



Conference Abstracts

Inaugural World Occupational Science Conference

Occupation and Society: Global to Local Perspectives for the Future

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DIALOGIC SESSIONS

101.

Decolonizing occupational science: (Re)constructing the science that we want and need

Rodolfo Morrison, Lisette Farias, Daniela Olivares-Aising, Enrique Henny, Oskarina Palma, & Ricardo Banda

Chile/Panama; Chile/Sweden; Chile; Chile; Chile; Chile

To discuss the future of occupational science and its political role concerning issues of epistemological and theoretical colonialism from the perspective of global south academic communities. The session is open to colleagues interested in collectively disrupting the perpetuation of dominant theories of occupation that reflect Western perspectives (Aldrich et al., 2021; Emery-Whittington, 2021; Galvaan, 2021; Simaan, 2020) and discussing ways to support decolonization, global collaboration, and enacting situated knowledges (Magalhães et al., 2019). The facilitators will be able to support communication between participants in Spanish and English. The session includes small group discussion and large group discussion. The facilitators will start by disclosing their positionality and the reflections of the group of global south academics that they represent and that motivated this session (10 min). Then, the participants will be asked to join a table with statements (derived from the questions of the session) that make sense to their experiences and/or local realities. The groups will discuss the statements (20 min) and then present their reflections to the large group (15 min). The session will finalize with a summary of the main points presented in the large group (10 min). 1) How can occupational science integrate contextualized understandings of occupation that connect local and global experiences? 2) How can we decolonize occupational science to include knowledges that are locally produced and at the margins of dominant theories of occupation?

Spanish Translation

Descolonizando la ciencia ocupacional: (Re)construyendo la ciencia que queremos y necesitamos

Discutir el futuro de la ciencia ocupacional y su papel político en relación con cuestiones de colonialismo epistemológico y teórico desde la perspectiva de las comunidades académicas del sur global. La sesión está abierta a colegas interesados en interrumpir colectivamente la perpetuación de las teorías dominantes de ocupación que reflejan las perspectivas occidentales (Aldrich et al., 2021; Emery-Whittington, 2021; Galvaan, 2021; Simaan, 2020) y discutir formas de apoyar la descolonización, colaboración global y promulgación de conocimientos situados (Magalhães et al., 2019). Los facilitadores podrán apoyar la comunicación entre los participantes en español e inglés. La sesión incluye debates en grupos pequeños y debates en grupos grandes. Los facilitadores comenzarán dando a conocer su posicionamiento y las reflexiones del grupo de académicos del sur global que representan y que motivaron esta sesión (10 min). Luego, se les pedirá a los participantes que se unan a una mesa con declaraciones (derivadas de las preguntas de la sesión) que tengan sentido para sus experiencias y/o realidades locales. Los grupos discutirán las declaraciones (20 min) y luego presentarán sus reflexiones al grupo grande (15 min). La sesión finalizará con un resumen de los principales puntos expuestos en el grupo grande (10 min). 1) ¿Cómo puede la ciencia ocupacional integrar comprensiones contextualizadas de la ocupación que conecten las experiencias locales y globales? 2) ¿cómo podemos descolonizar la ciencia ocupacional para incluir conocimientos que se producen localmente y al margen de las teorías dominantes de la ocupación?

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102.

Promoting an 'unconference' space for transformation of occupational science through critical dialogue

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Chile/Sweden; USA; Canada; Brazil; UK; South Africa

To facilitate a dialogue centred on multiple viewpoints of critical perspectives that can contribute to the ongoing transformation of occupational science and the struggles and possibilities for its developing as a 'glocal' discipline. Grounded in Santos' (2017) concept of intercultural translation, this session aims to put forth dialogue between different knowledges, without silencing or marginalizing any of them, as a means for enacting socially transformative processes. Using an 'unconferencing' approach (Aldrich et al., 2021) that prioritizes participation, reflection, and dismantling presenter-attendee hierarchies, this session will enact active listening and openness to sharing diverse views. During the session, participants will be seated using 'circles of water' with one ring at the centre and the second around it. Through a cyclical process of moving between the centre circle and the periphery, contributions are possible through listening and speaking. Participants seated at the centre will start discussing the main questions of the session, while the rest will be seated outside listening actively to the ideas presented. Guidelines for engagement will be developed with participants, to optimize comfort and openness, and language translation will be supported by facilitators (who speak Spanish, Portuguese, and Swedish) and willing participants. If the discipline of occupational science itself is still transforming, how may critical perspectives be mobilised towards serving the direction and ends of this transformation? As we possibly aspire towards being a 'glocal' discipline, how may we navigate the tensions that emerge?

Spanish Translation

Promoviendo un espacio de 'desconferencia' para la transformación de la ciencia ocupacional a través del diálogo crítico

Facilitar un diálogo centrado en múltiples perspectivas críticas que pueden contribuir a la transformación de la ciencia ocupacional y las luchas y posibilidades para su desarrollo como una disciplina 'glocal'. Basada en el concepto de traducción intercultural de Santos (2017), esta sesión tiene como objetivo usar el diálogo como herramienta entre diferentes conocimientos, sin silenciar ni marginar a ninguno de ellos, es decir, como un medio para promulgar procesos socialmente transformadores. Usando un enfoque de 'desconferencia' (Aldrich et al., 2021) que prioriza la participación, la reflexión y el desmantelamiento de las jerarquías de presentador-asistente, esta sesión promoverá la escucha activa y la apertura para compartir diversos puntos de vista. Durante la sesión, los participantes se sentarán en 'círculos

de agua' con un anillo en el centro y el segundo alrededor. A través de un proceso cíclico de movimiento entre el círculo central y la periferia, las contribuciones de las/os participantes se podrán realizar a través de la escucha y discusión. Las/os participantes sentados en el centro comenzarán discutiendo las principales preguntas de la sesión, mientras que el resto se sentará afuera escuchando activamente las ideas presentadas. Se desarrollarán guías para la participación con las/os participantes, para optimizar la comodidad y la apertura, y las/os facilitadoras/es (que hablan español, portugués, y sueco) y las/os participantes dispuestas/os apoyarán la traducción de idiomas. si la disciplina de la ciencia ocupacional todavía se está transformando, ¿cómo se pueden movilizar las perspectivas críticas para servir a la dirección y los fines de esta transformación? Dado que posiblemente aspiremos a ser una disciplina 'glocal', ¿cómo podemos navegar las tensiones que pueden emerger?

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103.

Is it possible to do *critical*, occupation-based, community-engaged, cross-cultural doctoral research?

Tanya Elizabeth Benjamin-Thomas, Stephanie Huff, & Debbie Laliberte Rudman

USA; Ireland; Canada

Pursuing participatory, community-engaged research underpinned by a critical paradigmatic commitment to on-going negotiation of power is an intensive, relational, and dynamic process often considered not feasible within the scope of a PhD thesis. Further considerations arise when doing this work within cross-cultural settings, requiring additional commitments to embracing cultural humility and acknowledging different ways of knowing through respect for diverse languages and knowledge systems. The purpose of this session is to spark dialogue that unpacks ongoing tensions and approaches to navigating these in cross-cultural, critical, occupation-based, community-engaged research for a PhD. Following a brief introduction to key tenets guiding this form of scholarship, two early career researchers who carried out occupation-based participatory action research and critical ethnographic research within international settings for their PhD degree from a Canadian university will critically reflect on key tensions they faced and attempted to navigate in the planning, research, and post-research phases. Building from these reflexive examples, participants will engage in dialogue through small and large group activities to further explicate experienced and anticipated tensions, barriers, supports, and strategies that can assist in their negotiation. Guiding questions for dialogue include:

- i) How can we build researcher capacity to acknowledge and address the inherent tensions within this form of scholarship in ethical, methodologically coherent, and culturally-humble manners?
- ii) What changes do we need to advocate for within institutions and systems to better support, enable, and mobilize this kind of work?

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104.

Migration and human displacement: Global dialogue on the contribution of occupational science

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Canada; Sweden; Netherlands; USA; USA; Canada; Canada; Canada; Canada; Canada; Australia; Spain

Global issues, including the current pandemic and ongoing climate change, shape voluntary and forced international migration flows in inequitable ways. Anti-immigrant discourses in the Global North seek to capitalize on public concerns about border control. Meanwhile, the greatest immigration challenges are borne by countries in the Global South. The majority of refugees who are forcibly displaced by war, political violence, poverty, and environmental disasters seek refuge in neighbouring regions where many states lack the capacity to adequately support them. Given these challenges, it is imperative for occupational scientists to work collaboratively to support equitable occupational possibilities for immigrants, refugees, and internally displaced persons. During this dialogic session we will 1) outline useful theoretical approaches for understanding how migration shapes engagement in occupations; 2) discuss specific ethical considerations and methods for studying migration and its occupational implications; and 3) share promising practices for working with people from migration backgrounds. Each topic will be introduced through a brief presentation from one of the co-authors sharing vignettes from their own research and professional experiences to ignite discussions. Following each of the three presentations, participants will be grouped strategically to build networks among those with similar interests. This may include grouping participants who share a language.

- What are the gaps in occupation-based research on global migration, and how can these be collaboratively addressed?
- How can occupational science contribute to discussions within migration studies?
- What occupational concepts are most useful for studying different migrant populations?

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105.

Interpreting the social imaginary: Implications for occupational justice

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Canada/United States of America; Canada; Canada; United States of America

The flow of migration and media exchange have, as Appadurai (1996) noted, created a “social imaginary” that transcends borders. Despite the importance of the imagination in shaping what humans do and desire, it is often neglected. Yet attending to the space between persons, objects, and structures is precisely where the meanings we enact and embody emerge. The purpose of our session is to reconsider the role of interpretive processes and their significance to understanding the meaning of what persons do and, by extension, transformations that can occur at relational and structural levels. Since understanding is always based on prior experience, how people productively work with pre-judgements (Gadamer, 1975/1989) in everyday interaction is intimately tied to occupational justice (or injustice). Ultimately, the aim of this open forum focuses on the centrality of imagination in the significance of what humans do and, thus, the potential of hermeneutic methods to tackle structural challenges from the experiences of particular persons. This session will engage participants through two interpretive opportunities: A film clip from a community-based research project and body-based movement experience. Images and dance can act as universal languages and it is through the experiences of participants that we will inspire discussion. The session materials will be in both French and English. The discussion will be structured by first defining, then utilizing two interrelated philosophical concepts, which will serve as the session themes:

- i. perplexing particulars as a means to disrupt judgements (Mattingly, 2019), and its place towards creating
- ii. hermeneutical epistemic justice (Fricker, 2017).

French Translation

Interprétation de l'imaginaire social: Implications pour la justice occupationnelle

Les flux migratoires et les échanges médiatiques ont créé, comme le propose Appadurai (1996), un «imaginaire social» qui transcende les frontières. Malgré l'importance influence de l'imagination dans la conception des actions et désirs humains, elle est souvent négligée. Cependant, c'est précisément en s'attardant à l'espace entre personnes, objets et structures qu'émerge la signification de ce que nous faisons et incarnons. Le but de notre séance est de reconsidérer le rôle des processus interprétatifs et leurs significations dans la compréhension des actions humaines et, par extensions, des transformations qui peuvent en découler à un niveau relationnel et structurel. Puisque la compréhension est basée sur les expériences antérieures, comment une personnes gère activement ses pré-jugements (Gadamer, 1975/1989) est intimement lié à la justice (ou l'injustice) occupationnelle. Finalement, le but de ce forum est de se pencher sur la centralité de l'imagination dans la signification des actions

humaines, et par conséquent, du potentiel des méthodes herméneutiques pour s'attaquer aux défis structurels de la perspective d'expériences de personnes en particulier. Au cours de cette séance, les participant.e.s seront invité.e.s à participer à deux opportunités d'interprétation : un extrait de film d'un projet de recherche communautaire et d'une expérience de mouvement. Les images et la danse peuvent agir comme langage universel et c'est l'expérience des participantes qui inspirera la réflexion. Le matériel des séances sera en Français et en Anglais. La discussion sera structurée et débutera par la définition puis l'utilisation de deux concepts philosophiques interreliés qui serviront de thèmes à la séance:

- i) «perplexing particular» comment étant un moyen de déstabiliser les jugements (Mattingly, 2019), ainsi que leurs places dans la création d'une
- ii) justice épistémique herméneutique (Fricker, 2017).

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106.

Occupational science in the context of intersecting pandemics: Charting a path forward

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United States; United States; Taiwan; United States

To develop action plans for occupational science research and knowledge mobilization given the intersecting pandemics of COVID-19, racism, sociopolitical inequalities, and health disparities. The dialogic session will begin with a 10-minute review of recommendations from the 2021 USC Chan Occupational Science Symposium, which convened interdisciplinary scholars to address occupational disruptions related to the intersecting pandemics. Aligned with those scholars' argument that there is "no going back" to pre-pandemic ways of doing research, scholarship, and practice, this dialogic session will pose a series of questions to initiate small and large group brainstorming, reporting out, and discussion activities. Over 30 minutes, session facilitators will engage as co-participants, contributing to the elucidation and development of contextualized ideas that highlight individual, collective, and societal needs arising from the intersecting pandemics. To foster an inclusive and accessible space that welcomes contributions from multiple perspectives and positionalities, the session will encourage participants to organize by language preference and topical interest. The session will culminate in a 15-minute mapping activity wherein participants will identify occupational science research and practice priorities, propose 'glocal' partnerships that can help advance identified priorities, and develop calls to action to share with the broader occupational science community. How can occupational science move forward in light of the intersecting pandemics of 2020 and 2021? What concrete paths can occupational scientists travel as global collaborators to redress inequities, mobilize knowledge, and meet identified occupational needs through research, practice, and legislative processes?

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107.

A dialogue on social transformative theory and practice: Finding a way forward to collaboration

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Brazil/Australia; Brazil; France; Belgium; United States of America

The profession of occupational therapy and the discipline of occupation science are interested in addressing social, economic, and political systems that create injustices. However, theoretical and practical tools to support this work are disparate and variable; thus, an international dialogue is welcome to find collaborative ways forward. This dialogical session is an action of a workgroup interested in examining and celebrating global approaches in social transformative practice and theory with scholars based in Australia, Brazil, France, Belgium, and the United States. The aims of this session are threefold: (i) to identify global practices on social transformation through occupation, (ii) to situate practices in geo-sociopolitical contexts and the resources required, and (iii) facilitate opportunities for international collaboration to discuss, imagine, and develop this (re)emerging area of practice. Participants will be invited to introduce themselves briefly and explain why social transformation is relevant for them (as a concept/idea and practice, as citizens and professionals). Then, in small groups of 3-4 participants, they will discuss notions/concepts and resources used in their practice and the differences across multiple geo-sociopolitical contexts. Then they will be invited to share the similarities and the specificities of each experience/context and how they envision a possible collaboration network.

- i) What are the needs/social issues you aim to address through the use of an occupation-based approach?
- ii) What are the resources/tools (e.g., theory, staff, money) used/required to promote social change in your context?

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PODIUM PRESENTATIONS

108.

‘Doing’ integration: Occupational perspective on discursive power of citizen initiative’s with refugees

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The Netherlands; The Netherlands; Canada; The Netherlands

Citizens have responded to newcomers in the Netherlands with acts of solidarity and programmes to support integration, often in response to increasingly restrictive government policies. In a previously published study by the primary author, a critical discourse analysis was conducted of texts used in mandatory government integration programmes. Findings showed that texts discursively construct the “modern Us” the “unmodern Other” and a hierarchical relationship between the two, recreating in practice racialized categories reminiscent of colonial times. Considering the role citizen initiatives play in integration, it is important to also understand their discourse on integration. A critical discourse analysis using Bacchi’s *What’s the Problem Represented to Be?* approach was conducted on texts used in citizen initiatives for integration in the Netherlands. Additionally, as part of a larger institutional ethnography, ethnographic data was gathered on their day-to-day work. These data were analyzed through a theoretical lens inspired by occupational science, governmentality and post/decolonial studies. Initial findings show dominant discourses found in formal integration programmes being actively reproduced in citizen initiatives. Additionally, findings display concepts of ‘successful’ integration, the “Us”, and the “Other” being discursively shaped by promoting ‘modern’ occupations as part of ‘successful’ everyday life. Occupational science is a field with particular interest in social transformation projects, projects often based in the informal sector. Understanding how dominant discourses are reproduced in informal programmes provides important perspectives on their impact on everyday life, demonstrating the importance of remaining critical of discourses in projects operating in the peripheries.

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Enhancing inclusive spaces for collective occupations in a context of superdiversity

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This research examines discourses shaping collective occupations in a context of superdiversity. While occupation has the potential to bring people with intersectional identities together, there is a need to attend to the politics of belonging in the ways spaces for collective occupation are conceived. We focus on the case of Francophone minority communities (FMCs) in Anglo-dominant provinces in Canada, which are increasingly diverse as a result of immigration. We analyse the federal government's discourses about immigration, diversity, and cohesion with respect to FMCs and consider the repercussions of these discourses on community members' occupational engagement within these multicultural communities. Forty documents were analysed using an approach to critical discourse analysis adapted from Bacchi's (2009) methodology. The selected documents were produced between 2010 and 2021 by the Ministry of Immigration, Refugees and Citizenship Canada (IRCC) and the Ministry of Canadian Heritage. We illustrate how Francophone minority spaces are conceived and how the emphasis on, or absence of concern for, certain occupations have implications for the lived experience of participation and community cohesion of FMCs and their members. For example, we discuss the discrepancy between IRCC's emphasis on economic factors for the selection and integration of Francophone immigrants, while Francophones in FMCs' typically work in Anglo-dominant environments and mainly use French in the private sphere. We argue that an occupational lens and increased attention to FMC members' transnational and intersectional identities are required to promote spaces that are inclusive of diversity.

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A dynamic and critical approach to belonging, as a dimension of occupation

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While doing, being, becoming, and belonging are considered as “ingredients” (Wilcock, 1998, p. 255), “core concepts” (Hitch, Pépin, & Stagnitti, 2014a, p. 231) or “dimensions” (Hitch & Pepin, 2021, p. 13) of occupation; belonging has tended to receive less attention from occupational scientists (Hitch, Pépin, & Stagnitti, 2014a, 2014b). Moreover, the occupation-based literature tends to focus on ‘sense of belonging’ at the individual level and equate belonging to (interpersonal) connectedness. At the same time, there is a need to resist sedentarist approaches according to which stability is framed positively and constitutes the basis to develop belonging, while mobility necessarily represents a challenge for occupational engagement and belonging. A critical ethnography is ongoing in Vancouver, Canada and Paris, France. Methods include online interviews completed with 20 Vietnamese international students (10 in each city), as well as observations in community organizations, in-depth interviews, go-along interviews, and occupational mapping with 30 additional recent Vietnamese migrants (15 in each city). A theoretical framework informed by transnationalism, the mobilities paradigm, and transculturality allows for an analysis of migrants’ dynamic belongings. We will critically examine (1) individual and emotional belonging or “sense of belonging”, (2) ‘legal’ belonging or “membership belonging,” and (3) external perceptions of their belonging or “perceived belonging” (Healy, 2019). Findings address how all three aspects of belonging are constructed and performed through occupation. Taking a dynamic and critical approach, this presentation will offer new insights about belonging, nuancing the commonly assumed linearity between occupational engagement and belonging.

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Dementia-friendly library, museum & citizen information point: Tackling organizational health promotion

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Austria

Communities and public institutions are challenged to adapt their services to the needs of older people and people living with cognitive disorders. People with dementia and their carers often experience restrictions in social participation. Libraries and museums are spaces of education and learning and thus have an important function in a city. They offer possibilities to participate in social activities and community life, but can also provide information. This project used a participatory research design (Hockley et al., 2013) with the aim to promote health and foster social participation of people with dementia and their carers as well as to contribute to de-stigmatization. Methods included interviews and walking interviews with people with dementia and carers as well as online focus groups about experiences of staff from the participating organizations and surveys with citizens. Interventions were derived from the needs assessment phase and included workshops on communication with people with dementia, health literacy, and dementia-friendly architecture. Narratives (Toledano & Anderson, 2017) were feedbacked in the intervention phase to bridge the gap between theory and practice. The direct involvement of people with dementia themselves in the steering group, the adaption of the physical and social environment and the use of stories in the intervention phase were crucial for successful organizational change. The project adds to better understand the function of organizations in non-health care settings to promote health and the transactional nature of occupation.

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Social citizenship when living with dementia: A qualitative meta-study

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Dementia has been labelled as a condition that may lead to ‘prescribed disengagement’, which negatively affects a person’s ability to remain an agentic citizen. Social citizenship has become a central focus within dementia studies and occupational science, with a view of people with dementia (PWD) as capable and active agents. However, PWD still experience stigmatization and exclusion from valued occupations and being treated as passive recipients, preventing them of practicing citizenship. The aim of this meta-study was to investigate what PWD perceive to enable or hinder social citizenship in their everyday occupations. A qualitative meta-study was undertaken. A systematic search was performed in six databases and additional reports were found in the reference lists of the included reports. The meta-study included 14 reports with publication dates from January 2012 to April 2021. The analysis identified four themes reflecting what may enable or hinder social citizenship in PWD’s everyday lives: 1) Having rights acknowledged and seizing self-empowerment, 2) Experiencing stigmatization and marginalization, 3) Belonging and interdependence, and 4) Connecting with places of community and continuity. The review identifies how contextual forces relating to society, culture, justice, and everyday life can promote and prevent a sense of social citizenship when living with dementia. This meta-study calls for dementia inclusive communities that provide occupational opportunities and view PWD as citizens in their own right, with fundamental rights to participate and contribute as valuable members of society.

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Social participation in community-based occupations: Experiences of people living with dementia

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The Netherlands; United Kingdom; The Netherlands; Belgium; The Netherlands; The Netherlands

Community-dwelling people with dementia engage in fewer occupations outside home that provide social interaction with others. This decline in social participation negatively affects health and well-being. This study aims to gain insight into the experiences of social participation in community-based occupations by people with dementia, and factors influencing participation. Participants were recruited from Dutch memory clinics and through the clinical referral of healthcare professionals working in the community. Dyadic face-to-face interviews were carried out with people with dementia living in the community (n=12) and their informal caregivers. Two researchers analysed data using a reflexive thematic analysis approach (Braun & Clarke, 2019). Preliminary findings suggest that participants with dementia living in the community can experience occupational deprivation in the context of social participation. Aspects related to the society, including stigmatization of people with dementia and a lack of knowledge of the disease, were perceived to have hindered the participants' engagement in meaningful occupations outside home. Other factors, such as family support and living in a small town, were described to have facilitated social participation. From an occupational perspective, there is a need to empower people with dementia to engage in meaningful occupations outside home that provide social interaction with others. Based on the preliminary findings, a first step could be the promotion of more dementia friendly initiatives that raise awareness of dementia and provide knowledge about the disease in society.

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Occupational injustice: What do Brazilian occupational therapists say about this concept?

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Brazil; Brazil/Australia; Brazil

The concept of occupational injustice, originated and studied in the Global North, does not have a consensual definition (Hammell, 2020) and lacks critical analysis (Emery-Whittington, 2021). Yet, it continues to spread and is used among occupational therapy professionals in the Global South. This study explores the use and understanding of the occupational injustice concept among Brazilian occupational therapists. Qualitative research was carried out, in which five occupational therapists were interviewed. The semi-structured interviews lasted around 1 hour each, and the transcribed data were analyzed using content analysis (Bardin, 2011). Three themes were identified: (i) Occupational injustice notions; (ii) Practical experiences; and (iii) Associated concepts. While the notions of occupational injustice were permeated by ideas from the Global North, the understanding of Brazilian occupational therapists was permeated by their lived (professional and personal) experiences, which is essentially different from examples in the Global North literature. Also, participants used diverse concepts to articulate their ideas and to contextualize Brazilian reality. Human rights, racism, and economic inequality were often embedded in their discussion around the (im)possibilities of engagement and participation (in occupations). Questioning Northern concepts (Dos Santos & Leon, 2016), as occupational injustice, allows us to understand the influence of the discipline of occupational science over the profession of occupational therapy in Brazil. To promote a dialogue, and prove its global relevance, the discipline specific concepts will have to embed and expand its interest in the discussion of southern perspectives.

Portuguese Translation

Injustiça Ocupacional: o que terapeutas ocupacionais dizem sobre esse conceito?

O conceito de injustiça ocupacional, originado e estudado no Norte Global, não possui uma definição consensual (Hammell, 2020) e carece de análise crítica (Emery-Whittington, 2021). No entanto, ele continua a se espalhar e é usado entre os profissionais de terapia ocupacional no Sul Global. Este estudo explora o uso e a compreensão do conceito de injustiça ocupacional entre terapeutas ocupacionais brasileiros. Trata-se de uma pesquisa qualitativa, na qual foram entrevistados cinco terapeutas ocupacionais, as entrevistas semi-estruturadas duraram aproximadamente uma hora cada, e os dados transcritos foram analisados por meio da análise de conteúdo (Bardin, 2011). Foram identificados três temas: (i) 'Noções de injustiça

ocupacional'; (ii) 'Experiências práticas'; e (iii) 'Conceitos associados'. Enquanto as noções de injustiça ocupacional foram permeadas por ideias do Norte Global, a compreensão dos terapeutas ocupacionais brasileiros foi permeada por suas experiências vividas (profissionais e pessoais), o que é essencialmente diferente dos exemplos da literatura do Norte Global. Além disso, os participantes utilizaram conceitos diversos a fim de articular suas ideias e contextualizar a realidade brasileira. Os direitos humanos, o racismo e a desigualdade econômica costumavam estar embutidos em sua discussão em torno das (im) possibilidades de engajamento e participação (nas ocupações). Questionar conceitos nortistas (Dos Santos & Leon, 2016), como injustiça ocupacional, permite compreender a influência da disciplina de ciência ocupacional sobre a profissão de terapia ocupacional no Brasil. Para promover o diálogo e comprovar sua relevância global, conceitos específicos da disciplina deverão inserir e ampliar seu interesse na discussão das perspectivas do Sul Global.

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The realities of occupational choice: How occupational injustices shape potential and possibilities

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The opportunity to exercise choice in occupation is fundamental to motivation, performance and meaning (Galvaan, 2012). However, occupational choice is shaped by a range of personal and structural influences which shape our occupational possibilities (Crawford et al., 2016; Rudman, 2010). These influences reflect a wide range of occupational injustices which can prevent full choice of occupation. The presentation aims to promote awareness and reflection through the use of theory and examples. It will provide an exploration of how occupational choice is limited by occupational injustices and how an individual's energies may be wasted or otherwise directed. Attendees will be encouraged to see the impact of injustice on occupational choice within their own working context. They will be invited to identify the impact of choice within policy, opportunity, and public/professional attitudes. We will explore the divergence between real choice and perceived choice that leads to unsatisfactory occupational outcomes. By the close of the presentation, participants will have insight into the role of choice and the power of occupation to create new possibilities.

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116.

In conversation with xʷməθkʷəy̓əm (Musqueam) Elder Doris Fox: Decolonizing and indigenizing occupation

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Canada

It is well established in the occupational science literature that the construct of occupation has been defined through White, colonial ideologies and, in doing so, Indigenous peoples' ways of knowing is actively erased (Gibson, 2020). Further, colonizers' use of the term 'occupation', and their violent occupation of Indigenous lands, cannot be separated from how occupation is conceptualized in occupational science (Emery-Whittington & Te Maro, 2018). Led by Indigenous scholars, the occupational science literature has begun to explore Indigenous understandings of occupation (Gibson et al., 2020). Indigenous peoples are not a monolith; Indigenous peoples are diverse with language and culture and science rooted in the lands. Thus, it is imperative, as occupational science engages in decolonizing this construct, that many diverse Indigenous voices are centred. The aim of this presentation is to offer an understanding of occupation, as shared by xʷməθkʷəy̓əm Elder Doris Fox. Elder Doris Fox will engage in discussion and story-telling on the meaning of occupation and the impact of colonization on occupation, with the co-authors. Justin Turner is Métis, Katie Lee Bunting is of White Irish and French settler ancestry, and Tal Jarus is a White settler from Israel. Elder Doris Fox's perspective will explore how colonization shaped and continues to shape Indigenous occupational participation, as well as how occupation is understood within xʷməθkʷəy̓əm culture. This paper adds to the emerging occupational science discourse and literature aimed at decolonizing the construct of occupation, through sharing xʷməθkʷəy̓əm understandings of occupation.

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Conceptualisations of citizenship in occupational science: The state of the art

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Citizenship is a dynamic social construct, actively shaped over time and performed through everyday experiences. As such, it cannot be separated from its root conditions, including contextual and societal forces. Occupational science has an undercurrent of references to the concepts of citizenship and the notion of being a citizen, although the concepts are rarely explicitly addressed. Given its importance and the renewed focus on citizenship in multiple fields, it is useful to address this gap by exploring the specific ways citizenship is understood and used in occupational therapy and occupational science. A scoping review as outlined by Arksey and O'Malley (2005) and enhanced by Levac et al. (2010) was undertaken. Combination of terms related to citizens/citizenship and occupational therapy and occupational science were searched in literature published in Dutch, English, French, Greek, Portuguese and Spanish. Results presented will focus on the theoretical understandings of citizenship identified through the review. There is evidence of a diversity of positions with rich and foundational debates on what it means to be human in society, although discussions are virtually absent in some languages. This diversity in positions relates to different philosophical perspectives and historical experiences in varying geographical and linguistic locations, reflecting the dynamic nature of this theoretical construct. Citizenship is a concept that is deeply political, moral/ethical, socially and culturally embedded. It is an important element in the daily life of all peoples, while increased understanding of various theoretical positions will enrich occupational science scholarship.

