carlo, Brazil; ⁶Sheffield Hallam University, U.K.; ⁷University of South Australia, Australia, ✉ drudman@uwo.ca, ✉ lfariasv@uwo.ca, ✉ roshan.galvaan@uct.ac.za, ✉ raldrich@slu.edu, ✉ agerlach@telus.net, ✉ lilianbrazil2016@gmail.com, ✉ N.Pollard@shu.ac.uk, ✉ ben.sellar@unisa.edu.au

Subject: Integration of critical theoretical perspectives within occupational science began early in the discipline's development (Dickie, 1996; Frank, 1996; Townsend, 1997), and has grown over time (Farias & Laliberte Rudman, 2016). This theoretical expansion has enabled scholars to question the foundations of the discipline, promote more complex conceptualizations of occupation in relation to people who experience various forms of marginalization, and engage in knowledge construction that informs understandings of the socio-political shaping of occupational injustices (Gerlach, 2015; Whiteford & Hocking, 2012). However, recent calls for mobilizing critical theoretical perspectives to advance a more socially responsive or transformative discipline go deeper than extending theorization, challenging occupational science to deeply consider its role in society and the type of science it is striving to become (Frank, 2011; Magalhaes, 2012). Given this turn towards processes of social transformation, discussions regarding the contributions and implications of critical theoretical perspectives for this type of work is essential.

Objectives: Building on the purpose of a recently formed 'International Network for Critical Perspectives in Occupational Science and Therapy', the session aims to: a) engage in dialogue about crit-

ical theoretical perspectives and their contributions to challenge, extend and inter-connect occupation-based knowledge and practices, and b) contribute to on-going discussions across geographical locations about forms of practice that address occupational and social (in)justices.

Methods: An overview of key premises of critical theoretical perspectives will be provided, followed by examples of occupation-based scholarship informed by diverse critical theories. To stimulate collective dialogue, reflexive activities will be integrated throughout the session to both identify issues perceived as barriers/facilitators for taking up critical theoretical perspectives and also resources that can support the mobilization of such perspectives.

Result or intent: To provide a space for students, scholars and practitioners to share experiences and discuss strategies for taking up critical perspectives in efforts to address occupational and social (in)justices.

Argument and importance to occupational science: This session responds to calls for a more socially responsive discipline and aims to contribute by attending to how these calls can be addressed via further integration of critical theoretical perspectives

Objectives for discussion period:

1. Engage participants in collective dialogue regarding the potential contributions of critical theoretical perspectives to their work, and
2. Identify mechanisms, such as expansion of the evolving network, to share knowledge and support each other's efforts to mobilize critical theoretical perspectives.

Keywords: socially responsive, power, justice**Bibliography**

- Dickie, V. (1996). Craft production in Detroit: Spatial, temporal, and social relations of work in the home. *Journal of Occupational Science*, 3, 65-71.
- Farias, L. & Laliberte Rudman, D. (2016). A critical interpretive synthesis of the uptake of critical perspectives in occupational science. *Journal of Occupational Science*, 23, 33-50.
- Frank, G. (1996). Crafts production and resistance to domination in the 20th century. *Journal of Occupational Science*, 3, 56-64.
- Frank, G. (2011). Occupational therapy/occupational science/occupational justice: Moral commitments and global assemblages. *Journal of Occupational Science*, 19, 25-35.
- Gerlach, A.J. (2015). Sharpening our critical edge: Occupational therapy in the context of marginalized populations. *Canadian Journal of Occupational Therapy*, 82, 245-253.
- Magalhaes, L. (2012). What would Paulo Freire think of occupational science? In G.E. Whiteford & C. Hocking (Eds.), *Occupational science: Society, inclusion and participation* (pp.8-19). West Sussex, UK: Wiley-Blackwell.
- Townsend, E. (1997). Occupation: Potential for personal and social transformation. *Journal of Occupational Science*, 41, 18-26.
- Whiteford, G.E. & Hocking, C. (2012). *Occupational science: Society, inclusion and participation*. West Sussex, UK: Wiley-Blackwell.

Book of Abstracts Saturday 09th September 2017

Session 4.1:

Interventions to Promote Engagement in Occupation, Wellbeing, and Inclusion

Time: 11:00–12:30

Location: HIA E03

▷ 11:00–11:30

5Minutes4Myself: Assessing the Usefulness of an App to Support Lifestyle Change

ELIZABETH ANN LARSON

University of Wisconsin Madison, United States of America; ✉ blarson@education.wisc.edu

Developed using participatory action research, the 5Minutes4Myself wellness program is an individually tailored occupation-based program designed for caregivers of children with autism. It utilizes best available evidence for promoting wellness and is designed to fit constraints of caregiver's lives (micro-interventions delivered anytime, anywhere). Based on caregiver's feedback, we develop a companion smartphone app for the program that delivers tailored electronic supports (reminders, goal-check-ins and rewards) to promote lifestyle changes and deliver a micro-mindfulness program.

Aim: This project 1) assessed the quality and functionality of the cross-platform 5Minutes4Myself app using the Modified Systems Usability Scale (SUS) and 2) the frequency of use of the mindfulness program (tracked via download usage data) with success being 75% of caregivers using the mindfulness podcasts 2x per week for 12 of 16 weeks.

Methods: Fifteen caregivers of children with autism 8-18 years of age participated in a workshop where they discussed what worked and didn't work in their lives, were trained on the app, and completed surveys (including SUS). Next, coaches used an activity card sort

and motivational interviewing approach to evoke caregiver's goals and a plan for lifestyle change. Goals were then programmed into the app with individually tailored reminders and weekly check-ins. Once monthly, coaches checked in-person or by phone on caregiver's progress. App usage data was gathered electronically. After 4 months, in a second workshop caregivers discussed their lives, and completed post-intervention surveys. After one cohort completed the program, we revised the app based on their feedback.

Results: The mean caregiver rating of the app was 76.7 on the SUS (> 65 is above average usability & > 80 is top 10% of all products tested using SUS). Usability ratings improved from first version (M = 70) to second version (M = 84). On the second aim, only one caregiver listened at least 2 days in 12 out of 16 weeks. (A second participant listened at least 2 days in 11 out of 16 weeks, but the remaining subjects only met this criterion in 5 or less than 5 out of 16 weeks.)

Implications for OS: This project contributes to our understanding of how to use OS principles to develop effective lifestyle interventions to promote wellness.

Questions for the discussion:

- How can technology be leveraged to promote lifestyle change whilst not losing interpersonal supports needed for effective change?
- What are the fewest and most essential elements necessary for delivering effective lifestyle change interventions?

Bibliography

- Bangor, A., Kortum, P.T., & Miller, J.T. (2008). An empirical evaluation of the System Usability Scale. *International Journal of Human-Computer Interaction*, 24, 574-594.
- Berg, C. (undated). Adolescent and Young Adult Participation Sort (AYAPS). Washington University St. Louis, St. Louis, MO.
- Martins, R.M., & McNeil, D.W. (2009). Review of Motivational Interviewing in promoting health behaviors. *Clinical Psychology Review*, 29, 283-293.

▷ 11:30–12:00

Cultural Activities—A Way to Better Health and Return to Work

INGER JANSSON

Jönköping University, Sweden; ✉ inger.jansson@ju.se

Background: Common mental disorders (CMD) as well as non-specific pain problems account for 70% of sick leave in Sweden. This pattern is shared with many other countries. Passive sick leave in combination with medication is still the most common treatment together with conversation therapies. An essential difference between these methods and cultural activities on prescription (CAOP) is the focus on doing together with others. Another difference is focus of the individual's attention. In traditional methods, focus is on the individual's problems, while focus in CAOP is on the cultural activities and thus outside the individual. CAOP can therefore rather be labelled as a recovery method than a rehabilitation method.

Method: This pilot study was performed in a county council in the south of Sweden from 2014 to 2016. Participants were people on sick leave for CMD and / or pain problems. Every CAOP period covers ten weeks with two sessions per week including various cultural activities. The objective was to evaluate health and return to work, and also to describe the participants' experiences of CAOP. Data were collected qualitatively and quantitatively. Five focus groups were interviewed after completion of CAOP with a total of 31 participants. Questionnaires were administered before CAOP, after CAOP and 6 months after completion.

Results: From the focus group interviews four categories were identified: 'From isolation to fellowship', 'Dare to be and dare to do', 'Impact of cultural activities on everyday life' and 'About the activities'. In the last category, the participants described various experiences from different activities in the sub categories 'Talking and doing', 'Letting oneself go', 'Testing and challenging' and 'Taking in information'.

Results from the questionnaires from 47 participants showed statistically significant improvements 6 months after completion when it comes to self-rated health and reduced symptoms of anxiety, de-

pression and stress. Sick leave was significantly decreased and return to work had increased significantly.

Application to practice: To take part in cultural activities together with others implies access not only to the activities but also to participation with other people and to the environments where the activities were performed. The results from this pilot study are promising regarding the effects of cultural activities on health, decreased sick leave and increased return to work. Studies with control groups are planned.

Questions for the discussion

- Can cultural activities have impact on the performance of other occupations? How can the experiences described in the sub categories be understood?

Bibliography

- Jansson I, Wagman P. Hannah Arendt's vita activa: A valuable contribution to occupational science. *Journal of Occupational Science*. Published online: 31 Jan 2017. DOI:10.1080/14427591.2016.1277780
- Jansson I, Björklund A, Perseus K-I, Gunnarsson AB. The concept of 'work ability' from the view point of employers. *Work*. 2015;52(1):153-67. DOI:10.3233/WOR-152037
- Jansson I, Gunnarsson AB, Björklund A, Brudin L, Perseus K-I. Problem-based self-care groups versus cognitive behavioural therapy for persons on sick leave due to common mental disorders: a randomised controlled study. *Journal of Occupational Rehabilitation*. 2015;25(1):127-40. DOI:10.1007/s10926-014-9530-9
- Jansson I, Perseus K-I, Gunnarsson AB, Björklund A. Work and everyday activities: experiences from two interventions addressing people with common mental disorders. *Scandinavian Journal of Occupational Therapy*. 2014; 21(4): 295–304. DOI: 10.3109/11038128.2014.894572

▷ 12:00–12:30

An Introduction to Cultural Historical Activity Theory as a Theoretical Lens for Understanding how Occupational Therapists Design Interventions for Persons Living in Low Income Conditions in South Africa.

PAM GRETSCHEL, ELELWANI RAMUGONDO, ROSHAN GALVAAN

University of Cape Town, South Africa; ✉ pam.gretschel@uct.ac.za

Background and rationale: The process by which occupational therapists design interventions to respond to the occupational needs of people living in low income conditions has been described from a categorical perspective. While valuable, this categorical focus does not appreciate the contextually situational nature of designing interventions as an occupation for occupational therapists.

Statement of intent: This paper draws on a publication by Gretschel, Ramugondo and Galvaan (2015) to introduce Cultural Historical Activity Theory (CHAT) as a convincing conceptual tool to guide the thinking, the observations of and analysis of what people do. The basic tenants of CHAT inclusive of the six elements of the CHAT activity systems are presented (Foot, 2014). The paper goes on to describe the application of CHAT as a meta-theory in a case study, exploring the process by which a group of occupational therapists designed a new occupational therapy intervention for caregivers of

HIV positive children living in low-income conditions in South Africa.

Argument: Appreciating the transactional nature of the occupation of intervention design, the use of CHAT as an analytical lens is promoted to draw attention to the influence of the individual therapist's position in and experience of living and working in a particular context, inclusive of the sociocultural and historical traditions present in that context. This perspective drives the discovery and analysis of the potential enablers and limits to innovative, relevant and critically considered occupational therapy interventions in the South African and other low-income contexts.

Conclusion: The paper will encourage future discussion as to the possibilities of CHAT to offer new ways to theorise about the transactional nature of individual and group engagement in occupation in the discipline of occupational science.

The following questions are posed for discussion:

1. How and in what ways have we thought about, observed and analysed our engagement in the occupation of designing interventions?
2. Which of the tenant and six elements of the CHAT activity system are the most prominent in your research and practice? How in your own practice and research could you draw on CHAT to reflect on and direct your own research and practice?
3. What are your thoughts on the potential of CHAT as a meta-theory to think about, observe and analyse the engagement of people in their occupations?

Bibliography

- Foot, K.A. (2014). Cultural-Historical Activity Theory: Exploring a Theory to Inform Practice and Research. *Journal of Human Behavior in Social Environments*, 24(3), 329-347. doi: 10.1080/10911359.2013.831011
- Gretschel, P. Ramugondo, E.L., Galvaan, R. (2015). An introduction to Cultural Historical Activity Theory as a theoretical lens for understanding how occupational therapists design interventions for persons living in low-income conditions in South Africa. *South African Journal of Occupational Therapy*, 45(1), 51-55. <http://dx.doi.org/10.17159/2310-3833/2015/v45no1a9>

Session 4.2:**New Insights to Occupation and its Concepts****Time:** 11:00–12:30**Location:** HIA 102

▷ 11:00–11:30

Olive Growing in Palestine: A Collective Daily Act of Resistance**JUMAN SIMAAN**Canterbury Christ Church University, United Kingdom; ✉ juman.simaan@canterbury.ac.uk

This paper describes a study about the daily lives of Palestinian olive growers living under settler-colonialism and military occupation. The research was framed in de-colonial theory (Said, 2003; Masalha 2012), and occupational justice concepts (Stadnyk, Townsend, & Wilcock, 2010). It used critical ethnographic methods (Madison, 2012) to explore how land-colonisation influences communities' daily activities, and how they cope with the experience of occupational apartheid (Kronenberg & Pollard, 2005).

Findings were gathered using in-depth interviews with members of participant-families in the West Bank, Palestine, who were visited during key periods in the olive farming cycle. Observations and interviews took place over three years during activities such as: picking, planting, pressing and maintaining olive trees. Family stories and theoretical thematic analysis of the interview transcripts and field notes pointed to three themes that were analysed in relation to Wilcock's 'occupational determinants of health' (2006). The themes - inspired by participants' reported experience - offer a Palestinian perspective on these Western-oriented notions and illustrate unique communal ways of knowing and doing. They were identified as: Sutra, A'wna, and Sumud.

Sutra means olive growing is an occupation with multiple purposes and meanings, and is not an isolated type of activity and role.

A'wna demonstrates a Palestinian collaborative dimension involving inter-generational and inter-communal solidarity. Sumud illustrates a resistive means of knowing and doing that involves intergenerational, inter-communal and future visions based on historical and socio-political awareness that communities attempt to embed in the young.

The study's focus was on a non-Western/global South community's doing in relation to a particular historical and socio-political context-ongoing settler-colonialism. It is hoped to offer insights into a land-based occupation (olive growing) carried out by a global South community who is disadvantaged by structural injustices. The analysis of the findings offers an alternative to individualistic and dualistic understanding of occupations, people and their environments in mainstream occupational therapy and occupational science theory. It illustrates values and means founded on inter-communal, inter-generational co-agency and solidarity enacted through daily lives to enable the survival and enrichment of communities. Moreover, this study offers an example to human groups who are resisting occupational injustices. More research is needed in disadvantaged communities to substantiate these insights, which may contribute to more inclusive occupational justice concepts and practices (Hammell, 2015)

Bibliography

- Hammell, K. W. (2015). Respecting global wisdom: Enhancing the cultural relevance of occupational therapy's theoretical base. *British Journal of Occupational Therapy*, 78(11), 718-721. Retrieved from: <http://www.maits.org.uk/wp-content/uploads/2016/06/Whalley-Hammell-Culture.pdf>
- Kronenberg, F., & Pollard, N. (2005). Overcoming occupational apartheid: A preliminary exploration of the political nature of occupational therapy. In F. Kronenberg, S. S. Algado, & N. Pollard (Eds.), *occupational therapy without borders: Learning from the spirit of survivors* (pp. 58-86). Edinburgh, UK: Elsevier Churchill Livingstone.
- Madison, S. D. (2012). *Critical Ethnography: Methods, ethics, and performance* (2nd ed.). London, UK: Sage.
- Masalha, N. (2012). *The Palestine Nakba: Decolonising history, narrating the subaltern, reclaiming memory*. London, UK: Zed Books.
- Said, W. E. (2003). *Orientalism* (3rd ed.). London, UK: Penguin.
- Stadnyk, R., Townsend, E., & Wilcock, A. (2010). Occupational Justice. In C.H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: The art and science of living* (2nd ed., pp 329-358). Upper Saddle River, NJ: Pearson Education.
- Wilcock, A. A. (2006). *An Occupational Perspective of Health* (2nd ed.). Thorofare, NJ: Slack.

