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International Social Transformation  
through Occupation Network

OSE CONFERENCE 2019

## **Pre-Conference Abstracts**

► **Thursday 29<sup>th</sup> August 2019, Amsterdam**

Understanding the role of activities and occupations  
in transforming contemporary society



**OSE Conference 2019**  
**Europe in Transition:**  
**Impact on Occupation and Health**  
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Hogeschool van Amsterdam



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# 01. Conceptual development and theoretical underpinnings

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## **MIRANDA CUNNINGHAM**

A Critical Exploration of  
Occupation Based Social  
Transformation

## **HANNA KAAE**

Concept development,  
occupational balance,  
assessment tool

## **NATALIA RIVAS QUARNETI**

Cognitive justice, epis-  
temologies of the South,  
occupational justice

## **INES VIANA MOLDES**

Philosophy, sociology,  
critical education, social  
justice

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## Miranda Cunningham

### **A Critical Exploration of Occupation Based Social Transformation**

I am interested in both further developing theoretical understandings of social transformation through occupation and practical guidance on this. I am a first year PhD student, my title is 'A Critical Exploration of Occupation Based Social Transformation.' My curiosity in the subject was initiated after attending a think tank on social transformation in Galway, Ireland. This experience left me with questions including; what is meant by occupation-based social transformation (OBST)? What does OBST look like? What needs to happen for OBST to come about? I have since developed a research proposal with two main strands of work. The first will be a realist review of the secondary literature relating to the use of arts-based occupations for social change. A realist review will allow the development of a programme theory of the mechanisms that bring change about, within specific contexts. This approach to synthesis acknowledges content expertise and grey literature, as it seeks to discover real world explanatory theories rather than experimental effect sizes. It is based on critical realist ontology which could bring an innovative contribution to occupation-based studies. The second strand will be a participatory action research project (PAR), designed collaboratively with a community local to the researcher, with the intention of examining/confronting/overcoming a pressing occupational or social injustice. It is likely that there will be a number of data collection techniques in the PAR project to ensure triangulation. Learning from both strands will be disseminated to provide practical guidance to other occupation-based practitioners/community groups who wish to use occupation for social transformation.



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## 02. Eco sustainability

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### **ALISON BLANK**

Environmental justice;  
sustainability

### **TEENA CLOUSTON**

Environmental justice;  
sustainability

### **SIMONE COETZEE**

Environmental justice;  
sustainability

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Simone Coetzee, Alison Blank and Teena Clouston

### **Building Eco-sustainability into Education and Practice: Action Now! A Critical Exploration of Occupation Based Social Transformation**

#### **Environmental justice; sustainability**

This abstract addresses two aspects of eco-sustainability in relation to the application of occupational science in education and practice: The first relates to investigating how we urgently embed critical thinking and a sense of responsibility around environmental issues into our everyday practice and education experiences (WFOT 2012). Some examples of issues to be addressed are non-environmentally sensitive adaptations, avoidance of political protest as professionals and a focus on individualism rather than collectivism in practice.

The second is how we shift our paradigm of practice from its current social and occupational justice focus to include environmental justice in order to preserve and protect life at both community and individual level.

To bring both of the above aspects together, can a framework be initiated (if not created already) and trialed for review by this group at set timeframes over the next two years.

Building case studies in which the framework is utilised or in which aspects of it have been identified naturally, would enhance practice and build a body of evidence.



# 03. Education and curriculum development

**JANE CULPAN**

Curriculum development, health inequalities, and community based participatory research

**MARLOU DRIESSEN**

Good practical examples, evidence for interventions, teaching materials

**ROSHAN GALVAAN**

Critical service learning; critical reflexivity; decolonial perspectives

**NICOLE ILPER**

Occupational Science, Occupational Therapy, Bachelor's Degree Course

**UTA JAKOBS**

Macro perspective, models, social transformative education

**CÉCILE KUNG**

Macro perspective, models, social transformative OT-education

**KIRSTEN KUSCH, SILVIA MARTINS**

Curriculum innovation, transformative competences, citizenship.