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Occupations in the symbioscene

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Social context has been largely studied to understand the use of human capacity (i.e., occupations) to shape surroundings and ways of living. Yet, the intertwined relation of human capacities and natural features (i.e., physical geographies) received little or no attention within occupational science. We argue that harmful western notions of productivity, efficiency, comfort, and safety have disconnected human ways of living from natural processes and patterns. Thus, the discipline needs to think beyond the Anthropocene and dominance over nature, to engage with notions of Symbioscene (Albrecht, 2019) to envision a possible future on Earth. The aim of this dialogical session is to explore participants' views of the role of occupation in shaping geographical environments. We will consider Symbioscene (Albrecht, 2019) and how this notion can influence future research within the discipline. Participants will introduce themselves and discuss how geographies shape occupations in their regions. Then, an introduction of the Symbioscene will be provided by the facilitators and in small groups participants will discuss the potential of advancing the Symbioscene through (collective) occupation. How does the natural environment in your region influence human capacities? What is the role of occupation in influencing physical geography? How can occupation be harnessed to work with geography and ecology to promote the Symbioscene?

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Exploring connections between everyday aesthetic emotion and doing occupation

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Everyday life is of concern to occupational science. Given the wide variety of possible everyday human experiences, gaps in our knowledge remain. One such gap is an understanding of aesthetics as a dimension of everyday life and everyday occupation. The purpose of this session is to initiate an international dialogue on everyday aesthetics from the perspective of occupational science. All humans experience aesthetic emotions, though aesthetic preferences are developed according to cultural, historical, environmental, and personal influences. Aesthetic emotional experiences in everyday life are an aspect of decision-making impacting pleasure, displeasure, agency, and identity. Positive (pleasurable) and negative (aversive) aesthetic emotions shape behavior related to social interactions and daily activities affecting well-being. Objects are critical to an aesthetic event and significant at an occupational, societal, and cultural level. The process of object appraisal is a key source of aesthetic emotion in everyday life. Doing everyday occupations frequently involves elaborative behaviors that express an aesthetic response. Elaborative behaviors consist of actions taken to make an object or event more special – that is, to enhance its aesthetic appeal. Some elaborative behaviors result from an intent to create a shared aesthetic emotional experience between people. The shared experience of aesthetic emotions increases social connection and belonging. Aesthetic emotions and elaborative behaviors will be defined and identified. What is meant by “everyday” will be discussed and explored in an occupational context. The audience will be polled for their aesthetic emotions in response to stimuli to increase engagement and encourage dialogue.

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Justice-involved refugee youth: Engaging in occupation through gang membership

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Youth with a history of adverse childhood experiences (ACE) are often associated with behaviours leading to justice involvement (Logan-Greene et al., 2017). Refugee youth may experience ACE during forced migration and resettlement (Timshel et al., 2017). During resettlement, some refugee youth engage in non-sanctioned occupations (Kiepek et al., 2019), putting them at greater risk of criminalization, and justice-involvement (Abdo, 2022). This oral presentation will describe the non-sanctioned occupations refugee youth engage in within current understanding of doing, being, becoming and belonging (Hammell, 2014). A scoping review was conducted to explore the state of literature on the criminalization and justice-involvement of refugee youth internationally. Literature focused on refugee youth, unaccompanied minors, and asylum seekers between the ages of 12-24 and with a history of adverse childhood experiences, and a focus of criminalization or justice-involvement was included. Articles focused on immigration detention and involvement in non-sanctioned occupations in country of birth were excluded. Of the 14 articles reviewed, six noted refugee youth involvement in gang-related occupations such as assault, robbery, theft, and sex and drug trafficking. This project aims to link engagement in such occupations as a mechanism for social interaction, to develop a sense of belonging and as a mechanism of processing trauma. This oral presentation goes beyond describing the non-sanctioned occupations of refugee youth. It will set the foundation for further discussion on the unique theoretical, educational, and research-based work with refugee youth.

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121.

Stabilization of identity through occupational therapy for refugees with PTSD

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Austria

People who have experienced displacement frequently suffer from Post-Traumatic Stress Disorder (PTSD) due to drastic environmental changes and extreme demands before, during, and after migration. These can lead to disruption of the identity building process (Bennett, 2012; Stock-Gissendanner, Calliess, Schmid-Ott, & Behrens, 2013). Research shows the importance of meaningful activities for people with displacement-induced PTSD in the continuing development of their personal identity, while migration is disrupting these regular activities (Trimboli, 2016). The Model of Human Occupation (MOHO) provides a holistic analysis of the human being, including the importance of satisfying occupation strengthening a person's identity (Taylor, 2017). The social psychologist Heiner Keupp describes several essential components shaping identity, including occupational performance (Keupp et al., 2006). In this study, occupational therapists are interviewed about their intervention with people with refugee experience and PTSD. The deductive thematic analysis was conducted in relation to Keupp's theory of human identity. For this purpose, the theory of identity and MOHO were compared in order to be able to make a statement about the effects of occupational therapy strengthening identity. The findings underpin the effectiveness of occupational therapy in the promotion of identity development in people with refugee experience and PTSD. Identity perspectives and the sense of identity can be strongly supported with occupational therapy. This work substantiated the need for the use of occupational therapy in working with people with refugee experience and PTSD.

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From Uber to Instagram: Contemporary realities of occupations in the platform economy

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Canada

Despite the growth of the platform economy, occupational scientists have undertaken limited research on platform-based gig work. This presentation will highlight the importance of applying an occupational science perspective to research on this topic by investigating socio and technical factors that shape immigrants' occupational possibilities (Laliberte Rudman, 2010) and choices (Galvaan, 2015) in the platform economy. A focused ethnography informed by a sociotechnical approach (Ackerman et al., 2015) is being undertaken in Metro Vancouver, Canada. Methods include participant observations in a large immigrant-serving agency, in-depth interviews with immigrants seeking work in the platform economy (n=10), and immigrants currently engaged in gig work (n=10) to understand their motivations and experiences. Key informant interviews with employment and settlement service providers (n=12) are also being completed to understand how they support this particular client population. Preliminary findings address digital platforms' use of algorithmic management systems (i.e., automated evaluation and rating systems) to dictate employment conditions. Initial themes highlight the implications associated with algorithmic bias and algorithmic control of labour performance, including how these shape occupational choices and possibilities for immigrants in the platform labour market. There is a need and potential for occupational scientists to investigate the occupational implications of the COVID-19 pandemic and prevailing economic conditions on platform workers. In particular, it is essential to study the experiences of immigrant platform workers in this economy. This approach will enable us to understand how they navigate daily occupations amidst the changing demands associated with flexible working arrangements in this particular labour market.

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Older adults and the COVID-19 pandemic: Doing, being, becoming, and belonging

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Sweden

The possibilities to engage in everyday occupations suddenly changed with the coronavirus pandemic and led to dramatic restrictions and disruptions of doing occupations. Adults 70 years and older in Sweden, were identified as a risk group due to age, and they, as older adults globally, experienced confinement. The purpose of the study was to explore how doing, being, becoming and belonging, as dimensions of occupation, were manifested in the lives of Swedish adults 70 years or older, 100 days into the COVID-19 Pandemic. We did a directed qualitative content analysis based on the occupational dimensions– doing, being, becoming and belonging on semi-structured, in-depth interviews with 17 participants. The interviews were conducted remotely in June 2020. The participants lived in ordinary housing in Sweden, included eleven women and six men, with an age ranging from 70 to 86 years. Daily occupations had changed substantially, and habits and routines had been disrupted. The need for engaging in occupations was strong and the participants expressed adjustment and adaptations to continue doing despite current societal restrictions. The changes in doing had consequences for being, becoming and belonging and an overall impact on well-being. Experiences from confined older adults during this unrehearsed natural experiment that the COVID-19 pandemic constitutes, may enrich our theoretical knowledge and our understanding of how meaningful occupations can affect well-being life. Knowledge essential to support older adults' development as occupational beings.

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Reenvisioning “dementia”: A transformative public health initiative to (re)imagine local meaning/s

Melissa Park, Tom Valente, Seiyun Yang, Chesley Walsh, Anabel Sinn, Keven Lee, Arnaud Francioni, & Patricia Belchior

Canada/United States of America; United States of America; Canada; Canada; Ecuador/Austria/United States of America; Canada; France; Canada/Brazil

Media can erase divisions between the local and the global through, what Appadurai (1996) called, “the social imaginary.” This raises questions: How do films about, and by carers of, persons living with Alzheimer’s and related disorders transcend (or not) public imaginaries of “dementia”? How does “doing something with someone else that matters” (Lawlor, 2003, p.423) thwart or reify categorical representations of “dementia”? We present emergent findings from a participatory, inter-sectoral and community-based research project funded by the Public Health Agency of Canada. The aim of the project was to collaboratively cultivate sociocultural environments worth living in using shared activities and events. The primary objectives were to: 1) link arts/culture, mental health, and academic sectors; 2) create an enriched web of resources in a local community; and 3) help decrease stigma at the intersection of Alzheimer’s, mental illness, and aging. We conducted an ethnography with social network analysis using a narrative-critical phenomenological framework (Mattingly, 2010) to capture change over time. Network analysis shows that our partners were aware of each other but had rarely worked together. Yet, despite extensive changes in leadership, shared activities continue to link organizations with an impact on measures of loneliness. A focus on “perplexing particulars” (Mattingly, 2019) provides exemplars of how shared activities can destabilize categories about “dementia.” Understanding how engagement in shared activities transforms local meanings from first-person perspectives provides an essential avenue to articulate the relationship between being socially occupied and transforming social discourses.

French Translation

Réenviser la “démence”: Une initiative transformative de santé publique pour (ré)imaginer la signifiante locale

Les médias peuvent effacer les divisions existantes entre le local et le global à travers ce qu’Appadurai (1996) nomme étant « l’imaginaire social ». Comment les films parlant de, et étant fait par des proches-aidants, personnes atteintes d’Alzheimer et d’autres troubles apparentés transcendent (ou non) les imaginaires publics de la « démence »? Comment est-ce que « faire quelque chose avec une personne qui significative » (Lawlor, 2003, p.423) contrecarre ou rectifie les représentations catégoriques de la « démence »? Nous présentons les résultats préliminaires d’un projet de recherche communautaire intersectoriel et participatif financé par l’Agence de la Santé Publique

du Canada. Le but de ce projet est de cultiver collectivement des environnements sociaux-culturels où il est bon de vivre à travers des activités et des événements communs. 1) Lier les secteurs de l'art, de la culture, de la santé mentale et académiques; 2) de créer un réseau enrichi de ressources au sein de la communauté locale; et 3) d'aider à réduire la stigmatisation liée à l'Alzheimer, à la maladie mentale et au vieillissement. Nous avons utilisé une approche ethnographique ainsi qu'une analyse des réseaux sociaux en utilisant un cadre phénoménologique narratif et critique (Mattingly, 2010) afin d'observer ce qui change à travers le temps. L'analyse de réseaux démontre que nos partenaires étaient conscients de leurs présences respectives mais travaillaient rarement ensemble. Pourtant, malgré d'importants changements organisationnels et décisionnelles au sein des partenaires, les activités communes continuent de lier les organisations et ont un impact sur les mesures du sentiment d'isolement. Une approche focusing sur les « perplexing particulars » (Mattingly, 2019) offre des exemples clés sur comment les activités communes peuvent déstabiliser les catégorisations de la « démence ». Comprendre comment l'engagement au sein d'activités communes transforme les significations locales en partant de la perspective de personnes particulières offre une piste essentielle de réflexion afin d'articuler la relation entre être socialement occupées et la transformation du discours social.

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“Dramaturgies of Assistance and Care”: Understanding the occupation of collaborative creation in *Raising the Curtain* on the lived experience of dementia

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Canada

Cultural narratives link dementia to horror, pathology, tragedy, fear, and shame (Goldman), limiting occupational opportunities for people living with dementia. *Raising the Curtain* (RTC) is a five-year partnership between education, health care, and the arts with the goals of promoting citizenship and advancing social and occupational justice for people with dementia. RTC uses community-based, arts-engaged, participatory research approaches, focused on the occupation of collaborative creation, to explore the question: “In what ways does the collaborative involvement of older adults with lived experience of dementia in community-engaged arts foster engagement and social inclusion?” Peer collaborators with dementia participated in creative workshops led by artist-facilitators (AFs) using diverse media. At various stages of the project, the workshops culminated in exhibits or performances. This aspect of the larger project involved interviews and focus groups with the AFs because of their ability to speak to the occupation of collaborative creation beyond a lay understanding. The data was analysed using qualitative content analysis. Emergent themes described the dramaturgical and performative techniques (“dramaturgies of assistance and care”) used in collaborative creation to enhance participation and counter stigmatizing stereotypes of dementia. Theme categories were “performative,” “affective,” “relational,” and “aesthetic.” Themes included: “being in the moment,” “adopting play,” “privileging feeling,” “mutual caring and learning,” “emphasizing relationships,” “amplifying participants’ voices,” “considering space and place,” “supporting valued memories,” and “alternatives to remembering.” Findings offer new perspectives on how collaborative creation can disrupt stigmatizing representations of age-related memory loss, and promote inclusion of persons with dementia.

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126.

Is occupational therapy an ableist health profession?

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United States of America; Philippines; Philippines; Philippines

There is a need to deconstruct ableist conceptualizations and practices in occupational therapy. Without critical reflection, occupational therapy conceptualizations and approaches may be facilitating ableist micro- and macro-processes that reinforce injustice to an already unjust society. This presentation aims to 1) discuss ableism as a social construction within a practice system, 2) deconstruct ableist perspectives embedded within occupational therapy practice through case studies, and 3) propose practices that promote reflective actions utilizing inclusive and justice-orientated principles. This presentation is based on the curation of the authors' critical reflections on ableism as explicitly and implicitly employed in occupational therapy practices in the Philippines and other countries. Despite the efforts of scholars, educators, and practitioners in employing inclusive and justice-orientated occupational therapy practices, ableism has permeated within our professional identity and continues to proliferate through overt and covert actuations within professional practices and scholarship. It is, therefore, important to re-examine the roots of the profession, challenge existing ideologies and current practices, and question professional practices that reinforce ableism. In the pursuit of further examining occupational (in)justice as a reality across transacting contexts, settings, and cultures— it is pivotal for practitioners, educators, and scholars within the peripheries of occupational science to reflect upon ableism as a worldview. Through critical reflection, occupational scientists can continue to ask questions and cultivate discourses that will improve practices involving human doings, sayings, and knowings.

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Occupational science: The imperative for occupational therapy practice

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Canada

Central to occupational therapy (OT) practice are numerous concepts and ways of knowing emerging from occupational science (OS). Unfortunately, there is a void in their application to practice. The objective of this paper is to explore how OS constructs and language are used to deepen clinical understanding, enhance therapeutic process, and provide the health care system with occupation evidence for practice. Using narrative methods, three clinicians were interviewed with examples of micro, meso and macro contexts for occupation-centered practice. Each narrative provides reflections on the use and meaning of occupation in relevant social and physical contexts while highlighting OS constructs. These documented narratives along with supporting notes and further materials were used in analysis. The first clinical story was anchored in the OS construct of unanticipated occupational transition (Scalzo et al., 2016) describing an individual's occupational disruption and prolonged transition, and using a single occupation to re-establish identity, regain control and achieve occupational balance despite systemic oppression. The second narrative explores how OS constructs of occupational consciousness (Ramugondo, 2015), collective and individual occupations (Ramugondo & Kronenberg, 2015), and the sanctioning of occupations (Kiepek et al., 2015) relate to occupational identity and OT with veterans when adjusting to civilian life. The third story shares how using a frame of occupational possibilities (Laliberte Rudman, 2010), occupational therapists infused a public healthcare system with occupational science language, revolutionizing OT practice and offering the medically-dominated healthcare system relevant meaningful occupational outputs. Using OS concepts to center occupation in practice has an iterative transactional relationship (Dickie et al., 2006) for the science and the therapy and operationalizes the ideals of knowledge transfer between these.

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Predictable life transitions: Arriving at an occupational perspective

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Canada

Conceptual frameworks for predictable life transitions are present in the social sciences. However, no conceptual framework using an occupational perspective exists. This impedes an understanding of the impact on, and impact of, occupation in predictable life transitions. This study's objective is to develop a conceptual framework on predictable life transitions from an occupational perspective. Jabareen's (2009) method for developing a conceptual framework informed this study including review of the occupational literature, using peer reviewed and grey literature from OTDBASE, CINAHL, Web of Science, ProQuest, and NDLTD databases, as well as the strands from Crider et al. (2014) and Romanyk et al.'s (2016) studies. Iterative analysis and mind mapping allowed for a synthesis of concepts into a conceptual framework. Results: 35 papers contributed to the 5 concepts (external context, complexity, social connections, personal nature, and transactional occupations) and seven sub-concepts that were analyzed against Crider et al. (2014) and Romanyk et al.'s (2016) work shaping the predictable life transitions framework from an occupational perspective. This study presents the first conceptual framework on predictable life transitions grounded in the occupational literature, showing the use of occupations through transitions, and how transitions impact individuals and their environment.

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Everyday forms of resistance in Palestine: A decolonised conceptualisation of occupation

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A rearticulation of the concept of occupation, and its related terms, is needed to make occupational science inclusive and relevant to communities around the globe. Decolonial ethnographic research was undertaken with olive farmers and shepherds in Palestine who expressed alternative views to mainstream understanding of what meaningful daily activity, done in adverse environmental conditions, means to them. Olive growers and shepherds have used a collection of values and actions to help them resist the 'occupational apartheid' (Kronenberg & Pollard, 2005) imposed on them by structures of separation, and by violence against humans, land, animals, and trees (UNHRC, 2013). As indigenous people who have formed attachment to their land and to cross-species communities for thousands of years, olive farmers and shepherds see daily activity as a highly social and political form of living that is connected to a harmonious and communal conception of health and well-being. The paper analyses actions, and the values that drive them, termed 'everyday forms of resistance' (Simaan, 2017). 'Everyday forms of resistance' are interculturally translated (Santos, 2014) to Western-based concepts in occupational science, to contribute to building more inclusive conceptualisation of occupation and its associated terms (i.e., health and well-being, occupational (in)justice). This process expanded occupational science's 'ecologies of knowledges' that prioritise Global South means of creating knowledge and models of praxis, and so help to transform education, scholarship and praxis in occupational science, and in other disciplines interested in the daily lives of human communities around the globe.

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Occupationally speaking: Why racist speech is a racist deed

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Aotearoa New Zealand

This paper forms part of a study examining links between colonisation and occupation and specifically how colonialism is transmitted via everyday occupation. Utilising an Indigenous analysis of occupation, it is possible to see how colonialism is naturalised and made routine via occupation. It is proposed that occupation is not only embedded in wider social contexts, but instead *is the societal context* in which colonialism is able to hide and thrive in plain sight. Indigenous contributions to occupation centre Indigenous worldviews, beliefs, and practices (e.g., Emery-Whittington, 2021; Gibson, 2020; Ramugondo, 2015). However, Indigenous notions and practices of occupation are typically filtered and constrained by western theoretical notions of occupation that dominate education, research and practice spheres of occupation. This paper introduces an Indigenous occupational analysis method that privileges an Indigenous taxonomy of occupation which allows novel observation of how racism is held and transmitted via occupation. The colonial notion that ‘talk’ is separate or somehow different in nature from ‘deed’ is examined using an Indigenous perspective that human doing is simultaneously context and continuum. From this vantage, talk is not only deed, but is part of an occupational continuum of human doing including thinking. Racist talk is therein placed inside a continuum of racist occupations. The potential and possibility of decolonised antiracist occupation requires re-centering Indigenous imaginations, knowledges, theories and taxonomies of occupation. ‘Occupation as continuum’ might then be explored as Society’s most intimate expression of itself.

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Words, concepts, and cultural and historical contexts: The plurality in occupational therapy

Ana Paula Serrata Malfitano, Patrícia Leme de Oliveira Borba, & Roseli Esquerdo Lopes

Brazil

Studies about occupation have informed part of occupational therapy field, especially in Anglo-Saxon context. Many times, they are assumed as guidelines in the world level. However, we have been seen the increase of debates about the theoretical and methodological diversity from the local level, which involves histories, vocabularies, and different developments. To discuss Human Activity, Occupation, Everyday Life and Ways of Life concepts in occupational therapy, in different fields of practice, from a Brazilian perspective. We tension the mainstream position of the scientific field composition from the theoretical and methodological references have developed by part of the researchers who compose the Postgraduate Program in Occupational Therapy in Brazil, in the academic master's and doctoral courses. Concepts have been defined and disseminated as essential elements to occupational therapists' work. It is added the finality of professional action, when is discussed: Social Inclusion, Occupational Engagement, Emancipation/Autonomy and Social Participation. These concepts have been informing the occupational therapy professional action from different theoretical and practical approaches. Part of who compose the Occupational Science field has been declaring the proposal of global perspectives for the future of Occupational Science, considering, and embodying local differences. In this perspective, in articulation with occupational therapy field, it is necessary to recognize the vocabulary plurality, histories and cultures ongoing, including the (re)discussion of the occupation concept. The debate might contribute with real horizontal dialogues, increasing the knowledge production about Human Activity, Occupation, Everyday Life and Ways of Life.

Portuguese Translation

Palavras, conceitos e contextos históricos e culturais: A pluralidade na terapia ocupacional

Os estudos sobre ocupação têm informado parte da área de terapia ocupacional, notadamente no contexto anglo-saxão e, muitas vezes, tidos como diretrizes do campo em nível mundial. Não obstante, temos assistido ao aumento dos debates em torno da diversidade teórico-metodológica radicada localmente, o que envolve histórias, vocabulários e desenvolvimentos diversos. Discutir os conceitos Atividade Humana, Ocupação, Cotidiano e Modos de Vida na terapia ocupacional, em diferentes subáreas de atuação, a partir de uma perspectiva brasileira. Tomando-se referenciais teórico-metodológicos de parte dos pesquisadores do Programa de Pós-Graduação em

Terapia Ocupacional no Brasil, em seus cursos de mestrado e doutorado acadêmicos, tensionando-se a composição do campo científico da área. Os conceitos têm sido definidos e divulgados como elementos fundamentais para o trabalho do terapeuta ocupacional, juntamente as finalidades da ação profissional, em que se debatem: Inclusão e/ou Inserção Social, Engajamento Ocupacional, Emancipação/Autonomia e Participação Social. Estes conceitos, ainda que sob diferentes perspectivas teóricas e assistenciais, vêm informando a ação profissional em terapia ocupacional. Parte daqueles que integram a ciência ocupacional tem declarado sua proposta de buscar perspectivas globais para o futuro de sua construção, considerando e incorporando diferenças locais. Nessa perspectiva, em articulação com a área de terapia ocupacional, é preciso que se reconheça a pluralidade de vocabulários, histórias e culturas em curso, inclusive rediscutindo-se o próprio conceito de ocupação. Tais debates podem contribuir com diálogos efetivamente horizontais, ampliando a produção de conhecimentos acerca das Atividades Humanas, Ocupações, Cotidianos e Modos de Vida.

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132.

Universal design and occupational science: A call for reciprocal relationship

Sigrun Kristin Jonasdottir & Snaefridur Thora Egilson

Iceland/Canada; Iceland

Universal design is a political policy grounded in values of equal opportunities for all people to participate in society. The ideology emphasizes design to meet human diversity, that is people with various abilities and impairments. With the ratification of the Convention on the Rights of Persons with Disabilities (CRPD) (2007), governments worldwide have affirmed their support for implementing Universal design in their societies. In this presentation, the concept of Universal Design will be discussed from various theoretical perspectives, highlighting aspects raised within critical disability studies, the relational understanding of disability and occupation, and human rights. The importance of implementation strategies to promote the participation of disabled people and other marginalized groups in society will also be noted. Initially, the ideology of Universal Design revolved around the built environment, but recently the focus has turned towards other crucial environmental aspects, such as the social context, policies, and practices. The usability of the environment, products and services has also drawn more attention, highlighting the link between Universal Design and people's opportunities to engage in preferred occupations. Occupational Science and studies of Universal Design have primarily operated on different tracks, with the two being only rarely combined. We believe discussions between the two fields can be fruitful and that Occupational Science can strengthen the ideology and implementation of Universal Design into different layers of societies as required by the CRPD.

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133.

Tackling play inequality through universal design: A survey of playground professionals in Ireland

Alice Moore, Helen Lynch, & Bryan Boyle

Ireland

Public playgrounds are important environments for outdoor play occupation in many urban contexts. However, many children experience public playgrounds as sites of spatial and social exclusion because of physical barriers to access and social barriers to participation. Consequently, many children are deprived opportunities to participate in play occupation which violates their rights. To tackle these play inequalities, Universal Design (UD) is being promoted to provide conceptual guidance for public playground design. Nevertheless, it remains unclear the extent to which UD is understood and implemented by playground professionals (i.e., those that plan/design/provide public playgrounds). Therefore, this study aimed to provide a wide-ranging “first impression” of the ways in which UD is understood and implemented by playground professionals in Ireland. A descriptive, cross-sectional online survey was used to gather data. Data were analyzed using descriptive statistics and qualitative content analysis. Data analysis revealed that playground professionals recognize the importance of UD and implement UD in various ways. However, a lack of knowledge on UD and good practice guides for embedding UD are considerable barriers. Nevertheless, numerous opportunities, initiatives and training possibilities were identified to better support the implementation of UD in occupationally informed environments (Moore et al., 2022). This research reinforces the important role that critical occupational science plays in knowledge generation by attending to multidisciplinary research projects that address real-world play inequalities in community contexts via their focus on play occupation. This facilitates solution oriented interdisciplinary crosstalk about occupationally informed environments that facilitate participation.

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134.

Temporality in the meaning-making of retirement-aged workers: Societal versus individual perspectives

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Slovenia; Sweden/Japan

As the world's population ages, so does the workforce. This is relevant because there is a tension in perspectives. On the one hand, working beyond the official retirement age is encouraged because of its positive economic impact on the welfare and pension systems. On the other hand, working longer is sometimes perceived as a barrier to younger adults entering the labour market and can provoke negative reactions. Ageist attitudes are prevalent too and may influence decisions about work and retirement. The aim of this paper is to explore meaning-making and occupations of retirement-aged workers in Slovenia utilizing a temporal perspective. Over a period of 22 months, 26 interviews were conducted with 9 workers, aged 59 to 72 years. Data were analysed using thematic analysis. The workers' experiences initially focused on the organization of time post-retirement, in some cases including a fear of an occupational void. During the COVID-19 pandemic, experiences and reflections were imbued with what a post-pandemic world might entail. Participants raised communal experiences in relation to temporal present-future perspective. Over time, participants gained a clearer idea about the sense of a "personal right time" for retirement. They based their decision on their individual experience of time and their perception of the world and their unique purpose in life. Temporality is an important aspect of human occupations. Understanding the temporal dimensions of people's individual meaning-making allows scholars to move beyond a one-fits-all approach when studying life transitions, such as retirement.

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135.

A toxic occupation: A psychosocial exploration of veterinary surgeons' life world

Danielle Bream-Jackson & Lindsey Nicholls

United Kingdom

A lack of access to meaningful occupation can lead to ill health. This research looks at how a highly respected occupation, that of being a veterinary surgeon, can lead to psychological distress and suicidality. There is a highly concerning statistic of veterinary surgeons having the highest suicide rate among various professional groups (Bartram & Baldwin, 2010). This is found across many countries, including Canada, Australia, South Africa and the UK. The purpose of this study was to explore veterinary surgeons' experiences of psychological distress; how they understood and made sense of these experiences in relation to their profession. In-depth interviews using the Biographical Narrative Interview Method (BNIM) were completed with 8 UK-based veterinary surgeons. Interpretive phenomenological analysis (IPA) was used to identify and explore emerging themes. Participants responded to an open invitation, posted on various social media platforms and via supporting organizations (e.g., VetLife). Emerging themes suggest that veterinary surgeons experience extreme moments of disempowerment throughout their careers. There was a cultural 'norm' amongst participants that they should be able to 'get through' and 'survive' their distress. This trope appeared to be reinforced in individual clinical settings, and the wider veterinary culture within the UK. Many participants reported their distress was exacerbated by society's idealized view of veterinary practices as being a 'small, local vet', which is impossible for modern-day veterinary surgeons to achieve. Occupational roles are embedded in cultures; the intersectional demands of the work and hidden assumptions can create mental distress.

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Oppressive and liberatory occupations from a Freirean perspective

Joy Agner & Devin Barney

United States of America

Past research has framed empowerment as a precursor to occupational justice. However, little scholarship examines how power, oppression, and liberation are embedded in occupations, and how oppression might be perpetuated by well-meaning occupational scientists or therapists. To contribute to this area, this session will begin with an overview of fundamental Freirean concepts from *Pedagogy of the Oppressed* and how they might be applied to occupational science. These include: 1) the preconditions for dehumanization, 2) how dehumanization can be unwittingly perpetuated with the goal of helping, 3) distinguishing acts of “false generosity” from solidarity, 4) “humanism” versus “humanitarianism,” and 5) components critical consciousness and praxis. During the dialogic portion, participants will be asked to examine and debate whether these concepts provide a useful initial framework to conceptualize occupations as either liberatory (i.e., promoting empowerment and humanism) or oppressive, and how they might be modified or expanded to develop a coherent framework in support of occupational justice.

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Portraits of the life of girls deprived of liberty in Minas Gerais, Brazil

Tatiana Maria Marques Tironi, Maria João Leote de Carvalho, & Luciana Assis Costa

Brazil; Portugal; Brazil

Despite the rapid growth of female incarceration worldwide, this social problem is present in an embryonic form in literature. The aim of this study is to identify and analyse the ways girls subject to liberty-depriving measures in Minas Gerais, Brazil, build the female gender in their daily experiences, based on their social practices and experiences, including criminal offences, in a stage prior to their entry into judicial custody. Based on a qualitative approach using Oral History method, twelve young females, aged 15 to 19, placed at Centrosocieducativo São Jerónimo from October to November 2020, were interviewed. Their life narratives were subject to thematic content analysis, from which six themes emerged: i. Family dynamics: single parenthood, poverty and domestic violence; ii. Fragility of the bond with formal education; iii. Experiences of sexual exploitation and child labor; iv. Mental suffering and drug use; v. Scarcity of leisure activities; vi. Male influence and female protagonism in offending. Experiences of oppression, violence, class and gender inequalities intensely characterize their life contexts, which highlights the importance of an intersectional to understanding the nature and rise of female incarceration in Brazil (Akotirene, 2019). This relational reading of their daily life and ordinary experiences theoretically contributes to the field of occupational sciences, namely for the analysis of daily activities and practices embedded in a social texture. Finally, findings point out the need for gender-sensitive public actions and policies aiming to contribute to the deconstruction of stereotyped and sexist social constructions crossing childhood and youth social worlds.