▷ 11:30–12:00

Bringing Occupation to the Team:**Considerations of Competition, Performance and Retirement within Sport****MICHELLE L. ELLIOT**Queen Margaret University, United Kingdom; ✉ melliot@qmu.ac.uk

Following any major sporting event, stories of athletic greatness and national pride eventually give way to a quieter narrative—what next? Those on the winning side of youth or success may turn their focus to the next goal. At some point in the career of every athlete, whether professional, elite or merely dedicated, there is a transitional point whereby significant questions are raised. Do I continue? Who am I if I am not a competitive athlete?

Sport for various purposes has a long history and place of interest within social and occupational science: sport for development, inclusion, or rehabilitation. Sport and athletes are not frequently re-

searched by occupational science at the level beyond participation. Competition, performance and identity are representations of occupation that further expand the scope of what it means to do, be, become and belong. An additional consideration is the transition out of sport, the dimension of involvement in occupation not afforded as much attention as entrance into occupation.

This theoretical paper proposes that occupational science has an important perspective to share within the realm of high performance sport and sport transitions. With its sociocultural relevance, sport as occupation promotes opportunities to be observed, sup-

ported and involved. The diversity of systems and structures that intersect with the nature of sport in our daily lives reveal multiple entry points from which to ascribe an occupational lens. This paper proposes one in particular, the transitional experiences and related factors of exiting sport and the competitive realm.

Affordances and constraints to transitions across the lifespan have been examined within our scholarship. This paper proposes a two-fold argument. The first is encouragement for occupational science to cast its gaze along the continuum of occupation, from participa-

tion and engagement towards competition and performance. The second acknowledges the current research and practice focus on addressing inclusion, justice and transformational barriers and potential for vulnerable and marginalised populations. Themes of meaning, identity and transition within embodied and enacted narratives when people no longer do (are) the very thing they have sacrificed to achieve also pertains to sport. Opportunities for interdisciplinary collaboration exist for occupational science to contribute substantively by introducing occupation into this 'team.'

Questions for the discussion

1. What barriers historically or presently exist such that sport generally and high performance sport particularly has not been taken seriously as occupation?
2. How might occupational science contribute to a broader conversation of athlete transition out of sport?

Bibliography

- Elliot, M.L. (2016). "It is not wit, it is truth." Transcending the narrative bounds of professional and personal identities in life and in art. *Journal of Medical Humanities*, 37, 241-256.
- Elliot, M.L. (2015). "What do you think we should do?" Relationship and reflexivity in participant observation. *OTJR: Occupation, Participation and Health*, 35(3), 133-141.
- Elliot, M.L. (2015). Critical ethnographic analysis of 'doing good' on short-term international immersion experiences. *Occupational Therapy International*, 22(3), 121-130.

▷ 12:00–12:30

Challenging what we Know, Exploring what we don't Know.

How Occupational Scientists and Occupational Therapists Understand Belonging.

ALISON ANNE BLANK

University of Worcester, UK; ✉ a.blank@worc.ac.uk

Background/rationale: The motive to belong is central to human existence and culture (Malone et al, 2012). It has been studied in many disciplines, including anthropology, sociology and psychology. There are diverse understandings of belonging, but the experience of it has long been strongly linked with wellbeing. Belonging was introduced to Wilcock's Occupational Perspective of Health (OPH) (1998) in 2007 although authors within our profession argue that it is not well understood by occupational therapists, and that it has not been subject to rigorous exploration (Hitch et al 2014, Whalley Hammell, 2014).

Statement of intent: This paper will present current understandings of belonging within occupational therapy and occupational science, illustrated with excerpts from my own research.

Argument: Wilcock's definition of belonging turns on having acceptance and interpersonal connection (1998, 2006, 2007). More recently other authors have extended the concept to include attachment to places, cultures, communities, and times (Hitch et al, 2017), as well as ancestors and nature (Whalley Hammell, 2014). Whalley Hammell in particular has called for a focus on occupations that foster sense of belonging.

My own research has suggested that there may be degrees or 'dimensions' of belonging (Blank et al, 2016); that belonging is a mutable, changeable state that people interact with according to external, personal and existential factors. And which may, or may not, be occupationally focussed.

Conclusion and importance to occupational science: Belonging clearly has a place within the Occupational Perspective of Health because of its established links with wellbeing. Developing diverse understandings of belonging within the discipline of occupational science is important for informing occupational therapy practice. Occupational therapists and occupational scientists need to work together to reveal the mysterious nature of belonging in order to enhance our understanding and our practice.

Feelings of not belonging have not been addressed in detail in this paper but I would argue that if belonging contributes to wellbeing, we also need to pay attention to painful feelings of non belonging and what this means to us and those we whom serve.

Keywords

Belonging, Occupational Perspective of Health, Dimensions of belonging

Questions for the discussion:

1. How do we know belonging when we see it?
2. Need it be occupationally focussed or can it be found through 'being'?
3. How are our own personal understandings and experiences of belonging and not belonging relevant topics for discussion/exploration within occupational therapy practice?

Bibliography

- Blank, Alison and Finlay, L. and Prior, S. (2016) The Lived Experience of People with Mental Health and Substance Misuse Problems: Dimensions of Belonging. *British Journal of Occupational Therapy*, 79 (7), pp. 434-441. ISSN 0308-0226 Online: 1477-6006
- Hammell KW (2014) Belonging, occupation and human well-being: An exploration. *Canadian Journal of Occupational Therapy* 81(1): 39-50
- Hitch D, Pepin G, Stagnitti K (2014) In the footsteps of Wilcock, part 1: The evolution of doing, being, becoming, and belonging. *Occupational Therapy in Health Care* 28(3): 231-246
- Malone GP, Pillow DR and Osman A (2012) The General Belongingness Scale (GBS): Assessing achieved belongingness. *Personality and Individual Differences* 52(3): 311-316
- Wilcock AA (1998) Reflections on doing, being and becoming. *Canadian Journal of Occupational Therapy* 65(5): 248-257
- Wilcock AA (2006) *An Occupational Perspective of Health*, 2nd ed. Thorofare, NJ: Slack
- Wilcock AA (2007) Occupation and health: Are they one and the same? *Journal of Occupational Science* 14(1): 3-8

Session 4.3:**Migration Processes—Experiences of Doing, Being, and Becoming****Time:** 11:00–12:30**Location:** HIA 103/104

▷ 11:00–11:30

**Critical Exploration of Occupations after Migration:
Doing, Being and Becoming far from Home****NATALIA RIVAS-QUARNETI, LILIAN MAGALHAES, MARIA-JESUS MOVILLA-FERNANDEZ**
Brunel University London, United Kingdom; ✉ natalia.rivas-quarneti@brunel.ac.uk

Purpose: Occupational Science (OS) has put forward its commitment to become a more socially responsive discipline (Whiteford & Hocking, 2012). In order to do so, people and communities living in vulnerable situations, such as those lived by many immigrants in their new communities should be heard (van Bruggen, 2008). This study aims to explore the scope of post-migration occupation literature to better understand how occupation and OS could make a contribution toward social change.

Methods: We conducted a scoping review adapting Arskey & O'Malley (2005) framework. English, Spanish and Portuguese literature was searched using ten databases indexing health and social science journals published until March 2015. The search yielded 148 articles. After screening for relevance 29 articles were included in the review. Context information was analyzed using descriptive statistics. Thematic analysis was performed to approach articles' content information (e.g.: methodology, participants, occupation features, etc.) Results: Findings show an increase of scientific production in the last 5 years. Most of the studies (86%) were conducted in traditional immigration receiving countries (Canada, New Zealand, USA and Sweden) and published in the Journal of Occu-

pational Science (59%). Research interests are articulated around four themes: Settlement process; Occupation and wellbeing; Culture and/or identity and occupation; and Occupation as analytical category. Only one study applied quantitative methods. The conceptualization of migrants varies widely (e.g. people from the same country, or different countries around the globe) and most of the research focuses on women. Results also show how occupations after migration are characterized by 1) daily living complexities, experiences of alienation, injustice, suffering and stress; 2) Interconnectedness between occupation, identity, culture and the others, in which occupations are used to bridge identity after migration; and 3. the relationship between health, wellbeing and occupations illustrating how the daily living hardship negatively impacts on belonging feelings /identity of migrants.

Conclusion: The findings show how a critical stance is suitable when approaching post migration occupations since experiences of occupational injustice are prevalent. The review also highlights how occupations are used to navigate this hardship, for instance using culturally meaningful activities to promote mental and social wellbeing.

Questions for the discussion

- What other lessons could we learn from migrants' use of occupations? Has OS embraced its full potential when approaching post-migration occupations and migrants' daily lives? What are the hidden contexts and realities of post-migration OS literature?

Bibliography

- Arskey, H., & O'Malley, L. (2005). Scoping studies: towards a methodological framework. *Scoping studies: towards a methodological framework*, 8(1), 19-32.
- van Bruggen, H. (2008). Reflexiones sobre la importancia de celebrar el decimoquinto encuentro de la enothe en España, A Coruña, en el 2009 [Reflections on the importance of celebrating the fifteenth ENOTHE meeting in Spain, A Coruña, in 2009]. *Revista electrónica de terapia ocupacional Galicia, TOG*, (7), 2.
- Whiteford, G. E., & Hocking, C. (2012). *Occupational Science: Society, Inclusion, Participation* (1.a ed.). Wiley-Blackwell.

▷ 11:30–12:00

**Identity Construction and Professional Biography:
Learning from the Experiences of Syrian Women Living in Germany****KERSTIN BERR**

Student, Germany; ✉ Kerstin.berr@gmx.de

Introduction: When people migrate their occupations and sense of belonging shift. This transitional experience often results in disruptions of established occupations and therefore demands processes of adaptation (Huot & Rudman, 2010). When people are professionally qualified or working the impact of immigration upon their professional history might be challenging. Role changes, the loss of work or other work related occupations can affect a person's sense of identity and self- efficiency (Whiteford, 2004). Whilst the effects of immigration on women's participation in work are well studied, the intersection of identity development and professional biography needs further conceptualization. When doing empirical research on identity, the challenge lies in choosing an appropriate methodolog-

ical approach. The concept of narrative identity offers an approach to understand identity on a temporal, social and self-referential level (Lucius-Hoene & Deppermann, 2004).

Research question: How do Syrian women construct their identity in relation to their professional biography?

Methods: A qualitative study was conducted to explore the construction of identity from the women's perspective. Data was collected from 5 narrative interviews and analyzed by utilizing the method of reconstructing narrative identity (Lucius-Hoene & Deppermann, 2004). Identity development processes were explored with a particular focus on the women's professional history.

Sampling criteria: Women from Syria, aged between 25-55 who have completed higher education in Syria. They have lived in Germany for at least two years, so that they are able to reflect on their experiences in a new cultural and social context. Additionally, good German communication skills are required. Women without work permit, with mental disabilities or who suffered trauma are excluded.

Keywords

Narrative identity, professional biography, Migration

Questions for the discussion

- Does the concept of narrative identity offer a deeper understanding of occupational adaptation, -changes and/or -deprivation in the migration process from the perspective of the individual?

▷ 12:00–12:30

Occupation Under Occupation:

Everyday Life and its Significance in Processes of Deculturalization

KAWTHAR EL-QASEM

Bauhaus Universität Weimar, Germany; ✉ kawthar@hotmail.de

What if everyday life is interrupted abruptly and massive loss occurs? What if the frame of everyday life is violently changed? How do human beings ensure the acquisition of their own culture under protracted deculturative circumstances?

Considering everyday life and its activities as ways of acquiring one's own world, as it is approached within activity theory, occupation under occupation suffers from massive loss and repeated disruptions on the acquisitional scale, a literal and figurative disconnection from objects of acquisition. Hence, the intertwined processes of internalisation and externalisation are fundamentally affected.

Researching Palestinian Oral History among Palestinian refugees in Jordan, the Westbank and Israel, seemingly banal accounts about ordinary occupations in past everyday life turn out to be strikingly dominant. Through oral transmission they are intertwined with current everyday issues and occupations. According to the conceptualization of the research participants, these occupations are expressions and representations of their particularities, their identity and their very being.

However, everyday commonplace occupations do not exist by themselves. They always refer to a frame within which both individual and communal meaning are achieved. The more established these frames are, the more implicitly they are communicated. Present lives of Palestinian refugees take place within frames that dif-

Results & Conclusion: Results show the dynamic interplay between social, temporal and self-referential dimensions of identity constructs. The results can be conducive to an extended understanding of the relationship between professional occupation and identity development in the migration process.

fer substantially from what they consider to be their own, so that the value of their experience tends to be suspended. To be able to set up their own frame, they have to explicate the formerly implicit and become its performative representatives. By this inversion of the normative order they ensure the preservation of performative occupational knowledge as well as the coherence of their own experience. They produce meaning and render value to themselves as occupational subjects.

While experiences of displacement and occupation are perceived as denial of their very being, oral transmission provides the members of the community with what was rendered out of reach or made invisible through deprivation. With their accounts they produce tilted images that secure lost objects of acquisition as individual and communal resources.

This paper presents the results of a Reflexive Grounded Theory Study conducted between February and September 2011 in Jordan, the Westbank and Israel, using participatory observation and guided interviews to collect data. The comprehensive analysis according to the Reflexive Grounded Theory Methodology combined with elements of the Systematic Metaphor Analysis allowed the reconstruction of the practice of Palestinian Orality and the discovery of inversion as a strategy of dealing with deculturalization.

Bibliography

- Palästina erzählen: Inversion als Strategie zur Bewahrung des Eigenen in Dekulturalisierungsprozessen (Januar 2018)

Session 4.4: Tandem Paper: Interdisciplinary Perspectives on Occupation

Time: 11:00–12:30

Location: HIA 101

▷ 11:00–11:45

Tandem Paper 1: Gender Aspects of Palliative Care for People with Dementia

ELISABETH REITINGER¹, VERENA TATZER²

¹Alpen-Adria University of Klagenfurt-Vienna-Graz, Austria; ²University of Applied Sciences Wiener Neustadt, Department of Occupational Therapy; ✉ elisabeth.reitinger@aau.at

Background: Person-centered care as well as palliative care gain importance in living with and caring for people with dementia. End of life care imposes challenges concerning questions of interdisciplinary expertise as well as ethical and social concerns. Dying trajectories are characterised by lingering ways of moving away and coming back to life again. These particular circumstances in living with men and women with dementia as well as their special needs have to be taken into account in accompanying them during their journey with dementia (Kojer, Schmidl 2011; Small, Froggatt, Downs 2007, Arcand et al 2013).

Purpose: Taking person-centered care seriously, gender-identity as central dimension of being a person as well as gender as a social category influence all relationships and have to be acknowledged as relevant aspect in care situations with people with dementia. Therefore the aims of the study presented are 1) to reveal gendered themes within care situations with people with dementia in different care settings as well as 2) to contribute to reflection of professionals for gender-sensitive care.