**SOEMITRO**

Capacitybuilding & Engagement through Education

**ANNERIE ZALMSTRA**

Specific role of the occupational therapist in supporting initiatives of citizens regarding occupational issues

## Nicole Ilper, Bachelor of Science

### Occupational Science, Occupational Therapy, Bachelor's Degree Course

**Background:** Occupational Science (OS) is becoming important in German-speaking countries. One example is the establishment of the working group "deutsche Occupational Science". In 2005, the World Federation of Occupational Therapists stated in their position paper, that the OS, through the subject area of "occupation", is of importance for occupational therapy (OT). From literary research we know the OS is educated differently in the OT bachelor's programmes in the German-speaking area.

**Methods:** The Master's thesis is devoted to the question of the potential of the OS for OT Bachelor's programmes in the German-speaking area. The following aspects can be summarized: curricular anchoring, module contents, educational mediation to learners, inspiration and challenges. Overall five cases were analysed in Austria, Switzerland and Germany. First, the module descriptions of the participating experts were analysed on the basis of the summary content analysis. Finally, an expert interview was conducted on each case and evaluated based on the qualitative content analysis.

**Results:** The results show the potential of the OS for OT Bachelor programmes, taking into account the programme conditions. With regard to curricular anchoring, integral implementation is recommended. The module contents pursue the acquisition of competence of understanding the occupation and promote the ability to reflect, from which impulses for the students and the profession OT result. The OS contents are taught in a practice-oriented way using a variety of methods. In addition, challenges are presented in teaching OS.

**Conclusion:** The study shows approaches for the integration of the OS into OT Bachelor programmes in German speaking countries.



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# 04. Education Transformative Pedagogy

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## MARY BUTLER

Care ethics, compassion,  
conceptual development,  
occupation

## MICHELLE ELLIOT

Shared, responsibility,  
investment

## MARIAN GILLARD

Transformational learning,  
Hybrid Learning, Curricu-  
lum Development

## KATRIN PECHSTÄDT

Transition to school,  
school-based occupa-  
tion(al therapy), barriers  
and enablers

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## Mary Butler

### Care ethics for occupational therapy

#### care ethics, compassion, conceptual development, occupation

The difference between empathy and compassion is between feeling and action. The actions that we take as occupational therapists express our capacity for compassion, yet occupational therapy seems to have so little to say about care. We now have solid evidence of the efficacy of compassion. What we lack is a way of expressing how occupational therapists care. The care that we do enables different levels of occupation: labour (which enables survival); work (that creates the world that we live in) and action (which is how the new among us find ways to insert themselves into the human story). Care seems to be subject to the inverse care law unless we consciously shape our consciousness to think about who we care for and how (social capital); care is subject to a particular form of ethics (it is a value, a principle, it makes the most difference)...yet it also has its own internal logic.

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## Michelle Elliot

### 'Be part of the change rather than waiting for it to happen'

#### shared, responsibility, investment

I have seen individuals doing great community-focused work and organisations that take occupation seriously in their response to societal issues. It feels important to consider how to create a broader ethos and commitment to these types of initiatives – how to nurture a spirit of action to move change forward. What it means to 'create' or 'contribute' to change in relation to education and student involvement is of interest, and how to balance this with the naïve desire to 'do good' that is not grounded in awareness of partnership and justice perspectives. Do we all need to 'be the change we want to see in the world?' What if that vision is not shared or valued?

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## Marian Gillard

### **Transformational learning, Hybrid Learning, Curriculum Development**

I have been working developing a doctoral, Occupational Therapy curriculum that uses transformative pedagogy. The curriculum is accelerated, only taking 24 months to complete in order to decrease the cost of higher education. Also, the curriculum uses a hybrid learning model that combines online and on-campus learning so to provide a wide variety of students access to OTD education. By using a hybrid model, I look to reach students who are under-represented in the profession including those living in rural areas, with the hope that they might go on to apply their education within their communities.