Portuguese Translation

Traçados de vida de jovens privadas de liberdade em Minas Gerais, Brasil

Apesar do crescimento acelerado do encarceramento feminino, esta pauta está presente de forma embrionária nas discussões acadêmicas e ainda ausente nos movimentos feministas. O objetivo do estudo foi compreender como as jovens em privação de liberdade representam e constroem o gênero feminino nas suas experiências do cotidiano, a partir de suas práticas e vivências, inclusive as práticas infracionais, em fase anterior a seu acautelamento. Trata-se de um estudo qualitativo que utilizou a História Oral como método de pesquisa. Participaram do estudo 12 jovens do gênero feminino que se encontravam em privação de liberdade no período de outubro a novembro de 2020, no Centro Socioeducativo São Jerônimo. As narrativas de vida foram analisadas pela técnica de análise de conteúdo, a partir das quais emergiram seis temáticas: i. Dinâmica familiar: monoparentalidade, pobreza e violência doméstica; ii. Fragilidade do vínculo com a educação formal; iii. Vivências de

exploração sexual e trabalho infantil; iv. Sofrimento mental e consumo de drogas; v. Escassez de atividades de lazer; vi. A influência masculina e o protagonismo feminino na infracionalidade. Constatou-se vivências de opressões, violências, desigualdades de classe e de gênero que evidencia a importância de uma compreensão interseccional sobre o fenômeno (Akotirene, 2019). Essa leitura relacional do cotidiano e das vivências ordinárias dessas jovens contribui teoricamente com o campo das ciências ocupacionais para a análise das atividades e práticas cotidianas imbricadas em uma tessitura social.

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138.

Tarot and spirit: Reimagining the context of occupation

Shoba Nayar

India

Tarot reading is an ancient occupation. Originating around the 14th century as a card game, in the 18th century Tarot began to be used as a divinatory tool. Fortune-telling? Perhaps. A method for self-analysis? Maybe. A spirit-guided occupation growing in popularity and challenging traditional understandings of context within which occupation occurs? Definitely. This theoretical paper draws on the author's personal experiences of Tarot reading and literature related to spirit-guided occupations (e.g., Shaminism) as a means of re-thinking and re-defining what constitutes context in relation to occupation. Tarot reading utilizes the skills and knowledge of the reader, the energy of the querent, and connection to a greater force—variously referred to as Spirit, the Divine, Universal Energy. The reader and querent may not share the same spatial or social territory, or even know one another; requiring the effectiveness of the reading to transcend physical boundaries. This raises questions such as can the individual be separated from the collective? How does the local and global encompass the spiritual realm? Where political and cultural contexts do not recognize the presence of 'spirit', what is the impact for such occupations? Occupational scientists posit that occupation occurs within context; but what constitutes that context? Occupations grounded in a non-physical energy contest the tangible, human made boundaries that shape current understandings of occupational engagement. It is time for the 'science' of occupation to welcome the 'meta-physical' and, together, re-imagine new contexts for occupation.

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139.

Building a conceptual understanding of crime as occupation

Crystal Dieleman, Mathieu Dumont, & Dominique Shephard

Canada

In the wake of the killing of George Floyd and protests against systemic racism, COVID-19 outbreaks among prison populations and calls for rapid decarceration, as well as the opioid crisis and calls for decriminalization of drug possession, the voices of activists and advocates share a common cry for new critical perspectives on what constitutes 'crime' as well as how we as a society react and respond to people who do such things. Illegal occupations continue to be largely unacknowledged in the field of occupational science, effectively silencing a significant domain of human experience (Kiepek et al. 2018). This concept synthesis project aimed to explicate crime as occupation and generate a critical account of illegal occupations grounded in extant explanations of crime. The literature was searched using index terms including, but not limited to, crime, criminal activity, criminal behaviour, and criminal act/action. Findings were analyzed using Hocking's (2009) occupational parameters for describing the things people do. Dimensions of the concept of crime are defined and illegal occupations are described, including what forms of human 'doing' are punishable by law, what function or purpose they serve, who is participating, and within what particular social and political contexts. This project contributes to current debates within occupational science challenging assumptions that the meaning and purpose of occupations are inherently positive. Occupational science is positioned for disciplinary and theoretical integration within the field of criminology, supporting the integration of occupational theories and models with others applied to explanations of crime.

French Translation

Élaborer une compréhension conceptuelle du crime en tant qu'occupation

Dans la foulée du meurtre à propension raciste de George Floyd, du surpeuplement carcéral en contexte pandémique ainsi que de la crise des opioïdes, la voix des activistes s'élève pour de nouvelles perspectives sur ce que constitue un crime et sur comment nous réagissons en tant que société face aux personnes qui en commettent. Les occupations illégales continuent d'être largement non reconnues dans le champ de la science de l'occupation, réduisant au silence un domaine significatif de l'expérience humaine (Kiepek et al., 2018). Cette synthèse de concept vise à expliquer le crime en tant qu'occupation ainsi qu'à produire un bilan critique des occupations illégales ancré dans les explications du crime. La littérature a été sondée avec des termes indexés (ex. : crime, activité criminelle, comportement criminel et acte criminel). Les résultats ont été analysés en utilisant les paramètres occupationnels d'Hocking (2009) pour décrire les choses que les personnes font. Les dimensions du concept du crime sont définies et les occupations illégales sont décrites. Cela comprend quelles formes de l'activité humaine

sont répréhensibles aux yeux de la loi, quelles fonctions servent-elles, qui y participent, et dans quels contextes sociaux et politiques. Ce projet contribue aux débats actuels au sein de la science de l'occupation sur le fait que les occupations ont nécessairement un sens positif. La science de l'occupation est positionnée pour une intégration disciplinaire au sein du champ de la criminologie, supportant de ce fait l'intégration des théories de l'occupation avec d'autres explications appliquées du crime.

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140.

Criminalization of occupations

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We examine the criminalization of certain occupations. There are two categories of criminal offences: “Mala in se” are acts viewed as morally wrong; “mala prohibita” are acts prohibited to promote social welfare (Priel, 2018). We argue “mala prohibita” laws criminalizing particular occupations disproportionately disadvantage vulnerable groups. A case study approach is used to examine the criminalization of three occupations: i) search and rescue activities to aid refugees, ii) prostitution, and iii) cultivation of illicit substances. The analysis is informed by critical race and gender theories to examine how the occupation is framed as criminal, which systems/populations are advantaged, and which systems/populations are disadvantaged. “Mala prohibita” laws that criminalize particular occupations have to propensity to be discriminatory to vulnerable populations, based on factors such as poverty, gender, mental health, oppression of local Indigenous traditions, and classist social systems. The United Nations Declaration of Human Rights (UNDHR) affirms “All are equal ... [and] entitled without any discrimination to equal protection of the law” (Article 7). Yet, specific vulnerable populations are more likely to be criminalized through laws that are ostensibly intended to promote social welfare. Through legal processes, human rights such as free choice of employment (Article 23) and right to seek asylum (Article 14) have been infringed through defining select occupations as criminal. It is advised that analysis of illegal occupations and experiences of people who engage in them consider how criminalisation of occupations can discriminate against vulnerable populations and reinforce dominant power structures.

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141.

Older adults' experiences of crime in deprived neighborhoods: An occupational justice perspective

Afsaneh Taei, Anders Kottorp, & Marianne Granbom

Sweden

The purpose of this study was to explore how older adults in deprived neighborhoods in Sweden experienced crime and disorder, and how they adapted and responded to these problems as occupational beings. Semi-structured interviews were performed with 6 men and 16 women, with a mean age of 74, who had lived five years or more in deprived areas of two cities in southern Sweden. Data was analyzed with thematic analysis. Being exposed to crime and disorder and feeling unsafe outside of the home limited older adults from participating in meaningful activities and resulted in changes in their daily routines. Having company during daily walks, not dare to go out, or stop attending activities like going to concerts or theaters at night were some examples of limitations and changes in everyday routines. Different strategies were used to remain active; participate in the neighborhood, contribute to the community, and fight against the territorial stigma. For some older adults, residing where they did resulted in occupational alienation, but for some others, fighting against crime and disorder gave meaning and purpose to their lives. Older adults spend most of their time at home and in their neighborhoods. Thus, learning about their challenges as residents of deprived neighborhoods and the impact on their daily occupations and well-being is essential for minimizing the occupational injustices. This knowledge is useful not only on individual but also on societal level.

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142.

Navigating sameness and difference in research: A critical discussion on reflexivity

Lindsey Nicholls & Michelle Elliot

United Kingdom; Scotland

In researching sensitive topics and marginalised communities there has been an increasing pressure for researchers to be the 'same as' the participants. This may protect vulnerable communities from objectification and external scrutiny encoded in 'normative' views of a society. A researcher who is the 'same as' the researched community is considered to have sufficient authenticity and legitimacy to do the research. Critical, feminist and reflexive approaches to social science research demand consideration of research objectives, intentions and implications. The tension between advancing understanding of diverse communities and the interpersonal and intrapersonal transitions and the dynamics of the researcher - participant relationship requires an exploration of similarity and difference to ensure an ethically sound research approach. The presenters will invite discussions on the complexity of establishing authentic and reflexive relationships with the participant communities. The challenges may include exploring/acknowledging unconscious bias and being aware of interpersonal insights and errors that occur in the development, implementation and learning from the research. The authors consider if a critical reflexive inquiry can promote a real and reciprocal exchange between researcher and participants. They suggest that overly simplistic 'identification with' participants can potentially avoid the painful realities of difference that are important to uncover and understand. The intersubjective space can be explored through an acknowledgement of sameness and difference, in privilege, power and/or the sense of subjugation.

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143.

Exploiting the potential of BIG qualitative data for occupational science

Mandy Stanley & Trish Cain

Australia

Qualitative studies in occupational science typically have small sample sizes which provide rich in-depth data for analysis. Big qualitative datasets offer occupational scientists an opportunity for contributing to development of the science. In this paper we draw on the example of our analysis of the evidence from the 2018-2021 Australian Royal Commission into Aged Care Quality and Safety. Royal Commissions are legislated when problems arise in the public interest with submissions and reports being publicly available. Approaching the large qualitative data corpus required ethical, logistical, epistemological, and analytic decision making in order to take a rigorous approach to knowledge creation. Data were downloaded into NVivo to be searchable with key words. For the purposes of our examination of risk discourse within the documents we chose a Foucauldian informed discourse analysis however other methodological approaches could be used. The analysis revealed a binary in the use of quality OR safety and in what was legitimate for older people to do that was safe but with a subsequent loss in quality of life. This adds to knowledge in occupational science in terms of which occupations are culturally sanctioned for older adults living in residential care. Big data sets offer an opportunity to explore phenomena related to humans as occupational beings. In this example we used publicly available data from a Royal Commission however much big qualitative data in the form of social media offers data yet to be explored from an occupational perspective.

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144.

Shame, a revolutionary affect that can mobilize activist scholarship

Tim Barlott & Pier-Luc Turcotte

Canada

This paper offers an affirmative reading of shame and outlines it as a pre-personal affect that opens people to seeing intolerable human cruelty. In doing so, we present the potential for shame to act as a catalyzing affect, one that can unsettle mechanistic blindness to oppression. Drawing on the philosophy of Karl Marx, Gilles Deleuze and Félix Guattari, we explore shame as the inward anger that comes from seeing our complicity in the atrocities of others like us. Shame is a part of what Deleuze & Guattari refer to as a 'becoming', an entangled social process of entering into proximity with others. The affect of shame is an involuntary event that can rupture habitual modes of willed ignorance, the habitual turning away from what is unpleasant. Through shame, we see that the 'other' exists and what has happened to them is intolerable. Shame brings to the surface the ways that we are complicit in oppression at an affective level and produces creative impulses of desire (that may potentiate action). Shame offers a tool for engaging in activist scholarship – it can create ruptures in habitual modes of self-interest and produce creative movements of resistance. Radical scholarship may be catalysed at the level of affect and desire, forced by shame to see and act on what is intolerable. Shame creates an opportunity to either turn away (willed ignorance) or to dream of new social imaginaries and fresh relationships with the worlds that we are entangled.

French Translation

La honte, un affect révolutionnaire pour mobiliser un travail académique militant

Cet article propose une lecture affirmative de la honte et la décline comme un affect pré-personnel qui aide les personnes à reconnaître la cruauté humaine intolérable. Ce faisant, nous présentons le potentiel de la honte d'agir comme affect catalyseur, qui peut nous défaire de notre aveuglement mécaniste devant l'oppression. En s'appuyant sur la pensée de Karl Marx et celle de Gilles Deleuze et Félix Guattari, nous explorons la honte en tant que haine dirigée vers soi qui vient de la reconnaissance de notre complicité envers les atrocités commises par d'autres comme nous. La honte fait partie de ce que Deleuze et Guattari définissent comme un « devenir », un processus social qui permet d'entrer en relation de proximité avec les autres. L'affect de la honte est un événement involontaire qui peut rompre avec les modes habituels d'ignorance délibérée, lorsqu'on se détourne de ce qui est désagréable. À travers la honte, nous reconnaissons l'existence de « l'Autre » et que ce qui lui arrive est intolérable. La honte fait resurgir les façons dont nous sommes complices de cette oppression, sur le plan affectif, et produit des pulsions créatives de désir (qui peut ultimement potentialiser les actions). La honte offre un outil pour s'engager dans un travail académique militant –

elle permet de rompre avec les modes habituels, axés sur l'intérêt personnel, et de produire des mouvements créatifs de résistance. Le travail académique radical peut donc être catalysé à l'échelle de l'affect et du désir, poussé par la honte à reconnaître et à agir devant ce qui est intolérable. La honte crée une possibilité soit de se détourner (ignorance délibérée), soit de rêver à de nouveaux imaginaires sociaux et à de nouvelles relations avec le monde qui nous entoure.

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Social occupations, health, and well-being of university students during pandemic

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Social distancing measures and lock down due to the COVID-19 pandemic have resulted in significant changes to how people engage in social occupations and orchestrate their daily routines. The different ways in which people have adapted their lives to meet social needs may provide insights into the relationship between occupation, health and well-being. The purpose of this study was to explore the impact of this occupational disruption on social occupations, perceived health and well-being. This qualitative study on the impact of social distancing measures on undergraduate & graduate students' lives is one part of a larger descriptive study with multiple measures. In-depth interviews with a subsample of 22 students, ranging in age from 18 -45 were conducted. Students described their responses to social distancing measures and how they adapted their social occupations and social connections within their daily round of occupations over several months. Qualitative analysis, using constant comparative method, revealed three themes. First, changes in the nature of social occupations. Second, the impact on all other occupations. And third, impact of adapted occupations on perceived health and well-being. The choices of occupations and methods of engagement in adapting to the occupational disruption provide insight into the relationships between doing, being, becoming and belonging. Subject's derivation of meaning from occupations they are able to engage in within the pandemic restrictions were found to be significantly linked to their perception of health and well-being.

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Empirical evidence of the pandemic's impact on students' experiences of daily occupations

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Experiences of daily occupations, routines and social connections were significantly impacted due to the COVID-19 pandemic and lockdown. In particular, university students' experiences of this occupational disruption (Nizzero et. al., 2017) gave us the opportunity to learn more about the relationship between people's occupational experiences, perceived health and well-being. The purpose of this study was to examine students' experiences of daily occupations and health and well-being. Methods: This descriptive study is part of a larger mixed methods study on undergraduate and graduate students' lives during the initial phase of the pandemic. Through an online platform students completed a survey focused on activity changes during the pandemic, the nature of changes made to daily activities, and global quality of life, health and meaning in life. Students also completed three days of the web-based Occupational Experience Profile (OEP). The OEP is a time-use diary designed to evaluate people's levels of experiences of pleasure, productivity, restoration and social connection on all reported activities during a 24-hour period of time (Adler & Fisher, 2022). Results will focus on descriptive measures of a) the OEP self-reported occupations and associated experiences and b) which activities changed and the nature of the activity changes during COVID. These results will allow occupational scientists to explicate how occupations and experiences shift during a major occupational disruption. Further, clarity may be achieved regarding how adaptations influence quality of life, health and meaning in life.

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Participation in distance education during the COVID-19 pandemic: An occupational justice perspective

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Philippines; Philippines; Sweden/Philippines

Restrictions brought about by the COVID-19 pandemic have led to distance education of children in many countries. Globally, there are approximately 463 million children who are unable to engage in distance education due to inaccessibility and lack of support (UNICEF, 2020). The aim of this presentation is to describe, from an occupational justice perspective, structural and contextual factors that may affect participation in distance education of school children. This critical analysis examined the facilitators and barriers to participation of primary school children in distance education during the COVID-19 pandemic utilizing the Framework of Occupational Justice (Townsend, 2012). Being one of the countries with the longest school closure, the Philippines is taken as a case example to illustrate these factors affecting participation. The complex interplay between the structural and contextual factors may affect participation of primary school children in distance education. The presence or absence of the following conditions may determine children's level of participation: (1) local and national policies; (2) institutional support; (3) digital access, usability, and competence; and (4) family-oriented culture and family situation. With the changes brought about by COVID-19 pandemic, distance education among primary schools would remain as an alternative. Hence, the barriers identified in this critical analysis need to be addressed. When left to persist, the hindering structural and contextual factors could result in some forms of occupational injustice, such as deprivation and marginalization.

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Occupational science propositions about health promotion: Implications for including non-WEIRD perspectives

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Occupational scientists in WEIRD countries (western, educated, industrialised, rich, democratic) assert that occupation can positively and/or negatively influence health. Such broad assertions are difficult to support or refute. We need activists, researchers, and practitioners in WEIRD and non-WEIRD countries to challenge links between occupation and health promotion. Our presentation draws on occupational science scholarship to examine six propositions from primarily WEIRD perspectives about occupation promoting health and ill-health. The following propositions are put forward:

1. Experiencing meaningful occupations can promote health or ill-health in any context
2. Without meaningful occupations, populations in prisons, refugee camps, aged-care homes, and shelters, for example, can experience occupational deprivation and human rights violations
3. Engaging in a diverse, balanced array of occupations can promote individual development and health, where resources, policies, and personnel exist
4. Populations without access to a diverse, balanced array of occupations, due to poverty, discrimination, violence, colonization, and natural disasters, for example, can experience occupational injustices (imbalance, marginalization, alienation)
5. Intergenerational and societal patterns of occupation, for example women entering the workforce, can impact individual, societal, and environmental health and ill-health
6. Community-based projects can engage people in promoting their own and communal health.

Our assertion is that understanding the relationship between occupation and health requires occupational science propositions to expand with non-WEIRD as well as WEIRD perspectives, as briefly illustrated through enactment of traditional kaitiakitanga (guardianship) over ancestral lands and practices, which protects the health of Māori people in Aotearoa New Zealand.

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Reflections from a decolonising community-of-practice: Lessons for knowledge generation in occupational science

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Brazil; South Africa; Canada; South Africa; Australia; Australia; Canada

Ways of knowing, being, and doing in community practice have been developed in different global contexts, and knowledge exchange and critique have potential to further strengthen these practices. This paper describes the experiences of a group of community development and social occupational therapy scholars situated in four countries (Australia, Brazil, Canada, and South Africa), who sought to create a virtual decolonising community of practice to learn with one another. Collective and generative reflections on the process we followed offers potential lessons for knowledge generation in occupational science. Since April 2020, the community-of-practice met bi-monthly. We established objectives and used a narrative-based literature review process to guide individual presentations and collective discussions of our work in community settings. Local understandings of social, political, and cultural contexts were critical in our critique of practice actions. The dominance of Western science, whiteness and racism, equity, discrimination, and poverty were central in our discussions. Sharing personal practice narratives that took intersectionality into account and recognizing the limitations of both English language and Western science were important for the development of collective insights. Resisting a “one approach fits all” in understanding human occupation/everyday life in our practices was key. Generating knowledge in occupational science that supports ways of knowing, being and doing reflective of multiple languages, sciences, and contexts will strengthen the discipline. This paper offers initial thinking about how to embrace a decolonising process when learning with scholars in different global contexts to support knowledge generation differently.

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Decolonising occupational science

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The purpose of this poster presentation is to propose areas for action to disrupt the colonial legacy that is tangled within occupational therapy. The areas for action are 3 interrelated components, termed 3 pillars to decolonise occupational therapy, each to be discussed individually. Occupational therapy is recycling knowledge and publications of global north ideologies, western centric authors and overrepresented with white (thought) leaders (Magalhães et al., 2019). We cannot shift change by simply increasing the number of black and brown faces in authors, leaders, staff, we have been trying to do this for years in occupational therapy, resulting in limited impactful change (Gibson 2020; Simaan 2020). Professor Leon Tikly (Wilkinson & Zou'bi, 2021) of Bristol university refers to the 3 dimensions of decolonising the university: decolonise the curriculum, democratise the university and decolonise the research. These he says are the fundamental components to review and act upon for justice and equity in education. By superimposing these ideas across to occupational therapy, the 3 pillars of decolonising occupational therapy become: Decolonise occupational therapy curriculum, democratise the occupational therapy profession and decolonise occupational therapy research. All the pillars raise the topic of institutional racism and discrimination, and this is the corrupted foundations that must be tackled as a matter of urgency, if we are going to have authentic impactful change. The 3 pillars of occupational therapy is a proposal to disrupt the corrupted foundations of occupational therapy.

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LGBTQIA+ people's everyday life: Social occupational therapy and critical occupational science reflexions

Jaime Daniel Leite Junior, Debbie Laliberte Rudman, & Roseli Esquerdo Lopes

Brazil/Canada; Canada; Brazil

Social occupational therapy efforts have been focused on proposing care technologies for visibility, as well as for the expansion of insertion and social participation of marginalized people. Critical occupational science scholarship has also turned attention to issues of marginalization, asking questions as to how occupation is implicated in such processes. Both social occupational therapy and critical occupational science propositions have used postulates by Paulo Freire and Michael Foucault, and also integrated other critically located theories, that can enable a reading of how inequities and injustices are politically and socially constructed. We aim to explore how different lenses on social problematics can be mobilized to analyze the practices of occupational therapists who work with dissident people of genders and sexualities in Brazil. Building on an on-going analysis of practices based on the assumptions of social occupational therapy and queer studies, we are engaging in a process of dialogue to layer in concepts from critical occupational science to possibly further analytical density. This on-going dialogue and analysis will be shared to address how this approach has potential to enable a complex understanding of social vulnerability that crosses LGBTQIA+ populations, and occupational therapy response to this social problematic. Within this focus on deepening knowledge about everyday life of the dissident people of genders and sexualities, we seek to break with a certain dominant perspective in the field, particularly an ahistorical, individualistic reading of the barriers and inequalities of access and participation of subjects and collectives.

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Parenting in LGBTIQ+ people in Latin America: An occupational approach

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Chile/Panama; Brazil/Chile; Chile

Occupational science has paid attention to parenting as an occupation, but little has focused on parenting of LGBTIQ+ people and, even less, in the Latin American context. This work seeks to approach the situation of LGBTIQ+ people who exercise the responsibility of raising children or adolescents, including affective and educational aspects in the Latin American context. Through a narrative bibliographic review, a general outline of the main challenges and strategies faced by these families is sought. Considering that, in most Latin American countries, there is no legislation that recognizes the formation of models of families other than cisgender heterosexuals. The findings were analyzed from different concepts of occupational science. LGBTIQ+ people use different parenting strategies, such as co-parenting, assisted reproduction, adoption, and family assembly. In all these processes, these people face different occupational transitions expressed in family agreements and adjustments, struggles against prejudices, and concern for the care of children. Among the difficulties, the pressure for heteronormativity stands out, expressed in the fear of exhibition, stigma and the feeling of permanent judgment. This study contributes to the understanding of parenting as an occupation and could contribute to the approach, support and professional sensitivity in working with LGBTIQ+ families. It also allows the questioning of parenting from a heteronormed logic, stresses traditional gender roles, expressed in gendered occupations, and denounces the occupational injustices experienced by these families.

Spanish Translation

Parentalidad en personas LGBTIQ+ en Latinoamérica. Una aproximación ocupacional

La ciencia ocupacional ha prestado interés en la parentalidad como una ocupación, pero poco se ha centrado en la parentalidad de personas LGBTIQ+ y, menos aún, en el contexto Latinoamericano. Este trabajo busca aproximarse a la situación de las personas LGBTIQ+ que ejercen la responsabilidad de criar niños o adolescentes, incluyendo aspectos afectivos y educativos en el contexto latinoamericano. Por medio de una revisión bibliográfica narrativa se busca realizar un esquema general sobre los principales desafíos y estrategias que enfrentan estas familias, considerando que, en la mayoría de los países de Latinoamérica, no existe una legislación que reconozca la conformación de modelos de familias diferentes a las heterosexuales cisgénero. Los hallazgos fueron analizados desde diferentes conceptos de la ciencia ocupacional. Las personas LGBTIQ+ emplean diferentes estrategias para ser padres, como la co-parentalidad, la reproducción asistida, la adopción y el ensamblaje familiar. En todos

estos procesos estas personas enfrentan diferentes transiciones ocupacionales expresadas en acuerdos y ajustes familiares, luchas contra prejuicios, y preocupación por el cuidado de los niños. Dentro de las dificultades, se destacan la presión por la heteronormatividad, expresada en el miedo a la exhibición, el estigma y la sensación de juicio permanente. Este estudio aporta en la comprensión de la parentalidad como una ocupación y podría contribuir al abordaje, apoyo y sensibilidad profesional en el trabajo con familias LGBTIQ+. También permite el cuestionamiento de la parentalidad desde una lógica heteronormada, tensiona los roles tradicionales de género, expresados en ocupaciones generizadas, y denuncia las injusticias ocupacionales que viven estas familias.

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Sexual health in pediatric populations: An occupational justice perspective

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This educational paper seeks out to explore the connection of occupational justice and sexual health in pediatric populations. Occupational justice is a principle which is fundamentally connected to the promotion of sexual health with the fulfillment of sexual health representing sexual rights (World Health Organization, 2020). While there is a clear link between occupational therapy practice and sexual health, many OT practitioners are not comfortable addressing the topic in practice, especially in pediatric settings (Mc Grath & Sakellariou, 2016). Addressing sexual health within pediatrics is critical as 8-9% of youth with disabilities experience sexual violence across the globe, with children with intellectual disabilities being at a higher risk (Jones et al., 2012). Individuals with intellectual and developmental disabilities may acquire less sexual knowledge than their non-disabled peers (Jahoda & Pownall, 2014). The limited knowledge surrounding sexual health may lead to confusion, shame, and anxiety about sexual feelings and sexual expression (Jahoda & Pownall, 2014). The lack of appropriate sexual health education for youth may lead to occupational marginalization, in which individuals do not have the opportunity to participate in occupations or make choices related to participation in occupations (Stadnyk et al., 2010). OT practitioners have the skill set and intervention approaches such as health promotion, remediation, modification, and prevention to enhance the performance in occupations related to sexual health. OT practitioners should advocate for these services to improve the health and well-being of the youth and to limit occupational marginalization.

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Mind the occupation: Technology and task change at the workplace level

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The mechanisms of digitization's impact on (inter-)national occupational change attracted much scholarly attention. While international labour economics research mainly focuses on the employment and occupations susceptible to technical substitution (e.g., Nedelkoska & Quintini, 2018), quantitative social science lacks insights on technology and task change at the individual workplace level. We analyse the impact of new technologies on inter- and intra-occupational task change in the context of firm and worker factors to learn about complementary human-technology interactions. Combining the economic task approach (Autor et al., 2003) and the sociological socio-technical system approach (Trist & Bamforth, 1951), we conceive of technology, humans and work organization as interdependent subsystems of the work system that require "joint optimisation". Using data from the German BIBB/BAuA Employment Survey, we employ propensity score matching on individuals with and without technology introductions to estimate different technologies' effects on work tasks by occupational field. Our results indicate that the effects of technology introductions on work tasks vary across and within occupational fields depending on the type of technology (software, machines and process technology) and contextual factors. The results draw a differentiated picture of digitization in occupations. Corresponding task change might alter requirements for competencies, further education and training that differ largely between occupations. In addition, the results strengthen the position that technology effects are not predetermined and depend on an interplay of technology, humans and work organization. We thus encourage further research on political institutions', organisational practices' and technology design's role in shaping the technical change of occupations.

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Occupational adaptation in complex work environments

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Occupational therapists, like many professions, face increasing demands and accountabilities in complex work environments. Socio-political pressures, economic rationalisation, consumerism, workload intensification, mounting demands for outcome evidence, new technologies, changing workforce profiles and blurred, generic and emerging roles present both challenge and opportunity. This study explored occupational adaptation of occupational therapists in these complex environments, and the impact this had on their professional identity. Twelve occupational therapists from several countries and a range of practice settings and years of experience were interviewed using narrative enquiry. Data were analysed on multiple levels including narrative analysis, thematic analysis, and comparative analysis with findings of a recent concept analysis of occupational adaptation. Complex work environments caused occupational disruption. Poor value alignment and tensions between how therapists wanted to enact their role and the reality of their workplace were revealed. Effective occupational adaptation was a transactional process involving seizing control, value clarification, meaning-making, emotional regulation, interaction with a supportive environment and imagining and/or actualising potential. Occupational adaptation appears to be a life-long cumulative process. Occupational adaptation is a pivotal concept within occupational science which aids understanding and promotion of the link between occupation and health and well-being. To date, it has been a relatively abstract and complex concept which lacked clarity and consensus in how it is defined and understood. The lived experience of participants in this study further refines that understanding to support its application in theory, practice, and research.