Results: Results show the diversity of gender as a personal, relational and social category. The intersection of gender with other social categories becomes evident in some situations. Themes that emerge within dominant narratives are dignity and appreciation,

family dynamics, doing gender while doing care, sexuality and intercultural communication. Biographies are embedded in gendered societies and need to be listened to and taken seriously. Relational aspects of doing gender while doing care reveal the importance to reflect one's own gender-biographies, attitudes and values. Gender sensitive reactions to family dynamics question traditional female care burden and include men into care networks (Reitinger and Heimerl 2014).

Conclusion and discussion: Talking about gender-relevant issues in care situations with people with dementia support reflection of professionals and researchers (Reitinger, Lehner et al 2016; Reitingger and Lehner 2013). Gender narratives include different issues and show how doing gender takes place by involving all those who participate in a care situation.

Power dynamics interact with doing care and doing gender. Living with dementia means that needs for care grow with time. Emotional work, communication, touch and bodywork are still connoted as „female domains“ (Twigg 2006). These aspects of work rise in impact in dementia and palliative care and need adequate structures and resources that have to take “doing gender” into account (West and Zimmermann 1987).

Bibliography

- Arcand, M., Brazil, K., Nakanishi, M., Nakashima, T., Alix, M., Desson, JF., Morello, R., Belzile, L., Beaulieu, M., Hertogh, CM., Toscani, F., van der Steen JT. (2013) Educating families about end-of-life care in advanced dementia: acceptability of a Canadian family booklet to nurses from Canada, France, and Japan. *Int J Palliat Nurs.* Feb;19(2):67-74.
- Hockley, J., Froggatt, K. and Heimerl, K. (ed) (2013): *Participatory Research in Palliative Care. Actions and Reflections.* Oxford University Press
- Kojer, M. and Schmidl, M. (2011) (Hrsg.): *Demenz und Palliative Geriatrie in der Praxis. Heilsame Behandlung unheilbar dementer Menschen.* Wien: Springer
- Reitingger, E., Lehner, E., Pichler, B., & Heimerl, K. (2016). "Doing gender" in a nursing home for the elderly. *Perspectives of staff and management. Z Gerontol Geriat*, 49(8), 700–705.
- Reitingger, E., & Heimerl, K. (2014). Ethics and gender issues in palliative care in nursing homes: an Austrian participatory research project. *International Journal of Older People Nursing*, 9(2), 131-139.
- Reitingger, E., & Lehner, E. (2013): Gender perspectives in Austrian participatory research in palliative care for older people. In: Hockley, J., Froggatt & K., Heimerl, K. (ed.): *Participatory research in Palliative Care. Actions and Reflections.* Oxford University Press, p. 138-148
- Small, N., Froggatt, K. and Downs, M. (2007). *Living and dying with dementia: dialogues about palliative care.* Oxford: Oxford University Press.
- Twigg, J. (2006). *The body in Health and Social Care.* Hampshire: Palgrave Macmillan.
- West, C. and Zimmerman, D.H. (1987). Doing Gender. *Gender & Society*, 2(1): 125-151.

▷ 11:00–11:45

Tandem Paper 1:**“Doing Gender”–Intersectional and Occupational Aspects of Cognitive Disability, Gender and Age**VERENA C. TATZER¹, ELISABETH REITINGER²¹University of Applied Sciences Wiener Neustadt, Department of Occupational Therapy; ²Alpen-Adria Universität Klagenfurt-Vienna-Graz, Institute for Palliative Care and Organisational Ethics; ✉ verena.tatzer@fhwn.ac.at

Background: A growing body of research on “vulnerable” groups such as the elderly (van Nes, Jonsson, Hirschler, Abma, & Deeg, 2012) and people with dementia (Hasselkus & Murray, 2007) in literature of OS and OT advocates a conceptualization of occupation as a social phenomenon. Criticism of the individualistic view of occupation in occupational science has been based on the idea that human occupation is underpinned by complex causations beyond the individual (e.g. interactions between socio-cultural values, religion, economics, history and politics) which cannot be explored by focusing on the individual alone (Cutchin & Dickie, 2014; Dickie, Cutchin, & Humphry, 2006).

Purpose: Considering the social dimensions of occupation, it is argued here that a paradigmatic change in the understanding of occupation is needed. A neglected dimension of occupation is its gendered nature. Links to feminist theory like the assumption that gender is a “situating doing” “as an emergent feature of social sit-

uations” (West & Zimmerman, 1987, p. 126) can therefore provide important insight into intersectional aspects in OS/OT knowledge. Gender is made visible through social practices in organizations as e.g. nursing homes (Reitinger, Lehner, Pichler, & Heimerl, 2016). Care-occupations “that are motivated by a sense of connection or care for others” (Hammell, 2009, p. 11) are especially gendered (Reitinger & Heimerl, 2014; Reitinger et al., 2016) and also neglected in OS/OT theory. Social occupations that are related to care are of special importance to human beings, e.g. people with dementia living in nursing homes to gain meaning and experience identity.

Conclusion: Intersectional aspects including concepts such as gender, disability and age should get more attention in OS/OT theory. Including the perspective of people with disabilities e.g. dementia can provide important insight into intersectional aspects in OS/OT Theory and its application to “real life”.

Keywords

Occupation / Gender / Dementia

Objectives for the discussion:

- To further explore the gendered nature of occupation and its intersectional aspects with regard to (cognitive) disability and age
- To further develop the relevance of the concept of “care” to occupational science and occupational theory
- To explore the potential of intersectionality in the context of the recent discussions about the transactional perspective in occupational science

Bibliography

- Cutchin, M. P., & Dickie, V. A. (2014). *Transactional perspectives on occupation*. Dordrecht Heidelberg New York London: Springer.
- Dickie, V., Cutchin, M. P., & Humphry, R. (2006). Occupation as Transactional Experience: A Critique of Individualism in Occupational Science. *Journal of Occupational Science Journal of Occupational Science*, 13(1), 83-93.
- Hammell, K. W. (2009). Sacred texts: A sceptical exploration of the assumptions underpinning theories of occupation. *Canadian Journal of Occupational Therapy*, 76(1), 6-13.
- Hasselkus, B. R., & Murray, B. J. (2007). Everyday Occupation, Well-Being, and Identity: The Experience of Caregivers in Families With Dementia. *American Journal of Occupational Therapy*, 61(1), 9-20.
- Reitinger, E., & Heimerl, K. (2014). Ethics and gender issues in palliative care in nursing homes: an Austrian participatory research project. *International Journal of Older People Nursing*, 9(2), 131-139.
- Reitinger, E., Lehner, E., Pichler, B., & Heimerl, K. (2016). “Doing Gender” im Altenpflegeheim. *Zeitschrift für Gerontologie und Geriatrie*, (6). doi:10.1007/s00391-016-1147-5
- van Nes, F., Jonsson, H., Hirschler, S., Abma, T., & Deeg, D. (2012). Meanings Created in Co-occupation: Construction of a Late-Life Couple’s Photo Story. *Journal of Occupational Science*, 1-17. doi:10.1080/14427591.2012.679604
- West, C., & Zimmerman, D. H. (1987). Doing Gender. *Gender & Society*, 1(2), 125-151. doi:10.1177/0891243287001002002

▷ 11:45–12:30

Tandem Paper 2:**People with Intellectual Disabilities work as Teachers at Universities: the Project 'Inclusive Education'****FABIAN VAN ESSEN**University of Applied Health Science, Germany; ✉ fabian.vanessen@hs-gesundheit.de

Quite often even dedicated specialists and managerial staff are uncertain, uninformed and inexperienced, when it comes to implementing inclusion in practice. The pilot project "Inklusive Bildung" (Inclusive Education) qualifies (future) specialists and managerial staff through the expertise of people with so called intellectual disabilities.

In order to provide this educational work, people with disabilities are being comprehensively qualified. All sides benefit from this: New perspectives and the prospect of greater participation open up for

people with so called intellectual disabilities. In turn, future specialists and managerial staff develop an awareness for the potential of people with disabilities and gain some practical knowledge of what inclusion is all about. For the first five qualified educational specialists paid employment at the first labour market was created—so far a unique programme at German universities.

In this first part of the Tandem Paper the project and results of qualitative interviews with the first qualified people with so called intellectual disabilities are presented.

Bibliography

- Klein, U. (2015). *Inklusive Hochschule. Neue Perspektiven für Praxis und Forschung*. Weinheim: Beltz Juventa.
- van Essen, F. (2017). Menschen mit Lernschwierigkeiten gestalten Lehre. *Inklusive Hochschulbildung*. In: *behinderte menschen. Zeitschrift für gemeinsames Leben, Lernen und Arbeiten*. 40. Jahrgang. Heft 1, 28-30.

▷ 11:45–12:30

Tandem Paper 2:**Employment: Occupational Choices for People with Intellectual Disabilities****INA ROOSEN**Hochschule für Gesundheit, Germany; ✉ ina.roosen@hs-gesundheit.de

Currently paid occupation is poorly accessible for people with an intellectual disability in Germany. The first part of the Tandem Paper shows a possibility to include people with intellectual disabilities in a work environment.

The second part of the Tandem Paper focusses on the influences of the economy and its environment on the employment opportunities for people with intellectual disabilities. The basis of our empowerment as humans is having a choice and control when participating in occupations. Paid occupations come with a "normative standardization of expectations about how, when, and where people 'should' participate" (Townsend & Wilcock, 2004). These expectations limit the possibilities of people with intellectual disabilities to make their

own decisions about and between paid occupations. In many areas, they are categorically excluded from employment opportunities. From an occupational perspective, this leads to occupational marginalization (Townsend & Wilcock, 2004). When the opportunities and choices associated with occupational participation are restricted, occupational injustice occurs (Galvaan, 2012).

The link between occupational justice and employment opportunities for people with intellectual disabilities is done and discussed in this paper. Furthermore, the importance of projects like "Inklusive Bildung" (Inclusive Education) is emphasized in order to create more employment opportunities for people with intellectual disabilities and decrease the occupational marginalization of this group.

Bibliography

- Brandt, B. & Roosen, I. (2017). Kooperation in der Gesundheitsforschung—Diskussion möglicher Ergebnisvariablen in der Evaluation. *Monitor Versorgungsforschung*, 02/2017, 46-51.
- Schmitz, I. (2016). „Ich mach dann mal Urlaub...“ - Therapiecamp in Südafrika. *Ergotherapie & Rehabilitation* 55. Jg. Nr. 4.

Session 4.5: Panel Session:**Teaching and Learning Occupational Science in Higher Education****Time:** 11:00–12:30**Location:** HIA E01

▷ 11:00–12:30

**Teaching and Learning Occupational Science in Higher Education–
Interactive Panel Exchanging Experiences****HANS JONSSON^{1,2}, JEANETTE REFFSTRUP CHRISTENSEN², HANNE KAAE KRISTENSEN², SISSEL HORGHAGEN³**¹Karolinska Institutet, Sweden; ²University of Southern Denmark, Odense, Denmark; ³Norwegian University of Science and Technology, Trondheim, Norway; ✉ hans.jonsson@ki.se, ✉ jrchristensen@health.sdu.dk, ✉ hkristensen@health.sdu.dk, ✉ sissel.horghagen@ntnu.no

In the article "One person's thoughts on the future of occupational science" (Clark, 2006) one of the founders of Occupational Science, Professor Florence Clark talk about the ideal relationship between occupational science and occupational therapy as symbiotic and that one cannot survive without the other. However implementing this into educational practice were occupational science becomes a natural part of the whole curriculum in bachelor-, master- and phd-programs might be experience as a challenge. The presenters of this panel experience this challenges and think that it is important to share experiences of difficulties as well as good examples in teaching and designing courses in occupational science. We will present experiences from:

Introducing occupational science for first year students in a Bsc-program (Karolinska Institutet, Sweden).

Using E-learning in an international and interdisciplinary environment at the Master-course level (Trondheim University in Norway and University of Southern Denmark).

Introducing health promotion and life-style change in an occupational science course as a part of a Master Program (University of Southern Denmark).

Designing a theoretical course within a PhD-education (Karolinska Institutet, Sweden).

Our examples will be short 5-10 minutes presentations to trigger a lively discussion with all participants to exchange experiences that will support how we can implement a relationship between OS and OT that truly are experienced as symbiotic. Also further experiences from introducing OS in interdisciplinary courses are more then welcome in this dialogue.

Bibliography

- Clark, F. (2006). One person's thoughts on the future of occupational science. *Journal of Occupational Science*, 13 (3), 167–179.

Session 5.1:**Views on Justice, Public Health, and Inclusion****Time:** 14:00–15:00**Location:** HIA E03

▷ 14:00–14:30

The Public Health Arena: Are Occupational Scientists on the Outside Looking in?**MIRANDA CUNNINGHAM, KATRINA BANNIGAN**

Plymouth university, United Kingdom; ✉ miranda.cunningham@plymouth.ac.uk

Background: Public (or population) health is high on governments' agendas internationally. Investment in public health is needed to meet global health demands. Occupational scientists contend that "engagement in occupation 'can' address global health concerns of the 21st century by promoting health, wellbeing and quality of life across the lifespan" (USC 2017) and there is a growing commitment to public health in occupational science e.g. Wilcock and Hocking (2015) and Wicks (2014). However, current priorities in public health tend to relate to key behaviours, i.e. drinking, smoking, physical activity and eating, with little recognition of broader lifestyle issues which depend on activity patterns and meaning. Arguably, outside of occupational science it is not obvious that "what you do every day matters" (Moll et al, 2014). Occupational scientists' need to make this connection for other public health disciplines.

Statement of intent: To explore how to put occupation centre stage in public health, i.e. translate ideas around occupation and occupational science into occupation based public health interventions.

Argument: Although occupational scientists have an interest in public health this is not as well developed as we may think. A litera-

ture search using the terms occupational science and public health identified 260 hits, only 16 of these were relevant. That said, the Do-Live-Well framework (Moll et al, 2014) helps with positioning an occupational perspective in public health; it is a strong starting point for moving from theory to practice. However, a systematic review of the literature shows that existing occupation-focused interventions do not map well onto the Do-Live-Well framework (Bannigan and Birken, 2017). Occupational scientists need to find ways to develop relevant public health interventions as well as to infiltrate the public health arena. Cunningham and Bannigan (2017) have made some suggestions of how this can be achieved on a day to day practical level within the UK context.

Conclusion: Occupational scientists have a responsibility to ensure an occupational perspective is a part of the dialogue in public health.

Description of the importance of the paper to occupational science: This paper starts the debate about moving occupational science from the fringe into the mainstream of transdisciplinary public health.

Questions for the discussion:

- What is your response to the position espoused in this paper?
- How do we move from an occupational science arena to ensuring that occupation is a consideration in the wide public health arena?