In an accelerated curriculum we must be surgical in our approach to content selection and my interest is in curriculum development for occupation-based social transformation. Since the program is based in the United States, I used the Occupational Therapy Practice Framework: Domain and Process (2014) as a structure to describe the central concepts that ground occupational therapy practice and am interested in sharing and discussing this approach. We must also consider how occupational science contributes critical elements to a curriculum that prepares students for occupation-based social transformation. I would like to discuss key strategies for supporting transformational learning in a digital environment. My interest is to develop collaborations and partnerships with educators, researchers, and practitioners interested in the applications of technology for education and research.

Occupational Therapy Practice Framework: Domain and Process (3rd Edition). *Am J Occup Ther* 2017;68(Supplement\_1): S1-S48. doi: 10.5014/ajot.2014.682006.

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## Katrin Pechstädt

### **Transition to school, school-based occupation(al therapy), barriers and enablers**

Of course, the transition to school is a multidisciplinary topic, and maybe it could be seen through different lenses. The combination of these perspectives and the exploration of this topic in Austria is at the center of my research interest. I am particularly interested in exploring transition for children with special needs from early intervention to school services.

Furthermore, I am interested in transiting accumulated knowledge into OT praxis and education to enable sustainable change in understanding and service delivery.



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## 05. Employment/Unemployment

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**ERIC ASABA**

**REBECCA ALDRICH**

unemployment, precarity,  
resource seeking

**MARIA KAPANADZE**

recovery, career counsel-  
ling, mental health

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Rebecca Aldrich

### **Redressing precarity during unemployment: How can we mobilize understandings about resource seeking?**

**unemployment, precarity, resource seeking**

Unemployment and underemployment often foster increased precarity in everyday life. Referring to a persistent sense of instability, uncertainty, and vulnerability, precarity has become more common not only due to global economic transitions but also as an effect of neoliberal austerity policies. Such policies attempt to minimize state costs by narrowing eligibility for state-funded social support services such as (un)employment insurance, work re-training, and food or housing subsidies. Research illustrates the complex and time-intensive process that people go through to determine their eligibility for and secure resources that facilitate survival. This phenomenon of resource seeking illuminates how precarity is produced by socio-political policies and experienced at the level of everyday life. However, it is unclear whether or not resource seeking might also be a site of collective organizing and social transformation among the rising precariat class. How can global studies of resource seeking generate and mobilize knowledge across societies to facilitate social transformation with members of the precariat?

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Maria Kapanadze

### **Facilitating opportunities for employment to transform the social reality**

**recovery, career counselling, mental health**

Different reasons shift people with complex needs of mental, social, sensorial, or physical nature out of employment opportunities. The major of these reasons are determined socially and make them victims of neo-liberal apparatus. These are people with diverse mental health conditions, people who share refugee and immigrant status, people who use drugs, and others in vulnerable circumstances. Usually, they suffer from long-term unemployment that feeds so-called 'disability'. A new wave of recovery practices shows that the capacities and strength in the creation of new opportunities belong to the lived experiences and agency of protagonists. What should mean the capacity building for employment? How to support the construction of their satisfactory and sustainable life scenarios that can take them out from poverty and help to overcome artificially created stigmas? This pitch will illustrate different examples of the clients' expertise and peer proposals, including related research.





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## 06. Human displacement

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**ANNE-CÉCILE DELAISSE**

migration, space, language

**SUZANNE HUOT**

capital, language, migration

**SANDRA SCHILLER**

**VIRVE VILJANEN**

Clinical Work, O.T., Assessments

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Anne-Cécile Delaisse

### **The production of inclusive spaces for the occupational engagement and integration of migrants in a linguistic minority, in Canada**

**migration, space, language**

French and English are both official languages in Canada. While the majority of the Francophone population lives in Quebec, French-speakers outside of this province constitute Francophone Minority Communities (FMCs). In order to support the vitality of these communities, the federal government is currently prioritizing French-speaking immigration. Migrants coming from the diverse world Francophonie make their home in Anglo-dominant provinces and thus navigate integration into both the Francophone minority and the broader Canadian society. Moreover, negotiation of intersectional identities and colonial power dynamics are at play in migrants' engagement in the FMCs.