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Participation in hairdressing for people with communication impairments

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From a transactional perspective, occupation is conceptualized as mutually constructed with the context (Cutchin & Dickie, 2012). Participation in occupational situations within the community is limited for people with communication impairments (Carroll et al., 2018). Previous research has shown that hairdressing is an important occupational situation for people with communication impairments (Roese, 2017). Hairdressers are important confidants and provide emotional support for their clients' (Page et al., 2021). Using a transactional perspective, this study explores how people with communication impairments can be enabled to participate in hairdressing from the perspective of hairdressers. Using a qualitative research design episodic interviews were conducted with five hairdressers. The data were coded openly and in a focused way, and continually compared (Charmaz, 2014). The results of the data analysis show that hairdressers create situations where clients with communication impairments feel secure. They use multiple ways of communication and offer repair services e.g. if clients are not feeling comfortable with the haircut. Often, hairdressers balance critical situations. This includes a cautious and gradual approach to the wishes of their clients. Enabling participation in the hairdresser's service also includes the refusal of the haircut if hairdressers consider that the haircut does not correspond to the client's wishes. The results of this study show in which way daily occupational situations for people with communication impairments can be coordinated and reconstructed within the community to enable participation.

German Translation

Teilhabe am Friseurbesuch für Menschen mit Kommunikationsbeeinträchtigungen

Aus einer transaktionalen Perspektive wird Betätigung als wechselseitig mit dem Kontext konstruiert konzeptualisiert (Cutchin & Dickie, 2012). Die Teilhabe an Betätigungssituationen in der Community ist für Menschen mit Kommunikationsbeeinträchtigungen limitiert (Carroll et al., 2018). Studien zeigen, dass der Friseurbesuch eine bedeutsame Betätigungssituation für Menschen mit Kommunikationsbeeinträchtigungen darstellt (Roese, 2017). Friseur*innen sind wichtige Vertrauenspersonen und bieten ihren Kund*innen emotionale Unterstützung (Page et al., 2021). Aus einer transaktionalen Perspektive wird in dieser Studie untersucht, wie aus Sicht von Friseur*innen Menschen mit Kommunikationsbeeinträchtigungen die Teilhabe am Friseurbesuch ermöglicht werden kann. Mittels eines qualitativen Forschungsdesigns wurden episodische Interviews mit fünf Friseurinnen geführt. Die Daten wurden offen und fokussiert kodiert und kontinuierlich verglichen (Charmaz,

2014). Die Ergebnisse der Datenanalyse zeigen, dass Friseur*innen Situationen schaffen, in denen sich die Kund*innen mit Kommunikationsbeeinträchtigungen sicher fühlen. Sie nutzen vielfältige Kommunikationswege und bieten Reparaturleistungen an, bspw. wenn Kund*innen sich mit dem Haarschnitt nicht wohlfühlen. Oft balancieren Friseur*innen kritische Situationen aus. Dazu gehört ein vorsichtiges und schrittweises Herantasten an die Wünsche ihrer Kund*innen. Die Ermöglichung der Teilhabe am Friseurbesuch beinhaltet zudem die Ablehnung des Haarschnitts, wenn Friseur*innen der Auffassung sind, dass der Haarschnitt nicht den Wünschen der Kund*innen entspricht. Die Ergebnisse dieser Studie zeigen, auf welche Weise alltägliche Betätigungssituationen für Menschen mit Kommunikationsbeeinträchtigungen in der Community koordiniert und rekonstruiert werden können, um Teilhabe zu ermöglichen.

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Place, space, and occupation: Utilization focused evaluation as a model for graduate projects

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Patton's Utilization Focused Evaluation (Patton, 2008, 2021) is a means to engage community stakeholders in the process of evaluation and program implementation. Literature reveals its utility in community organizations (e.g., Haertl, 2005, 2016) and as a framework for higher education (Anderson et al., 2018). The purpose of the present project was to apply Utilization Focused Evaluation (Patton, 2008, 2021) to community-based graduate projects grounded in occupational science. Patton's Utilization Focused Evaluation guided graduate projects designed to a) complete a comprehensive needs assessment, b) design a program or project grounded in occupational science concepts to enhance services for the community partners, and c) re-evaluate outcomes. Sample community sites included mental health providers, homeless shelters, programs for individuals with IDD, and youth detention centers. Sample outcomes of the graduate projects included occupational redesign of place and space, programming redesign to enhance occupational function, implementation of site training modules, and community awareness of the importance of habits, roles and routines. This presentation will further describe a model that may be used with graduate projects and will present sample outcomes. Utilization Focused Evaluation is viable for community-based graduate projects and is well suited to implementing occupational science to influence program evaluation and development.

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Analyzing Philippine inclusive education policies in primary schools: An occupational justice perspective

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Following the adoption of the Salamanca Statement, the Philippines has published several policy guidelines on inclusive education over the years. This paper critically examines two Philippine inclusive education policies to gain nuanced understanding of its conceptualization of inclusion, the influence of global movements to it, and how its underlying discourses may enable or hinder realization of occupational justice. Underpinned by critical and post-structural paradigms, Taylor's (1997) approach is used in critical policy analysis, focusing on policy context and text dimensions. This paper argues that multiple contradicting discourses on inclusion underpin the conceptualization of inclusive education in the Philippines and are influenced by various ideologies from local interpretations of global discourses on inclusion. Although current policy guidelines articulate strong rights and ethics and political discourses aligned with the Salamanca Statement and broader ideals of occupational justice, the national policies also reflect efficacy and pragmatics discourses underlined by market ideals. These ideals grounded on neoliberal perspectives emphasize human capital formation and competitiveness which may deprive and marginalize some students, especially those with additional learning needs. Hence, the Philippine inclusive education policies allow various points of departure for policy implementors and consumers. This inherent policy design could retain and perpetuate prevailing power relations and social inequalities that may lead to institutionalization and legitimization of exclusionary practices. These occupational injustices may restrict or even deny participation of certain groups of students in valued and meaningful activities, thereby resulting in occupational deprivation, marginalization, and even apartheid.

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Developing doctoral programmes for the European knowledge society: An occupational science experience

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Ireland

Globally, the United Nations have established 17 Sustainable Development Goals (SDGs) which have set the agenda for future policy directions requiring societal challenges worldwide and in Europe. The European Union (EU) community has many strategies to meet such societal challenges and agendas. One strategy which is the focus of this paper, is the EU commitment to fostering a European knowledge society, which led to the establishment of the Marie Skłodowska Curie (MSC) programme for excellence in European joint doctoral education. This paper presents the local experience of establishing a new joint PhD doctoral programme an occupational science that adheres to the MSC vision for Europe. P4PLAY joint doctoral programme was established in 2020 as a new PhD in Occupational Science and aligns with the MSC vision for excellence in doctoral education. As an MSC doctoral programme, the PhD in Occupational Science is underpinned by interdisciplinary, intersectoral and institutional internationalisation and is a collaboration between 4 academic universities across four European countries. The European University Association provides the argument for the establishment of MSC programmes as a platform for influencing cultural change in PhD education by ‘intensifying the European exchange of experiences on doctoral programme development’ (2016). We will demonstrate how the MSC PhD in Occupational Science is designed to fostering cooperation across borders, sectors, and disciplines (MSC, 2021). Doctoral education is more important than ever in assuring the evolution and integration of occupational science knowledge for a socially responsive world.

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Researching play through the lenses of occupation-based social transformation

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An occupation-based social transformation agenda is advancing as an increasing priority in Occupational Science to address social and health inequalities. There is recognition of the need for development of both scholarship and empirical examples to support its further growth (Farias et al., 2019; Laliberte-Rudman et al., 2019; van Bruggen et al., 2020). This presentation aims to introduce a theoretical framework of play as an occupation for social transformation. A theoretical framework built upon a literature review is presented, based on linking play's conceptualization and the lenses of social transformation through occupation. This approach is contextualized in a PhD study exploring the play of children living in a disadvantaged community. This theoretical framework puts forward play as an occupation for social transformation, articulating that when children play they are generators of community life since it fosters community identity and well-being, as well as relationships, cohesion and belonging between children, families and the whole neighbourhood. Play is an essential occupational right as children grow up: it facilitates children and community members to be active agents, builds community involvement, inclusive communities and tackle inequalities (Elsley, 2015; Gleave, 2010). This position emphasises the importance of an inclusive occupational rather than an instrumental perspective of play. The play conceptualization presented may strengthen and expand the key principles and approaches that inform occupation-based social transformation. Approaching play as an occupation for social transformation may enable the mobilization, contribution, and collaboration of Occupational Science in international interdisciplinary dialogues about play conceptualizations.

Spanish Translation

Investigando el juego a través de las miradas de la transformación social basada en la ocupación

Una agenda sobre la Transformación Social basada en la Ocupación está avanzando como una prioridad cada vez más creciente en Ciencia Ocupacional para abordar las desigualdades sociales y en salud. Se reconoce la necesidad de desarrollar tanto investigación como ejemplos empíricos para apoyar su mayor crecimiento (Farias et al., 2019; Laliberte Rudman et al., 2019; van Bruggen et al., 2020). Esta presentación tiene como objetivo introducir un marco teórico sobre el juego como una ocupación para la transformación social. Se presenta un marco teórico construido en base a una revisión de la literatura, basado en unir la conceptualización del juego y las lentes de la transformación social a través de la ocupación. Este enfoque se contextualiza en un estudio de doctorado que explora el juego de niños y niñas que viven en una

comunidad en desventaja. Este marco teórico propone el juego como ocupación para la transformación social, articulando que cuando los/as niños/as juegan son generadores de vida comunitaria ya que fomentan la identidad y el bienestar de la comunidad, así como las relaciones, cohesión y pertenencia entre niños/as, familias y todo el vecindario. El juego es un derecho ocupacional esencial a medida que los/as niños/as crecen: facilita que los/as niños/as y los miembros de la comunidad sean agentes activos, fomenta la participación comunitaria, la creación de comunidades inclusivas y aborda las desigualdades (Elsley, 2015; Gleave, 2010). Esta postura enfatiza la importancia de una perspectiva ocupacional inclusiva del juego en el lugar de una perspectiva instrumental. La conceptualización del juego presentada puede afianzar y expandir los principios clave y enfoques que informan la transformación social basada en la ocupación. Aproximar el juego como una ocupación para la transformación social puede posibilitar la movilización, contribución y colaboración de la Ciencia Ocupacional en diálogos internacionales e interdisciplinarios sobre las conceptualizaciones del juego.

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Slidable, climbable, hidable: Exploring the theory of affordances for understanding person-environment transaction

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Switzerland/Ireland/United Kingdom; Switzerland; Ireland; United Kingdom; Ireland

The concept of affordances originates from ecological psychology, and concerns “possibilities for actions” as perceived by individuals acting in the environment (Gibson, 1979). An affordance approach recognises the agency of the physical environment from a transactional perspective wherein the person and environment co-constitute each another (Clark & Uzzell, 2002). Although ‘affordances’ as an idea has been adopted by occupational scientists, the associated theoretical origins are less well explored in occupational science literature. Therefore, this theoretical paper aims to analyse the concept of affordances and its use in researching occupation. The concept of affordances will be explored through a literature review of outdoor play research across disciplines. Playgrounds are environments for communities allowing the collective occupation of outdoor play among children and families. Disciplines such as ecological and social psychology, landscape architecture, geography and education have successfully applied affordance theory in environmental research, and there is much to learn from their insights. Affordance theory has evolved from an individual understanding of direct perceived action to a more context-based perspective of potential affordances shared by groups and communities in their environments. An affordances perspective allows a functional meaning-making in the analysis of the person-environment transactions. The concept of affordances recognises agency of the physical environment and equalizes the person-environment relationship. An affordance theory perspective offers us the potential to broaden the understanding of occupation by providing a means to express functional meanings co-constituted between the environment and the person.

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The occupation of citizenship: Exploring children's participation in public playspace planning

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Citizenship is considered pivotal for living together in society (Fransen-Jaïbi et al., 2021) and significant for childhood occupations in social contexts (Cohen, 2005). For children, children's right to share their views on matters that affect them and given due weight, form an essential group of children's rights (children's participation) which enables them to practice citizenship. Children's participation is challenging as it requires adults to give time and effort to facilitate them to be involved in decision-making processes in their communities (Lundy, 2007). This paper aims to explore societal support for children's participation in planning for play in neighbourhoods. A scoping review was conducted of guidelines on designing public playspaces to identify strategies for children's participation. Participation strategies were analysed using framework synthesis to illuminate practices for successful engagement in citizenship from a child's rights perspective. Although involving children in community planning for play is a common aspiration, it is not mirrored in international guidelines for designing public playspaces. Results identify that participatory citizenship of children is yet to be achieved in public play provision. Play is a fundamental occupation for children and therefore involving children in the design process for public playspaces is important for participatory citizenship. This work furthers our insights into social transformation through occupation from the perspective of children, and the importance of child participation in citizenship to influence policy makers (Cunningham et al., 2020; van Bruggen et al., 2020).

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The belonging project: Conditions that support belonging for people with intellectual and developmental disabilities

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Canada

Despite having increased opportunities to participate in community life, people with Intellectual or Developmental Disability (IDD) continue to report a low sense of community belonging, high rates of loneliness, and have few or no meaningful occupations or social relationships. Better understanding what supports and hinders belonging in the lives of people with IDD is critical in furthering their social inclusion. Together, with people with IDD, we are exploring the 'who', 'what', 'where', 'when', and 'how' of their belonging experiences asking: *How are belonging experiences constructed in their lives? What conditions, actions, and processes support and/or hinder their belonging experiences?* An inclusive, critically informed ethnographic work utilizing participatory methods, this research engages 5 people with IDD in a series of individual go-along interviews as well as in a social change oriented 'creative workshop' and 'community showcase event' where they can share their experiences using arts-based mediums. A reflexive, iterative, thematic analysis of all field notes, transcripts, and reflexive writing will be conducted using critical disability studies theories as sensitizing concepts. Data collection is underway. Preliminary findings will be shared. A shift in priorities towards equity, diversity, and inclusion, has positioned inclusion at the forefront of national and international policy agendas. Occupational scientists are called to think critically about the radical role belonging plays in supporting meaningful inclusion and addressing occupational deprivation and injustice for people with IDD.

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Making it work: The invisible work of mothers in pursuit of inclusion

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Canada

Inclusive education is firmly situated at the forefront of international policy agendas. Despite this, normative and deficit-oriented constructions of disability continue to permeate inclusive school settings. Navigating these barriers creates extensive work for mothers of children experiencing disability while seeking inclusion and belonging for their children. Drawing on feminist conceptualizations of invisible work, this study aims to illuminate the hidden labor of mothers of children experiencing disability in the pursuit of inclusion in school settings. This study extends a branch of inquiry from a larger collective case study that explored inclusion and exclusion for children experiencing disability in inclusive education settings. Semi-structured interviews were conducted with nine mothers. An inductive thematic analysis, drawing on 'invisible work' as a sensitizing concept, was used to generate themes. Mothers are required to undertake invisible work in four dimensions: (1) work within the system (e.g. advocacy, meetings, sharing strategies), (2) 'workarounds' (e.g. coding as capital, changing schools, uprooting families, engaging in political/advocacy activities), (3) work to fit the system (e.g. adapting communication styles, managing expectations, being the 'good' mother), and (4) work above and beyond the system (e.g. hiring supports, purchasing equipment, acting as their child's therapist or teacher). Findings have implications for occupational scientists interested in the work of mothers and mothering occupations. The findings also speak to the taken for granted aspects of inclusion as a right. The authors call for reflexivity on current inclusive education policies and practices to understand how systems create work for mothers of children experiencing disability.

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Lend them an ear: The experience of children with disabilities in inclusive education in Jordan. A descriptive phenomenology study

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Jordan; Netherland; Jordan

Improving students' participation is the key factor of inclusive education. However, children with disabilities are at risk of restricted participation, which can have significant long-term consequences on their health and well-being. The purpose of this study is to gain an in-depth understanding of the experience of participation in inclusive education for children with disabilities, using the Occupational Perspectives of Health (OPH) by Wilcock (2007) as a framework. A qualitative descriptive phenomenology design was chosen. Ten children were interviewed about their experience in inclusive education. Interviews were analyzed using inductive thematic analysis, the emerging themes were discussed from the OPH framework while highlighting the interdependence nature of the four dimensions. the analysis revealed three main themes: 'just like the others', 'sense of community and sociability', and 'I've become stronger'. Findings suggest that considering children with disability as being just like the other students can restrict their participation, additionally, findings highpoints the positive experience of children's belonging in school community and ability to form good friendships. Further, students are exhibiting stronger personality and becoming more resilient to help them overcoming stressful situation. The interconnection between the dimensions of the OPH are discussed. The interdependence between doing-being is apparent in how the participants' occupational engagement at school has a role in forming their identity. Additionally, participants maintained their belonging with school community by doing meaningful occupations together. To improve participation in inclusive education, children need to be heard and be included in the decision-making process.

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Lessons from a transdisciplinary education project for a socially-transformative occupational science

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South Africa

As occupational science develops its socially-transformative agenda, the discipline must learn how to 'do' a science that responds to complex social issues. Transdisciplinarity is a tool to support this goal. This paper presents practice-based insights generated through engaging a decolonial transdisciplinary praxis within a health sciences education project in South Africa. The authors are involved in a project that responds to justice and equity-related issues facing schools in a low-income community in Cape Town. The project intentionally brings undergraduate occupational therapy, speech-language pathology, audiology and physiotherapy students together to collectively engage with community needs as they complete their practice learning degree requirements. The authors engaged in a continuous process of action-learning to document, refine and engage with emerging insights throughout the project. We used these reflections to construct personal memoirs of our experiences, providing the data to generate our collective analysis and interpretation of key lessons for transdisciplinary education and practice. Learning was centred around the demand to challenge the normative boundaries of teaching, learning and practice in order to enact a transdisciplinarity that critically engages with issues of equity and justice. This meant learning not only how to work as a collective, but also how to work differently within our individual disciplines. We share and critique how we approached and engaged this challenge, using decoloniality as a theoretical lens. This paper generates knowledge that can support occupational science in understanding how to enact transdisciplinarity towards becoming a socially-transformative science.

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167.

How are “hidden occupations” taught in contemporary higher education?

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Philippines

Occupational science aims to understand the nuances of human doings through the form, function, and meaning of occupations. Traditionally, occupations are taught as health-promoting and perceived to result in positive health outcomes. While such an understanding of occupations is limiting, it is widely endorsed within a practice paradigm underpinned by the biomedical model. In recent years, educators and occupational scientists see the need to inform learners about the unexplored dimension of occupations or “hidden occupations”. Hidden occupations are historically and culturally bound human doings that are not fully explored and accepted because of its inherent characteristics such as being health-compromising, illegal, inappropriate and/or personally or socially undesirable. The aim of this presentation is to determine the content knowledge, teaching and learning process, and assessment strategies used by educators when they teach hidden and unexplored occupations. Through an on-going scoping review, we aim to curate the extent of available evidence on how “hidden occupations” are taught, learned, and assessed within the context of contemporary health professions education. “Hidden occupations” is considered to be a critical concept within occupational therapy and occupational science discourses. However, the topic is not new to other fields, disciplines, and professions which can inform how “hidden occupations” can be effectively, ethically, and consciously taught to future health professionals. The constant exercise of “knowing the unknown” through co-creation is a core competency in occupational science. Critical and reflective discourses allow occupational scientists and practitioners to cultivate micro-transformations in health professions education and health care practice.

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168.

Using participatory action research to culturally tailor an occupation-based intervention for Latinx college students

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Cultural adaptations can improve efficacy of occupation-based interventions for underserved communities (Benish et al., 2011; Smith et al., 2011); however, there are few guidelines on the process of cultural tailoring. Using participatory action research (PAR) with Latinx informants, we are culturally-tailoring a hybrid in-person/app supported *5Minutes4Myself* wellness program for Latinx underclassmen attending a predominately white institution (PWI). Latinx students experience significant stress, educational disparities, and only around half persist to graduation (NCES, 2019). The current program uses a manualized lifestyle consultation to design personalized occupation-based wellness programs, and provides support weekly via a habit-building smart phone app, and monthly via face-to-face coaching sessions. The PAR process to tailor this wellness program included: 1) delivering current *5Minutes4Myself* version to seven Latinx upperclassmen attending a PWI; 2) having informants assess program elements usefulness in focus groups to decide which elements to retain, 3) presenting new potential features based on effective brief interventions that have demonstrated impressive effects on Latinx academic achievement (e.g. self-affirmation and growth mindsets; Brady et al., 2016; Broda et al., 2018) 4) redesign current elements (Activity Card Sort/Lifestyle consultation) to be culturally relevant. A qualitative analysis of the process documented in multiple focus groups, that captured Latinx students' preferences in this collaborative recursive redesign process, will be presented along with the challenges of cultural adaptations of occupation-based approaches. A participatory action research process that used cultural informants and evidence can be useful for cultural tailoring occupation-based interventions to increase their acceptability and effectiveness.

Spanish Translation

Utilizando la investigación de acción participativa para adaptar culturalmente las intervenciones basadas en la ocupación para estudiantes Latinx

Las adaptaciones culturales pueden mejorar la eficacia de las intervenciones basadas en la ocupación para comunidades desatendidas (Benish et al., 2011; Smith et al., 2011); sin embargo, hay pocas directrices sobre el proceso de adaptación cultural. Utilizando la investigación de acción participativa (PAR, por sus siglas en ingles) con informantes latinx, estamos adaptando culturalmente un programa de bienestar para estudiantes latinx de primer año que asisten a una institución predominantemente blanca (PWI, por sus siglas en ingles). El programa es un híbrido de participación en persona y una aplicación llamada *5Minutes4Myself*. Los estudiantes latinx

experimentan mucho estrés, disparidades educativas y solo la mitad de estas estudiantes persisten hasta el fin de su graduación (NCES, 2019). El programa utiliza una consulta enfocada en estilo de vida para diseñar programas basados en el bienestar y la ocupación personalizados, y proporcioné apoyo semanalmente por una aplicación de teléfono para el desarrollo de hábitos, y mensualmente por sesiones de entrenamiento en persona. El proceso PAR para adaptar este programa de bienestar incluye: 1) administrar la versión actual de 5Minutes4Myself a siete estudiantes latinx de último año que asistían a un PWI; 2) hacer que los informantes evalúen la utilidad de los elementos del programa en grupos focales para decidir qué elementos retener, 3) presentar nuevas características potenciales basadas en intervenciones breves y efectivas que han demostrado efectos impresionantes en los logros académicos de latinx (por ejemplo, autoafirmación y mentalidad de crecimiento; Brady et al., 2016; Broda et al., 2018) 4) rediseñar los elementos actuales (clasificación de tarjetas de actividad/consulta enfocada en estilo de vida) para que sean relevantes a la cultura. Se presentará un análisis cualitativo del proceso documentado en múltiples grupos focales para capturar las preferencias de los estudiantes latinx en este proceso de rediseño recursivo colaborativo, junto con los desafíos de las adaptaciones culturales de las estrategias basadas en la ocupación. Un proceso de PAR que utilizó informantes culturales y evidencia puede ser útil para adaptar las intervenciones culturales basadas en la ocupación para aumentar su aceptabilidad y eficacia.

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Play occupation for adults: A scoping review

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Play occupation has been extensively explored in occupational science but there are still challenges in defining play. The majority of research focuses on play as the primary occupation of childhood. Blanche (1998) explored the adult experience of play and argued that play continues into adulthood and is of primary importance to adult well-being. The debate about whether adults play continues in occupational science. This scoping review will map out current literature of adult play in occupational science with an aim to inform future research in this area. The author will be guided by the scoping review process outlined by Levac et al. (2010). The scoping review will address the following guiding questions: How is play defined in occupational science literature? How does the literature define play in relation to other occupations including work and leisure? What is written about adult play in occupational science? After identifying included articles, a narrative description of the quantitative studies along with a concept map will be completed. A qualitative thematic analysis of the articles will be conducted. Results are forthcoming. Occupational science is called to generate scholarship dedicated to human occupation (Hocking, 2009). The results from this scoping review will contribute to understanding adult play occupation across the lifespan.

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Play occupations in online games: Transactional perspectives of children's play in virtual worlds

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The emergence of online games is challenging traditional conceptualisations of play as an occupation. The increasingly social, yet distributed nature of multi-player games such as Among Us™, Minecraft™ and Fortnite™ offer the potential for children to play within shared virtual spaces using devices with other children connected across a network (Mustola et al., 2018). This varied nature represents a complex intra-action between a child, their parents' other children, real and virtual objects within a shared online space. As many games may be considered to represent the world in which the game occurs, play involves a dynamic process of meaning making and interpretation as children engage in different elements of the game. Online games are evolving, therefore further analysis is required to explore the occupational perspective of the situated and transactive nature of play. Informed by a post humanist and transactional lens, this research explores the collected narratives of young children's perspectives and experiences playing the same online game together (Cutchin & Dickie, 2012). Analysis of children's narratives offers perspectives on children's playing together and how they individually and collectively construct and interpret meaning in online spaces. It explores the dualism of online play as simultaneously singular and collective. This study contributes to furthering the understanding of play as an occupation within the context of online games and highlights occupational potential offered by the increasing social composition of online games.

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The erosion of tribal occupations in rural India

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India

Increasingly, occupational science scholars are shifting beyond conceptualisations of occupation embedded within a traditional western paradigm, with its attendant assumptions of individualism and autonomy; progress and dominance over the environment. (Laliberte Rudman et al., 2018; Galvaan, 2020). Located in India, Dadra Nagar Haveli is primarily inhabited by tribal communities whose primary occupation is farming and forestry; yet, their engagement in these life-giving occupations is increasingly threatened by political and cultural expectations (Nag, 2019; Xaxa, 2011). This is a theoretical paper based on the reflections and observations of first authors work with Adivasi communities. Using the metaphor of networks of fungi in a forest (Tsing, 2015), this paper offers a reflection on the rich meanings of relationship that, at a local level, tribal communities in rural India have with their land, forest, and occupations; and how sociopolitical oppressive structures at a global level, promote occupational injustice and occupational apartheid. Globally, rapid changes in the surrounding environment and social development; namely, industrialisation and colonisation, have suppressed the local occupations of farming and forestry. The rise in alcoholism, gendered violence, and suicide are threatening the connection that tribal communities have to their land and forest, adversely affecting people's health, and nature itself. The doing of everyday occupations—farming and forestry—reveals resistance to oppressive structures of colonialism, casteism, and capitalism. As occupational scientists we must pay attention and gently forage for occupations which are hidden, made invisible, and subjugated by the capitalist industrialisation forces but pop out in people's narrative and everyday doing of their occupational identities. In doing so, we can strive to raise our collective consciousness and encompass the 'glocal'.

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172.

Occupation using traditional ecological knowledge: Shared meaning in Zimbabwe, Sikkim Himalaya, and Japan

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Canada/Japan; Zimbabwe; India; India; USA; Canada

Ancient small grains cultivation has occurred globally for thousands of years. However, small grains varieties, agricultural knowledge and cultivation practices are disappearing owing to industrial farming methods, agricultural intensification, and humans changing relationship with their land. The study's objective is to understand the meaning of the occupation of small grains cultivation to Indigenous and local community cultivators in Zimbabwe, Japan, and Sikkim Himalaya. Using community-engaged research, ethnography, and visual methods, interviews in the local language with cultivators and knowledge holders were conducted and analyzed through iterative development of themes, followed by a cross-comparison across sites. From the highly diverse sites, multiple "meanings" regarding small grain cultivation were identified, that included tangible (e.g., eating, health) and intangible (e.g., continuation of tradition, positive feeling) benefits. Across sites, two dominant themes emerged addressing meaning of small grains cultivation: collaboration and community resilience, and deeply personal motivations. Manifestation of these themes took different forms across the sites, but were evidenced in similar outcomes that accompanied specific actions within cultivation. For example, in Sikkim, people engage in mutual support during cultivation followed by sharing a meal together as a time to strengthen community ties, while in Zimbabwe, threshing time is used to resolve conflicts by singing songs. Additional meanings and themes will be presented and discussed. By understanding the 'meaning' of one occupation contributes to our global understanding of the construct of meaning in occupational science. For OS and these communities, the meaning of small grains cultivation, has individual, collection and broader social implications that merit continued discovery.