Bibliography

- Bannigan, K. and Birken, M. (2017) Time-use, activity and participation to promote health: A systematic review (personal communication)
- Cunningham, M. and Bannigan, K. (2017) Putting occupation centre stage in public health. *OT News*. 25:1 pp40-41
- Moll, S.E, Gewurtz, R.E., Krupa, T.M., Law, M.C., Lariviere, N. and Levasseur, M. (2014) "Do-Live-Well": A Canadian framework for promoting occupation, health and well-being. *Canadian Journal of Occupational Therapy*. 1-15 DOI: 10.1177/00084174414545981
- University of Southern California (2017) What is occupational science? Available from: <http://chan.usc.edu/about-us/os-and-ot/what-is-os>. Accessed 1/3/17
- Wicks, A. (2014) Editorial: Special Issue on Population Health. *Journal of Occupational Science*. 21:1, 1-2, DOI: 10.1080/14427591.2014.891289
- Wilcock, A.A and Hocking, C. (2015) *An Occupational Perspective of Health*. 3rd Ed. Slack

▷ 14:30–15:00

Professional Role Transgression as a Form of Occupational Consciousness**AMSHUDA SONDAY, ELELWANI RAMUGONDO, HARSHA KATHARD**

University of Cape Town, South Africa; ✉ a.sunday@uct.ac.za

Professional role transgression emerged from a study that explored how occupational therapists experienced the process of professional role transition in specialised education in post apartheid South Africa. The purpose of the study was to describe the ways in which occupational therapists negotiate the political terrain within the process of professional role transition, in crafting appropriate occupational therapy identities within the specialised education system in post-apartheid South Africa. A case study approach was used merged with narrative inquiry to reveal what the process looks like for these occupational therapists. This case serves as an exemplar in gaining new insight into occupational therapy roles and emerging

professional identities in response to a continuously changing social and political context in a newly democratized society. The paper offers a description and explanation of the process and introduces an emerging construct in occupational science; professional role transgression as a form of occupational consciousness. Transgression, a key term provides a unique lens in naming how occupational therapists respond to structural power. Professional role transgression is theorised as a form of occupational consciousness, providing insights into how individuals respond to oppressive structures within professional spaces

Keywords

transgression, occupational consciousness, power, and structure

Bibliography

- Sunday, A (2016). A Case study of professional role transition for occupational therapists in specialized education in post-apartheid South Africa: A critical narrative perspective. Unpublished thesis. University of Cape Town.

Session 5.2:**Community Development and Life Transition****Time:** 14:00–15:30**Location:** HIA 102

▷ 14:00–14:30

Alternatives to Development: In Light of the Occupation-Based Community Development Framework.MEGHAN LEE MACKENZIE KRENZER^{1,2}, ROSHAN GALVAAN¹¹University of Cape Town, South Africa; ²University of Jyväskylä, Finland; ✉ megz.krenzer@gmail.com

Development is a highly charged word. Some social scientists and economists highlight the deviousness of those seeking to modernize the world in the name of 'development'. These hidden agendas can subsequently 'undo' development, exasperating inequality within communities and nations, particularly those of the Global South (Escobar, 1995). Others who see the essence of development as ensuring global justice; equality; and well-being, acknowledge that in the midst of seeking to do genuine good, the actions and structures may nonetheless end up perpetuating injustices and inequalities (Nussbaum, 2011; Sen, 1999; Gough & McGregor, 2007). When it comes down to its implementation, development is messy (Duncan, 2014). The capability approach provides but one alternate perspective within the development discourse. This offering to the alternate and critical perspectives for viewing the state of society, requires therefore equally alternate and critical frameworks for its implementation.

The field of occupational therapy and discipline of occupational science, at its core, is aligned to the values apparent in the capability approach and which many from the field and discipline are advocating for greater association (Hocking, 2013). Some occupational

scientists have drawn on the capability approach in aiming to deepen philosophical understanding of a critical occupational perspective (Hammell & Iwama, 2012) and occupational justice (Townsend, 2012; Baillard, 2014; Galvaan & Peters, 2017; Wilcock, 1998; Hocking, 2013). The particular framework that I am concerned with, is the Occupation-based Community Development Framework, [ObCD]. ObCD, developed in South Africa, adopts a critical approach to practice and draws on critical Occupational Science theories in working with marginalized communities to bring about transformative change. (Galvaan & Peters, 2013.)

In this paper, I highlight the theoretical foundations of the ObCD framework, specifically drawing on the capability approach. I argue how ObCD can be used in creating capabilities; opportunities and spaces for the marginalized societies, particularly of the Global South, to engage in active citizenship (Gramsci, 1971; Freire, 1970; Robeyns, 2005; Galvaan & Peters, 2013). This is achieved through analysing existing core papers on these subjects.

Keywords: Critical Occupational Therapy, Capability Approach, Capabilities, Occupational Justice, Occupation-based Community Development, Development Perspectives.

Questions for the discussion

- How can we draw on alternative development theories, such as the Capability Approach, to inform our practice?
- How can we further position Occupational Science and OT practice, such as ObCD, within development practice, for grassroots transformation and in influencing development policy at a transnational level?

Bibliography

- Baillard, A. (2014). Justice, Difference, and the Capability to Function. *Journal of Occupational Science*. pp.1-14. <http://www.tandfonline.com/loi/rocc20>
- Duncan, E. (2014). Occupational Therapy Thinking in Development Practice. In J. Creek and M. Cole, (Eds.) *Professional Reasoning in Occupational Therapy: An International Perspective*: New York, SLACK Inc.
- Escobar, A. (1995). *Encountering Development: The making and unmaking of the Third World*. Princeton, New Jersey: Princeton University Press.
- Freire, P. (1970). *Pedagogy of the Oppressed*. London: Penguin Books.
- Galvaan, R. & Peters, L. (2013). Occupation-based community development framework. Available from: <https://vula.uct.ac.za/access/content/group/9c29ba04-b1ee-49b9-8c85-9a468b556ce2/OBPDF/index.html>.
- Galvaan, R. & Peters, L. (2017). Occupation-based Community Development: Confronting the Politics of Occupation. In D. Sakellariou & N. Pollard, (Eds.) *Occupational Therapies Without Borders: Integrating Justice with Practice*. London: Elsevier Health Sciences. 283-291. [In Press]
- Gough, I. & McGregor, J.A. (2007). *Wellbeing in Developing Countries: From Theory to Research*. UK: Cambridge University Press.
- Gramsci, A. (1971). *Selections from the Prison Notebooks*. New York: International.
- Hammell, K. & Iwama, M. (2012). Well-being and occupational rights: An imperative for critical occupational therapy. *Scandinavian Journal of Occupational Therapy*. 2012(19), pp.385–394
- Hammell K.W. (2011). Resisting theoretical imperialism in the disciplines of occupational science and occupational therapy. *British Journal of Occupational Therapies*. (74) pp.27–33. DOI:10.4276/03080221X12947686093602.
- Hocking, C. (2013). Book review. [Review of Health justice: An argument from the capabilities approach]. *Journal of Occupational Science*. doi:10.1080/14427591.2013.864222
- Nussbaum, M. (2011). *Creating capabilities: The human development approach*. Cambridge, MA: Harvard University Press.
- Ramugondo, E.L. & Kronenberg, F. (2015). Explaining collective occupations from a human relations perspective: Bridging the individual collective dichotomy. *Journal of Occupational Science*, 22(1), pp. 3–16. doi:10.1080/14427591.2013.781920
- Robeyns, I. (2005). The capability approach: A theoretical survey. *Journal of Human Development*, 6(1), pp. 93–114. doi:10.1080/146498805200034266
- Sen, A. (1999). *Development as freedom*. New York, NY: Alfred A. Knopf.
- Sen, A. (2009). *The idea of justice*. Cambridge, MA: Harvard University Press.
- Sewell Jr, W. (1992). A theory of structure: Duality, agency, and transformation. *American Journal of Sociology*, 98(1), pp. 1-29.
- Townsend, E. (2012). Boundaries and Bridges to Adult Mental Health: Critical Occupational and Capabilities Perspectives of Justice. *Journal of Occupational Science*, 19(1), pp. 8–24. <https://doi.org/10.1080/14427591.2011.639723>
- Wilcock, A. (1998). Doing, Being Becoming. *Canadian Journal of Occupational Therapy*, 65(5), pp. 248–257. doi:10.1177/000841749806500501

▷ 14:30–15:00

An Occupation-Based Concept to Promote Language Development and Raise Ecological Awareness in Kindergarten Children: Experiences with an Interprofessional Project in a low SES City District

SANDRA SCHILLER, ANJA SIEMENS

HAWK Hildesheim, Germany; ✉ sandra.schiller@hawk-hhg.de

Background/rationale: This paper presents the experience gained from a university project organized by a group of speech and language therapists in cooperation with two kindergartens in a city district with a low socioeconomic background. Kindergartens are important settings for language development, in particular for children with migrant background. Professional practice in early childhood education and speech and language therapy has increasingly focused on language promotion based on the everyday conversations prompted by daily activities and interactions in kindergartens (Simon & Sachse 2011). City districts with a low socioeconomic background are often also characterized by a scarcity of green areas, so children often lack experiences with nature and knowledge about gardening as a source of food production. The project explored whether a community garden is a suitable setting to promote language development combined with knowledge about gardening in kindergarten children. Speech and language therapists in cooperation with early childhood educators created a concept for groups of children from the age of 3 to 5, which was conducted with the help of volunteers in May and June 2016.

Statement of intent: After outlining the concept to promote language development based on gardening activities, the experiences

gained from the project will be critically discussed in the context of recent occupational science scholarship on “ecological occupations” (Persson & Erlandsson 2014; Wagman 2014; Townsend 2015).

Argument: In this project, gardening as a socioecologically meaningful occupation provided the common ground for a cooperation of speech and language therapists, early childhood educators, gardening activists and volunteers to support language development in kindergarten children. The evaluation based on video analysis and an interview with the early childhood educators showed that a community garden can be a stimulating environment to combine activity-based language promotion with learning about gardening as an occupation. Additionally, the project contributed to the supportive network for the community garden in the city district.

Conclusion: In addition to presenting an innovative, interprofessional occupation-based approach in a community garden, the project highlights the complex meaning of gardening as an ecological occupation that calls for a critical socioeconomic analysis of the role of urban gardening in low SES city districts (Schiller et al. 2017) and how gardening can be experienced at an early age.

Questions for the discussion

1. What are examples of occupation-based language promotion?
2. How can gardening as an ecological occupation be supported in low SES city districts?

Bibliography

- Persson, D. & Erlandsson, L.-K. (2014). Ecopation: Connecting Sustainability, Glocalisation and Well-being, *Journal of Occupational Science*, 21:1, 12-24
- Schiller et al. (2017). The transformative potential of urban gardening: Experiences with collective occupations in changing the physical environment and fostering a sense of community in a low-income city quarter in Hildesheim, Germany. In: Hanneke van Bruggen et al. And a Seed Was Planted: Occupation Based Approaches for Social Inclusion. London: Whiting & Birch (published in April 2017)
- Simon, S. & Sachse, S. (2011). Sprachförderung in der Kindertagesstätte - Verbessert ein Interaktionstraining das sprachförderliche Verhalten von Erzieherinnen. *Empirische Pädagogik*, 25 (4), 462-480.
- Townsend, E (2015). Critical Occupational Literacy: Thinking about Occupational Justice, Ecological Sustainability, and Aging in Everyday Life, *Journal of Occupational Science*, 22:4, 389-402
- Wagman, P. (2014). How to contribute occupationally to ecological sustainability: A literature review, *Scandinavian Journal of Occupational Therapy*, 21:3, 161-165

▷ 15:00–15:30

We have Arrived: Life Transition from an Occupational PerspectiveSUSAN FORWELL¹, K. LEE BUNTING, L. KASINSKY, J. HELLAND, J. ROMANYK, T. YOUNG¹University of British Columbia, Canada; ✉ susan.forwell@ubc.ca

Introduction: The occupation literature addressing life transitions from an occupation perspective have reached a critical mass with over 40 papers addressing predictable and more than 35 articles related to unpredictable transitions. Despite this sizable body of work, there is no definition or model of life transition from an occupation perspective to guide the inquiry. In the non-occupation literature, however, there are at least seven models of life transition models that lack sensitivity to the occupation complexities of life transitions.

Theoretical argument: The purpose of this paper is to propose a definition and emerging model of life transition from an occupation perspective based on a series of studies using an iterative, systematic process. To inform this work, to date, nine studies have been completed—four integrative or literature reviews, one retrospective examination, and four prospective qualitative studies. The focus of the reviews showed that there is a growing occupation literature on life transition, and that these developments are sufficient to embark on a preliminary model and introduction of a definition from an occupation perspective. The retrospective and prospective studies

included individuals transitioning from institutional to independent living; the transition of parents with a child moving into high school; parents of a disabled child relocating from Asia to Canada and students moving from university to the workplace. Each of these continued to shape and hone the life transition definition and model from occupational perspective.

Discussion: The development of a definition and model of life transition from an occupational perspective based on a considerable body of work offers a robust platform for future work that informs those both within and outside the discipline of occupational science. Limitations of this work include small studies though various methods were used and limited cultural diversity.

Unique Contribution: The introduction of this definition and model are timely and imperative as it is insufficient to rely on understandings from other disciplinary perspectives to inform OS about life transitions and it is not acceptable that characteristics and processes derived from OS related to life transitions are not debated and informing other disciplines.

Bibliography

1. Crider, C, Calder, R, Lee Bunting, K & Forwell, S.J. An Occupational Perspective of Transition: An Integrative Review *Journal of Occupational Science*. 2014; 21(3): 1-16. DOI:10.1080/14427591.2014.922913
2. Scalzo, K., Suto, M. & Forwell, S.J. An Integrative Review Exploring Transition Following an Unexpected Health-Related Trauma. *Journal of Occupational Science*. 2016; 23(4), 464-483. DOI:10.1080/14427591.2016.1223742

Session 5.3:**Methodologies and Theories for Occupational Science****Time:** 14:00–15:30**Location:** HIA 103/104

▷ 14:00–14:30

Case Study Methodology and the Study of Occupation**SIGRUN KRISTIN JONASDOTTIR, CARRI HAND, JAN POLGAR**

Western University, Canada; ✉ sjonasdo@uwo.ca

Background: Within the field of occupational science, various methodologies for studying human occupation have been explored and discussed in recent years (Nayar & Stanley, 2015). Case study methodology, which can be defined as an in-depth study of a phenomenon (a case) in its real-life context (Merriam, 1997; Simons, 2009; Stake, 1995; Yin, 2014), seems to have gained limited attention, despite being recognized as useful “to understand the complexities of occupation, as a phenomenon embedded in the messiness of people’s everyday lives” (Jones & Hocking, 2015 p.134). The term “case study” is used vaguely and inconsistently within the literature, potentially obscuring the value that case study methodology could offer to the study of occupation.

Statement of intent: This theoretical paper will give an overview of the assumptions and characteristics of case study methodology,

and explore how the approach has been used in occupational science and therapy literature, and how it may be used to study occupation in the future.

Conclusion and description of the importance of the paper to occupational science: This paper can help occupational scientists to understand, and see the value of, case study methodology as a useful approach to study human complexities in its context, using various means to collect data. Case study methodology offers a creative and flexible way to look at a specific bounded case (or cases) from various perspectives, to get a holistic and deep understanding of it. Potential ways of using case study methodology to study human occupation will be discussed, which may help inspire occupational scientists, and guide them, when choosing between diverse methodologies to build the occupational science research in the future.

Keywords

Research methodology, Case study, Occupational science

Questions for the discussion

- How could case study methodology help to better understand your area of interest?
- What research questions do you have that are congruent with a case study methodology approach?
- What may be the challenges for using case study methodology for research?

Bibliography

- Jones, M., & Hocking, C. (2015). Case study methodology: The particular and the whole. In *Qualitative research methodologies for occupational science and therapy*. Routledge.
- Merriam, S. B. (1997). *Qualitative Research and Case Study Applications in Education*. Jossey-Bass.
- Nayar, S., & Stanley, M. (2015). *Qualitative research methodologies for occupational science and therapy*. Routledge. <http://doi.org/10.4324/9780203383216>
- Simons, H. (2009). *Case Study Research in Practice*. SAGE.
- Stake, R. E. (1995). *The Art of Case Study Research*. SAGE.
- Yin, R. K. (2014). *Case Study Research* (5 ed.). Thousand Oaks.