My research focuses on French-speaking migrants' occupational engagement in Francophone community sites in Metro Vancouver, in the province of British-Columbia. I use critical ethnography and I work collaboratively with three Francophone community sites. Drawing from Lefebvre's spatial triad for the production of space, I am critically exploring the spatiality of occupation. That is, I am looking at (1) the conceived space, the space as conceived by the elite; (2) the perceived space, people's understanding of space in the way they use and engage with it; (3) and the lived space, where daily life challenges conceived and ordered space.

There is a need for the Francophone community to gather together, be more inclusive and provide better support for French-speaking migrants' integration. I hope my research, in collaboration with the Francophone community sites, will allow the elaboration of recommendations for the spaces to foster all migrants' fulfilling occupational engagement in the FMC and in Canada.

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Suzanne Huot

## **Challenging the reinscription of global power relations in the occupational possibilities of international migrants to Canada**

### **Capital, language, migration**

Since settlement, immigration has been a key aspect of Canadian history and identity, and Canada's immigration system has been lauded as a global model. Yet the daily lives of many immigrants and refugees are characterized by structural barriers to social mobility and experiences of discrimination that contribute to feelings of disillusionment. My research critically examines Canadian immigration policies, and the ways that the positionality of immigrants and refugees in society are shaped by the social, historical, political, and other intersecting contexts of a settler colonial nation that uses mainly human capital focused migration policies to attract 'the best and the brightest' from around the world. My research illustrates how such policies and subjectivities actually work to marginalize migrants through structural barriers that devalue their forms of capital, and often even dehumanize them through discourses, policies, and practices that exclude them from opportunities for full citizenship in Canada. Used in this sense citizenship refers not only to legal status, but also to full and equitable participation in society through engagement in occupations. I draw primarily upon Bourdieu's theory of practice to deepen my understanding of how power mediates social relations among those living in Canada. The concept of occupational possibilities is also applied to address how perceptions of what is possible for migrants to achieve in Canadian society are shaped. By studying engagement in occupations to better understand how the reinscription of global power relations occurs in the lives of migrants, I ultimately seeking to transform this process.

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Virve Viljanen

## **OT clinical work needs new Occupational Justice based Frame of Reference**

### **Clinical Work, O.T., Assessments**

In Finland, Mental Health Services for refugee adults, Helsinki University Hospitals Cultural Psychiatric Outpatient Clinic has faced several years a situation, where refugees, asylum seekers and migrants from heterogenic backgrounds and with severe somatic- and psycho-traumatic experiences need occupational therapy assessments and interventions. This highly advanced practice demand has led the occupational therapist to clinically irritating situations where there aren't suitable frame of reference, models or valid screening tools to evaluate all above mentioned affecting clients' performance, with using only one frame of reference or model.

Based on the clinical experience in the unit and with an enhanced scientific interdisciplinary holistic approach as well as by combining occupational therapy models and frame of references, the occupational therapist has been able to interweave sufficient understanding of the clients' situation. Furthermore, by using multiple occupational therapy assessment methods, that are not culturally bound and by using activity analysis the O.T. gets sufficient data for client evaluation.

Empirical experience has pointed out, that new understanding is needed of the effects of PTSD and torture on a client's occupational performance and functioning. Comprehension is also needed of the meanings of occupational justice and -roles, allowed occupations as well as language-, cognitional-, physical-, social-, sensory abilities and -skills along with fundamental abilities, functional skills and sociocultural factors. The occupational performance and executive functioning assessments for mistreated, illiterate migrants needs new, widescale theory approach to support the clinical work.