Japanese Translation

雑穀栽培は、古代より数千年にわたり世界各地で行われてきた。しかし、近代農法、農業の集約化、人と自然との関係の変化などにより、在来種や栽培に関する知見は失われつつある。本研究の目的は、ジンバブエ、日本、そしてシッキム・ヒマラヤにおける先住民および農村地域の耕作者の人々にとって、伝統的に行われてきた雑穀栽培は一体どのような意味（意義）を持っているかを理解することにある。参加型研究、エスノグラフィー、ビジュアル・メソッドを用い、耕作者や知識保持者に現地の言語でインタビューを行い、調査地の相互比較によって分析を行った。多様性に富む現場から、雑穀栽培に関する複数の「意味」が明らかになった。その中には、有形（例：食えること、健康）、及び無

形（例：伝統の継承、ポジティブな感情）の利点が含まれていた。各調査地では、雑穀栽培の意味について、「共同作業とコミュニティのレジリエンス」、「個人的な動機」という2つの主要なテーマが浮かび上がった。これらのテーマは調査地によって異なる形で現れたが、栽培における作業とその意味するところは共通することが明らかになった。例えば、シツキムでは、栽培にあたっての相互扶助（結い）の後、食事を共にすることがコミュニティの絆を深める時間となっており、ジンバブエでは、歌を歌いながらの脱穀の作業が、地域の問題や対立を解決する場となっている。この他にも、様々な意味やテーマが提示され、議論された。ある作業の「意味」を理解することは、作業科学における意味の構成に対するグローバルな理解に貢献する。作業科学とそのコミュニティにとって、雑穀栽培の意味は、個人、集団、そしてより広い社会的な意味を持っており、今後も探求と発見を続けていく価値があると考えられる。

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The development and focus of occupational science in Japan: A scoping review

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Japan/USA; Japan

Occupational science was introduced to Japan in mid-1990s by Tsuyoshi Sato with scholars from the University of Southern California. Since then, the Japanese Society has been established and an annual academic journal has been published. However, since most of the publications are in Japanese, the Japanese view of occupation has not been widely shared around the world. Exploring the scholarly work of Japanese occupational scientists may expand our understanding of occupation beyond the Anglophone sphere. The purpose of this study is to review occupational science research that emerged in a Japanese context, and to identify the trends and gaps of research in occupational science in Japan. Following the framework of a scoping study by Arksey and O'Malley (2005), a review of 27 articles in the Journal of Occupational Science (JOS) and Japanese Journal of Occupational Science (JJOS) was conducted. The results suggested that Japanese occupational scientists have a strong interest in the application of occupational science to occupational therapy. Cultural occupations were explored in JOS, but authors in JJOS explored experiences of participants. Only a few studies cited theories or concepts from a Japanese context. Japanese occupational therapists have struggled in the gap between Western ideas in their education and realities of practice. The ways occupational science encourages understanding the clients' daily occupations instead of imposing Westernized ideas could be the reason Japanese therapists are drawn to occupational science. However, exploration of theories that align with Japanese context is warranted for further development.

Japanese Translation

日本における作業科学の発展と関心

日本の作業科学は、1990年代半ば、南カリフォルニア大学の作業科学の研究者と佐藤剛によって日本に紹介された。その後、日本作業科学研究会が設立され、年1回の学術誌の発行も開始された。しかし、これまでに発表された論文の多くは日本語であるため、日本の作業観は世界的に広く共有されていない。日本の作業科学者の関心を知ること、作業の理解を英語圏にとどまることなく拡大することにつながるかもしれない。本研究の目的は、日本の文脈で生まれた作業科学に関する研究をレビューし、日本における同分野の研究の動向とギャップを明らかにすることである。

方法

Arksey and O'Malley (2005) によるスコーピングレビューの枠組みに従い、Journal of Occupational Science (JOS) および日本作業科学研究 (JJOS) に掲載された27件の研究論文のレビューを実施した。

結果

分析結果から日本の作業科学者は作業科学をセラピーに応用することに強い関心を持っていることが示唆された。JOSでは文化的な作業に関する研究が見受けられた一方で、JJOSでは参加者の経験について研究されていた。また、日本の文脈における理論や概念を引用している研究はわずかであった。

作業科学への応用

日本の作業療法士は、作業療法の教育課程において学んだ西洋的な考え方と実践における現実とのギャップに苦しんできた。作業科学が西洋的考え方を押し付けることよりも、クライアントの日常的な作業に着目し、クライアントを理解することを促す学問であることが日本のセラピストが惹かれる理由なのかもしれない。また、さらなる発展のためには日本の文脈に沿った理論の探求が必要であると考ええる。

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Solutions to support community walkability: Focusing on older adults with vision loss

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Canada

Community mobility refers to people being able to move around their communities using different modes of transportation such as driving, navigating alternate modes of transportation, and neighbourhood walkability. Community mobility barriers, for older adults, are shaped through contextual features embedded in ageist and ableist assumptions. To examine the contextual factors shaping community mobility, a research collective of older adults, researchers, community leaders, and service providers was established, as part of a broader critical participatory action research (CPAR) study. Guided by the shared decision making of the research collective, our work began by conducting a scoping review focused on solutions and strategies for supporting the community mobility of older adults. A search across seven databases was conducted resulting in 44 articles that met the inclusion criteria. Thematic analysis revealed solutions to support community mobility, aligned with three broad themes: 1) Alternative modes of transportation; 2) Training and education programs, and 3) Neighbourhood re-design. Two trends within the literature were a lack of population focus on older adults with sensory challenges, such as vision loss, and a dearth of extant literature regarding walkability. Following consultation with the research collective, a grey literature search on walkability and older adults with low vision was recommended and is currently being undertaken. Communities that are not walkable can contribute to occupational injustice by restricting opportunities for meaningful social and occupational engagement. The built environment holds the possibility to facilitate occupational possibilities through the creation of walkable vision-friendly spaces.

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The occupation of mobility

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Mobility is often considered to be an instrumental activity that enables people to go from place to place. However, this overlooks the importance of mobility as both means and ends. The purpose of this presentation is to explore how mobility is an occupation that is intentional, meaningful, organized, and is both a process and a means to an end. This presentation draws on extant research by the author and others and relevant theory to explore the idea of occupation as mobility. Mobility is instrumental as a means of displacement. It is also an occupation in and of itself. For example, people may mobilize for the pure kinesthetic pleasure it provides. Likewise, people may avoid mobility, if it is experienced negatively (e.g., fear of falling). The method of mobility is a key aspect of this occupation, as the “medium is the message” in many cases (McLuhan, 1964). People convey their intersectional status through the mobility choices they make (e.g., SpaceX). The built and social environments have a strong impact on people’s mobility. People may not use assistive devices because of social stigma in an attempt to pass as someone who is more able-bodied. Accessibility can have powerful impact on the spaces people can enter (e.g., design apartheid). This presentation emphasizes the importance of considering mobility as a multifaceted occupation. This work lays the groundwork for developing a better understanding of how mobility contributes to other occupations and is an occupation itself to facilitate improved occupational justice.

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Disability and occupation: A non-disabled partner and social policy researcher perspective

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Canada/United States of America

Occupational experiences of disabled people are often presented in a deficit-based framework. Recommendations and interventions are framed with emphasis on opportunities to engage in meaningful occupation. Meaningfulness often becomes synonymous with capitalistic concepts (i.e., work) foregoing other occupations important to a disabled individual. Drawing from the Embodiment theory of disability, this paper narratively examines the occupational experiences of an inter-able couple. Through this method, the first-hand experiences of my partner are centered, although contextualized through my secondary role as a compassionate observer over our nine-year relationship. These experiences are supported with artefacts and contrasted with current literature on disability and occupation to provide insight on how intervention methods are incorporated into the lived experience of someone and the dual influence of occupation. While there is talk about empowering disabled people to self-advocate for engaging more with occupations in the traditional employment sector, there still exists little research into what happens when this is done, exploring both successful and unsuccessful navigation of these systems. This paper contributes to that by positioning lived experience with occupation, including but not limited to the traditional employment sector, and the interplay of those occupational identities with others. This paper has relevance for the promotion of occupational justice. Recognition that meaning resides beyond employment for disabled people is crucial. Similarly, properly supportive social policy requires a bottom-up approach accounting for the interconnectivity of occupations regardless of employment status.

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The influence of occupation, opportunity, and stigma on belonging following homelessness

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Canada

Belonging is an experience in which individuals share mutual care, concern, and support and is a fundamental human need that brings a sense of stability and well-being. Factors that influence the extent to which belonging following homelessness is achieved include access to places and occupations, poverty, and societal stigma associated with mental illness, substance use, and homelessness. Few studies have explored belonging as associated with psychosocial well-being following homelessness. The purpose of this presentation is to enhance the understanding of belonging experiences of individuals exiting homelessness by consolidating research-based findings, and to provide guidance for future research, service provision, and policy regarding improving belonging for individuals as they transition from unhoused to housed. Using Joanna Briggs Institute (JBI) guidelines, this systematic review and meta-aggregation is aimed at answering the question, "What are the experiences of belonging for individuals as they leave homelessness?" We searched seven databases combining three main concepts: 1) homelessness; 2) belonging; and 3) transition. The review is in process. Preliminary findings describe belonging as a process and highlight a strong connection between occupation and belonging following homelessness. Occupational therapy and occupational science literature identifies that relationship bonds can form by engaging in occupations with others, fostering a sense of belonging. Belonging is important for well-being and is an experience that is impacted significantly by the experience of homelessness. The findings of this review will inform future occupation-based research focused on belonging among persons following homelessness.

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Community engagement for social inclusion in substance abuse and HIV, in Zimbabwe

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Zimbabwe; Zimbabwe; Zimbabwe; Zimbabwe; Zimbabwe; United Kingdom; South Africa

Substance abuse and HIV are prevalent, complex, and misunderstood conditions among youths in Zimbabwe. Myths, lack of knowledge, and stigma, are major challenges consequently affecting the level and quality of social inclusion of those affected. School going youths are not spared from this, making them a key population group to engage with. To conduct a Community and Public Engagement (CPE) to raise awareness, generate insight and start a critical conversation around fighting stigma and promoting social inclusion in HIV and substance abuse, by engaging school going children in the community. This CPE utilized participatory visual methods through three rounds in a creative arts competition. Participants were tasked to create creative art in domains of poetry, drawings, and music embodying messages tackling stigma against substance abuse and HIV and to promote social inclusion. Monitoring and evaluation processes were in place. The community can be an active and empowered contributor in the research process, evidence uptake and practice, through well planned and culturally relevant CPE. Critical occupational therapy targeting social transformation and social inclusion can utilize creative arts as a medium for community engagement thereby generating socially relevant, impactful, and sustainable solutions. We used novel engagement strategies which challenged the dominant hegemonic power imbalances in research and practice. We drew on strategies that valued people as equal knowers, thinkers, and doers and this resulted in amplifying their empowered voices. Stigma against HIV and substance abuse can be challenged through occupation-based CPE applying creative arts among youths.

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Studying hidden occupational processes: Moving beyond textual and verbal representation

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The methods chosen by scientists to answer their research questions have a significant impact their studies' results and conclusions. Selecting the appropriate method for a research question is a critical aspect of designing an effective study. The purpose of this theoretical paper is to identify and showcase useful research methodologies that move beyond traditional textual or verbal representation (e.g., interviews, focus groups) to explore occupational phenomena that are difficult to study through traditional research methods (e.g., bodily habits, pre-reflective processes, sensory experiences, etc.). The presentation will begin with an overview that (1) discusses the limitations of traditional research methods for exploring pre-reflective or 'hidden' occupational processes; (2) explains the benefits of embracing approaches to research that move beyond traditional representation; and (3) provides some examples of research that use non-verbal and non-textual methods. Subsequently, participants in the room will be engaged in a discussion with the following prompts: (1) identify occupational science questions that could be explored using non-textual and non-verbal methods; and (2) describe non-textual and non-verbal methods that could be used to answer those research questions. Participants will leave the presentation with an understanding of how to use innovative methods to explore occupational science topics that are difficult to study using traditional methods. Occupational scientists should expand their repertoire of innovative and novel research methods to bolster their capabilities to study occupational processes that have not been explored in occupational science. (1) This presentation will identify useful research methods that move beyond traditional textual or verbal representation to explore occupational science topics that are difficult to study or are not typically studied. (2) The presentation will also identify occupational science questions that can be explored through non-textual and non-verbal research methods.

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Invisibility of child sleep care occupation in pandemic

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Argentina; Chile/Panama; Argentina

Children with neurodevelopmental disorders (NDD) and their primary caregivers, are among the populations most vulnerable to sleep disorders (Masi et al., 2021). The pandemic has generated the rupture of care networks especially affecting women in charge of children (Guadagni et al., 2020). Sleep has been of the most impacted occupations. This study explores and characterizes the way in which the pandemic has affected mothers of children with NDD when taking care of their children's sleep. A mixed exploratory descriptive design is used. The interviews of 20 mothers regarding their role as caregivers of their children's sleep have been analyzed with a narrative approach, and their own sleep quality with Pittsburgh Sleep Quality Index (PSQI) has been analyzed quantitatively, in the context of the evaluation in the Occupational Therapy Sleep Intervention Program COVID-19 between 2020-June and 2021-September. The narratives showed that the care of their children's sleep fell mainly on them, as well as the distribution of home tasks. The sudden disruption of rhythm in daily occupations added to the long-standing difficulty of their own perspective of occupational right in the care of family sleep (Leive & Morrison, 2020). All of the mothers had poor sleep quality. Sleep care in children with NDD has been made invisible as a care task in the pandemic. Occupational disruption has brought to light the need to address sleep as an essential occupation in daily family life, to be able to commit and get involved with the rest of the occupations of both their children and their own (Hammel, 2020).

Spanish Translation

Invisibilización de la ocupación de cuidado del sueño infantil en pandemia

Los niños con trastornos del neurodesarrollo (TND), y sus cuidadores primarios, son de las poblaciones más vulnerables a trastornos del sueño. La pandemia generó la ruptura de redes de cuidados afectando, especialmente, a mujeres a cargo de niños. Siendo el sueño una de las ocupaciones más impactadas, este estudio explora y caracteriza la forma en que la pandemia afectó a madres de niños con TND ante el cuidado del sueño de sus hijos. Se utiliza un diseño exploratorio-descriptivo mixto. En el contexto de la evaluación en Programa de Intervención al Sueño de Terapia Ocupacional COVID-19 entre 06-2020 y 09-2021, se analizó con un enfoque narrativo las entrevistas de 20 madres en su rol de cuidadoras del sueño de sus hijos, y cuantitativamente su propia calidad de sueño según el Pittsburgh Sleep Quality Index (PSQI). Las narrativas mostraron que el cuidado del sueño de sus hijos recayó principalmente sobre ellas, así como la distribución de tareas en el hogar. La repentina alteración del ritmo en las ocupaciones diarias se sumó a la dificultad de su propia perspectiva de derecho

ocupacional en el cuidado del sueño familiar (Leive & Morrison, 2020). El total de las madres tuvo mala calidad de sueño. El cuidado del sueño en niños con TND ha sido invisibilizado como ocupación de cuidado en pandemia. La disrupción ocupacional ha puesto a la luz la imperante necesidad de abordar al sueño como ocupación esencial en la cotidianeidad familiar para poder comprometerse e involucrarse con el resto de las ocupaciones de sus hijos y propias (Hammel, 2020).

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Time and space in the occupational development of infant bedtime routine

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Sleep occupation empowers individuals as well as communities and is relevant to the health of the entire society. Bedtime routine (BR) has a significant influence on promoting sleep health (Meltzer et al., 2021), development, and well-being in infancy. This study explores how BR is occupationally developed in the first years of life. It characterizes the action sequences of the caregiver-baby dyad in BR and analyzes whether these sequences are related to evolutive characteristics of the development of the baby's praxis in time and space. An exploratory, descriptive, cross-sectional design and an analysis process from Grounded Theory are used. Babies' development is studied with "Prunape" and "EAIS" scales and parents' narratives are analyzed. Sensorimotor stages of 42 healthy babies were obtained. Each group presents particular BR characteristics about space production: close to sleeping space, proximity with the caregiver, transfers; and time: sequences length, anticipation possibilities, and use of immediate, proximal or distant time. Characteristics found are related to the baby's praxis development and its organization in time and space. Parents act as community and society agents by co-creating and co-adapting action sequences in their babies' BR in ways that promote occupational opportunities (Humphry, 2005, 2016) for routine development. The synchronization and orchestration of these action sequences in BR with the evolutive characteristics of the infant praxis development in time and space (Blanche & Parham, 2001) offer a particular perspective from occupational science on the social transaction necessary for occupational development (Davis & Polatajko, 2010).

Spanish Translation

Tiempo y espacio en el desarrollo ocupacional de la rutina de conciliación del sueño en el bebé

La ocupación de sueño empodera a personas y comunidades impactando en la salud de toda la sociedad. La rutina de conciliación del sueño (RCS) tiene una influencia significativa en la promoción de la salud del sueño (Meltzer et al., 2021), desarrollo y bienestar en la infancia. Este estudio explora cómo se desarrolla ocupacionalmente la RCS en los primeros años de vida. Caracteriza las secuencias de acción de la díada cuidador-bebé en RCS y analiza si estas secuencias están relacionadas con características evolutivas del desarrollo de la praxis del bebé en tiempo y espacio. Se utiliza un diseño exploratorio, descriptivo, transversal y un proceso de análisis de Teoría Fundamentada. Se estudia el desarrollo de los bebés con escalas "Prunape" y "EAIS", y se analizan las narrativas de los padres. Se obtuvieron las etapas sensoriomotoras de 42 bebés sanos. Cada grupo presenta particularidades en

producción del espacio en RCS: cercanía al dormitorio, proximidad al cuidador, traslados; y tiempo: duración de secuencias, anticipación y uso del tiempo inmediato, próximo o distante. Los hallazgos están relacionados con el desarrollo de praxias del bebé y su organización en tiempo y espacio. Los padres actúan como agentes de la comunidad y sociedad al co-crear y co-adaptar secuencias de acciones a la hora de dormir de sus bebés promoviendo oportunidades ocupacionales (Humphry, 2005, 2016) para el desarrollo de la rutina. La sincronización y orquestación de estas secuencias con características evolutivas del desarrollo de la praxis infantil en tiempo y espacio (Blanche & Parham, 2001) ofrecen una perspectiva particular desde la ciencia ocupacional de la transacción social necesaria para el desarrollo ocupacional (Davis & Polatajko, 2010).

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Playspaces within playspaces: Exploring children's experiences of play occupation within playgrounds

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Switzerland; Sweden; Switzerland; Ireland

Public playgrounds located in the neighborhoods are one place where children with different backgrounds and needs can meet, play, socially interact and connect with each other. Children report that playgrounds are important places in their lives. As such, playgrounds could be seen as collective spaces in a community setting. However, little is known about specific playspaces in playgrounds, what children do in these places and what meaning they ascribe to these places. Thus, the presentation aims to explore children's doings in different playspaces on playgrounds, and the meaning they associate with these places. The presentation is informed by systematic search and synthesis of qualitative evidence about playgrounds from diverse children's perspective. The included literature is analyzed through an occupational science lens and place-attachment theory. The findings will illustrate the different occupations children do in different places on playgrounds, and the meanings the children associate with it. Furthermore, children's doings in these places are described and explored in relation to social interactions. Looking at playspaces from a child's perspective often gives insight into a different understanding compared to an adult's perspective. Within an Occupational Science community few have looked at specific playspaces on playgrounds and explored children's occupations in these places from a place-attachment perspective. Therefore, the findings will add to the knowledge of children's occupations as they are shaped by environmental relationships on playgrounds.

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Constructing everyday life in the “waiting space” between possibility and probability

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Medical imaging and genomic mapping are 21st century realities, available and arguably privileged to selective groups of people around the world. Mainstream technologies have been appropriated within many aspects of daily life and sophisticated medical-focused technologies are enhancing health approaches across personal and professional contexts. Technological advancements in predicting, diagnosing, and responding to the potential for illness or disease has an impact on understanding of health and well-being and on daily and future occupations (Sakellariou et al., 2021). But what of the information that is generated from them? Has the human capacity to make informed decisions with such knowledge kept pace? Drawing perspectives emergent from a multi-disciplinary review of literature, this paper will explore how knowledge generated through scientific technologies transforms the relationships people have with their bodies, their perceptions of health, and the enactment of daily occupations with awareness of potential health risks. It will consider the implications for the narrative representations of health and illness within the temporality between here-and-now, what if-and-what then (Elliot, 2016). There are many ‘stakeholders’ in the innovation, commercialisation, and implementation of biomedical imaging technologies. Less evident in this discourse is the influence upon the everydayness of individuals, families and their future-oriented identities. Locating the centrality of occupation in the construction of the transitional space between knowledge providers and consumers may enable critical appraisal for how such knowledge is translated into everyday occupations. Being presented with knowledge of possibility or probability alters choice and engagement and shifts occupation into an ethical liminal space.

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Distributed occupations: Understanding doing in technology enhanced spaces

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Ireland

Our understanding of occupation is conceptualized as emerging from the transactional interplay between humans and their environment (Hocking, 2020; Lavalley, 2017). The increasing presence of sophisticated technological systems in Western societies encourages ongoing and iterative consideration of the nature of occupation that occur in technology enhanced spaces. As material innovation has accelerated, we have increasingly divested elements of our doing to machines and technology such that we have created a reliance that may serve to challenge our individual and collective agency as occupational beings. As developments in artificial intelligence imbues ever more autonomy to technology systems we encounter in our everyday lives, our traditional understanding of occupations is challenged. This work seeks to further our understanding of human occupation in technology enhanced spaces. What constitutes digital spaces, their occupational possibilities and individuals' engagement in them is largely determined by structural and sociocultural factors which have, to date, remained underexplored. Originating in engineering and computer science, distributed systems are models where information sharing and task completion is understood in terms of the relationships between computer networks and human social networks (Kleinberg, 2013). Reflecting the increasing transactive engagement brought about by the growing proximity between humans and technology, theorists such as Hutchins and Salomon (Zhang & Patel, 2006) propose that certain human processes such as cognition can be considered distributed and extended beyond the individual to multiple agents and to the material world. This work explores how considering occupation as distributed may support our understanding of doing in digital spaces.

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Society and technology: Questioning global theoretical frameworks with local data

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Germany

We initiate a discussion about an overarching theoretical framework on the relation of technological and social change. While our empirical work is detailed regarding occupations, branches and regions, we have started developing a more global theoretical framework, which covers questions such as: “How can we address substitution and complementarity of worker’s tasks?” “Is there a constantly accelerating evolution of technological change?” “Can the thesis of a labor market polarization in the sense of an erosion of medium skilled jobs be applied to Germany?” Starting point for the framework are theory interviews with international scientists from different schools of thought (Federal Institute for Vocational Education and Training, 2022). As our research team offers a broad variety of disciplines ranging from sociology over economics and philosophy, the framework synthesizes the scientists’ ideas into different fields, such as the individual and organizational need to position themselves towards demands for change imposed by technology; or the framing of technological change via social norms and laws. The preliminarily structure runs along the micro-meso-macro dimensions. Though, there might be value in opening up the framework to further aspects of change like ecological change. Where do empirical findings from international research on similar questions overlap, contradict or extend our findings? What are other pressing aspects of societal change likely to influence the shape of future occupations?

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Evaluating the Vancouver Canada's first recovery college: Facilitating occupational participation in context

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Canada

Current mental health (MH) service delivery structures limit the occupational possibilities available to people living with MH and substance use (SU) challenges. Recovery colleges (RCs), an alternative to MH agency-based services growing (inter)nationally, can support new possibilities for occupational participation for people with MH and SU challenges. Through education, RCs offer opportunities to support participation in socially expected, personally meaningful, and satisfying life roles. This paper reports preliminary findings from a pilot study that aims to generate evidence regarding the experiences of stakeholders involved in developing and implementing the Vancouver Coastal Health (VCH) region's first recovery college, in partnership with VCH and the Canadian Mental Health Association. This mixed-method three-phase study began with a literature review and interviews with nine key informants. Phase two involved convening an implementation team to develop a plan for the pilot courses. Phase three involves evaluating two pilot courses using pre-and post-measures (including measures of recovery, recovery college fidelity, and co-production) and focus groups regarding experiences of students, peer educators, and managers. Data will be analyzed using interpretive description (Burdine et al., 2020). We will share preliminary findings regarding stakeholder experiences of the pilot and the possibilities of co-production. Limited opportunities for full citizenship and the overemphasis on formal MH service delivery must be reformulated to encourage inclusivity and greater community participation for persons experiencing MH and SU challenges. RCs may offer new possibilities for a range of occupations to enhance citizenship and recovery.

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Leisure occupations help “Reap the rewards of social connections” for young people

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Foundry was created in 2015 to promote and support early intervention for young people (aged 12-24) in British Columbia (BC), Canada. Foundry is an integrated health service with five core streams. In 2019 Foundry implemented Wellness Programs for young people to engage in recreation and leisure time occupations to enhance health. The purpose of this study was to explore how Wellness Programs impacted social connections for young people. Virtual semi-structured focus groups (n=2) were conducted with young people who attended Wellness Programs and one-on-one interviews (n=7) were conducted with program staff who were involved with offering Wellness Programs. A thematic analysis was conducted. Young people expressed that the programs they participated in helped to enhance their social connections, health, and well-being. They expressed they were able to connect with other young people and staff which was particularly important during an isolating time due to the global COVID-19 pandemic however wanted more in-depth mental health conversations. Programs were offered through in-person and online forums and youth identified that this helped the programs be more accessible and that they were able to connect with others online. The results of this study identify that leisure-based occupations can be utilized to promote social connections among young people which may help to promote health outcomes. It also identifies the importance of considering hybrid programs (online and in-person) moving into future pandemic and post-pandemic recovery phases to reach more individuals in remote communities in Canada and across the globe.

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Recovery as a model for future psychiatric care? Reflections from the perspective of social justice

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Originally born as idea of people impacted by negative experiences within psychiatric services in the USA, today Recovery is evolving almost worldwide as multifaceted approach to deal with mental illness and promote changes in mental health care system and practice. One effect is that new and so far unknown alliances evolve, challenging established health policy, health system, and the traditional roles of medicine and health professions. This is however astonishing, as Recovery still is a concept rather absent of being fully defined. Equipped with such diversity in current definitions, Recovery is running risk of abandoning its humanistic origins and mutating into an approach that works especially for wealthy countries in the northern hemisphere. This is due to the extreme focus on the individual and its idiosyncratic resources, opening ways for promoters of neoliberal thinking to release the society and State from responsibility for mental illness. Consequently, burden of care and support is left on the shoulders of those affected, their families, and volunteers, so some critics state. In this view, Recovery is nothing more than another answer to cuts in health and social systems, and thus a welcome invention in the service of neoliberal politics. By putting on the lens of social justice, the presentation aims to stimulate reflection on the term from different perspectives, how human occupation is embedded in current versions of Recovery, and if this combination has potential to change perspectives and practices in mental health care systems and services.

German Translation

Ist Recovery ein Modell für die Psychiatrie der Zukunft? Überlegungen aus der Perspektive von sozialer Gerechtigkeit

Ursprünglich als Idee von Menschen geboren, die von negativen Erfahrungen in psychiatrischen Einrichtungen in den USA geprägt waren, entwickelt sich Recovery heute als vielseitiger Ansatz zum Umgang mit psychischen Erkrankungen und zur Förderung von Veränderungen in der psychiatrischen Versorgung und entsprechender Praxis. Ein Effekt ist, dass neue und bisher unbekannte Allianzen entstehen, welche etablierte Gesundheitspolitik, das Gesundheitssystem und die traditionellen Rollen von Medizin und Gesundheitsberufen in Frage stellen. Das ist umso erstaunlicher, als dass Recovery als Konzept weit davon entfernt ist, vollständig definiert zu sein. Ausgestattet mit solcher Vielfalt an aktuellen Definitionen, läuft Recovery Gefahr, seine humanistischen Ursprünge aufzugeben und zu einem Ansatz zu mutieren, der insbesondere in wohlhabenden Ländern der nördlichen Hemisphäre zu funktionieren scheint. Dies liegt an der extremen gesellschaftlichen Fokussierung auf das Individuum

mit seinen subjektiven Ressourcen; ein Fokus, der den Anhängern eines neoliberalen Denkens Wege eröffnet, Gesellschaft und Staat aus der Verantwortung bei psychischen Erkrankungen zu befreien. Danach liege diese Last ausschließlich auf den Schultern der Betroffenen, ihrer Familien und freiwilligen Helfern, so einige Kritiker. Recovery sei aus dieser Sicht nichts anderes als eine weitere Antwort auf Kürzungen im Gesundheits- und Sozialsystem, und damit eine willkommene Erfindung vor allem in den Diensten neoliberaler Politik. Durch die Linse der sozialen Gerechtigkeit betrachtet, möchte diese Präsentation Überlegungen über den Begriff Recovery aus verschiedenen Blickwinkeln anregen, z.B. wie menschliche Betätigung in aktuelle Versionen von Recovery eingebettet ist und ob diese Kombination das Potenzial hat, Strukturen und Praktiken in der Gesundheitsversorgung psychisch kranker Menschen zu verändern.

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The wealth of occupations: On a theory of a post-labour society

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France

There is mounting evidence that new technologies that replace human skills are leading to occupational decline (Edin et al., 2019). This is due in part to the fact that, in economics, human occupations are typically valued under a productivist perspective of labour. An alternative perspective would be that labour, as a social and linguistic construct, has been used to alienate nonlabour occupations, as the intrinsic value of occupations has not been fully accounted for in economics, sociology, and other social sciences. The concept of occupation is not coherent across scientific disciplines. For example, outside of occupational science, occupations may relate to producing wealth in accordance with levels of technical skills and innovation (Jones, 2019). Besides, in the labour market, the process of attributing value to occupations is distributed unequally among genders and ethnicities (Stolzenberg, 1975). Gender strongly influences the home production responsibilities, hours of work, occupational choices, and wages (Erosa et al., in press). Attributing to labour occupations a higher value than nonlabour occupations, according to a productivist perspective, results in the underappreciation of meaningful occupations from an existential wealth perspective. A post-labour society would be able to support meaningful occupations if skill-replacement technologies are used for the common good instead of being the source of diverging economic inequality (Albuquerque & Albuquerque, 2022). In such a post-labour society, socioeconomic welfare would be optimized once occupational choices sustainably improve existential meaning for present and future generations.