▷ 14:30–15:00

The Creativity of Action:**On the Contribution of Hans Joas to a Transactional Perspective in Occupational Science****CHRISTIAN POSTERT**

University of Applied Health Sciences Bochum, Germany; ✉ christian.postert@hs-gesundheit.de

Background/rationale: Transactional approaches become more and more influential in Occupational Science (Cutchin & Dickie 2012, 2013). Many of them are strongly inspired by proponents of American pragmatism like John Dewey (1938).

Statement of intent: Contemporary pragmatists like the German sociologist Hans Joas (1996) also have a lot to offer to a transactional theory of occupation, but have not yet been sufficiently appreciated in Occupational Science.

Argument: Hans Joas developed a sophisticated theory addressing problems inherent in rational theories of action and focussing on

creativity of action in everyday situations instead. Its relevance to Occupational Science will be demonstrated using examples from diverse contexts.

Conclusion: Joas focusses on the relationship between creative and habitual elements in everyday action and thus complements and elaborates earlier pragmatist approaches.

Description of the importance of the paper to occupational science: The purpose of this talk is to demonstrate the great potential Joas’ notion of creative action has for developing a sound conceptual basis for Occupational Science.

Keywords

Creativity, action, Hans Joas

Questions for the discussion

- Is Joas introducing another dichotomy between creativity and habitual action that should be avoided from a transactional perspective? Are there alternative solutions?

Bibliography

- Cutchin, Malcolm P. & Virginia A. Dickie (eds.) (2013). *Transactional perspectives on occupation*. New York: Springer.
- Cutchin, Malcolm P. & Dickie, Virginia A. (2012). Transactionalism: Occupational science and the pragmatic attitude. In: G. Whiteford & C. Hocking (eds), *Critical perspectives on occupational science: Society, inclusion, participation*, pp. 23-37. London: Wiley.
- Dewey, John (1938). *Logic: The theory of inquiry*. New York: Holt, Rinehart & Winston.
- Joas, Hans (1996). *The creativity of action*. Chicago: University of Chicago Press.

▷ 15:00–15:30

"The Onions are Your Task from now Mr. Adler." -**'Co-laborative' Approaches and Analysis of Everyday Occupation in a Psychiatric Ward**JULIE SASCIA MEWES¹, MICHELLE ELLIOT², KIM LEE³

¹Humboldt-Universität zu Berlin, Germany; ²Queen Margaret University, Edinburgh, Scotland; ³University College of Southern Denmark, Esbjerg, Denmark; ✉julie.mewes@hu-berlin.de

This presentation seeks to acknowledge the historical tendency within occupational science to present a single or conclusive 'truth' despite appreciation for the involvement of contexts, systems and power. The three authors will discuss how multi-vocal analytical approaches on a single data set can highlight the complexity of occupation in in-situ practices. We are drawing from detailed ethnographic field notes and observations within an inpatient mental health setting and its occupational therapy service. The researchers, who have professional backgrounds in social anthropology, occupational therapy and occupational science each bring a different theoretical and conceptual frame to consider a single 'ordinary' event - the occupation of food preparation and cooking. Sociomaterial arrangement, social identification processes and 'figured world' objects symbolism will be introduced separately along with the insights gleaned through these analytic lenses. Each of these perspectives will then be brought into discussion to highlight how similarities and differences emerge from alternative theoretical conceptualisations.

Through close examination of the relational dimensions to the social objects and actors in our worlds we deepen and broaden the acknowledgement of the complexity of occupations in everyday life. With the adoption of an international, interdisciplinary, multi-theoretical 'co-laborative' analytical process, we show that the perspective and position of the researcher is of fundamental importance to the interpretations and resulting understandings of occupation. Niewöhner's proposal for 'co-laborative' empirical study is a neologism combining associations to laboratory and experiment as well as with labour, introducing an alternative mode of anthropological engagement through "temporary, non-teleological, joint epistemic work aimed at producing disciplinary reflexivities" (Niewöhner, 2016, p. 2). Our analysis is an appropriation of 'co-laborative' working. It recognizes the iterative nature of the development of knowledge yet is a deviation from Niewöhner's non-teleological conceptualisation. We have adopted an approach that is an intentional and transparent albeit temporary engagement in analytic collaboration. Nevertheless, we argue that multi-vocal theoretical analysis might be a way to produce alternating disciplinary reflexivities; cutting through the layers to reveal a diversity of perspectives on occupation.

Keywords

ethnography, interdisciplinarity, multi-vocal analysis

Questions for the discussion

1. What are the strengths and limitations to undertaking ethnographic analysis from a multi-vocal perspective?
2. How might a 'co-laborative' approach be further or critically considered in occupational science?
3. How can a multi-vocal perspective further enhance the occupational science conceptualisation of occupation?

Bibliography

- Elliot, M. L. (2012). Figured world of eating disorders: Occupations of illness. *Canadian Journal of Occupational Therapy*, 79(1), 15-22.
- Holland, D., Lachicotte, W., Skinner, D. C., & Cain, C. (1998). *Identity and Agency in Cultural Worlds*. Cambridge, MA: Harvard University Press.
- Jenkins, R. (2004). *Social identity* (4 ed.). London / New York: Routledge.
- Niewöhner, J. (2016). Co-Laborative Anthropology: Crafting Reflexivities experimentally [finnish translation]. In J. Jouhki & T. Steel (Eds.), *Ethnologinen tulkinta ja analyysi. Kohti avoimempaa tutkimusprosessia* (pp. 81-125). Helsinki: Ethnos.
- Rudman, D. L., Dennhardt, S., Fok, D., Huot, S., Molke, D., Park, A., et al. (2008). A vision for occupational science: Reflecting on our disciplinary culture. *Journal of Occupational Science*, 15(3), 136-146.
- Schatzki, T. R., Knorr-Cetina, K., & von Savigny, E. (2001). *The Practice Turn in Contemporary Theory*. London / New York: Routledge.

Session 5.4:**Meaning of Employment and Precarious Work****Time:** 14:00–15:30**Location:** HIA 101

▷ 14:00–14:30

Shaping Precarity:**Governing the Occupations of Service Providers and Service Recipients in the Employment Services Sector**DEBBIE LALIBERTE RUDMAN¹, REBECCA ALDRICH²¹University of Western Ontario, Canada; ²Saint Louis University, USA; ✉ drudman@uwo.ca

Purpose: Many member nations of the Organization for Economic Cooperation and Development have re-configured employment policies and services according to a combined paradigm of neoliberal activation and austerity. Within this reconfiguration, policies and services download the problem of unemployment, and its resolution, to individuals; restrict access to and decrease the value of state-funded benefits; and emphasize activating citizens 'at risk' of dependency as self-reliant, productive citizens who take the 'quickest-route-to-work' possible. While governmentality-informed studies have examined subject positions made possible for service providers and recipients within these reconfigurations, few studies have focused on implications for the ways of doing, or occupational possibilities, of service providers and service recipients in the employment service sector.

Methods: Within this presentation, data drawn from the Canadian site of a Canadian-United States collaborative ethnographic study will illuminate how service provision and individual negotiations of unemployment are shaped through contemporary policy approaches. Data include interviews and observations conducted with 12 front-line service providers, and interviews, observations, activity diaries, and occupational mapping with 12 self-identified long-term unemployed people. Using critical discourse and narrative analysis informed by a critical occupational science perspective, street level bureaucracy and governmentality theory, we address how service

providers and recipients negotiated the paradigm of neoliberal activation and austerity, as well as how these negotiations related to the occupations carried out in their work and everyday lives.

Findings: Both front-line service providers and service seekers experienced precarity, that is a pervasive uncertainty regarding the conditions of their work and/or everyday experience. This sense of precarity shaped ways of doing relative to dominant constructions of long-term unemployment; for example, front-line service providers enacted service approaches aligned with a neoliberal framing of unemployment as an individual problem and responsibility, even when aware of structural barriers faced by clients. As well, service providers and clients both took up 'work first' approaches that framed precarious work as a route out of unemployment. However, resistance to dominant constructions was evident amongst some participants, despite the fact that such resistance could enhance precarity.

Implications for occupational science: Within contemporary neoliberal contexts, various strategies, such as integrating new public management into public services and restricting benefit receipt, govern service providers and service recipients by shaping precarity. Understanding this approach to governance can illuminate the politics of occupation and the ways it is shaped by structural factors, both of which point to areas for action to promote occupational justice.

▷ 14:30–15:00

Paid Work and Basic Income - Reflections from the Perspective of Arendt's Vita Activa

INGER JANSSON, PETRA WAGMAN

Jönköping University, Sweden; ✉ inger.jansson@ju.se

Background: Hannah Arendt, a German - Jewish philosopher, has in her work, "The Human Condition", explored conditions for human activity.

Arendt presents three, for all humans, fundamental modalities; labour, work and action which she labels vita activa. Labour is the recurring repetitive activities that must be constantly made to maintain our biological existence i.e. consumption. Work means activities that give rise to an artificial world of things, that is, products and phenomena created by people with the purpose to be durable and used. Action is the activity that takes place between people. Action means to take the initiative and to start something together with others. Thus, action is characterized by unpredictability. According to Arendt it is in the action modality that humans attain freedom. However, modern working life is mainly designed after the labour modality even though we have the technical and practical prerequisites to devote ourselves to action.

Statement of intent: The objective of this presentation is to describe similarities and differences between vita activa and occupational science, also to reflect on the significance of paid work from the perspective of vita activa.

Argument: The jobs strategy is referred to as important in promoting economic growth and hence demands as many people as possible in working life. Working life is mainly organized in a repetitive manner following the labour modality with an accelerating spiral of production and consumption. High demands on productivity together with lack of the action modality can be draining and lead to ill-health and alienation. In many countries, a basic income is considered. When basic income is discussed it is the income for survival and making a living that is intended, i. e. corresponding to the labour modality. Basic income could be regarded as a veiled consideration, with the real purpose to set people who don't manage work, aside. But if groups of people could be liberated from working life, they could have better possibilities for taking part in the action modality.

Conclusion and questions for discussion: Following Arendt's thoughts, growth that is considered important in working life may be more relevant for the action modality than for the labour modality.

Arendt's thoughts may also be applied to other problems in modern society, such as the current situation with refugees with limited access to all modalities. Her ideas are also relevant considering the recognition now given to humans' impact on the climate

Keywords

Research methodology, Case study, Occupational science

Questions for the discussion

- How could case study methodology help to better understand your area of interest?
- What research questions do you have that are congruent with a case study methodology approach?
- What may be the challenges for using case study methodology for research

Bibliography

- Jansson I, Wagman P. Hannah Arendt's vita activa: A valuable contribution to occupational science. *Journal of Occupational Science*. Published online: 31 Jan 2017. DOI:10.1080/14427591.2016.1277780
- Jansson I, Björklund A, Perseus K-I, Gunnarsson AB. The concept of 'work ability' from the view point of employers. *Work*. 2015;52(1):153-67. DOI:10.3233/WOR-152037
- Jansson I, Gunnarsson AB, Björklund A, Brudin L, Perseus K-I. Problem-based self-care groups versus cognitive behavioural therapy for persons on sick leave due to common mental disorders: a randomised controlled study. *Journal of Occupational Rehabilitation*. 2015;25(1):127-40. DOI:10.1007/s10926-014-9530-9
- Jansson I, Perseus K-I, Gunnarsson AB, Björklund A. Work and everyday activities: experiences from two interventions addressing people with common mental disorders. *Scandinavian Journal of Occupational Therapy*. 2014; 21(4): 295–304. DOI: 10.3109/11038128.2014.894572

▷ 15:00–15:30

The Impact of the Economic Crisis on the Relationship Between Employment and Health in Spain

VEIGA-SEIJO SILVIA¹, FARIAS VERA LISETTE², RIVAS-QUARNETI NATALIA³

¹University of A Coruña, Spain; ²University of Western Ontario, London, Ontario, Canada; ³Brunel University London, United Kingdom;

✉ silviaveigasei@gmail.com

Background/rationale: Occupation has been conceptualized as essential to human beings, based on the belief that engagement in occupation is health promoting (Wilcock, 1993; Stewart, Fischer, Hirji & Davis, 2016). From this standpoint, work or employment is viewed as an essential occupation for people's personal development and participation in social life (O' Brien, 2017). As such, the role of worker is considered as indispensable in the transition to adulthood in certain cultures, and as part of the social expectations of different communities (Romero & Moruno, 2003; Lohman & Peyton 1997). However, the assumption that engagement in employment has positive consequences fails to account for experiences in work-related occupations that may be precarious, risky or illness producing.

Purpose: This study aims to explore the relationship between precarious employment and health from an occupational justice perspective to advance situated understandings of occupation that go beyond the classifications of healthy or unhealthy.

Methods: This qualitative study used semistructured interviews and a process of reflexivity as main data collection methods. The researcher met two times with each participant; first to conduct a semistructured interview and then to reflect together regarding the

data collected and the researcher's first interpretations. Adopting a kaleidoscope metaphor and constant comparison techniques (Dye et al, 2000) the experiences of four participants were analyzed taking into consideration the impact of the Spanish economic crisis on social policy and services.

Results: Findings illustrate the complex relationships between the economic crisis and the emergence of precarious work in Spain. They also demonstrate that occupations classified as employment can give meaning to live as well as create negative effects on people's health and wellbeing. Finally, the findings exemplified that not all occupations can be classified as healthy or unhealthy since they change over time, shaped by the context in which they are enacted.

Implications for occupational science: The findings have implications for the conceptualisation of occupation, including the relationships between context, occupation and health. They facilitate questioning of the relationship between occupation and health as positive, and open up possibilities for understandings of employment as embedded within political, social, cultural and economical factors.

Keywords

Research methodology, Case study, Occupational science

Objectives for discussion period

- Facilitate reflection regarding the fundamental assumptions shaping employment as occupation,
- promote dialogue regarding the importance of analysing issues related to occupational (in)justice as socio-politically situated, and
- open up discussion regarding the need for occupational analysis that informed by critical and justice perspectives.

Bibliography

- Dye, J., Schatz, I., Rosenberg, B., & Coleman, S. (2000). Constant Comparison Method: A Kaleidoscope of Data. *The Qualitative Report*, 4 (1-2).
- Lohman, H. & Peyton, C. (1997). The influence of conceptual models on work in occupational therapy history. *Work*, 9(3), 209-219.
- O'Brien C. J. (2017). Philosophical principles and values in occupational therapy. In J. C. O'Brien (Ed.), *Introduction to occupational therapy* (5th Ed., pp. 25-31) St. Louis, USA: Elsevier.
- Romero Ayuso, D. & Moruno Millares, P. (2003). *Terapia Ocupacional: Teoría y técnicas*. Barcelona, España: Masson.
- Stewart, K. E., Fischer, T. M., Hirji, R., & Davis, J. A. (2016). Toward the reconceptualization of the relationship between occupation and health and well-being. *Canadian Journal of Occupational Therapy*, 83(4), 249-259. doi:10.1177/0008417415625425
- 10.3109/11038128.2014.894572

Session 5.5: Panel Session: Work and Return to Work as Occupation

Time: 14:00–15:30

Location: HIA E01

▷ 14:00–15:30

Work and Return to Work as Occupation in the Context of Living with Spinal Cord Injury, Stroke, and Stress-Related ill Health

ERIC ASABA¹, GUNILLA ERIKSSON, ANNIKA ÖST-NILSSON, LISA HOLMLUND, THERESE HELLMAN

¹Karolinska Institutet; ✉eric.asaba@ki.se

Subject: Facing a disruption in working life due to an accident, disease, or life circumstances is a challenge with which many struggle. The public debate about work, as paid employment, often focuses on a rhetoric resting on ideas about an economic burden to society or problems appropriated to certain groups of people on an individual level. In this panel the concept of work is addressed as occupation and thus understood as more than mere paid employment. Furthermore, work is explored as co-constructed and symbolically charged. Concepts of identities and occupational justice will be addressed.