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## 07. Population Aging

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### JENNI HEINÄHARJU

home rehabilitation, occupational therapy, health promotion

### CARRI HAND

aging, inclusion, neighbourhoods

### RUTH HERSCHE

self-management, empowerment, behaviour change

### TORHILD HOLTHE

older adults, technology, user engagement

### STEFFY STANS

Communication vulnerability inclusion

### DEBBIE LALIBERTE

RUDMAN

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## Carri Hand

### Older Adults' Inclusion and Occupational Engagement in Neighbourhoods

#### aging, inclusion, neighbourhoods

My research focuses on exploring the transactions between older adults and their physical, social, policy and cultural environments, and how these transactions shape participation in occupations, social connectedness, and social inclusion. I am interested in understanding these relationships as well as working to address the challenges that older adults face. Methodologically, I am especially interested in participatory approaches, qualitative approaches such as ethnography and narrative inquiry, and spatial methods. Some of my current work combines qualitative and spatial methods to explore older adults' inclusion in their neighbourhoods, focusing on occupation and social engagement. This work also involves engaging with older adults and other community members in a participatory process to create neighbourhood-level change. I hope to support communities in transformation that promotes older adults' inclusion and occupational engagement at the neighbourhood level.

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## Torhild Holthe

### Community-dwelling care recipients and user engagement in technology development to improve independent living.

#### older adults, technology, user engagement

Norway introduces technologies to accommodate the ageing society and to release the pressure on public health services as an innovative strategy. There is huge optimism today regarding technologies as means to support independent living as well as increase efficiency of home based services to community dwelling older adults. The municipalities are under a top-down pressure to implement technologies within the home care services within 2015. As an Occupational Therapist, I am interested in how community-dwelling older adults benefit from such technologies regarding usability and acceptability, and whether the technologies are tailored properly to the needs and contexts of the citizens.

Research has shown that usability and acceptability increases for products and solutions where user involvement had been part of the technology development process. However, how can we facilitate user engagement when it comes to vulnerable older adults, who are physically, mentally or cognitively impaired? For how long, and what kind of methodology would be suitable for involvement of frail older adults?

The Assisted Living Project engaged about 20 residents in an assisted living facility to participate in dialogue cafés. Eight assisted living residents (aged 80+) in a technology development process, using different methods, over two and a half till three years. We found user engagement as important to inform the projects' knowledge about older residents as a marginalized group, often negotiating freedom and autonomy for safety and social belonging.



## 08. Poverty and Inequality

**TANYA ELISABETH**

**BENJAMIN-THOMAS**

Children and youth; creative methodologies; social innovation

**SELENA HAMMOND**

Crime, social determinants of health, social mobility

**JANICE JONES**

Spirituality; Occupational Justice; Occupational deprivation

**SARAH KANTARTZIS**

**HELEN LYNCH**

play deprivation, socio-spatial inclusion

**ANNA PETTICAN**

Inequality, marginalisation, and physical inactivity

**DARYL PATRICK YAO**

Occupational Justice, Spinal Cord Injury (SCI), Double marginalization

### Tanya Elizabeth Benjamin-Thomas

**Children and youth; creative methodologies; social innovation**

I am a fourth year PhD student from Western University, London, Ontario, and as a part of my PhD thesis, I carries out a participatory filmmaking project with children with disabilities from a rural village in Southern India. Through this work, various action plans proposed by children are presently being mobilized by local community stakeholders. I am particularly interested in using creative methodologies for working alongside children and youth experiencing situations of marginalization (e.g., street children, children with disabilities)from diverse global contexts as means to mobilize social transformation. I am also interested in exploring how social innovation could be used to mobilize, sustain, and scale action agendas emerging from participation action research projects.