French Translation

La Richesse des Occupations : A Propos d'une Théorie Post-Travailleuse

De plus en plus de preuves démontrent que les nouvelles technologies qui remplacent les compétences humaines entraînent un déclin occupationnel (Edin et al., 2019). Cela s'explique en partie par le fait qu'en économie, les occupations humaines sont généralement valorisées dans une perspective productiviste de travail. Une autre perspective serait que le travail, en tant que construction sociale et linguistique, a été utilisé pour aliéner les occupations non-professionnelles, la valeur intrinsèque des occupations n'ayant pas été pleinement prise en compte en économie, en sociologie et dans d'autres sciences sociales. Le concept d'occupation n'est pas cohérent entre les disciplines scientifiques. Par exemple, en dehors de la science de l'occupation, celui-ci est souvent liée à la production de richesse en fonction des niveaux de compétences techniques et d'innovation (Jones, 2019). En outre, sur le marché du travail, le processus d'attribution de la valeur aux occupations est réparti de manière inégale entre les sexes et les ethnies (Stolzenberg, 1975). Par exemple, le genre est une donnée qui

influence fortement les responsabilités de production ménagères, les heures de travail, les choix occupationnels et les salaires (Erosa et al., sous presse). Attribuer une valeur plus élevée aux occupations professionnelles qu'aux occupations non-professionnelles entraîne une dévalorisation des occupations signifiantes selon une perspective existentielle de richesse. Une société post-travailleuse serait en mesure de soutenir les occupations signifiantes lorsque les technologies de remplacement des compétences sont utilisées pour le bien commun au lieu d'être la source d'inégalités économiques divergentes (Albuquerque & Albuquerque, 2022). Dans une société post-travailleuse, le bien-être socio-économique serait optimisé si les choix occupationnels favorisaient durablement la signification existentielle des occupations pour les générations actuelles et futures.

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Exploring the meaningful qualities of transactions in virtual environments for massively multiplayer online role-playing gamers

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To date, most research on massively multiplayer online role-playing games (MMORPGs) has focused on the effects playing MMORPGs have on players' health and wellness. The virtual environment of MMORPGs has yet to be explored as a space where meaningful occupations occur. This qualitative descriptive study examined the virtual environment using a transactional perspective to describe the qualities of gaming that MMORPG players ascribe meaning to. Participants included six MMORPG players with experience playing World of Warcraft, Runescape, or Guild Wars 2. Data were gathered using interviews, participant observation, and a focus group. Data were analyzed using thematic analysis and resulted in three themes: creating collective occupational experiences, facilitating personally transformative occupational experiences, and unlocking immersive virtual environments. Participants described collective occupational experiences of gaming as creating a sense of community and belonging. Transactions in the virtual environment facilitated a transformative occupational experience to foster identity development and personal growth. The virtual environment was described as meaningful by unlocking an immersive experience through the aesthetics of the environment and engagement with in-game occupations. These findings provide occupational scientists with an increased understanding of the qualities of transactions within games that are meaningful for MMORPG players.

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Meaning of small grains cultivation in Japan

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Canada/Japan; Canada

Understanding meaning of traditional practices have been limited because they are situated outside of the dominant scientific worldview, and requires understanding based on different ontologies and epistemologies. The purpose of this study was to shed light on the meaning of small grain cultivation to cultivators, a traditional occupation, in Japan. Using ethnography with an occupational science lens, a human experiential perspective, this project explored meaning of the traditional occupation of small grain cultivation in three locations in Japan (Shiiba, Touwa, Karumai). A total of 10 cultivators completed recorded interviews. 39 characteristics of meaning were identified, including passing down the seeds, practice and wisdom from their ancestors, joy and happiness, deliciousness, sharing the grains with others, and for food security. For a cultivator in Shiiba, it is a way of life, which enables co-existing and co-prospering with nature, as well as a way to revive the local village by continuing the practice. For a cultivator in Karumai, small grains cultivation shows the historical relationship with horses who had closely lived with humans for centuries. Generational differences between older cultivators who are from the villages and younger cultivators who have typically migrated from cities were identified. Younger cultivators find richness in the occupation, whereas many older generations hold the social image of poverty/poorness. Occupational science lens plays a significant role in advancing our understanding of meaning around traditional practices, that is tied to physical conditions, sensory perception, worldviews, daily activities, and socially mediated relationships to the natural environment.

Japanese Translation

伝統的な作業は、近代科学的な世界観とは異なる存在論や認識論に基づく理解を必要とするため、近代科学の観点からその意味の理解するには限界があった。本研究の目的は、日本の伝統的作業である雑穀栽培が、耕作者にとってどのような意味を持つのかを明らかにすることである。エスノグラフィー及び作業科学の視点をを用い、人間の経験的な観点から、伝統的な作業である雑穀栽培の意味を探究するため、日本の三ヶ所の調査地（宮崎県椎葉村、岩手県東和町、軽米町）において計10名の耕作者にインタビューを行った。先祖から受け継がれた穀物の種子や栽培方法、知恵の継承、楽しみ、美味しさ、収穫物の分かち合い、食料の安全保障など、39の意味の特徴が明らかになった。椎葉の耕作者にとっては、自然との共存共栄を可能にする生き方であり、それを継続することは集落を再生させる手段でもある。軽米の耕作者にとっては、何世紀にもわたる人と馬との歴史的な

関係を示している。また、村の出身者である年配の耕作者と、都市部から移住してきた若い耕作者の世代間の違いも明らかになり、若い耕作者が雑穀栽培の作業に豊かさを見出している反面、高齢者の多くは貧しさという社会的なイメージを持っていることが明らかになった。作業科学の視点は、物理的な条件や感覚的な知覚、世界観、日常活動、そして自然との関係性と結びついた伝統的な作業が、一体どういう意味を持っているのかを理解する上で、重要な役割を担っている。

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Employing an action-orientation to expand our understanding of equine-human occupations

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Moving beyond an individualized perspective in occupational science research requires a methodological shift, where we broaden our focus from that of human experience to address the transactional unit in its entirety. Emphasizing action or engagement in a study involving multiple species (equines and humans) provided a rich opportunity to explore methods that moved beyond the language-based participatory strategies that are commonly utilized to explore occupation. This paper reviews and contrasts promising methods, employing an exemplar of multi-species engagement, to demonstrate how non-participatory visual methods can be applied to deepen our understanding of occupation without privileging the individual voice. Specifically, in this study, rhythm analysis and qualitative coding were used in combination with participatory visual methods such as interview and video elicitation. Methods and modes of analysis will be discussed, followed by a critique related to their potential utility and value for future research aligned with the transactional perspective of occupation. Decentralizing the human voice when studying occupation also allows researchers to focus on the sum instead of the parts; to focus on inter-subjectivity and commonalities instead of the factors that separate individuals from each other and from the temporal and spatial dimensions of the transaction. Employing non-participatory visual methods provides a new strategy for occupational scientists to reach beyond the individual perspective and more fully capture the dynamic, situated nature of occupation.

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Exploring dating as an occupation for young heterosexual women in Ireland

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United States of America; United States of America/Ireland

Dating is a meaningful occupation for many single people. The occupation of dating has transformed considerably in Ireland due to recent changes in Irish culture and the advent of online dating technology. A qualitative research approach was used to explore the complexities and intricacies of dating in an Irish context. Data were collected using semi-structured interviews with ten heterosexual women (age 24-34) living in urban areas of Ireland. Data were analysed using inductive thematic analysis (Braun & Clarke, 2006). Dating did not fully resonate with their experience, but they did not have an alternative term. The form of dating was influenced by cultural, temporal, physical, and virtual contexts. Beliefs about dating, fluctuating emotions, and feelings of mortification due to the stigma of online dating created meaning for participants and influenced their use of strategies to improve resilience. While dating was not a preferred occupation for participants due to its arduous nature and fluctuations in emotion, it was seen as essential to fulfil the function of finding a romantic partner or partner in occupation. Connections between participant experiences and occupational science are discussed to address the lexicon of dating, and the form, function and meaning of dating. This study contributes to occupational science knowledge by revealing the occupational understandings of dating as an emerging and dynamic occupation in a rapidly changing culture of Ireland.

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What if inclusion was radical? Centering belonging and agency in inclusion today

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Canada

Many of the inclusion policies and practices for children and youth around the world are rooted in political and material conceptualizations of inclusion, driven by rights and citizenship. Although necessary, this approach falls short in dismantling the normative underpinnings of inclusion theories and practices, creating a “facade of inclusion”. Inclusion initiatives for children continue to be popularized predominantly in education and leisure contexts. Despite increased access, disabled children report ongoing discriminatory experiences in spaces labelled as ‘inclusive’. Disabled children have access to spaces and occupations but continue to report feeling lonely, excluded, and have limited social relationships. The exclusionary effects of an assimilatory approach to inclusion creates barriers to disabled children’s doing, being, and belonging, and is an occupational justice issue. Drawing on critical disability theory and occupational perspectives on justice, we call for a radical shift in how we envision and enact inclusion; one that disrupts ableists norms and moves beyond rhetoric towards actualizing a felt sense of belonging. We suggest three radical shifts to reimagine inclusion: 1) Blurring the boundaries of normative expectations; 2) Recognizing disabled children’s agency; and 3) Centering belonging as fundamental. A radical inclusion lays the foundation for occupational justice - creating space for the (re)imagining of meaningful and non-normative participation in occupations and relationships. It calls for inclusion to be ‘measured’ not by the quantity or visibility of relationships or occupations, but also by their ascribed meaning and experiences of them. And it calls for the recognition of belonging as central to inclusion.

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The (radical) role of belonging in expanding and shifting understandings of social inclusion

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Canada

Social inclusion is named as an important right and desired outcome by people with intellectual or developmental disabilities (IDD), their families, service providers, and policy makers. Despite this, people with IDD continue to report a low sense of community belonging, high rates of loneliness, have few or no meaningful occupations or social relationships. The purpose of this paper is to explore how the concept of belonging can advance conceptualizations of social inclusion that value crip and other non normative ways of doing and being. Drawing on critical disability theory, this paper synthesizes the work of scholars in the fields of occupational science, disability studies, human geography, and intellectual disability to respond to the question: *What role might belonging play in narrowing the gap between how social inclusion is theorized and how it is experienced in the everyday lives of people with IDD?* Belonging shifts social inclusion towards inter-relationality and fluidity, calling for reciprocity and collective responsibility in the (re)negotiation of norms. Belonging expands social inclusion to encapsulate a felt experience and intimate, cultural inclusion, inviting people with IDD to not just be included as citizens but to be integral parts of our informal networks as friends and colleagues. A shift in priorities towards equity, diversity, and inclusion, has positioned inclusion at the forefront of national and international policy agendas. Occupational scientists are called to think critically about the radical role belonging plays in supporting meaningful inclusion and occupation for people with IDD.

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A conceptual framework of belonging pathways for disabled young adults

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Canada

Globally and across cultures, disabled and non-disabled people value and strive for a sense of belonging. While recent research about young adults with intellectual and developmental disabilities (hereafter, young adults) increasingly highlights belonging as critical to inclusion, studies of young adults' perspectives about pathways to belonging (i.e., processes for finding belonging) remain sparse. Such research could contribute to theory and inform future studies relevant to occupational science. Accordingly, this constructivist grounded theory study aimed to develop a conceptual framework of belonging pathways from the perspectives of young adults themselves. Two in-person, video-recorded, semi-structured interviews (60-90 minutes) were conducted by trained interviewers with each of nine young adults (18-35 years). During the first interview, each participant drew a socio-spatial map showing how belonging happened (and/or not) for them and answered questions about its content. The second focused on follow-up questions regarding the map and more detail about their belonging pathways. Analysis of the 18 interview videos involved constant comparison and three levels of iterative coding to identify key categories constituting a conceptual framework of belonging pathways. Several strategies were employed to ensure trustworthiness (e.g., audit trail, analytic memos, triangulation, reflexive journals). Analysis identified four key categories — Knowing oneself, Connecting with others, Reframing contexts, and Resolving tensions between self and others -- and their associated sub-categories, which together constitute a conceptual framework of belonging pathways. Findings highlight how occupation shapes belonging pathways and contribute new knowledge and theory which can inform future research.

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Music listening reduces anxiety during medical and dental procedures: What about context?

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Canada

A plethora of studies have shown that music listening reduces anxiety in patients undergoing medical and dental procedures (Weisfeld et al., 2021); however, its effectiveness depends on study design, exposed time, music preference, meaning and context (Bro et al., 2021). To our knowledge, limited literature investigates how the effect of music listening as an occupation is shaped by context in clinical settings. Occupation-based frameworks are used to inform understandings about how and which contextual variables can shape the anxiolytic effects of music listening. Randomized control trials and systematic reviews were searched from January to December 2021 through PubMed, Embase, CINAHL, Taylor & Francis Online, hand-search and grey literature. Interviews applied to patients in some studies are analyzed. Descriptive analysis will explore how music listening has been implemented and reported by health professionals, perceived by patients, and influenced by dynamic contexts. Higher proportion of primary studies and meta-analysis reported that music listening reduces anxiety compared to those that reported no difference in the outcome, but little focus has been dedicated to context (e.g., smells, device noise, communication, room) (Tran et al., 2010). Music listening was preferred by 78.9% of patients during dental procedures (Keilani et al., 2017). The occupation of music listening during medical and dental procedures represents a cost-effective intervention that can contribute to the reduction of anxiety, use of drugs and recovery time (Bradt et al., 2021). An occupational analysis can frame how contextual factors shape music listening and raise awareness and caution of its effectiveness reducing internalizing disorders.

Spanish Translation

Escuchar música reduce la ansiedad durante procedimientos médicos y dentales: ¿y qué pasa con el contexto?

Múltiples estudios demuestran que escuchar música reduce la ansiedad en pacientes durante procedimientos médicos y dentales (Weisfeld et al., 2021); pero su efectividad depende de la metodología utilizada, el tiempo implementado, la preferencia y percepción musical, y del contexto (Bro et al., 2021). Entendemos que la bibliografía que abarca la influencia del contexto clínico sobre la ocupación de escuchar música es escasa. Usaremos modelos basados en ocupación para explorar qué variables contextuales afectan el carácter ansiolítico de escuchar música. Se buscaron ensayos controlados aleatorios y revisiones sistemáticas desde enero hasta diciembre del 2021 a través de PubMed, Embase, CINAHL, Taylor & Francis Online, búsqueda manual y literatura gris. Se examinan entrevistas a pacientes publicadas en algunos estudios. Un

análisis descriptivo explorará cómo la música ha sido implementada y reportada por los profesionales de la salud, percibida por los pacientes e influenciada por contextos dinámicos. Una gran proporción de estudios primarios y meta-análisis exponen que escuchar música reduce la ansiedad comparados con los estudios que no observaron diferencias; pero poca atención se le ha dado al contexto (olores, comunicación, salón de operaciones y ruido de instrumentos) (Tran et al., 2010). El 78.9% de pacientes prefirieron escuchar música durante procedimientos dentales (Keilani et al., 2017). Escuchar música como ocupación es una intervención efectiva y económica para reducir la ansiedad, el uso de fármacos y el tiempo de recuperación (Bradt et al., 2021). El análisis ocupacional de escuchar música puede describir cómo los factores contextuales afectan su efectividad destacando su relevancia con precaución.

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Musicking as occupation: A narrative and arts-based inquiry into young people's belonging

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Canada

St James Music Academy (SJMA) is a Sistema-inspired choral and orchestral music program serving children and youth in a low-income community in Vancouver, Canada. Drawing on Smalls (1998) and DeNora's (2013) conceptualizations of 'musicking', we describe a community partnership study that uses narrative and arts-based methods to explore young people's sense of belonging through the occupation of music-making. After outlining the program and its local context, we summarize the study's methodological approach, which involves a series of arts-based workshops with young people aimed at eliciting the embodied and relational experiences of musicking. The study is ongoing and to date 13 participants have generated a multitude of photographs, body maps, profile drawings, and masks as part of the workshops. We are also conducting interviews with families of students from immigrant and/or refugee backgrounds. Arts-based methods provide a way to understand the embodied and relational dimensions of musicking, providing insights into both occupation and childhood experience. We discuss the workshop processes and challenges in relation to larger discussions of Sistema-inspired programs (Creech, 2013), focusing on childhood occupations and familial experiences of belonging. For example, we share how the extra-musical aspects of the program (e.g., snack provision, family support) fit into our conceptualizations of musicking and occupation in this context. Beyond a richer understanding of music and belonging, we hope to also spark conversations about the ways in which children's experiences are understood from an occupational standpoint, and how music and the arts might be incorporated into research on occupation.

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Critical reflections from a photovoice project: Politicizing children's occupations at school playgrounds

Natalia Rivas-Quarneti, Inés Viana-Moldes, & Lilian Magalhães

Spain; Spain; Brazil

Occupational scientists' commitment to social responsiveness and their contribution to challenging occupational injustices are increasingly recognized globally. While applying occupation for social transformation, critical reflexivity and critical sensibility have been identified as key approaches (Laliberte Rudman, 2021). We explore here how critical reflexivity and sensibility contributed to understanding children's occupations at a public school playground. Participation in play, fundamental for children's development, inclusion, and meaningful life, is often challenging due to factors such as disability, gender stereotypes, adults' perceptions of risk, and space design, among others. Concerns about the impact of these elements on children's participation were identified in a university-community partnership at an elementary school. Photovoice was used as an action-research strategy (Liebenberg, 2022). It entailed: a) involving the community in the research design, b) community lead data generation and analysis, c) multilevel exhibition of findings to increase community awareness, d) democratically building and prioritizing community's agenda; e) collective actions to change the playground. All relevant community stakeholders participated throughout the process. Specifically, during phase b, 450 students (aged 3 to 12), 15 teachers and 12 families generated and analyzed the data. For this presentation, we elaborate on the challenges and opportunities of embedding critical reflexivity and sensibility in this collaborative project. For example: portraying situated occupations in a specific physical context, allowed to unveil institutional, societal, and cultural environments shaping children's occupations. We highlight that explicitly combining photovoice, critical reflexivity and critical sensibility can be useful to unveil, problematize and politicize collective occupations.

Spanish Translation

Reflexiones críticas de un proyecto con fotovoz: politizando las ocupaciones de los niños en los patios escolares

El compromiso de los/as científicos/as ocupacionales con la responsabilidad social y su contribución para desafiar las injusticias ocupacionales es cada vez más reconocido a nivel mundial. Al emplear la ocupación para la transformación social, la reflexividad y sensibilidad críticas se han identificado como aproximaciones clave. Exploramos aquí cómo la reflexividad y la sensibilidad críticas contribuyeron a comprender las ocupaciones de los/as niños/as en el patio de una escuela pública. La participación en el juego, fundamental para el desarrollo, la inclusión y la vida significativa de los/as niños/as, a menudo es un desafío debido a factores como la discapacidad, los estereotipos de género, las percepciones de riesgo de los/as adultos/as y/o el diseño

del espacio, entre otros. Las preocupaciones sobre el impacto de estos elementos en la participación de los/as niños/as se identificaron a través de una alianza universidad-comunidad en una escuela primaria. Se utilizó fotovoz como estrategia de investigación-acción (Liebenberg, 2022). Implicó: a) involucrar a la comunidad en el diseño de la investigación, b) generación y análisis de datos liderados por la comunidad, c) exhibición multinivel de los resultados para la concienciación de la comunidad, d) construir y priorizar democráticamente la agenda de la comunidad; e) acciones colectivas para cambiar el patio de recreo. Todos los actores relevantes de la comunidad participaron durante el proceso. En concreto, durante la fase b, 450 alumnos/as (de 3 a 12 años), 15 profesores/as y 12 familias generaron y analizaron los datos. Para esta presentación, abordamos los desafíos y las oportunidades de incorporar la reflexividad y sensibilidad críticas en este proyecto colaborativo. Por ejemplo: ilustrar ocupaciones situadas en un contexto físico específico permitió revelar entornos institucionales, sociales y culturales que dan forma a las ocupaciones de los niños. Destacamos que combinar explícitamente fotovoz, reflexividad y sensibilidad críticas puede ser útil para revelar, problematizar y politizar ocupaciones colectivas.

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Desiring occupation: Exploring the passion, creativity, and social production of everyday life

Tim Barlott

Canada

This presentation explores a postmodern conceptualisation of desire to re-imagine occupation as a passionate, creative, and productive process that is entangled with the social world. We aim to theorise how passionate impulses are socially constructed and shape the occupations of everyday life. Employing the philosophy of Gilles Deleuze and Felix Guattari, we use the concepts of *assemblage* and *desire* as a conceptual framework for thinking about occupation. The concept of assemblage refers to the dynamic webs of interconnection that make up the social world. The social and material elements within an assemblage (human, non-human, physical, non-physical) are continually shaping and being shaped by each other, entangled in an ongoing process of social production. The concept of desire refers to the creative impulse and passion that stirs individuals to act within the assemblages of everyday life. Occupation can be understood as an assemblage, a dynamic social process and complex configuration of socio-material. Desire is a social force that produces (and is produced by) the assemblages of everyday life. When we desire occupation we desire an assemblage, we desire a social landscape that is enveloped in the 'doing' of occupation. The concepts of assemblage and desire offer a way for occupational scientists to think about occupation as a passionate and social process. Stirred by creative impulses of desire, occupational scientists can work to destabilize constraining assemblages and re-image liberating social landscapes.

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Complexity theory and play: Uncovering the relationship between occupation and society

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Scotland/Ireland/Germany; Ireland; Canada; Scotland

Human occupation is an extremely complex phenomenon situated within social, cultural, and physical contexts. Complexity theory, an approach used by multiple disciplines to explore large and hard to predict systems like economies, ecosystems and social networks is a potentially useful tool to build our understanding of human occupation. Using children's play as a heuristic, we will demonstrate how a complexity theory framework is used to gain a fulsome understanding of the occupation of play and its contexts, with a particular focus on the relationship between occupation and society. A scoping review of the recent literature on the nature of play will be conducted to identify the characteristics of play. The data bases to be examined will include health and medical subjects as well as political and social sciences. A complexity theory framework will be used to analyse the literature and to identify gaps in our understanding of this complex phenomenon. The results will provide an understanding of the nature and extent of the literature on play and its gaps from a complex systems perspective and will contribute to the creation of a model of the complexity of play. Further, the findings will support future research, practice and policy on play and may have applicability to other human occupations and future work in Occupational Science. This study contributes to Occupational Science's understanding of the complexity of play and the relationship between play and society. It demonstrates the use of complexity theory as a potential tool for Occupational Science and increases our understanding of the complexity of human occupation.

German Translation

Komplexitätstheorie und Spiel: Aufzeigen des Zusammenhangs zwischen Betätigung und Gesellschaft

Menschliche Betätigung ist äußerst komplex und findet eingebettet in einem sozialen, kulturellen und physischen Kontext statt. Die Komplexitätstheorie, ein Ansatz, welcher von mehreren Disziplinen zur Erforschung großer und schwer vorhersehbarer Systeme wie Volkswirtschaften, Ökosysteme und soziale Netzwerke angewandt wird, kann hilfreich sein um unser Verständnis der menschlichen Betätigung zu erweitern. Durch das Spiel von Kindern als Heuristik werden wir aufzeigen, wie ein komplexitätstheoretischer Rahmen verwendet werden kann, um ein umfassendes Verständnis der Betätigung Spiel und seinen Kontexten zu erlangen, wobei ein besonderer Fokus auf dem Zusammenhang von Betätigung und Gesellschaft liegt. Um die Merkmale des Spiels zu erfassen, wird ein Scoping Review über die Literatur zur Natur des Spiels durchgeführt. Die zu untersuchenden Datenbanken umfassen die

Bereiche Gesundheit und Medizin sowie Politik- und Sozialwissenschaften. Anhand eines Komplexitätstheoretischen Rahmens wird die Literatur analysiert und Lücken in unserem Verständnis dieses komplexen Phänomens aufgezeigt. Die Ergebnisse zeigen den Stand, die Art und den Umfang der Literatur über das Spiel sowie bestehende Lücken aus der Perspektive komplexer Systeme und tragen zur Entwicklung eines Modells der Komplexität des Spiels bei. Darüber hinaus können die Ergebnisse zukünftige Forschung, Praxis und Politik zum kindlichen Spiel unterstützen, sowie für das Verständnis anderer menschlicher Betätigungen und zukünftiger Arbeiten der Occupational Science hilfreich sein. Diese Studie trägt zum Verständnis der Occupational Science bezüglich der Komplexität des kindlichen Spiels und dem Zusammenhang zwischen Spiel und Gesellschaft bei. Sie zeigt den Einsatz der Komplexitätstheorie als möglichen Ansatz für die Occupational Science auf und erweitert unser Verständnis zur Komplexität menschlicher Betätigungen.

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Occupational security: A holistic means to address global crises and support safety

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Canada

The ongoing COVID-19 pandemic and devastating climate change impacts are global crises with local impacts. These have caused local disasters and adversely affected lives across the planet, including drastic disruptions and loss of occupations. To holistically address impacts of global crises on daily lives from an occupational perspective, the purpose of this theoretical work is proposing the concept of occupational security to challenge and reform reductionist notions of security. Using a post-humanist lens on social relations (Latour, 2007; Sheller & Urry, 2015), with notions of occupational transition (Crider et al., 2014; Townsend & Wilcock, 2004) and justice (Durocher et al., 2014), we conceptualize occupational security as a holistic means to assess, restore and sustain safe occupational engagement for all, despite the reality of ongoing and existential global crises. We contest prevalent notions of security, which we contend rest upon neoliberalist ideas promoting individualist and market-based notions of being. The enactment of this narrow ideology privileges some individuals and occupations, while disadvantaging many others, resulting in social injustice and insecurity, especially for the poor and underprivileged. With interdependence, equity, and sustainability as driving principles we offer a collectivist concept to redress these concerns in the context of impacts from climate change and pandemics. We maintain that the impacts of global crises on security and social justice are critical concerns, especially for marginalized and vulnerable communities. Occupational security, as a novel concept and framework, is aimed to help address these critical concerns in a holistic manner and support occupational engagement for all.

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**Tracing an occupational science research trajectory from Adolph Meyer's
"Philosophy of Occupational Therapy"**

John White

United States of America

This presentation is primarily educational as it will trace the trajectories of research in occupational science of concepts such as adaptation, temporality, habit, and defining occupation as presented by Adolf Meyer in his "Philosophy of Occupational Therapy" speech in 1922. It will include how Meyer prefigured the methodological approach of life history used in OS and anthropology through his life charting method, as well as how he recommended techniques for studying occupation that are still used today. A broad survey of the OS literature is used to locate and briefly summarize 3 decades of OS research that can be traced back to Meyer's occupation-related concepts. Adolf Meyer was a leader in the field of psychiatry and was a champion of understanding the uses of occupation as a therapeutic medium. In his 1922 speech to the National Society for the Promotion of Occupational Therapy that was originally titled "The Evolution and Principles of Occupational Therapy in Personal Reminiscence and Outlook" (K. Reed, personal communication) he named and at least loosely defined a number of concepts that have since become threads of research in OS (see Introduction). He also promoted consideration of the effect of social forces on occupation that can be linked to occupational justice, and discussed balancing of occupations for well-being. Sharing this history and the evolving trajectories from Meyer's concepts further grounds OS in a foundation that can support future research growth.

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Protocol for studying societal patterns of daily occupations for occupational balance

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Qatar; United States of America

Occupational balance (OB) and patterns of daily occupations (PDO) are considered as the subjective and objective manifestations of same interacting factors. By examining the PDOs of individuals in the society with high self-perceived OB, general PDO contributing to OB (PDO-OB) could be conceived. A case study approach was used to study the PDOs of two cases, one with high and another with low self-perceived OB. Patterns and time spent in the following occupational characteristics: level of enjoyment, challenge, competence, meaning, choice, social company, physical, mental, social, and rest involvement, presence of resources, and time perspective (i.e., time flies, moves, drags during occupational engagement) were gathered using experience sampling methodology, seven times a day for seven consecutive days. The responses (33 for case one and 21 for case two) were summarized using percentage of time-spent in different occupational categories and visualized through graphs to describe their time use patterns. The protocol used in the case study could be used for designing future time-use studies to typify societal PDO-OB based on a bigger sample. Societal PDO-OB conceived from modelling the time-use patterns of individuals with high perceived OB could serve as a useful guide to help individuals in need of external intervention, such as those with psychiatric conditions affecting judgement skills, for patterning daily occupations for OB.

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Conceptualizing self-care occupations of people of colour: A scoping review

Nedra Peter & Sachindri Wijekoon

Canada

Within occupational therapy (OT), self-care traditionally refers to activities of daily living (ADLs) needed to manage one's basic physical needs, such as eating and dressing (Laposhka & Smallfield, 2020). However, this conceptualization is informed by white, Western theorists (Hammell, 2009) and might not reflect the perceptions and experiences of people of colour (POC). For POC, self-care can go beyond basic ADLs to include occupations such as navigating systems of oppression, healing of racial trauma, practising mindfulness, and community engagement. As the validity of western systems of classification of occupations has evolved in divergent cultural and social contexts, there is a critical need to reframe and expand the discipline's definition of self-care (Hammell, 2009; Laposhka & Smallfield, 2020) to address gaps in health and well-being for marginalized persons. This scoping review aims to identify and synthesize how self-care activities of POC have been defined and discussed in the literature. Arksey and O'Malley's (2005) framework guided the identification of the research question; identification and selection of relevant studies from three electronic databases; extraction and charting of the data; and collating and reporting of findings. Preliminary findings uncovered key concepts on self-care among POC including: self-care as a tool for social justice, self-care as a strategy for fostering health equity, self-care as resistance against oppressive systems, and self-care as protection against psychological effects of racism. The incorporation of diverse perspectives of self-care will contribute to the expansion of the current disciplinary definition of self-care and inform socially responsive OS theories and practices to support meaningful occupations of marginalized persons in a globalized world.

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POSTER PRESENTATIONS

206.

Education for understanding an occupational perspective: A focus on social issues in Japan

Hirokazu Nishikata

Japan

An occupational perspective is utilized to understand and transform social issues (Laliberte Rudman, 2019; Townsend, 2017). However, the occupational therapy education that focuses on social issues is inadequate in Japan because many of occupational therapy area is in medicine and nursing care. The purpose of this presentation is to introduce a class that aims to understand an occupational perspective through planning an intervention program with a focus on social issues in Japan. The class consisted of: introduction of occupation, health, human development index, social determinants of health (SDH), occupational justice, and examples of occupational therapy approaches; discussing of social issues and the status of occupation and its relation to health in Japan, and planning occupational therapy programs; and presentations and discussions. The issues examined by the students included elderly care, child abuse, independent living of the elderlies, “one-o-pe” childcare, and driving by elderlies. Many of the developed programs focused on everyday life as a whole and on groups and communities. The students struggled to understand the impact of social issues on health with an occupational perspective. However, through the presentations and discussions, they seem to be able to recognize the importance and uniqueness of occupational therapy. Education that focuses on social issues and promotes understanding from the perspective of occupation will broaden students' horizons and enable them to develop Japanese practitioners who will engage in occupational therapy practice based on occupational science in the future.