Aim: The aim of this panel is to examine work as occupation with particular focus on symbolism, identities, and co-construction of work in the context of return to work (RTW).

Methods: Empirical illustrations draw from three research projects with persons who have spinal cord injury (n=15), stroke (n=7), or stress-related ill health (n=5). Data were gathered using qualitative interviewing (n=20), participant observations (n=8), photovoice (n=6), and measures from feasibility studies (ongoing).

Results/intent: Findings indicate that falling out of paid employment often involves feelings of alienation or disenfranchisement, despite high expectations early after an accident/illness. Supporting RTW requires an unpacking of the meaning of work as well as approaches that are localized in real situations. Although individual skills are important in rehabilitation, work needs to be understood for its symbolic capital and how a person sees him/herself, is seen by others, and thinks that he/she is seen by others in work situations.

Importance for occupational science: Framing work as occupation can enrich coordination of and the content of return to work processes. Work is too often reduced to something requiring certain skills for which people are remunerated. Critically exploring work as occupation conceptually places work within a broader knowledge continuum important for future applications such as in RTW rehabilitation.

Keywords

Return to work, identity, disability

Objectives for discussion

The panel will serve as a trigger to critically explore alternatives to traditional work-leisure dichotomies; modern societies with growing diversity challenge us to reconsider the form, function, and meaning of work in order to support working life

Timetable

- Introduction (10 min)
- Three papers (30 min)
- Concepts of occupation (20)
- Panel discussion with audience engagement (30 min)

Bibliography

- Asaba, E. & Jackson, E. (2011). Social ideologies embedded in everyday life: A narrative analysis about disability, identities, and occupation. *Journal of Occupational Science*, 18(2), 139-152.
- Asaba, E., Laliberte-Rudman, D., Mondaca, M., and Park, M. (2014). Visual methods: A focus on photovoice. In: Stanley, M., & Nayar, S. editors. *Qualitative Research Methods in Occupational Science and Occupational Therapy*. Routledge.
- Bergmark, L., Westgren, N. & Asaba, E. 2011. Returning to work after spinal cord injury: exploring young adults' early expectations and experience. *Disability and Rehabilitation*, 33, 2553-2558.
- Bergström, A., Eriksson, G., Asaba, E., Eriksson, A., & Tham, K. (2014). Complex negotiations: The lived experience of enacting agency after a stroke. *Scandinavian Journal of Occupational Therapy*.
- Costa-Black, K., Feuerstein, M. & Loisel, P. Work disability models: past and present. In: Loisel P and Anema JR (eds). *Handbook of work disability, prevention and management*. New York: Springer Science Business Media, 2013, pp. 71-94.
- Hellman, T., Bergström, A., Eriksson, G., Hansen Falkdal, A. & Johansson, U. (2016). Return to work after stroke—important factors shared and contrasted by five stakeholder groups. *Work*. 55, 901-911.
- Hellman, T., Jonsson, H., Johansson, U. & Tham, K. (2013). Connecting rehabilitation and everyday life - the lived experience among women with stress-related ill health. *Disability and Rehabilitation*. 35, 1790-1797.
- Öst Nilsson A, Eriksson G, Johansson U, Hellman, T. (2016). Experiences of the return to work process after stroke while participating in a person-centred rehabilitation programme. *Scandinavian Journal of Occupational Therapy*, early online

Session 6.1:**Situating Occupation within Nursing Homes****Time:** 16:15–17:15**Location:** HIA E03

▷ 16:15–16:45

**Constructing and Reframing the Context of Occupation:
Imaginary Occupational Situations of People with Dementia**

KATHARINA MARIA RÖSE

HAWK Hildesheim/Holzminden/Göttingen, Germany; ✉ Katharina.Roese@hawk-hhg.de

Purpose: From a transactional perspective occupation is situated and contextual. Occupational situations include context and occupation, build a transactional whole with the person and contain intersubjective and cultural beliefs of doing. With changes in the person-situation whole occupational situations become problematic (Cutchin & Dickie 2012). Dementia-specific loss of capacities and the relocation into a nursing home require people to resituate their occupation within this new context. This research paper focuses on the relationship between context and occupation of people with dementia in nursing homes, and investigates in which way people with dementia create and reconstruct occupational situations.

Methods: Using the constructivist grounded theory methodology (Charmaz 2014) and ethnographic-participant observation different occupational situations for residents with dementia were studied in two German nursing homes. In an iterative research-process data were coded and continually compared. Ethical approval was obtained.

Results: Residents leave the intersubjective and cultural everyday practice. They reconstruct and reform the context of occupation and create 'imaginary subjectively constructed situations'. People with dementia locate occupation situationally and temporally; these im-

aginary occupational situations are undergoing a change from one moment to another. This creates an elusiveness of the moment. Six interacting themes emerged which elucidate these imaginary occupational situations: 'Reframing places into strange and familiar', 'locating occupation in an imaginary period of time', 'calling people from the past into present, and reframing people from strange into familiar', 'reinterpreting current pre-structured situations in familiar situations', 'developing creative, modified and imaginary ways of doing', and 'preferring occupation which facilitate being and belonging'. Imaginary occupational situations are sometimes scarcely perceptible for other people, but occasionally residents encounter each other within their imaginary world.

Implications related to occupational science: The transactional perspective supports a nuanced comprehension of the relationship between occupation and context. The results elucidate in which way people with dementia construct and reframe context and occupation, and create imaginary subjective occupational situations. By distinguishing between subjective and intersubjective parts of occupational situations this study contributes new understandings about the context of occupation to occupational science.

Questions for the discussion

- Are imaginary occupational situations dementia-specific or can this construct be transferred to other groups of people?
- In which way are we able to appreciate the imaginary world of people with dementia?

Bibliography

- Charmaz, K. (2014): *Constructing Grounded Theory*. 2nd Ed. London: SAGE.
- Cutchin, M. P. & Dickie, V. A. (2012): Transactionalism: Occupational Science and the Pragmatic Attitude. In: G. E. Whiteford & C. Hocking (Ed.): *Occupational Science: Society, Inclusion, Participation*. Oxford: Wiley-Blackwell, 23-37.

▷ 16:45–17:15

The Impact of Transition into a Care Home on Older Slovenians' Meaningful OccupationsTANJA KRIZAJ¹, ANNE ROBERTS, ALISON WARREN, ANITA SLADE¹Plymouth University, United Kingdom; ✉ tanja.krizaj@plymouth.ac.uk

Statement of purpose: This phenomenological study explored how transition into a care home influenced Slovenian older people's occupational engagement, including their meaningful occupations.

Description of methods: A longitudinal, phenomenological research approach was employed. Semi-structured interviews with six Slovenian older adults, transitioning into a care home, were conducted at three-time points: before the relocation, one month and six months after the relocation. Interpretative phenomenological analysis (Smith, Flowers and Larkin, 2009) was used for approaching and analysing the data.

Report of results: This presentation will discuss two major themes from the findings: Holding on to What I do and The time of loss and acceptance. Although some of the participants' everyday occupations were challenged throughout the transition period, they strived to maintain their continuous engagement in meaningful occupations,

as an important part of their identity. They purposefully engaged in health-promoting occupations in order to maintain health, which in turn influenced their occupational engagement. Places they belonged to and where they engaged in their occupations were identified as significant in generating and maintaining meaning in occupation.

Implications related to occupational science: These findings add to the occupational science body of knowledge regarding how older people's experiences of engagement in meaningful occupations are affected by the change of the living environment, over a period of time. The research also indicates the need to develop therapeutic programmes and services to support older adults maintaining their meaningful occupations as an important part of their identity when transitioning into a care home.

Session 6.2: Short Panel Session:**Creativity for People in Vulnerable Life Situations****Time:** 16:15–17:15**Location:** HIA 102

▷ 16:15–17:15

Creativity for People in Vulnerable Life Situations:**Emerging Understandings of Creativity in Occupational Science Perspectives**KAREN LA COUR¹, HELLE A. PEDERSEN², BODIL W. HANSEN³, SISSEL HORGHAGEN⁴¹Department of Public Health, University of Southern Denmark, Denmark; ²Psychiatric Hospital of Southern Denmark, Denmark; ³University College Metropol, Copenhagen, Denmark; ⁴Norways Technology and Natural Science University; Norway;

✉ klacour@health.sdu.dk, ✉ hape@regionsjaelland.dk, ✉ BWAHA@phmetropol.dk, ✉ sissel.horghagen@ntnu.no

From an occupational science perspective human life and existence takes place through the doing of activity such as creative activity. According to Schmid creativity involves “the capacity to think and act in original ways, to be inventive, to be imaginative and to find new and original solutions to needs, problems and forms of expression”. Hence, creative activity can be used and understood in multiple ways depending on the ways in which creativity is enacted, under given life circumstances and theoretical positions of explanation.

Worldwide increasing numbers of people live in vulnerable life situations, from living with life-threatening illness as advanced cancer or dealing with social isolation due to unemployment or struggling with everyday life challenges caused by mental illness and poverty. Providing opportunities for creative engagement can promote personal, social and environmental transformations for people in such vulnerable circumstances to move from victimized to empowered possibilities from, which they can take agency and manage problematic situations in local contexts of living.

Occupational scientists draw on different philosophical, theoretical and methodological traditions to explore and explain the potentials of creative activity

Parallel with changes in life conditions for people around the world occupational scientists has in recent years moved from focusing on the individual to embracing the transactions with social others, environments of given societal and cultural contexts.

Further development of theoretical resources about creativity from an occupational science perspective may enhance contemporary understandings of creativity and its potentials.

The aim of this panel is to present and discuss emerging understandings and approaches to creativity in occupational perspectives

To look at different positions from pragmatism to phenomenology and social practice theory in relation with the everyday life demands on people and societies we draw on studies of creativity in regard to:

- Immigrants and the potentials of transformation through creative theater
- The productive and restorative potentials of engaging in creating activities enhancing psychiatric rehabilitation
- Creativity, storytelling and social agents for people with life threatening illness and their next of kin

The panel will explore ways in which different theoretical positions when brought together with concrete examples from current practices can open for new understandings of creativity. We intend to critically explore creativity as a supportive means for empowering people in coping with the challenges of everyday living enhanced through creative activity in social relations and the midst of contradicting and difficult life situations as well as its possible risks

Bibliography

- la Cour, K., Ledderer, L. & Hansen, PH. (2016): Storytelling as part of cancer rehabilitation to support cancer patients and their relatives. *Journal of Psychosocial* Published online Sept 4th DOI: 10.1080/07347332.2016.1217964
- Horghagen S. The transformative potential of craft and creative occupations for people in vulnerable life situations. Doctoral thesis. Trondheim: Norwegian University of Science and Technology; 2014.
- Schmid T. Promoting health through creativity. London: Wiley Press; 2006.
- la Cour, K., Josephsson S. & Luborsky M. (2005). Creating Connections to Life during Life-Threatening Illness: Creative Activity Experienced by Elderly People and Occupational Therapists. *Scand J Occup Ther* 12 (3):98-109.

Session 6.3:**Individual Perspectives on Occupation in Particular Living Situations****Time:** 16:15–17:15**Location:** HIA 103/104

▷ 16:15–16:45

An Exploration of the Lived Experience of Codependency Through Interpretative Phenomenological Analysis. Implications for Occupational Science.INGRID BACON¹, ELIZABETH A. MCKAY², REYNOLDS FRANCES², ANNE MCINTYRE²¹London Southbank University, United Kingdom; ²Brunel University London, United Kingdom; ✉baconi@lsbu.ac.uk

Statement of purpose: Codependency is a highly contested construct featuring in the popular, clinical and research literature, in particular in the area of substance misuse (Beattie 2009, Denning 2010, Marks, Blore, Hine and Dear 2011). Within the scientific literature, the voices and lived experience of codependents are mostly unavailable.

This Interpretative Phenomenological Analysis (IPA) study explored the lived experiences of 8 individuals self-identified as codependents, who chose 12-Step recovery groups to frame their recovery process. The idiographic, phenomenological and hermeneutic aspects of the study captured how participants made sense of their experiences of codependency, and the impact of this on their occupational lives.

Methods: The information was collected over 6 months by means of three in-depth semi-structured interviews and a visual method in which participants selected and analysed objects or photographs which, for them, expressed the meaning of codependency.

Findings: Four main themes emerged from the analysis of the interviews: (1) Codependency experienced as real and tangible: 'Codependency explains everything'. (2) The chameleon-self: 'Codependency helps me to discover my sense of self'. (3) Seesawing through extremes in life: 'Like a seesaw, I feel out of control'. (4) Finding meaning in codependency through exploring family experiences: 'Down to childhood'.

Implication to occupational science: The study brings a new light on the lived experiences of codependency, from an insiders' perspective. The findings revealed that the experience of codependency frames these individuals' sense of identity, their occupational and relational lives, the way they view and experience life difficulties. Although the findings are not straightforwardly generalizable, they revealed codependents' occupational engagement and struggles related doing, being, becoming and belonging, adding an important novel aspect to occupational science. It is hoped that this study will bring awareness and invite occupational science research in this complex health care area.

Bibliography

- Beattie M., 2009. The new codependency: help and guidance for today's generation. N.Y.: Simon & Schuster, Inc.
- Denning P., 2010. Harm reduction therapy with families and friends of people with drug problems. *Journal of clinical psychology*, 66(2), pp. 164-174.
- Marks D.G., Blore R.L. and Hine D.W. and Dear E.G., 2011. Development and Validation of a revised measure of codependency. *Australian Journal of Psychology*, June, pp. 1-8.

▷ 16:45–17:15

What are the Experiences of UK very tall Young Adults in Relation to Managing Everyday Life and Well-Being

JULIE ANN BOOTH

Coventry University, United Kingdom; ✉j.booth@coventry.ac.uk

Statement of purpose: This research captures the occupational narrative of very tall UK young adults in relation to how they manage the diversity of their stature in everyday occupations. Lever et al (2007) highlight the paucity of research into psychosocial experiences of adults with tall stature, and uncover dissatisfaction with very tall stature. Taller adults are faced with challenges of engaging in everyday activities (Torre et al 2011, Firman et al (2012), which others may be unaware of, or may not take into consideration. Conversely productivity related opportunities and benefits have been uncovered for the taller worker (Judge and Cable 2004, Persico et al 2004).

Description of methods: Ethical approval has been gained from Coventry University for the initial phase of the study. Purposive and snowball sampling has enabled eight eligible participants to engage in the initial phase of the hermeneutic phenomenological study. Participants are between the ages of 18 and 40 years, with heights of ≥182cm for women and ≥197cm for men. Deep, rich data

has been collected via individual unstructured interview, with a follow up meeting to assist with data verification and interpretive phenomenological analysis.

Report of results: Early analysis identifies that 'living in a world built for smaller people' can impact on how the taller person engages in everyday occupations, which can subsequently influence well-being. 'Expectations to fit perceptions of societal stereotypes' are discussed. Strategies to assist occupational engagement and performance are uncovered.

Implications relating to occupational science: Sharing perceptions of experiences are likely to be perceived as emancipatory for the participants. The outcome will provide the opportunity for mutual support and a collective voice in terms of articulating the needs, challenges and benefits of having a very tall stature as a young adult in the UK. Sharing strategies may enhance occupational identity, occupational engagement and well-being for UK adults with a very tall stature.