### Helen Lynch

#### Play Matters

**Play deprivation, socio-spatial inclusion**

Play is a fundamental occupation in childhood. Childhood researchers agree that there is unequivocal evidence for the critical importance of play for children’s development. Through play, a child develops sensory, physical, cognitive, social, emotional, language and cultural skills. Play is consequently known to be the engine for learning and essential for occupational development, health, and well-being. Indoor play has been the major focus of play research, providing important insights into cognitive aspects of object play, pretend play, and play in early childhood care and education settings. Typically, the child’s right to play freely outdoors is invisible in this body of work. Yet outdoor play is fundamental for social inclusion in communities. However, evidence shows that for European children in general, outdoor playspaces are increasingly controlled and governed for children by adults, and spaces for play are diminishing overall. Children are increasingly confined indoors and invisible in community settings, with few countries having any defined policy on play. An adultist perspective predominates in research, where play is not viewed as important in and of itself, unless it is a means of progressing learning. So, although play has been the focus of a significant body of research in the last 100 years, it is still a field of emerging knowledge from the child’s perspective – few studies have explored child play with children, from a rights-based perspective. Even fewer have studied play and playspaces among children who have varied play challenges, due to poverty, disabilities, migration, age or gender. The United Nations has identified these groups of children to be at particular risk of play deprivation and urges states to take play seriously.



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Anna Pettican

## **The complexity of tackling inequalities in sport and physical activity participation**

### **Inequality, marginalisation, and physical inactivity.**

Physical inactivity is a global public health priority, with close relevance to occupational science due to its fundamental concern with the reciprocal relationship between what we do and our health and well-being. However, literature has identified marginalised groups, such as people living with a disability or long-term health condition, as being less physically active than the general population, despite them reporting they wish to be more active (English Federation of Disability Sport 2013). Indeed, research has identified complex political and social structures that limit and restrict participation in sport and physical activity for these marginalised groups, such as social isolation, financial difficulties, a perceived lack of opportunities to access community resources, and a fear of benefit sanctions (Cole 2010; Hodgson 2012; Activity Alliance 2018). Such inequalities are considered an occupational injustice, in terms of participation in health enhancing occupations being restricted for these groups of people. This pitch suggests that understanding and tackling the complexity of these political and social structures is integral to achieving occupational justice for these marginalised groups and would transform many lives through enabling equal access to occupational opportunities and enhancing health.

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Yao, Daryl Patrick Gamboa

## **Occupational justice for Filipinos with spinal cord injury**

### **Occupational Justice, Spinal Cord Injury (SCI), Double marginalization**

People who came from a lower socioeconomic background tend to engage in risky professions such as being a lineman, carpenter, and driver. Engagement in this line of work typically puts one at risk to having SCI. Preventive measures are being done to diminish the chances of accidents leading to SCI. However, in developing countries such as the Philippines, safety measures are not always utilised. As a consequence, accidents resulting to SCI happens. A negative impact of having SCI in the Philippines is the loss of work and inability to get a job making persons with SCI more prone to live in poverty. This phenomenon is called double marginalization. This would result in inability to freely choose and engage in meaningful occupation, a concept known as occupational injustice.



# 09. Transformative Approaches 1

**ELLEN ADOMAKO**

multidisciplinary team, participatory action research, hospital environment

**NISRIN ALQATARNEH**

Empowerment, culture, active participation

**MD. YEASIR ARAFAT ALVE**

Improving survival and quality of daily life through an occupation-centred community based program

**MARION AMMERAAL**

recovery; interdisciplinary transformative learning; partnering

**PER OLAF BECKER**

Occupation based therapy: Support, repair service or part of a changing process?

**PETER BONTJE**

Improving survival and quality of daily life through an occupation-centred community based program

**KAMILLA KIELSGAARD**

actionresearch, programtheory,dementiavillage

**MONIKA KITZMANN**

Children and youth; creative methodologies; social innovation

**SARAH KUFNER**

empowerment / health services / shared intentions / process of social change and transformation