Japanese Translation

作業的視点の理解を促す教育: 日本における社会的課題への取り組み

社会的課題の理解や変革には、作業の視点が有用である（Laliberte Rudman, 2019; Townsend, 2017）。しかし、日本の作業療法領域の多くが医療や介護であるため、社会的課題に焦点を当てた作業療法教育は不十分である。本発表では、日本における社会的課題に焦点を当てた介入プログラムの企画を通して、作業的視点を理解することを目的とした授業を紹介する。

授業の構成

1. 作業、健康、人間開発指数、健康の社会的決定要因（SDH）、作業的公正、作業療法の取り組み例について紹介、2. 日本における社会的課題と作業の状況、健康との関連について考察し作業療法プログラムを検討、3. 発表とディスカッションであった。

成果・考察

学生が検討した課題は、高齢者介護、児童虐待、高齢者の自立生活、ワンオペ育児、高齢者の自動車運転などであった。開発されたプログラムの多くは、日常生活全体や集団・地域社会に焦点を当てたものであった。学生たちは、社会的な問題が健康に与える影響を作業的視点で理解することに苦労していたが、発表やディスカッションを通して、作業療法の重要性や独自性を認識したようであった。

作業科学への示唆

作業的視点を用いて社会的課題の理解を促す教育は、学生の視野を広げ、将来、作業科学の知見に基づいた作業療法実践家の育成を可能にするだろう。

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Meaningful occupations and the observable processes in the brain: A systematic review

Ellen Cruyt, Patricia De Vriendt, Janne Vanleirsberghe, Nele De Geyter, Peter Vlerick, Miet De Letter, Kristine Oostra, Robby De Pauw, Patrick Calders, & Dominique Van de Velde

Belgium

Performing meaningful occupations has a positive effect on health (Ryff & Singer, 1998). In health care, finding occupations that are meaningful for the client is obtained by subjective data (e.g., interviews). Whether the meaning of an occupation can be captured through objective methods such as brain registration techniques remains unknown. To offer an overview of the current state of understanding in brain registration studies on meaningful occupations and their neural correlates in healthy adults. Three independent reviewers conducted a literature search. Every included article was screened on a level of evidence and risk of bias. An evidence table facilitates a narrative description of the included literature. The activities performed in the 45 studies could be divided into (a) neutral and standard occupations, without alignment to personal needs, (b) occupations that are presumed meaningful because of a link with the participant's interests, and (c) occupations with a self-selected meaningful part. Common brain areas reported in the studies with the meaningful part were (medial) prefrontal cortex, (anterior) cingulate cortex, and frontal gyrus that were related to emotions, motivation, and reward. The study advances the knowledge about objectively detecting meaningful occupations based on brain registration techniques. This innovative topic is the basis for future research to make it possible to track down objectively the meaningful occupations of clients in occupational therapy who have for example difficulty communicating about their occupations.

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Navigating difficult conversations: Experiences of care partners of individuals with Parkinson's disease

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Canada

Navigating difficult conversations which involve strong differences of opinion is a challenging co-occupation that informal care partners encounter while providing care for a person living with Parkinson's disease (PwPD). In this study, we explore care partners' experiences with difficult conversations, gain insight into different conversations that are held and examine factors perceived to influence how difficult conversations are managed. Two rounds of in-depth semi-structured interviews with 7 care partners of PwPD were undertaken. Applying an American Phenomenological Constructivist approach, five themes representing experiences of care partners emerged. Care partners disclosed that (1) PD necessitated initiating new difficult conversations or that the disease added a layer of difficulty that further complicated communication about pre-existing differences of opinion; (2) Difficult conversations become more frequent with disease progression when the PwPD fights to maintain independence but decline again as care recipients accept change as necessary and supports are implemented; (3) Not all difficult conversations are considered equal - distinctions were made between 4 categories (Important conversations, Frank conversations, Difficult disclosures, and Advocacy); (4) Level of emotional charge either partner exhibits may be influenced by how meaningful the topic is towards their occupational/self-identity; (5) Personality, values, expectations, and experience of both partners significantly impact how successfully the difficult conversation is negotiated. Understanding care partner experiences with difficult conversations is a crucial first step to guide the development of resources tailored to improving communication and decreasing burden associated with the co-occupation of care partnering in early disease stages.

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209.

Occupational determinants of health: Parent perceptions of contextual influences on family routines

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Participation in family routines is associated with health and other outcomes. Contextual factors such as policy and social determinants may influence access to and participation in desired routines, subsequently impacting health and related outcomes. This presentation illustrates the utility of the life course health development (LCHD) framework for examining the meaning of occupation for health and shares results from a study examining the influence of context on family access to and participation in occupational routines. This basic interpretive qualitative study used the LCHD framework to guide a semi-structured interview process with two parent participants who shared narratives of family routines. Conventional qualitative content analysis was performed by two researchers who separately coded interview transcripts and then engaged in the iterative process of category formation. Trustworthiness of final themes was established through alignment with LCHD principles, member checking, and validation by a third researcher. Four main themes emerged: 1) family routines structure the day; 2) family values guide occupational choices; 3) navigating parenting partner differences is a significant part of family routines; and 4) health development is multi-faceted. Sub-themes highlighted the compromises and trade-offs that parents make due to contextual influences on the actualization of family occupation. Family routines illustrate the essence of occupation as a determinant of health. LCHD is a useful framework for analyzing contextual influences on occupation and subsequent health development. Occupational scientists have the opportunity to inform understanding of family occupation as a determinant of health.

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Multilingual immigrant perspectives on the relationship between language and occupation

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Canada

Canada is recognized as a multicultural country with hundreds of thousands of immigrants selected annually for admission. Immigrants engage in new occupations after arrival, may maintain occupations they performed in their home countries, and may engage in transnational occupations. How these varied occupations are mediated through the languages that multilingual immigrants speak is not well understood. This study addressed how immigrants who speak at least two languages experience the relationship between language and occupation following international migration to Canada. We explored why participants use certain languages during particular occupations, and how language shapes the ways that different occupations are experienced. Using narrative inquiry, four multilingual immigrants from different countries (2 women, 2 men) completed two semi-structured narrative interviews each. Participants' first language was not English, and they voluntarily immigrated to Canada 5-15 years ago at age 19 or older. Analysis integrated researcher reflexivity and inductive coding to retell the participants' stories through the lens of the research questions. Findings highlighted three main themes: 1) there are varied impacts of being multilingual for labour market integration and in the workplace; 2) mundane occupations take on greater meaning and may also serve as a means of maintaining identity and culture through language; and 3) language use is primarily influenced by the social setting. Findings illustrated that speaking English as an additional language enabled all participants to continue engaging in a range of occupations following their immigration to Canada. Beyond simply enabling communication, language was connected to additional aspects of culture shaping occupation.

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Graduate occupational therapy students' perceptions of time before and during the COVID-19 pandemic

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Occupational therapy (OT) graduate students are instructed on time-related constructs including habits, routines, rituals, and the temporal nature of occupational behavior, and corresponding analysis methods. Self-evaluation of time-use is used as a learning strategy, allowing students to apply these ideas to gain a richer understanding of their own lives. Data from these assignments provide a unique opportunity for comparing students' time-use before and in the midst of a global pandemic. OT students in an introductory theory course documented and reflected on their time-use during a week in spring 2019 (n=58). Subsequently, students in the following cohort completed this assignment while on statewide stay-at-home orders prompted by the COVID-19 pandemic in spring 2020 (n=59). Anonymous data were compared between cohorts using NVivo software for qualitative analysis, and SPSS software for quantitative investigation. Students attempted to self-organize their time with an emphasis on maintaining or correcting perceived shifts in temporarily and tempo. Students cited concern for their health and reported adjusting patterns of occupational engagement in studying, sleep, rest, and community mobility. OT students reported distortions in time perception during the pandemic. In an attempt to cope during crisis circumstances, some felt compelled to create new routines that matched the tempo of their pre-pandemic lives. Occupational scientists are well-suited to pursue research on the intersection of contemporary sociocultural phenomena and health-affecting behaviors. Future studies could explore these ideas by directly querying students on their motivations and perceived social pressures as they relate to time-use, time perception, and relationships with occupational participation.

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Sexual activity of young adults with cerebral palsy: A quantitative study

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This research-based paper will explore the occupation of sexual activity. A paucity of studies address the sexual activity of young adults with CP from an occupational perspective (McGrath & Sakellariou, 2016; Sellwood et al., 2017). The purpose of this proposed study was to examine the prevalence of sexual activity, interest, and satisfaction level of sexual activity for young adults with cerebral palsy (CP) and possible effects of sexual orientation, gender identity, and relationship status using a quantitative non-experimental cross-sectional research design. The study included 82 young adults with CP, ages 18-39 years old, who had access to web-based communication. Demographic information and data from the Patient-Reported Outcomes Measurement Information System (PROMIS) Sexual Function and Satisfaction (SexFS) Version 2.0 was collected via REDCap. Data analysis included descriptive statistics and a one-way ANOVA to compare the effects of sexual orientation, gender identity, and relationship status on interest and satisfaction. Results indicate that young adults with CP identify more as LGBTQAI+ than the general population. Young adults with CP engage in various sexual activities. Young adults' mean scores for interest and satisfaction are within the average range. Cisgender men have more interest in sexual activity than cisgender women, while cisgender women report greater satisfaction. No difference was found between straight and bisexual individuals. Individuals in a relationship have more interest and satisfaction than those who are single. The diverse sexual activities, gender identities, sexual orientations, and relationships statuses combined with interest and satisfaction levels give greater insight into the occupation of sexual activity for young adults with CP.

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Impact of COVID-19 pandemic on the occupational engagement of youth

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Canada

The COVID-19 pandemic has redefined the normality of occupation, health, and well-being. Classes and meetings are held online, socially distanced activities are recommended, and stay-at-home policies are implemented. Beyond these observable changes, there might be a shift in occupational engagement, which includes the experience, perceived values, and perceived effects (Morris & Cox, 2017). People with mental health difficulties are more susceptible to alterations in occupational engagement due to the inevitable impact of the pandemic on mental health. Understanding how people engage in occupation can elucidate how occupation affects and is affected by mental health with the pandemic as a contextual factor. Using interpretative description (ID) methodology, the perspectives of 10 post-secondary young adult students in Nova Scotia about their occupational engagement and mental health during the pandemic will be explored. Participants are aged 18-25, self-identifying with anxiety and/or depression and living in Canada during the pandemic. Data will be gathered through semi-structured online interviews and analyzed using the analytical processes in ID and reflective thematic analysis (Braun & Clarke, 2006, 2012). This study will explore how occupation is engaged by post-secondary young adult students who are experiencing mental health difficulties during the pandemic. This can facilitate a more holistic understanding of the impact of the pandemic on the population. Through this, more adequate mental health services and sustainable solutions can be attained to address the long-term consequences of the pandemic and to prepare for future health predicaments.

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214.

Bridging the digital health divide alongside older adults with CI/ADRD

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In modern society, everyday technology (ET) is essential for occupational engagement--including that which is health promoting. Older adults with cognitive impairment or Alzheimer's disease and related dementia (CI/ADRD) have significantly fewer relevant ETs compared with cognitively healthy peers, reflecting a substantial digital health inequity (Kottorp et al., 2017). Bridging this digital health divide demands an innovative approach and necessitates increased collaboration between researchers, healthcare providers, and community members. We utilized a human-centered (HCD) co-design approach situated within a Knowledge Mobilization (KMb) framework (Phipps et al., 2016) to guide development of Moving Up-A, a smartphone app designed to increase physical activity in older adults with CI/ADRD. We aimed to co-design the app alongside older adults with CI/ADRD to increase its relevance, access, and usability. We analyzed the strengths and limitations of our co-design processes and compared findings to available literature on co-design and development of ET. Situating co-production of ET alongside older adults with CI/ADRD within a KMb framework is useful, offering a promising strategy for ensuring new ET aligns with end users' values, beliefs, and preferences (Appleby et al., 2021). ET produced through co-design affords the potential for improved health-related outcomes because it increases patient access to the information, power, and control required for good health (Appleby et al., 2021). Drawing on lessons learned from co-designing a smartphone app for older people with CI/ADRD, we offer recommendations for good practices that may enhance co-production of health-promoting ET for special populations.

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215.

Creating a “Occupational Portfolio Chart” for self-understanding as an occupational being

Hiromi Yoshikawa & Masayuki Takagi

Japan

The Occupational Portfolio Chart (OP chart) was developed as a tool to understand a person as an occupational being. The style of the OP chart was from the Teaching Portfolio (TP) chart developed by Kurita and Yoshida. The content of OP chart was from Wilcock and Townsend. There are parts such as doing, being, belonging, becoming, and plan on the OP chart. A 90-minuties workshop for creating a OP chart was held at an online conference of the Japanese Society for Study of Occupation. The workshop included individual tasks and pair-work tasks. Participants were asked answer the online survey about the OP chart after the workshop. Forty three out of 58 participants responded the survey. All respondents evaluated positively and recognized usefulness of the chart. Half of them answered that they need more time. The comments were the following. I discovered myself. I understand the relationships among doing, being, belonging, and becoming. Talking at the pair-work was useful. Creating a chart more times will be more useful. The OP chart will be used as an education tool for occupational science.

Japanese Translation

作業的存在としての自己理解のための「作業ポートフォリオチャート」の作成

作業的存在としての人間を理解するためのツールとして、作業ポートフォリオチャート（OPチャート）を開発した。OPチャートは、栗田と吉田が開発したティーチング・ポートフォリオ（TP）チャートを参考とした。OPチャートの内容は、Wilcock and Townsendの考えに基づいている。OPチャートは、doing, being, belonging, becoming, planから成る。日本作業科学研究会の学会で、OPチャートを作成する90分のワークショップを行なった。ワークショップは、個人ワークとペアワークがあった。終了後、参加者にOPチャートに関するオンラインアンケートで回答を得た。58名の参加者のうち43名から回答があった。回答者全員が、OPチャートの有用性を認め、肯定的な評価をした。半数が「もう少し時間が欲しい」と回答した。次のようなコメントがあった。自分自身を発見することができた。doing, being, belonging, becomingの関係がよくわかった。ペアワークで話すことが役に立った。チャートを作る回数を増やせば、もっと役に立つと思う。OPチャートは、作業科学の教育ツールとして活用できる。

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216.

European patrolling police officers' life balance: A systematic review synthesizing their lifestyle and health

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The police profession is a high-strain and high-risk profession, sometimes resulting in poor health. Although preceding reviews have synthesized police officers' health, their lifestyle from an occupational perspective has not been synthesized. This systematic review aims to identify crucial areas for a healthy and sustainable lifestyle by investigating the life contexts of patrolling police officers in the European Union. The review was conducted according to PRISMA guidelines. A protocol was scientifically published and also registered with PROSPERO. Searches were carried out in eight databases, locating patrolling officers' life contexts. Two independent authors screened articles and critically appraised the remaining studies using MMAT. A narrative synthesis (Popay et al., 2006) was conducted, including assessing the total body of evidence using GRADE-CERQual. 16 articles were located. The findings of what constitutes a healthy and sustainable lifestyle were analyzed and linked to a framework of life balance (Matuska & Christiansen, 2008). Subsequently, a linkage model was created to explain how different barriers and resources for life balance affects patrolling officers' health (physical, social and mental). The result indicates that crucial areas in patrolling officers' life contexts affect their opportunities of living a balanced lifestyle. Depending on which part is compromised it might disturb aspects of health. The review complements earlier reviews by adding occupational science to police research. Thus, contributing to the understanding of what constitutes a balanced lifestyle for patrolling officers, and providing insight into which crucial areas affect their lifestyle and health.

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Experiences of being in a multidisciplinary Innovative Training Network: Technology and dementia

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The Netherlands; Ireland

Technology is increasingly commonplace as a part of our daily occupations. Correspondingly, technologies continue to be revolutionised to support people with dementia, caregivers, and healthcare systems. An Innovative Training Network that is funded by the European Commission supports 15 research projects on the use of technology to support people with dementia and their caregivers. As occupational therapists and early-career researchers within this multidisciplinary and multi-sectoral consortium, we share and reflect on our experiences and contributions. Technologies, such as mobile-based applications and social robots, are gaining momentum as promising technologies to support people with dementia and their caregivers, who are typically marginalised. They have the potential to empower people with dementia to engage in meaningful occupations and improve their health, as demonstrated through an increasing body of research in this field. However, there are incongruences between many technological devices and the occupational needs of people living with dementia, which could explain some of the barriers to their uptake in practice, as well as limitations to their potential impact. Some of such gaps could potentially be bridged through a better understanding of the occupations of people with dementia, and viewing technology through an occupation-centric perspective. Rapidly developing technological advancements will continue to revolutionise occupations. As occupational therapists have a unique focus on occupations, the profession can contribute to development and implementation of technology to support occupational engagement and occupational justice.

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218.

An occupational and ecocultural perspective on inclusive childcare and early education: The family experience

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Canada

The United Nations Conventions on Rights of the Child and Rights of Persons with Disabilities advocate for children's rights to inclusive play and education. All children benefit from high-quality inclusive childcare and early education; there is a strong link between high-quality inclusive early childcare and better health and developmental outcomes. Inclusion in childcare and early education supports children to fully participate in programming while maintaining their dignity and rights. Systemic gaps exist that limit opportunities for full inclusion in childcare and early education for children who experience disability and their families. This qualitative research study aims to address the research question: How do sociocultural factors shape opportunities for inclusion in childcare and early education settings for families with children who experience disability? Occupational and ecocultural perspectives comprise the theoretical framework used to design the study and to illuminate the sociocultural context (including barriers and facilitators) and felt experiences of inclusion, belonging, and well-being. Semi-structured interviews with 15-20 families with preschool-aged children who experience disability will be conducted. Data collection and analysis are underway. Drawing on the method outlined by Braun and Clarke (2006, 2021), findings will be generated using an inductive thematic analysis. Understanding inclusion in childcare and early education is imperative for occupational scientists committed to furthering our understanding of childhood occupations, occupational rights, occupational possibilities, and inclusion. Findings of this research have the potential to inform the ways we envision and enact inclusion in policies and practices.

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Body mapping personal and social identity: A recovery high school pilot curriculum

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Substance use disorders (SUD) are a concerning issue globally, but is one of the most prevalent causes of adolescent morbidity in the U.S. (Holleran-Steiker et al., 2015). Adolescence marks an active period of personal and social identity development, which may be further complicated by SUD and the recovery process. The social support systems that students interact with are a significant component in their occupational development, with schools providing a primary system of peer interaction and support (Finch et al., 2014). This presentation describes a pilot project that used body mapping as a way to address personal and social identity. Eight students enrolled in a Recovery High School in the U.S. participated in four one-hour sessions, which included use of the Social and Personal Identities Scale, guided reflection, and body mapping, a visual arts-based methodology (Gastaldo et al., 2018). Quantitative data analysis was used for the pre and post-assessments and qualitative analysis was used for the students' body map work and reflection responses. Three main themes emerged: (a) the past is dark; (b) now there's hope; and (c) identity and occupational participation. Through the body maps, students reflected on occupational participation; especially in the areas of social participation, health management and maintenance, education, and work. The results of this project hold implications for the use of body mapping as a powerful process for adolescents in recovery from SUD to explore their personal and social identity development as it relates to occupational participation and development along the continuum of SUD recovery.

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220.

Building dialogues between social occupational therapy and critical occupational science

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Brazil/Canada; Canada; Brazil

Different comprehensions of if and how to attend to social problematics through critical practices within occupational therapy and occupational science provide foundational references for theoretical and practical elaborations that centralize social justice. Our purpose is deepen understanding of how ideas connected to occupation-based social transformation and the propositions of social occupational therapy can dialogue, understanding the convergences and differences between them. We have begun a process of theoretical dialogue between Brazilian and Canadian researchers. A series of actions have been set in motion for a 12-month period, including meetings between laboratories team in both countries; an internship in Canada of a Brazilian PhD student studying persons marginalized in relation to genders and sexualities; and cross-site collaborative supervisory meetings. It is vital that actions for social transformation are grounded in readings, of social problematics that articulate intersecting micro and macro-social dimensions, dealing with the limits of an approach based solely on the individual. From that, transnational dialogue, considering different historical and geosociopolitical realities, can serve to further support the capacity of occupational therapists and scientists to engage in work that enacts social change and expands possibilities for individuals and collectives facing social inequities. These dialogues favor a broadening of the references used by occupational science, articulating their knowledge with different assumptions built worldwide. Thus, it will be possible to continue to move forward with novel concepts, references and perspectives, arising through engagement with, for our case, those related with the social occupational therapy.

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Community-based feeding education for family caregivers of children with disabilities in Zambia

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Children with disabilities in low- and middle-income countries (LMIC) face feeding difficulties leading to poor developmental outcomes (Oluasanya et al., 2020). Without equitable access to rehabilitative services, caregivers and their children have negative mealtime experiences contributing to occupational injustice (Gupta, 2016). This project created a sustainable, community-based training program on best feeding practices for familial caregivers of children with disabilities (CWD) in Lusaka, Zambia. Development of the FEED Safe tool utilized a culturally diverse, multi-disciplinary team of stakeholders, dynamic and bioecological systems theories, and principles of occupational justice to create caregiver training modules on responsive feeding, safe feeding, and nutrition for CWD. The Cognitive Orientation to Occupational Performance (CO-OP) model was used as a tool to teach caregivers problem solving during the co-occupation of feeding (Pierpont et al., 2020). The Quality Evaluation Strategy Tool (QUEST) was used for program assessment by key stakeholders (WFOT, 2020). Seven stakeholders assessed the program for meeting the QUEST quality indicators via mixed-methods survey. The review of the FEED Safe tool resulted in positive feedback in the areas of appropriateness, sustainability, accessibility, efficiency, effectiveness, person-centeredness, and safety. Stakeholders valued the use of culturally sensitive and evidence-based research as a mechanism for family caregivers to problem solve feeding and mealtime challenges for CWD. This training program demonstrates how principles of occupational science can be used to address occupational injustice in LMIC by using existing occupational therapy models and principles of occupational justice in novel ways during program development.

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222.

Negotiating occupations among older adults in rural areas with heavy snowfall

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Japan

Snowfall significantly reduces the mobility of older adults, and poorer neighborhood walkability exacerbates these effects (Clarke et al., 2017). Snowfall reduces older adults' activity in rural areas compared to urban areas (Amagasa et al., 2020). This research-based paper aims to explore how older adults living in heavy snowfall rural areas manage their valuable occupations during snowfall. The participants were 22 older adults living in a heavy snowfall area in rural Japan. They were participating in an intervention study, through which they identified valuable occupations that would improve their lives during the winter. The occupations were individually carried out for three months. Four focus-group interviews were conducted to explore their experiences during the period. They were analyzed with reference to the grounded theory approach. Approval was obtained from the ethical review committee of the researchers' institution. The snowfall not only brought about physical environmental changes, but also forced the participants to carry out the hard work of snow shoveling. One participant described the situation where the sudden and frequent snow shoveling invaded their lives as, "I am almost killed by the snow." To engage in worthwhile occupations, participants engaged in "negotiating occupations" even as snow shoveling overwhelmed their other occupations. Snowfall can lead to occupational deprivation, while snow shoveling can lead to occupational imbalance and marginalization. Participants sought to address them through strategies of negotiating occupations. Institutional, economic, and social resources can provide alternative options for older adults in the face of heavy snowfall.

Japanese Translation

地方の豪雪地帯の高齢者における作業の交渉

降雪は、高齢者の移動性を著しく低下させ、近隣の歩きにくさはその影響を増悪させる (Clarke et al., 2017)。降雪は、都市部と比較して地方の高齢者の活動をより有意に低下させる (Amagasa et al., 2020)。本研究の目的は、地方の豪雪地帯に暮らす高齢者は、降雪期にどのように価値のある作業をマネジメントしているのかを探求することである。参加者は、日本の地方の豪雪地帯に暮らす高齢者22名（平均年齢75.3±6.5歳）であった。参加者は、介入研究に参加中であり、その介入を通して冬期間の生活をより良くするための価値のある作業を特定した。その作業を、降雪期の3カ月間、各自で実行した。その3カ月間の経験を探求するために、4つのフォーカスグループインタビューが実施された。グラウンデッドセオリーアプローチを参考に分析された。研究者の所属機関の倫理審査委員会にて承認を得た。降雪は、物理的な環境変化をもたらすだけでなく、除雪という重労働な作業の遂行を参加者に強制した。突発的かつ頻回な除雪が参加者の生活を侵食する状況を、ある参加者は「雪に殺されそうになります」と表現した。雪か

きによって他の作業が圧迫される中でも、価値のある作業に従事するために、参加者は“作業にまつわる交渉”を行っていた。降雪は作業剥奪を、除雪は作業不均衡や作業周縁化を高齢者に経験させうる。参加者は、作業にまつわる交渉という戦略でこれらに対処しようとしていた。制度的、経済的、社会的資源は、豪雪に直面した際の高齢者の代替オプションを提供しうる。

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Work experience of transgender women within Thai context: A scoping review

Chirathip Thawisuk, Krongporn Chinchai, Sarinya Sripetcharawut, Anuchart Kaunnil, & Supaporn Chinchai

Japan/Thailand; Thailand; Thailand; Thailand; Thailand

Work is one of the essential occupations for human survival. Due to a gender difference, transgender women often face discrimination at the workplace both around the world and in Thailand. However, the work experiences of transgender women from an occupational science perspective have been under-explored. This study aims to explore the work experiences of transgender women through the occupational perspective from pieces of literature. A scoping review framework by Arksey and O'Malley (2005) was adopted. Systematic literature search was conducted in the Web of Science, Scopus, PubMed, and PsychNET databases and the Thai Citation Index was used to search Thai literatures. Articles were included if they were published within peer-reviewed journals, were transgender women, over 18 years old, and studied based on work experience. An initial screening uncovered 1425 articles. Five articles were eligible for inclusion in the study. The findings showed that transgender work experiences could be categorised into three main themes: being limited in career options, being discriminated against at the workplace, and being excluded due to systematic discrimination. In conclusion, using the occupational science lens, transgender in Thailand were experienced in occupational injustice due to occupational marginalization, occupational apartheid, and occupational alienation from their work. This experience could hinder them from pursuing their desired work or force them to engage in the work they are hesitant to do, which may impact their health and well-being. It would be helpful to conduct more occupational science research to shed light on their unique identities, occupations, and needs.

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Informal caregiving for older adults: Contributions and directions for occupation-focused research

Abigail de Dreu, Jeffrey Holmes, Debbie Rudman, & Andrew Johnson

Canada

Given the inter-connected nature of occupations, taking up the occupation of informal caregiving for an older adult impacts the occupational opportunities and experiences of informal caregivers. Although many disciplines have contributed to the study of informal caregiving, occupational science uniquely contributes an occupational perspective to this research area. This critical interpretive synthesis sought to advance understanding of occupational perspectives on informal caregiving, by exploring the ways in which informal caregivers have been researched in the occupation-based literature. Five occupation-focused journals were searched for articles on informal caregiving for older adults, resulting in 17 primary research articles which were analysed to identify how this topic has been conceptualized over time. In recent years, an increasing focus has been placed on the experiences of caregivers as opposed to a divided focus between caregivers and care recipients, with attention to both informal caregiving as an occupation and its occupational implications. Inclusion of transactional perspectives and exploration of co-occupations have recently expanded the scope of the occupation-based literature in this field. Largely absent from the literature were male and gender nonconforming perspectives, as well as critical paradigms. Occupation-focused research has advanced the study of caregiving for older adults by considering contextual factors shaping how caregivers support care recipients and how a variety of factors impact caregivers' occupational possibilities. Inclusion of a critical lens and the perspectives of male and gender nonconforming individuals could further broaden the scope of the occupation-based research on informal caregiving for older adults.

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Refugees reclaim dignity following forced migration through Photovoice's personal & collective lens

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As forced migration across the globe surges immigrants, refugees, and asylum seekers confront mounting uncertainties adapting to life in a host country. It is imperative we recognize and learn from refugees' everyday experiences to inform relevant practice. In occupational science, arts-based occupations have been explored as means for social transformation (Cunningham et al., 2020). This arts-based Photovoice project was informed by an occupational therapy lens, an eco-system model and Judith Herman's trauma-informed approach. This presentation will share the Photovoice methodology, images, and narratives within the participant self-named "Forced Migration Photo Voice" project. The project embodied provision of safe community-based spaces for refugees to connect and co-create opportunities for personal, as well as social transformation through photography. The methodology included over fifty refugee and asylees who participated in weekly sessions, taking, and sharing photos with each other, ultimately choosing one photo with an accompanying narrative for an end of season public exhibition. This event, as well as multiple community venues and an online gallery, offered global perspectives to the local community. More recently, during Covid, hybrid-based focus groups provided data to inform the adaptation and future directions of the project. Preliminary thematic analysis from the groups included relevant themes: the imperative for belonging, respite from "thinking too much," transformative personal and social impacts and an overwhelming interest in sustaining the project. Photovoice's tradition of community-based participatory research, in tandem with occupational therapy, can hold promise for personal change while continuing to explore the impact of social transformation for refugees and asylees.