Session 6.4:**Obtaining and Maintaining Choice, Control and Meaningful Occupations****Time:** 16:15–17:15**Location:** HIA 101

▷ 16:15–16:45

The Power of Doing: Self-Management Develops Through Doing of Everyday ActivitiesTON SATINK¹, STAFFAN JOSEPHSSON, JANA ZAJEC, EDITH CUP, BERT DE SWART, MARIA NIJHUIS-VAN DER SANDEN¹HAN University of Applied Sciences, Netherlands, The; ✉ ton.satink@han.nl

Statement of purpose: To manage social roles and life in general is a challenging part of self-management post-stroke. This study explored how stroke survivors acted as role managers with their spouses and how they gave meaning to their self-management post-stroke in the context of everyday activities.

Method: Two stroke survivors with a first time stroke living at home with a spouse were included. Data were generated through participant observations at their own environment at 3, 6, 9, 15 and 21 months post-discharge. The narrative analysis focused on the actions of participants.

Results: 'Situated doing' was central in stroke survivors' development of self-management and their sense of being in charge of everyday life. The 'doing', daily activities, can be understood as an arena where role management and a meaningful live is negotiated

and co-constructed with others. 'Doing' provided stroke survivors with an arena to explore, experience and develop self-management and co-management and the feeling of being in charge. Everyday activities gave stroke survivors and their spouses insight into stroke survivors' capacities in daily situations. This was sometimes empowering, and other times conflicting when a spouse had negative perceptions of the abilities of the stroke survivors.

Implications related to occupational science: The narratives in actions, observing persons in everyday situations provides researchers and professionals with concrete pictures of persons' performance in daily activities. Moreover, it helps to unravel and further understand the process of doing in daily situations. It showed how the 'doing' as arena to negotiate in daily life can support persons in changing processes.

Questions for the discussion:

- Narratives in actions
- The process of doing

Bibliography

- Satink, T., Cup EH, de Swart BJ, Nijhuis-van der Sanden MW. (2015) How is self-management perceived by community living people after a stroke? A focus group study. *Disabil Rehabil*;37(3):223-30.
- Satink, T., Cup EH, de Swart BJ, Nijhuis-van der Sanden MW. (2015). Self-Management: Challenges for Allied Healthcare Professionals in Stroke Rehabilitation—A Focus Group Study. *Disability & Rehabilitation* 2015, 37(19):1745-52.
- Satink, T., Josephsson, S., Zajec, J., Cup, E.H.C., de Swart, B.J.M., Nijhuis-van der Sanden, M.W.G. (2016). Negotiating Role Management through Everyday Activities: Narratives in Action of Two Stroke Survivors and Their Spouses. *Disabil Rehabil Dec*;38(24):2354-64. doi: 10.3109/09638288
- Satink, T. (2016). What about self-management post-stroke? Challenges for stroke survivors, spouses and professionals. Doctoral Thesis. Enschede: Ipskamp Printing.
- Satink, T. (2016). Zelfmanagement in de CVA-revalidatie—Uitdagingen voor CVA-getroffenen, partners en professionals. Samenvatting van het proefschrift. Enschede: Ipskamp Printing.
- Satink, T., Cup EH, de Swart BJ, Nijhuis-van der Sanden MW. (2016). The Perspectives of Spouses of Stroke Survivors on Self-Management—A Focus Group Study. *Disability & Rehabilitation*. In print.
- Satink, T., Josephsson, S., Zajec, J., Cup, E.H.C., de Swart, B.J.M., Nijhuis-van der Sanden, M.W.G. (2016). Self-management Develops Through Doing of Everyday Activities—A Longitudinal Qualitative Study of Stroke Survivors During Two Years Post-stroke. *BMC Neurology*; 16: 221. Published online 2016 Nov 15.

▷ 16:45–17:15

Intersections of Choice and Control with Occupational Identity for People with Spinal Cord or Brain Injury**MANDY STANLEY**University of South Australia, Australia; ✉ mandy.stanley@unisa.edu.au

Statement of purpose: The experience of transition for people following catastrophic injury such as spinal cord injury or brain injury appears to have received some academic attention, particularly in relation to occupational adaptation. Regaining control over everyday life is linked with feeling well for people with moderate to severe head injury (1,2). However the complexity of choice and control and how those notions intersect with occupational identity warrants further exploration. In this presentation I will report on a qualitative study conducted in Australia in which we explored perceptions of choice and control from the perspective of the person with brain injury or spinal cord injury and their family members and highlight the role of identity and occupation.

Method: The study employed a qualitative descriptive approach. We recruited 10 people with either spinal cord or brain injury, with some participants having both, within the last 1-5 years and conducted semi-structured in-depth interviews. In addition we recruited 4 family members who were involved in the care of the people who had been injured. Recruitment was through social media and support services. Interviews typically lasted 2 hours or more. Data were analysed thematically.

Results: A person's ability to exercise choice and control is influenced by the capacity and health of the person following injury; the physical and social environments; and the health and social support systems. Following injury participants experienced significant loss and a need to understand who they had become. Through getting to know their new abilities they became selective about what was important for them to control. They had to choose to take control of letting go, moving on, and creating the new identity as part of recovery. Adjusting to the different body with a different set of capabilities and limits was an ongoing process. Having choices was an important pathway to control.

Implications for occupational science: Findings from this study add to knowledge about occupational transitions and the role that choice and control play in relation to re-claiming an occupational identity. Engaging in occupations is the means to testing the limits of capacities and to crafting a new identity that sustains, supports well-being and a sense of belonging.

Questions for the discussion:

- How might the findings be different for people from diverse cultures where notions of choice and control are not foregrounded?
- How do the cognitive issues that might accompany a head injury make the picture of choice, control and identity more complex?

Bibliography

1. Jumisko E, Lexell J, Soderberg S. The meaning of feeling well in people with moderate or severe traumatic brain injury. *Journal of Clinical Nursing*. 2009;18:2273-81.
2. Levack W, Kayes N, Fadyl J. Experience of recovery and outcome following traumatic brain injury: A metasynthesis of qualitative research. *Disability and Rehabilitation*. 2010;32(12):986-99.

Session 6.5: Short Panel Session:**Occupation in Therapy, Health Care, and Health Promotion****Time:** 16:15–17:15**Location:** HIA E01

▷ 16:15–17:15

Occupation in Therapy, Health Care, and Health Promotion**ESTHER STEULTJENS**

HAN university of Applied Science, Nijmegen, The Netherlands, Netherlands, The; ✉ esther.steultjens@han.nl

Background: OT-EU is a developing platform deriving from both CO-TEC (Council of Occupational Therapy in European Countries) and ENOTHE (European Network of Occupational Therapy in Higher Education) that aims to promote and develop Occupational Therapy in Europe. Both organizations encounter difficulties with being able to respond quickly to requests from policy makers in Europe about the scope and impact occupational therapy can have on specific European health issues. Because of the need of being able to generalize and disseminate current and future knowledge regarding

the effectiveness, efficiency, and value of Occupational Therapy to these policy making authorities, an OT-EU Research Network (provisionally named ROTOS) was established. A standing committee recently started to develop the aim and first actions to establish this network. A representative from the standing committee will present a short introduction, the aims and principles of ROTOS in order to generate a reflective discussion with the audience. The members of ROTOS consider it crucial to incorporate the Occupational Science perspective at this early stages of the development of ROTOS.

Ideas for the terms of reference for OT-EU Research and Advocacy arm

- Translating the OT/OS evidence base into a format and language for policy makers
- Horizon scanning to link OT/OS domain to future developments.
- Work in an interdisciplinary way while keeping OT/OS central
- Establish occupation as a powerful knowledge domain
- Build a bigger cadre of European OT/OS leaders
- Create a Dynamic research network

Outcome of the panel discussion

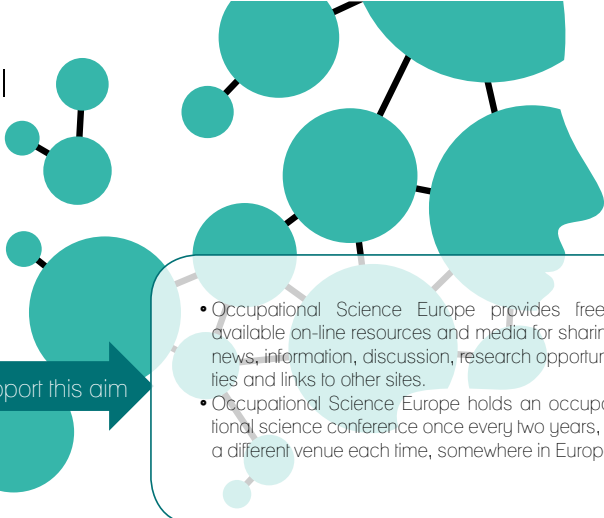
Insight in the potential of Occupational Science outcomes, knowledge generation, professional profiling, and strategic positioning with respect to the proposed terms of reference for OT-EU Research and Advocacy arm.

Questions to be addressed from an Occupational Science perspective during the panel session

1. Are the proposed terms of reference helpful to address the expressed need?
2. How to achieve cooperation between the research domains of Occupational Science and Occupational Therapy?
3. How to best achieve the involvement of Occupational Science in ROTOS?
4. Which of the Occupational Science research community needs would they like to highlight to ROTOS?

Information on OSE

OSE | Occupational Science Europe



The aim of Occupational Science Europe is to support the development of occupational science throughout Europe. Occupational Science Europe aims to be a vibrant community for all people with an interest in occupational science. Anyone can join, it is free of charge and has no formal registration process. It aims to be a multidisciplinary group and it actively encourages the involvement of many disciplines.



- Occupational Science Europe provides freely available on-line resources and media for sharing news, information, discussion, research opportunities and links to other sites.
- Occupational Science Europe holds an occupational science conference once every two years, in a different venue each time, somewhere in Europe.

EXECUTIVE BOARD

The Executive Board consists of four officers: Chairperson, Vice Chairperson, Secretary and Treasurer. The Board meets by Skype approximately four or five times a year and holds a face to face General Assembly at least every two years, usually at conference. Executive Board Members serve on the board for a period of four years and are eligible for re-election for a further two years. Nominations for the board are currently being accepted via the website and elections will be held between 20th September and 4th October 2017.



Natalia Rivas-Quarneti
Member



Sarah Kantartzis
Secretary



Jeanne Jackson
Treasurer



Anne Roberts
Chairperson



Teena Clouston
Vice Chairperson



Lyn Westcott
Member



Katharina Röse
Member

There are three Committees under the Board (The Chairperson of each of these committees also sits on the Executive Board)

Social Media Committee

The Social Media Committee are responsible for dissemination and information exchange within and outside the network. This committee supports networking by providing freely available on-line resources for sharing news and information, opportunities for the development of occupational science, links to other sites and discussion forums. The specific aims and work is developed in collaboration with the Executive Board which will hold overall responsibility for the good working of the committee.

- The Social Media Committee shall:
- Ensure that the social media committee integrates consideration of equality and diversity issues into each item of business.
 - Be responsible for expanding the network and communication exchange within and beyond OSE.
 - Seek to invite and engage people interested in occupational science.
 - Be responsible for developing the social media agenda for OSE.
 - Work with key stakeholders/partners and members to explore potential for expanding the network.
 - Collaboratively work with the Research and Conference Committees to broadcast their activities.
 - Provide opportunities for participation within and outside the network.
 - Manage OSE social media platforms in a timely manner: email, web, facebook, twitter and linkedin.

The Social Media Committee is composed of:
 Natalia Rivas-Quarneti Chair
 Silvia Veiga-Seijo Member
 Alba García-Fariña Member
 María Alonso-Ferreira Member

Conference Committee

The Conference Committee are responsible for the biennial conference by assisting with the tasks needed to plan, organize and run the conference. The venue of the conference is decided by the Executive Board either by inviting a potential person or university directly, or by accepting a volunteer. A member of the Executive Board with experience of the previous conference and/or at least one person from the previous organising committee/institution assists in the planning and organisation of the conference, along with the members of the new host organisation. So it is a coorganised event between OSE and the university or organisation in Europe. The specific aims and work plan of the committee will be developed in collaboration with the Executive Board which will hold overall responsibility for the good working of the committee.

- The Conference Committee:
- Decides on the exact venue and accommodation for the conference.
 - Oversees website information to advertise the conference and decides on a conference theme.
 - Puts out a timely Call for Abstracts and selects papers appropriately.
 - Decides on the mix of papers, posters and other sessions and constructs a programme of sessions
 - Selects and invites keynote speakers
 - Produces a Conference Programme and Book of Abstracts, made freely available after the conference.
 - Provides registration facilities.
 - Oversees the conference and programme on the days of the conference.

The Conference Committee 2017 is composed of:
 Silke Dornhardt Member
 Dorothea Harth Member
 Ulrike Maraziti Member
 Katharina Röse Member
 Sandra Schiller Member
 Lyn Westcott Link to OSE

Research Committee

The Research Committee are responsible for expanding the research opportunities and support available to the members of OSE. The specific aims and work plan of the committee will be developed in collaboration with the Executive Board which will hold overall responsibility for the good working of the committee.

- The Research Committee shall:
- Ensure that the Research Committee integrates consideration of equality and diversity issues into each item of business.
 - Be responsible for expanding the research opportunities and support available to the members of OSE.
 - Seek to promote occupational science research relevant to the members of OSE.
 - Be responsible for developing the research agenda for OSE.
 - Discuss general issues and actions arising out of research developments in Occupational Science.
 - To work with key stakeholders/partners and members to explore potential for new research opportunities.
 - To promote cross-cultural studies to research different aspects of occupation and develop a post-graduate network to study occupational science and promote interests in this field.

The Research Committee is composed of:
 Teena Clouston Chair
 Katharina Röse Secretary
 Michal Awech-bar Member
 Mona Dür Member

General Information

Venue



The venue for the International Occupational Science Europe Conference 2017 is the HAWK University of Applied Sciences and Arts in Hildesheim.

The registration, lunch, refreshment breaks and parallel sessions are located at Goschentor 1 (building HIA). The openings of the day and the keynote sessions are located at Hohnsen 2 (building HID, close by). To get there, please follow the signage or see the registration desk for assistance.

Address: Goschentor 1, 31134 Hildesheim

The Conference Gala Dinner will be held at the Knochenhaueramtshaus.

Address: Markt 7, 31134 Hildesheim

Social media



We encourage you to use Facebook/ Twitter; please include #OSE17Conf in your posts or tweets.

Internet access



The HAWK Campus is Wi-Fi enabled. Please see the registration desk for details.

Mobile phones and pagers



Please switch your mobile device to silent before entering conference rooms.

Photography



If you do not wish to have your picture taken, or be shown in our social media, please let us know at the registration desk or inform the photographer.

Registration and enquiries



The registration desk is in the foyer of Goschentor 1. The staff at the registration desk will be available throughout the conference and is happy to help you with all your questions or concerns.

If you are presenting



Please be in the conference room at least 15 minutes prior to the start of the session. Each presenter should allow some time for discussion and notify the chair about the length of time planned for discussion.

If you are presenting using PowerPoint, please bring your presentation on a usb flash drive/memory stick for use in the conference rooms.

If you are presenting a poster, this session will be held in the foyer of Goschentor 1. If your poster is not there, or if you need help setting it up, please see the registration desk.

If you are chairing



Please be in the conference room at least 15 minutes prior to the start of the session.

The role of the chair is to introduce the session and the presenters, to keep track of time, invite questions and make sure that the schedule is maintained. In every conference room, an assigned student will be on hand to brief you and help you with any enquiries you might have.

Announcement and Message Board



Any announcements during the conference will be made during the introduction to the day, directly prior to the key note speeches. There is also a message board in room E04, Goschentor 1. Please check it for announcements and information on 'Lost and Found' items and the guided tour of the city.

Smoking



A no smoking policy is in place in all university buildings. Smoking areas can be found outside the buildings around the campus grounds.