**MARTA CANABAL LÓPEZ**

**DANIELA LUISI**

empowerment, participation, primary care

## Md. Yeasir A. Alve & Peter Bontje

### Improving survival and quality of daily life through an occupation-centred community based program

#### Bangladesh, Spinal cord injury, participatory

In low-income countries, persons with Spinal Cord Injury (SCI) continue to die from preventable secondary conditions. Furthermore, the quality of their daily lives is compromised due to poverty, unmet care needs, social exclusion, to name but a few. The presenters have done various researches into the facilitators and constraints to participation in occupations by persons with SCI and how occupational participation is re-established, or not, after discharge from hospital to their homes. The authors are now moving to the next phase of developing community-based occupation-centred support that aims to enhance occupational participation by persons with SCI, particularly focusing on income generating activities, social/occupational justice and health management. From our previous research any such program must be participatory and rely on the agency of persons with SCI themselves and the agency shared with members of their family and the communities where they live. While some backup can be provided from the Centre for the Rehabilitation of the Paralyzed (CRP), any support system must be locally developed and implemented in order to be effective and sustainable. Given accessibility issues an important role is envisioned for ICT, particularly smartphone technology. The authors wish to engage with other participants to get feedback on their ideas and learn from relevant experiences of other workshop participants.



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## Nisrin Alqatarneh

### **Empowerment to promote active participation by clients: are we aware of cultural appropriateness of our models?**

#### **Empowerment, culture, active participation**

Empowerment within health professions promote supporting clients (of different ages) to take on an active role as partners in the intervention/therapy, an underlying assumption is that clients appreciate and wish to assume this partner role, but these assumption are embedded in individualistic Western cultures, have we looked at the cultural understanding of clients' roles from a non-western cultural perspective?

Empowerment is defined as "a process of increasing personal, interpersonal or political power" (Gutierrez, 1990, p. 149), to empower a client is to support them in making their own decisions and assume the role they find most suitable, when we as therapists shape this role within the frame of individualistic ideologies which is fundamental in our professions, we are in fact holding the power of shaping our clients' roles, is this true empowerment?

In paediatric occupational therapy the use of family-centred approach is essential, this has been part of the philosophical and policy shifts away from medical to more social models of disability, this approach calls for empowering parents to take on their role as true partners in the intervention. Later studies looked into the perspectives of parents and professionals and conclusions supported and encouraged the use of this approach, but reviews of these studies noted the limited number of research looking into the perspectives of non-Western parents and therapists (Kruijssen-Terpstra et al 2016), which questions the cultural appropriateness of this approach.

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## Marion Ammeraal

### **From sheltered housing to independent (interdependent) living**

#### **recovery; interdisciplinary transformative learning; partnering**

The policy to encourage more independent living for persons with severe mental illness asks more knowledge on what is needed for realising. From sheltered housing to in(ter)dependent living, with many variations in the support providing. This is both a vision towards societal and personal recovery as economical driven. What, for whom and how. What do the persons themselves need, their families/ friends, what is wanted from the various support persons working closely with the persons and can/ need there be a role for OT? We need to develop partnership with the support personal and so on. And the request to develop a learning programme to teach how to reach and keep meaningful occupation.

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Per Olaf Becker

## **Occupation based therapy: Support, repair service or part of a changing process?**

As therapists we are part of a health care system under neoliberal capitalistic conditions. The capitalistic system destroys the foundations of community and the good life, like:

- Exploiting the natural resources in the nature (including humans)
- Creating a system of poverty, separation, inequality
- Colonization of the (tacit) knowledge in the name of a science-based evidence

Many clients pay the price of this war and it's our role in the system to make them functioning again.

When we stay on the levels of symptoms easily we are in the role of repairing and making the system run better instead of working on changing the causes.

*How do we personally incorporate this system in our beliefs, values, ways of thinking and acting?*

*How could occupation based therapy be part of a necessary transformation process in a practically and politically way?*

*What does it mean for the therapeutic process starting at the thinking process, the use of knowledge, through occupation based therapy up to the evaluation?*

I would be interested to discuss and share ideas, approaches, practical experiences and try to work practically on this topics.

### **About myself:**

- Alternative medical practitioner since 2002, specialised in phytotherapy, traditional Chinese Medicine and body based therapy
  - Student entering the third year of occupation therapy on the University of Applied Sciences in Bochum, Germany
  - Special Interests: transactional perspectives, social transitions, tacit knowledge
-





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Monika Kitzmann

## **Movement?! – A participatory photovoice study with female adolescents in a disadvantaged district of Hildesheim (Germany)**

### **Participatory Health Research (PHR), sense of space/place, promotion of physical activity**

**Background:** Only 7.5 % of the 14–17-year-old female adolescents reach at least 60 minutes of physical activity per day like recommended by the World Health Organization (WHO). A space (in this study: environment district – Northern City of Hildesheim) affects the type, reason, quality of performance and performance possibilities of activities (in this study: occupations) and influences the health of individuals/groups.