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Becoming occupational scientists

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Canada

This presentation brings together the voices of five multidisciplinary students as they 'become' occupational scientists at Dalhousie University's Master of Science in Occupational Science program. Students engage in courses about theories and concepts of occupation, research methodology, and knowledge translation. They analyze local and global issues through the lens of occupational science constructs. Program delivery is virtual, opening opportunities for international students to participate and collaborate. This project is guided by a critical dialogical methodology where meanings are understood to be relational and individuals may "resist and confront imposed meanings" (Teachman et al., 2018, p. 41). Data will be collected through multiple virtual methods throughout the first-year of studies, including a co-constructed survey, student discussions posted on course "discussion boards," and synchronous discussions. Analysis to integrate the data will be supported by a faculty member who will facilitate thematic analysis through concept mapping. Emergent themes include: embracing scholarship from diverse worldviews; the importance of critically reflecting on one's positionality when engaging in knowledge creation; the impact of privilege and resources on the availability and attainability of occupations; the potential for occupational science scholarship to transform practices; the importance of dialogue while fostering critical reflexivity in learning. Knowledge about everyday 'doing' can inform decision-making among healthcare professionals, policymakers, educators, and the general population. Drawing on their learning experiences while 'becoming occupational scientists,' we will share how we see occupational science as shaping knowledge(s) and practice(s) in local and global spheres.

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When one partner can no longer see: Exploring the lived experiences of romantic partners in the context of visual impairment

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Switzerland; Canada; Switzerland; Switzerland; France; Switzerland; Switzerland; France

A vision loss concerns the two partners of a romantic partnership since it affects their *we-ness*, that is, their sense of togetherness. Individual adaptation processes to sensory losses are well documented. However, there is still little knowledge about how this process is experienced by the couple. The aim of this study is to better understand couple's experience of visual impairment regarding the meaning and purpose partners ascribe to their occupations. A qualitative descriptive study based on semi-directed interviews was undertaken. Sixteen couples from Western Switzerland voluntarily participated. At least one partner was facing a vision loss. A thematic analysis was undertaken from the verbatim of the interviews. The themes emerging from the interviews highlight partners' efforts, alongside the tension, that is experienced while they navigated the disruption and loss of their shared occupations because of vision loss. Further research should focus on how the ongoing negotiation between the autonomy and dependence of the partner with such vision loss interferes with the reshaping of shared occupations of couples. Close relationships like romantic partnerships are good examples of how one's occupations are affected by other people. As such, occupational science offers a useful perspective to understand how occupations shape the identity of a romantic partnership and to describe the embedded processes when navigating health change.

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A critical exploration of the situated and social nature of schoolyard play

Michelle Bergin, Margareta Lilja, Bryan Boyle, & Maria Prellwitz

Ireland/Sweden; Sweden; Ireland; Sweden

The schoolyard is increasingly understood as significant in the social lives of children, and as a space of inequality and exclusion (Massey et al., 2020). Researchers from diverse disciplines, have applied spatial and sociological theories, to understand issues of identity, agency, power and belonging, during everyday interactions within the schoolyard space (Chancellor & Hyndman, 2017). The role of occupations, in these shared, social processes in relation to the schoolyard, however, requires further consideration (Tomar & Bailliard, 2020). Schoolyard play, as collective occupations (Kantartzis & Molineux, 2017) is explored, through an inquiry of children's schoolyard play in Ireland and specifically Irish Traveller children's play, given the systemic exclusion of Irish Travellers in schools (Kavanagh & Dupont, 2021). Underpinned by Occupational Science conceptualizations of collective occupations, multiple perspectives will be explored, drawing from the author's research on children's schoolyard play, employing scoping review, framework analysis, narrative interview, and walking methods. Analysis of existing research, policy, and discourses on Irish Traveller children's play and explorations with teachers and children of experiences of the structural, temporal, spatial, social, and cultural factors that transact in Irish schoolyard play, will provide knowledges on doing in the schoolyard, as collective occupations. This research is underpinned by a critical intent to apply occupational science theory, to inform practice, by developing knowledges on the situated and social nature of children's play, in this social context.

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Time-use, meaningful activity, and recovery for community hospital inpatients

Ruth J. Garner, Susan Corr, Jayne Brown, & Sarah Baillon

United Kingdom

The occupations which provide meaning and familiarity on an individual basis can be different to those people engage in whilst staying in hospital (Cheah & Presnell, 2011). Patients in an acute hospital have been found to be doing nothing whilst waiting for something to happen, resulting in time in hospital passing slowly (Clarke et al., 2018). It is important to explore how patients spend their time and if they perceive any value towards the possibility of achieving holistic recovery. A case-study design was used on three purposefully selected community hospital wards within Leicestershire, UK. Twelve patient participants were observed, 10 of these participants agreed to be interviewed immediately after the observations. Following transcription, thematic analysis is used to identify key themes. The most commonly recorded activities were interaction with staff, interaction with their mobile phone, and people watching. Patients reported that some of their most meaningful activities were continued in hospital, but they faced difficulties with other activities. Restrictions on loved ones visiting, and changes in health were most commonly reported barriers to engagement. Access to activities was enhanced by meaningful activity coordinators. The implications derived from the findings are:

- Initial insights into the engagement of occupations within community hospital environments;
- Revelations into the multi-dimensional concepts of choice, access, availability, health and environmental restrictions,
- Contributions to the experience of engagement of occupations for recovery within the ward environment.

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Gender construction through play: A lens of queer theory and feminist post-structuralism

Allison Mula, Jeanne Jackson, & Sarah Kantartzis

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Occupational Science recognizes that play is the central occupation of children. It is through play occupations that children experience the world, express themselves, and form their reality (Piaget, 1962). From a theoretical perspective of queer theory and a feminist post-structuralist lens, it is the aim of this presentation to provide a theoretical groundwork for considering how play occupations, entangled within a socio-cultural context, create a space – physical and metaphorical – in which children construct their gender. To provide this theoretical groundwork, an extensive review of queer theory and feminist post-structuralism was performed, as they provided the most provocative understanding of the phenomenon; that play occupations serve as a way for children to construct their gender through the enacting of social discourses (Butler, 2004; West & Zimmerman, 1987). We will discuss the following points to explain the theoretical foundations of queer theory and feminist post-structuralism as they relate to the construction of gender in children's play occupations (Blaise 2005):

- Children are actively constructing their gender in relation to socio-cultural context.
- Children are negotiating their behavior relative to dominant heteronormative discourses of gender.
- As play reflects social context, gender discourses are inherently part of play.

Occupational science would benefit from considering play through contemporary theoretical perspectives of queer theory and feminist post-structuralism, as they provide a lens for occupational scientists to understand the enmeshed relationality between socio-culture context and occurrences with[in] play (Barad, 2003); providing a broader and more inclusive understanding of our conceptualization of the possibilities play creates for identity-construction.

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Promoting health of community-dwelling older adults through Occupational Record and Dialogue

Masayuki Takagi, Kota Hashimoto, Chiaki Sakamoto, & Katsuma Ikeuchi

Japan

Occupational Record is a new tool developed to help people monitor satisfaction of daily occupational experiences (Takagi et al., 2022). Occupational Dialogue is a conversation focused on daily occupation. Our team developed a health-promotion program using Occupational Record and Dialogue. The aim of this study was to examine whether the health-promotion program promoted satisfaction with social participation and a sense that life is worth living among community-dwelling older adults. Participants were six community-dwelling older adults. The program consisted of five weekly group sessions and was held at a community center. Each session included group and individual Occupational Dialogue on the participants' Occupational Records which they completed each day at home over the four weeks. Outcome measures were Social Activities-Related Daily Life Satisfaction Scale (SARDLSS) and K-I Scale for the Feeling that Life is Worth Living (K-I Scale). All participants' SARDLSS and K-I Scale scores after the program were higher than before. The median difference in the pre and post SARDLSS score was 6.5 (Range: 1-15). The median difference in the K-I Scale score was 4.5 (Range: 2-14). Occupational Record and Dialogue could be effective tools for promoting life satisfaction of community-dwelling older adults.

Japanese Translation

地域在住高齢者に対する作業記録と作業対話を用いたヘルスプロモーション

作業記録は、人々が日々の作業経験における満足感をモニタリングするために開発された新しいツールである（高木ら，2022）。作業対話は、日常の作業に焦点を当てた会話である。私たちのチームは、作業記録と作業対話を用いた健康増進プログラムを開発した。本研究の目的は、開発された健康増進プログラムが地域在住高齢者の社会参加における満足感や生きがい感を高めるかどうかを検討することである。参加者は、地域在住高齢者6名であった。プログラムは週1回、計5回のグループセッションで構成され、地域の集会所で実施された。参加者はプログラム期間である4週間に渡って毎日自宅で作業記録を記入した。各セッションでは、参加者が記入された作業記録をもとに、集団と個人による作業対話が行われた。成果指標は、社会活動に関する過ごし方満足度尺度（SARDLSS）と高齢者向け生きがい感スケール（K-I Scale for the Feeling that Life is Worth Living）であった。参加者全員のSARDLSSとK-I式の得点がプログラム開始時に比べ終了時に高くなった。SARDLSS得点のプログラム前後の差の中央値は6.5点（範囲：1-15）であった。K-Iスケール得点の差の中央値は4.5点（範囲：2-14点）であった。

・作業記録と作業対話は、地域在住高齢者の生活満足度を高めるための有効なツールとなり得る。

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Visual methods for exploring narratives in occupations of caring

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Visual methods have been utilized in occupational science, adding to dimensions of qualitative data through which occupations are explored (Asaba et al., 2014; Hartman et al., 2011). Visual methods can be particularly salient when experiences are difficult to put into words or when tacit understandings of action are hidden in non-verbal communication, such as occupations of caring. Methodologically exploring visuals and narrative data and analyses can be important for occupational science research. The purpose of this theoretical poster is to illustrate how visuals can be an integrative and powerful part of narrative inquiry in studying occupations of caring. Illustrations will be utilized, which reflect occupations included in occupations of caring in home care in Stockholm, Sweden. These are generated through ethnographic observations, interviews, and participant-directed visual data production. The poster will put forward the arguments of (1) how visuals can include the spectrum of oral, written, and visually produced data and lend themselves to narratives (Keats, 2009), and (2) how narratives can take visual forms, such as sketches, maps or photographs, and become powerful sources for analysis and interpretation, especially where the focus is on the meaning of occupations and interactions related to occupations of caring. This poster furthers the discussion in occupational science on how visuals and narrative might be combined and reconfigured through the process of data gathering and analysis. This methodological perspective enables the local exploration of caregiver experiences whose practices support an increasingly global aging society.

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Integrating occupational science knowledge into Canadian undergraduate health sciences education programs

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Canada

Occupational science (OS) was initially developed to provide knowledge for occupational therapists; however, it is a discipline worth sharing with other health care providers. OS is useful for studying complex issues relating to every aspect of human occupation. The knowledge facilitates understandings of the relationships between occupation and health. Health sciences students are likely to pursue careers in the health care sector. Therefore, OS should be integrated into their educational programs as a foundation for health knowledge. Undergraduate degrees in OS are offered in the United States, yet these are not currently available in Canada. The purpose of this presentation is to outline strategies to include OS knowledge in undergraduate health science education, such as developing introductory OS courses. The ability of health professionals to protect people's health depends on their knowledge. In human history, occupations have played an essential role in influencing health. Healthcare providers tend to view clients/patients from a reductionistic point of view that often overlooks the breadth of occupation, which may negatively affect human health. By utilizing OS knowledge to holistically understand complex human beings and occupations, people's health could be improved. Health science undergraduates who learn OS knowledge may find it beneficial in their future clinical careers. A different perspective may be taken when working with clients, helping to better understand the complexity of the choices made in relation to their health and occupations.

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Occupation as a means to an end: Navigating professional re-entry

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Canada

There are occupations during a career break, such as cultivating relationships with colleagues or participating in practice groups, that support the re-entry transition of healthcare professionals. Occupational engagement for Occupational Therapists during a career break and during professional re-entry, however, is under-recognized in research. This study's purpose is to identify occupations that serve as facilitators and/or barriers to the re-entry of OTs. Participants were recruited from the last 10 years of returning therapists who regained registration through a regional professional college. Participants were invited to complete a questionnaire and semi-structure interview. 17 therapists completed the survey, and 12 agreed to be interviewed. All were women, ages 35 – 64, with career breaks ranging from 2 - 22 years. During their career break, survey participants engaged in supportive occupations such as maintaining connections with colleagues, engaging in learning opportunities, volunteering, or job shadowing. Some occupations that supported re-entry were profession-related occupations, exercising, socializing, tending to the home environment, and volunteering. The unsupportive occupations for re-entry included working, parenting, and tending to themselves. Collective occupations supporting re-entry offered by employers included job shadowing and mentoring. Contextual features such as a lack of payment structures and the under-recognition of this professional transition made re-entry more challenging. This study shows how occupations can be both a facilitator and barrier to re-entering the OT profession. The occupational disruption of a career break can be proactively managed or prevented if supportive occupations are available.

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Frontline Faces of COVID-19: An occupational analysis of a healthcare portrait project

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COVID-19 forced social isolation, interrupting employment and many other occupations. People in lockdown experienced sudden occupational deprivation. By contrast, for frontliners the occupation of providing care was suddenly expanded. Many were overwhelmed with increased workloads and the emotional toll of the rising danger, stress, and tragedy of their jobs. Social media and news overflowed with images of frontliners in scenes of trial. While these images educated the public as to frontliners' working conditions, many frontliners did not find them uplifting. In this project the author used visual methods (Rose, 2016) to create a series 40+ portraits of frontline workers in personal protective equipment (PPE) for the purpose of transforming public perception. The goal was to publicly honour frontliners, arouse allegiance and support, and encourage community. This theoretical analysis considers how the project influenced the occupational experiences of the author, portrait subjects, and public. For the author the project provided a sense of meaning and connection in the face of occupational deprivation. For frontliners, the portraits represented them holistically rather than as scary robots behind PPE by incorporating their values, interests, preferences, and desired occupations into the designs. For the public the project promoted practices of digital justice (Sapara-Grant, 2020) and strove for equitable representation, creating contextual factors that engendered conversation, intersubjectivity, and community. This project demonstrates how visual methods and arts-based forms of research can draw on understandings of occupation to transform the experiences and understandings of artists, subjects, and public audiences.

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Occupational identity disruption for persons with mild stroke and their significant others

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Denmark; Sweden/Denmark; Sweden; Denmark

Stroke is a universal chronic condition and it is a frequent, serious, and disabling health-care problem worldwide (Norrvig et al., 2018). Studies have shown that almost fifty percent of all persons suffering from stroke have mild neurological impairments. However, even with mild impairments, the experience of stroke is a serious interruption in the everyday life for the individuals with stroke as well as for their significant others (Hodson et al., 2019). The purpose of the current study was therefore to explore the lived experiences of everyday life among persons with mild stroke and their significant others. The study took a phenomenological-hermeneutical approach inspired by Ricoeur (1976). A qualitative longitudinal approach involving ethnographically inspired fieldwork with repeated interviews and participant observations inspired by Spradley (1980) was employed. The intention was to explore experiences related to five persons with mild stroke and their significant other's everyday life with mild stroke. The preliminary analysis indicates that the period just after the stroke incident is characterized by feelings of being grateful for having only mild impairments, however after some time the consequences for their everyday life becomes visible. The person with stroke is not able to engage in the same occupations as previously. The lived experiences of everyday life after mild stroke could be understood as an occupational identity disruption process for persons with mild stroke with occupational consequences for both the person with mild stroke as well as their significant others.

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People with a depression versus society: Enabling role-management in people with a depression

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Belgium

As humans, we perform a huge variety of roles in our everyday life e.g., being a mother, employee, friend, etc. However, for approximately 280 million people worldwide, suffering from a depression, performing these roles become difficult. They feel forced to change or even abandon the way they perform roles and find a new balance between the expectations of the environment and their own needs and wishes. At this moment, current self- management programs primarily focus on medical and emotional management, but less on role-management and finding occupational balance. The aim is to get a better understanding of the concept role-management in this population and to develop an intervention which enables them to find occupational balance. This research project based on the MRC framework just started and encompasses three phases. (1) systematic review based on PRISMA 2020, (2) qualitative research through grounded theory by using in-depth interviews with patients/caregivers/professionals and (3) developing a role-management intervention in co-creation with all stakeholders. In addition, an intervention study with a re-post test design will be conducted. Preliminary results from the ongoing systematic review show that self-management and in particular role-management guides the person in reviewing their roles, and accomplishing the essential adaptations to find occupational balance. However, at the moment, this concept remains understudied in this population. Therefore, it is insufficiently applied as a treatment program in people with a depression. More in-depth results will be framed in the concept of occupational balance and will be presented at the conference.

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Occupational adaptation and disruption when facing a COVID-19 lockdown

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Belgium; Belgium; Belgium; Belgium; Belgium; Belgium; Belgium; Spain; Spain; Spain; Spain; Belgium; Belgium

Engagement in occupations contributes to better health and well-being. The COVID-19 measures had a big impact on people's occupations but provided at the same time a real-life lab to investigate human occupation. We aimed to assess occupational adaptation and disruption in adults during the first COVID-19 lockdown in Belgium. A cross-sectional web survey was conducted (N=1781) to obtain a view on the changes in the occupational repertoire and added the following assessments: (1) Engagement in Meaningful Activities Survey, (2) the Connor-Davidson Resilience Scale, and (3) the General Health Questionnaire. Hierarchical linear regression was used to identify key correlates. The occupational repertoire changed significantly and people adapted their occupations; some dropped, others were retained but carried out in a different form, and new activities were started. However, participants reported low mental health ($M = 14.85/36$) and loss of meaningful occupations was strongly correlated to mental health ($\beta = -.36$), explained 9% incremental variance ($R^2 \text{ change} = .092$, $p < .001$) above control variables indicating that occupations are an important contributor to health and well-being. People were able to adapt themselves and tried to find a way to deal with the occupational disruption. However, the extent of performing occupations during the COVID-19 lockdown in Belgium was significantly correlated to their mental health. Follow-up research is ongoing and will provide insight into the underlying mechanisms. The hypothesis is that the disruption eventually will lead to deprivation when people feel there are no longer able to adapt.

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Relevance of professional occupational therapy education program to the local sociopolitical context of Georgia

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Georgia

Today's fast paced life (Rosa, 2014) puts health promoting professions in a challenging position, especially while health is redefined and has meaning that is not only medical wellness anymore (World Health Organization, 2021). Wilcock (2007) social issues that affect more people simultaneously and cannot be medically "cured". Occupational Science scholars have tried to define ever emerging and developing roles of the profession in social participation work (Canadian Association of Occupational Therapy, 2020; Farias & Rudman, 2019; Hammell, 2017; Pollard et al, 2008, 2020; Sakellariou & Pollard, 2013; Van Brugen, 2017). Acknowledgment of socio-economic context impact and localization in education (Cheng, 2005) seems to help profession to become more enabling for local context. *How professional occupational therapy education program can address local socio-political needs in context of Georgia*. Gaining understanding and perception of the importance of program relevance to the context; Critically reflect on existing practice in educational program from teachers' and students' point of view in relation to local socio-economic context. Supporting creating sustainable critically reflective group in educational program environment. With critical constructivism (Kincheloe, 2008) lens co-researchers have planned to explore local professional educational occupational therapy program through critical participatory action research design (Kemmis et al., 2014). Such epistemological view and methodology help interrogating own practices and reconstructing possible strategies to resolve existing issues (Lopez, 2021).

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Addiction in relation to occupation through the lens of the human subsystem: A scoping review

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Switzerland; United Kingdom

Research about the dark side of occupations is needed to conceptualise the complex and multidimensional nature of occupation. Addiction, as a worldwide phenomenon, has been investigated through occupational perspectives. However, there is limited research about how far occupational science and occupational therapy have considered addiction in relation to occupation. A critical realist scoping review of the current occupational science and occupational therapy literature was conducted. The study applied the methodological framework from Arksey and O'Malley (2005). The human subsystems were used as a lens to evaluate the findings. 25 articles were identified, and the data could be allocated to all subsystems. The findings revealed that negative and positive aspects of addiction occur simultaneously but with negative impacts tending to dominate where addiction grows. As research has proved before, addiction can be labelled as an occupation (Kiepek & Magalhães, 2011; Wasmuth et al., 2014). The analysis through the subsystems has shown that overtime, addiction can become an 'overtaking occupation' consuming all time, energy and resources. The subsystems were appropriate for analysing addiction and have reviewed new insights. Further research about its usability in research for exploring occupation is recommended. An investigation of the scope of every subsystem is needed to improve its applicability. Labelling occupation as neither solely positive nor negative is central to open the view for non-western perspectives and investigate occupations' complex relation to health. This study proposed that the newly identified concept of an 'overtaking occupation' can help inform occupational strategies to support people with addiction related challenges.

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Examining intersections of oppression: Deepening an intersectionality-informed approach to occupation

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Intersectionality (Crenshaw, 1989) as a lens for exploring marginalization has been problematically used synonymously with passive, apolitical conceptualizations of terms like diversity or inclusion. These critiques are relevant for informing the study of how intersectionality has been taken up in occupation-based knowledge. The ease with which the term diversity has been adopted leads to questioning whether applying an intersectional lens to critical theory and praxis has been replaced with performative acts rather than real commitment to change (Collins & Bilge, 2020). The defining feature of intersectionality is how social position is based upon the interplay of identities within systems of power (Hankivsky, 2014; Heard et al., 2020). An intersectional approach encourages critical analysis of impacts on occupations for those with sub-ordinate or minoritized identities. This presentation will address how intersectionality is used to examine the impacts of diverse social structures and practices informing what and how occupations are performed by whom. A novel conceptualization of occupation from an intersectional-informed perspective grounded in intersectionality theory is forwarded. This presentation will 1) explore intersectionality within occupation-based knowledge; and 2) discuss the uptake and utility of a critical intersectional approach to occupation-based research, practice and education. A theoretical examination of current definitions and understandings of intersectionality within the discipline of occupational science (OS) will be included. An intersectional approach encourages critical examination of how identities and social positions within systems of power impact occupation. Occupational scientists using an intersectional lens are equipped to better understand and address the root causes of marginalization and oppression from an occupational perspective.

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Giving young-system-survivors a real chance - Envisioning possibilities: A critical dialogue study about occupational therapists promoting young-system-survivors participation in society

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Germany; Sweden

Despite current inclusion discourses in Germany, specific groups of children and adolescents with mental health problems are addressed by health care services as “system crashers”, creating varied exclusion processes. This study uses the term young-system-survivors for destigmatization purposes. Striving for transformative actions demands exploring underlying socio-structural factors (Lopes & Malfitano, 2021; van Bruggen et al., 2021). However, local social policies restrict occupational therapists from engaging with young-system-survivors outside of inpatient /outpatient individual health care settings). To develop social occupational therapy practices for young-system-survivors, it is necessary to explore potential community-based challenges and facilitators and examine how occupational therapists could address socio structural issues. Therefore, this study critically explores how occupational therapists envision inclusive practices promoting young-system-survivors participation in Germany. A dialogical approach (Baxter, 2011; Farias et al., 2019) driven by a critical ontological stance was followed. Individual interviews and two focus groups with eight occupational therapists were performed as the data collection method. Reflective thematic analysis was followed for the data analysis process. The current biomedical healthcare paradigm hinders occupational therapists from enacting inclusive practices. Affirming a humanistic stance and reflecting on their unique occupational lenses, occupational therapists argue for widening the field towards a social stance, making it possible to enable practices outside the health care field. The dialogical perspective shed light on the participants pioneering roles and demands for a call of action on giving young-system-survivors real participation possibilities and a place in future research.

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Auto-methodologies: Novel ways of studying ourselves and our experiences

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Occupational scientists have long valued the study of the self as a way to access deep insight into a personally meaningful topic or experience. Such methods include first-person phenomenology, auto-ethnography, and other less-formal protocols incorporating the researcher's own perspectives as a primary source of data. We review several participant-as-researcher approaches, discuss the history of their use in the field, and benefits and critiques of each method. We then present a recent study incorporating multiple auto-methodologies to capture the collective experience of the COVID-19 pandemic. Our study examined the culture and shared meanings of the group (female-identifying, early career researchers in occupational therapy and occupational science), as well as individual experiences and patterns of being during a global crisis. We employed experience sampling/ecological momentary assessment in combination with multiple photo-elicited interviews, conceiving the study as utilizing both emergent ethnographic and phenomenological approaches to design and analysis. Our team of 10 participant-researchers collected nearly 1100 journal entries in response to randomized, automated text message prompts, hundreds of personal photographs, and completed 35 reflective interviews. This novel combination of methods yielded a rich dataset that allowed for deep exploration at the individual and collective levels. Reflexive thematic analysis was a good fit for this project, which by design "bears the mark" of the participant-researchers, who worked together to uncover patterns of meaning through inductive and deductive approaches. We will describe lessons learned through the process of self-study, and considerations for future research using auto-methodologies to study occupation and humans as occupational beings.

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244.

Batok: The exploration of indigenous Filipino tattooing as a resistive collective occupation

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Batok (also known as Fatek/Burik/Tatak/Batek/Patik) is an Indigenous Filipino tattooing practice where the practitioner marks the skin by hand-tapping the ink using bone/wood implements. Previous research on tattooing has explored an occupational science perspective on European tattooing and its engagement and implication on the individual - recognizing its practice as an occupation (Kay & Brewis, 2017). This research explores how batok is experienced by the person and their identified community. Three Filipino participants with batok and four family or community members were interviewed. Thematic analysis highlighted three themes recognized as Kapwa, Revealing One's Batok, and Decolonization and Reclamation as a Cultural Practice. These themes are situated in the lens of a collective occupation and encapsulate the experience of the batok process among individuals with Batok and their family/community members. Findings support the conceptualization of batok as a resistive collective occupation. This research provides deeper insight into the collective occupation of Indigenous cultural practice, with the potential to expand occupational science's understanding of decolonizing occupations.

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245.

The meaning and process of becoming a martial artist: Interpretative phenomenological analysis

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Martial arts can offer numerous benefits for health and well-being. Occupational therapists believe that the meaning of occupation, and the process of becoming engaged in occupation, contributes to a sense of identity. However, few studies have explored the process of *becoming* engaged in occupation, and the personal meanings of martial arts. This qualitative study aimed to explore the meaning and process of becoming a martial artist. Using video conferencing software, semi-structured individual interviews explored the perspectives of three individuals who each practise a different style of martial art: Karate, Tai Chi and Taekwondo. Interpretative phenomenological analysis was used to interpret the data, revealing the following themes: (1) unique practice, (2) martial arts as a continued occupation, and (3) meaningful social environment. Findings suggest that the meaning and process of becoming a martial artist involves the development of identity, self-efficacy, a sense of belonging, creativity, and ownership of occupation. Participants also emphasised the importance of martial arts for maintaining their physical health and psychological well-being. These themes concur with findings from previous research, providing a rationale for the use of martial arts therapeutically. Furthermore, this research contributes to developing an understanding of the concept of *becoming* within occupational science. Occupational therapists may use this information to support individuals and communities to become engaged in martial arts for promoting health and well-being. This study can lead to the development of research with more demographically diverse samples to broaden understanding of the meanings of martial arts as an occupation.

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246.

The occupations of elderly women in the daily lives of social vulnerability

As ocupações de mulheres idosas nos cotidianos de vulnerabilidade social

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ABSTRACT

Population aging is a widely discussed topic today, given the worldwide increase in life expectancy. Although it is a global movement, aging takes place in different ways in societies and sociocultural groups. This study was developed in the Masters in Occupation Studies at the Federal University of Minas Gerais – UFMG, Brazil. This Case Study aims to understand the perception of 11 women, aged 60 years and over, about the occupations in their daily lives in a socially vulnerable village in Aglomerado da Serra/MG/Brazil. Semi-structured interviews were carried out and analyzed through content analysis in the form of thematic analysis. The results pointed to the centrality of care in the daily lives of these women in the following perspectives: (1) domestic care; (2) care for people and the community; (3) self-care; (4) Emancipatory occupations. Gender, social class and race inequalities pervade the life trajectory of these women. Several occupations carried out throughout life were imposed in a violent, veiled and naturalized manner, especially domestic work in their own homes and/or paid. However, in old age, with retirement, participation in school and in coexistence projects, there comes the opportunity to make occupational choices guided by their own will, reaffirming and strengthening the existence of disruptive and emancipatory movements led by them. This research presents a contribution to occupational science, because announces the needs, desires and expectations of this group of elderly women in this local community, as well as providing input for thinking about new public policies that serve less favored groups.

ABSTRACT TRANSLATION

O envelhecimento populacional é um tema amplamente discutido na atualidade, diante do aumento mundial da expectativa de vida. Embora seja um movimento global, o envelhecer desenrola-se de diferentes formas nas sociedades e grupos socioculturais. Este trabalho foi desenvolvido no mestrado em Estudos da Ocupação da Universidade Federal de Minas Gerais – UFMG, Brasil. Este Estudo de Caso objetiva compreender a percepção de 11 mulheres, a partir de 60 anos, sobre as ocupações em seus cotidianos em uma vila de vulnerabilidade social do Aglomerado da Serra/MG/Brasil. Foram feitas entrevistas semi-estruturadas analisadas por meio de análise de conteúdo na modalidade de análise temática. Os resultados apontaram para a centralidade do cuidado no cotidiano dessas mulheres nas seguintes perspectivas: (1) cuidado doméstico; (2) cuidado das pessoas e da comunidade; (3) cuidado de si; (4) Ocupações emancipatórias. As desigualdades de gênero, classe social e raça perpassam a trajetória de vida dessas mulheres. Várias ocupações realizadas ao longo da vida foram impostas de forma violenta, velada e naturalizada, especialmente o trabalho doméstico em seus próprios lares e/ou remunerado. Contudo, na velhice, com

a aposentadoria, a participação na escola e em projetos de convivência, inscreve-se a oportunidade de fazerem escolhas ocupacionais balizadas pelo desejo, reafirmando e fortalecendo a existência de movimentos disruptivos e emancipatórios protagonizados por elas.

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