Badges



Please make sure to wear your conference badge at all times. Refreshments and lunch will only be available free of charge if you show a conference badge.

The conference team can be identified by their outfits – please direct any enquiries to them.

Meet, Mingle and Network



During the conference, you will have the chance to meet, mingle and network with other participants of the OSE-17 Conference. To support this, room E04 has been designated as the official "Meet, Mingle and Network Room". Come here if you feel like exchanging thoughts, taking a break with a warm drink, or meeting new people.

Coffee truck



During the conference, you will find the coffee truck 'Cafemobil' at Goschentor 1. Here, you can get freshly brewed coffee, tea or water with the coupons provided in your conference bag or for a small charge. The truck's opening hours are between 10:20 and 16:20.

Certificates of attendance



Please collect your certificate of attendance at the registration desk on the last day of the conference.

Cloakroom and luggage storage



Please find the cloakroom and luggage storage in Goschentor 1, room 105. There will be students supervising the room at all times.

Car parking



Parking is available at the HAWK Campus on Renatastraße (see the map in the back). Please see the registration desk for a parking permit.

Campus/ City maps



Campus and City maps can be found on the back cover of this program.

Transportation



There will be free transportation (a taxi paid for by the conference) to your hotel after the gala dinner on Friday, as well as to the train station at the end of the conference on Saturday. Please contact someone at the registration desk, or see the designated student at the gala dinner.

Information on the Gala Dinner

Friday 8th September

To celebrate the 4th Occupational Science Europe Conference we are delighted to announce the “Knochenhaueramtshaus” as the venue for the Gala Dinner.

The restaurant is located on the market square in the historic district of Hildesheim. Hosted in a beautiful half-timber house, the “Knochenhaueramtshaus” the guildhall of the butchers of the middle-ages, displays the charm of the district with beautiful wooden carvings. The restaurant carries on the tradition by offering a selected choice of meat dishes. This is the perfect opportunity to continue discussions with other attendees in this relaxed atmosphere!

The venue is just fifteen minutes’ walk from the HAWK campus. Following the dinner, do you need a taxi to bring you to your car, train station or accommodation? Please contact someone at the registration desk during the conference, or see the designated student who is organizing the taxi rides at the gala dinner. The expenses for the ride will be covered by the conference.

You will receive a wristband with your conference bag to identify you as a participant at the dinner venue.

Please note that, except for juice and water, beverages are not included and should be listed on the provided bill sheet from the restaurant. We kindly ask you to make sure that you have settled your bill at the end of the evening. Thank you very much.

At 9 pm we have the chance to join the show “Pop-Up!” by Jacob Slagman on the market square. The show is part of the street music and art festival “Pflasterzauber” (=magic on the cobblestone), which takes place in Hildesheim for the 10th time. There will be street artists presenting all over the city center on Friday and Saturday.

Information on “Pop-Up!”:

A travelling case opens ... quaint figures surface, archetypes, as if arisen from a puppet case: King and Fool, Cop and Robber, Hunter and Rabbit. The case is their home as well as their podium. They know they’re not alone and are curious of their audience. And so the play of the types begins: sometimes rapid and sometimes solemn, sometimes unbearably loud and then again very quiet, sometimes naughty and at the next instant heart warmingly endearing ...

The Act is bubbling over from bizarre situations and its pace is stamped by permanent change of character by the two players. A blackboard suffices for everything they need. With one stroke of a feather there emerges a sceptre, a sword and sometimes even a pocket calculator, whole places appear and vanish again and so often determine the course of the plot.



©Fotograph-Obornik

The course of the evening is planned as follows:

19:30.....	Amuse Guelle
20:00.....	Dinner buffet
21:00.....	Show Pop-Up!
21:30.....	Dessert
23:00.....	End of the event

For a detailed menu please check the message board



©Jens Kottenga

Information on the Guided City Tour

Saturday 9th September

Hildesheim is a city with a long history. Ancient churches, historic districts and several museums bear witness to that history in our modern world.

We invite you to join us on a guided city tour through Hildesheim. For two hours, a professional tour guide will introduce you to the variety of culture, nature and history of Hildesheim.

Notable sights on this tour include the historic market square, St. Michael's Church, the UNESCO World Heritage Site, and the Rose of Hildesheim, a 1000-year-old rose bush.

The Guided City Tour will be starting at 18:30 at the World Heritage Visitor Centre Hildesheim and Tourist Information Office at the historic market square.

Please enroll for the city tour on the message board. We would appreciate it if you do so on your arrival day.

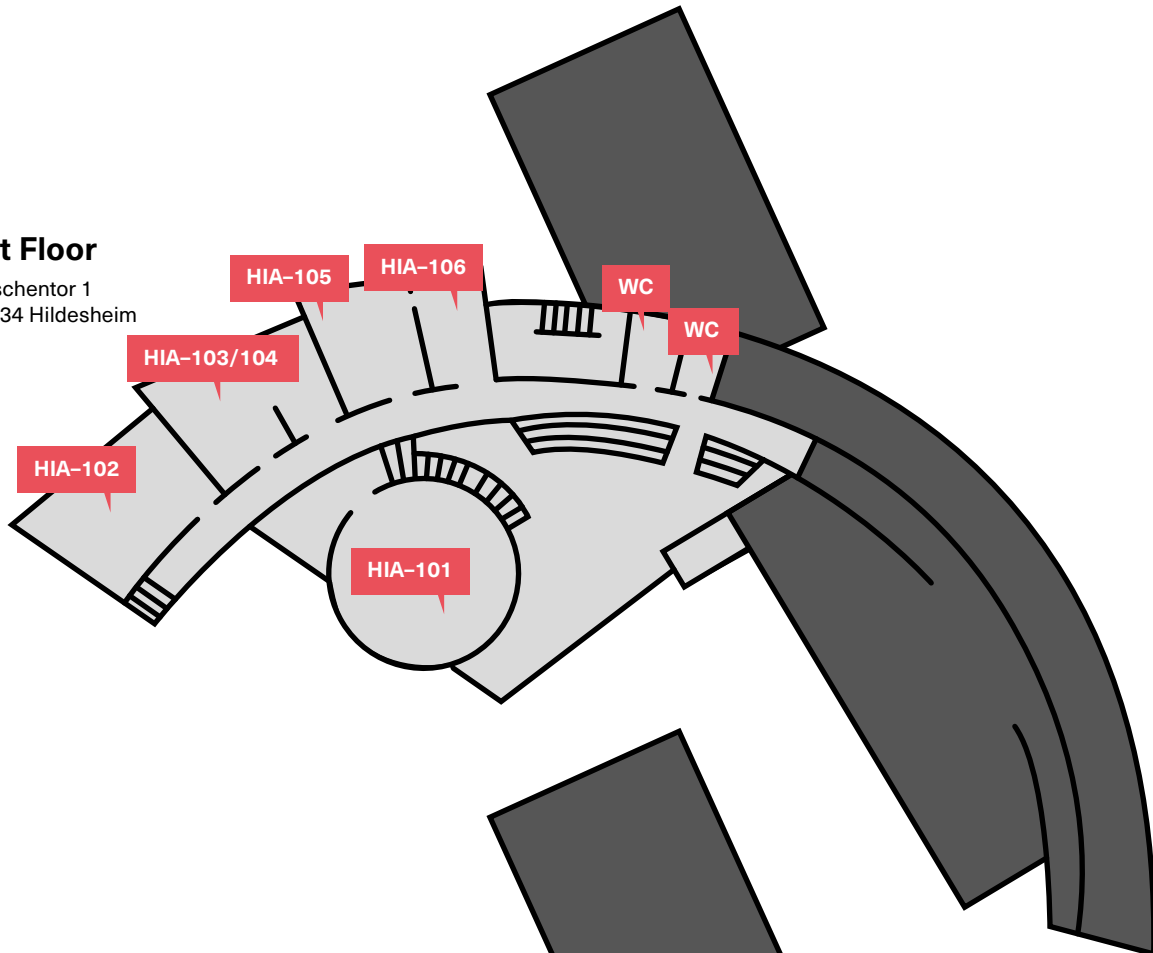


©Hildesheim-Marketing

Map of the HAWK, Goschentor 1 (HIA)

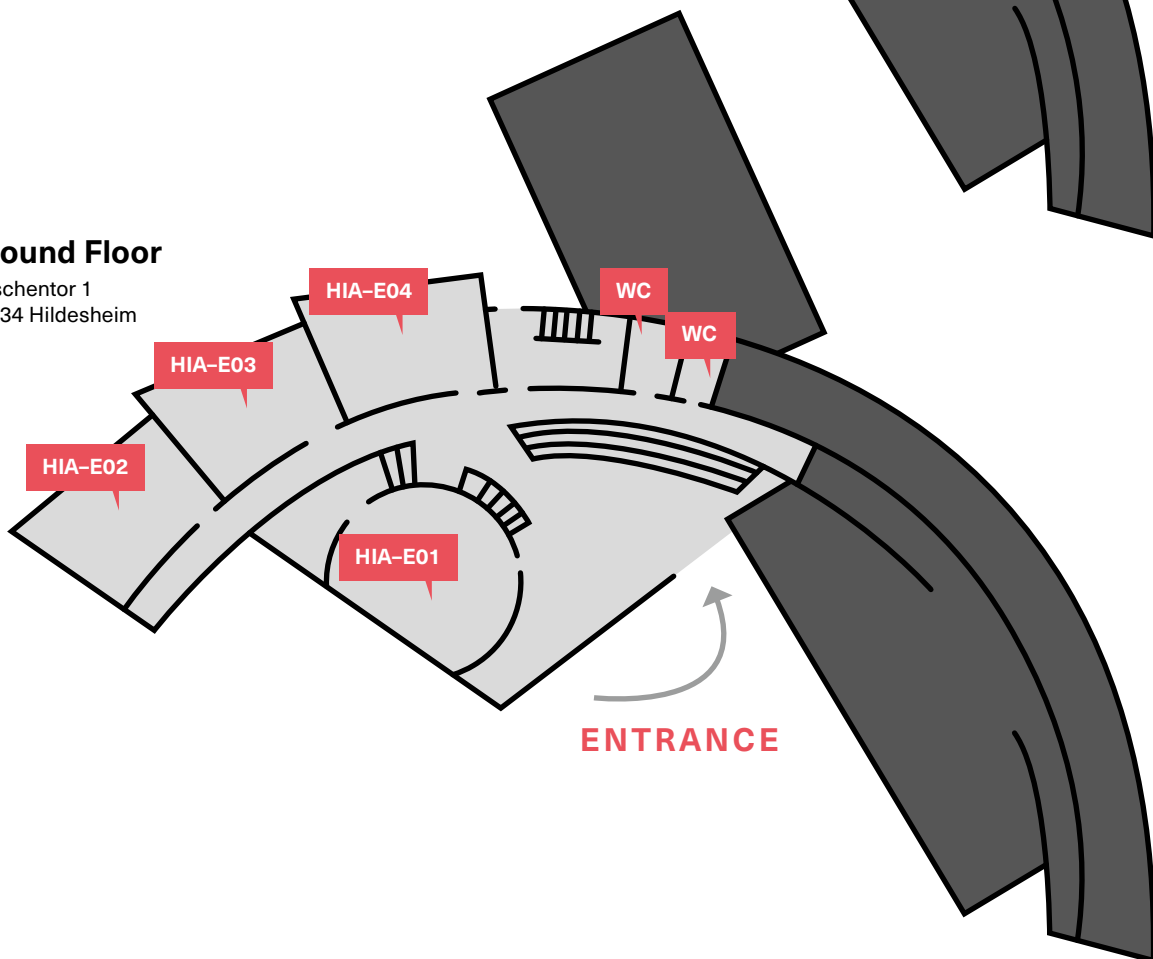
1st Floor

Goschentor 1
31134 Hildesheim

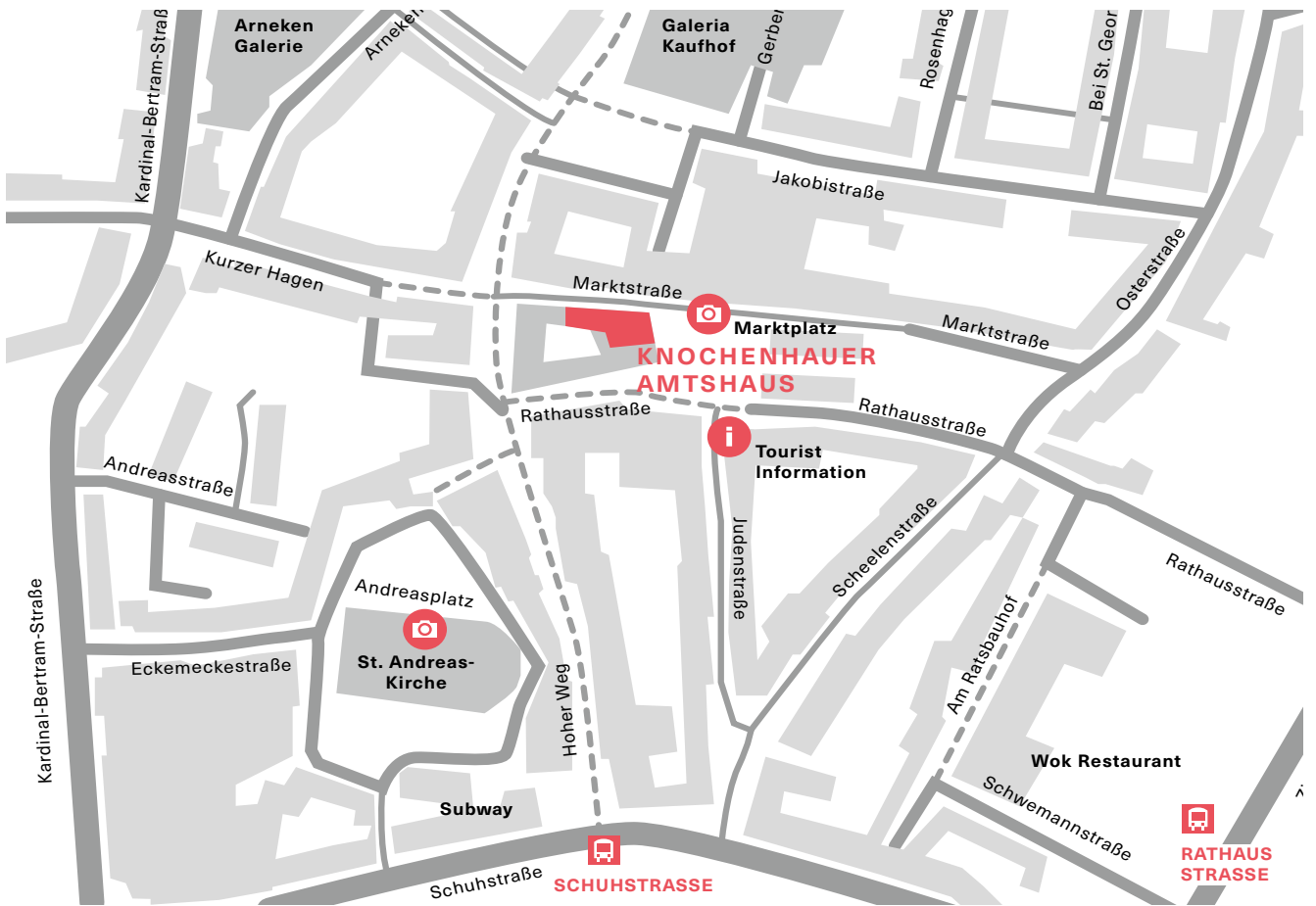


Ground Floor

Goschentor 1
31134 Hildesheim



Map of City Center



Map of surrounding area of HAWK Campus



Map of Hildesheim