**Methods:** The aims of this study are the gathering of needs, interests and practices of 14–17-year-old female adolescents related to the neighbourhood and the identification and exploration of factors of (semi-) public places in the district, which affect the health supportive occupations of female adolescents. Embedded in the Participatory Health Research (PHR) in the district a sample with five 14–15-year-old female adolescents (co-researchers) used Photovoice. The researcher combined the Photovoice with qualitative methods, e.g. thematic text analyse by Kuckartz of the discussion about the photos.

**Results:** Nine environmental desires of change were developed by the co-researchers of which they expect a positive effect to their health supportive occupations. Four changes should be for female individuals/groups only. They are supportive and non-supportive physical, social and individual factors which affect health supportive occupations of female adolescents. In evidence, the district needs more save places and services for females only.

**Conclusion:** The promotion of supportive occupations for female adolescents demands a concept of behavioral and (mainly) environmental programs with various policy-makers for the purpose of a healthy public policy.

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Sarah Kufner, Nadine Scholz-Schwärzler, Anne Hiereth

## **empowerment-project/Germany; [www.empowerment-project.de](http://www.empowerment-project.de)**

### **empowerment / health services / shared intentions / process of social change and transformation**

The empowerment-project was kicked-off in Munich / Germany by four OTs with the year turning to 2017. We focus on empowering an emerging field of health professionals being and becoming aware of, prepare for and get into action towards social change and transformation. We embrace all varieties of professional OT identities (scholar, practitioner, researcher etc.) and other experts in health services to join interprofessional collaborations that are based on valuation, human integrity, dignity and love being the soil for and generating the just right answers and solutions for complex challenges in our time. We use networking, mentoring, coaching and agile methods to fuse existing potential, define precisely shared intentions, sustain health and well-being and empower towards social change and transformation through occupation.

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Daniela Luisi

### **Empowerment, participation, primary care**

I am currently doing my PhD in Public Health and I want to find out how empowerment and participation are implemented in primary care centres in Italy. As I believe that people have the power and ability to change things and create an environment that is healthy and suitable for them, I would appreciate to discuss, how through occupation, empowerment and participation can be supported. I am also interested in the role that health professionals can have when enabling participation, empowerment and supporting citizenship.



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## 10. Transformative Approaches 2

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### HANNEKE VAN BRUGGEN

Social participation, Community-based participatory research, Community development

### STINA MEYER LARSEN

Action Research, Co-design, Information and Communication Technology

### RYAN LAVALLEY

community occupation, participatory methodology, community analysis

### SVETLANA SOLGAARD

#### NIELSEN

Transformation in health, changing lifestyle habits, occupational balance

### PIER-LUC TURCOTTE

### SILVIA VEIGA-SEIJO

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## Ryan Lavalley

### community occupation, participatory methodology, community analysis

While pursuing a degree in occupational therapy and simultaneously working in social justice issues, I recognized the potential for an occupational perspective to inform community development and structural justice efforts. I sought out ways my occupation-based perspective could inform socio-political issues that were “non-traditional” practice areas such as homelessness, racism, or economic disparity. To understand my role in these issues more fully, I endeavoured to understand how communities do occupation together, exploring community level transformation processes. My doctoral work focused on exploring community level occupation in order to understand how communities, as whole living organisms, change. I hoped for this research to inform community-based practice, programming, and theoretical understanding of people “doing together” within occupational science, therapy, and beyond. I utilized a methodology in my dissertation that was meant to collaboratively describe the social and spatial transformation of relationships among a senior centre as Spanish speakers entered. While offering an in-depth picture of changing community processes and relationships, I found that simply asking community-oriented questions based in an occupational perspective instigated nearly immediate action and change on the part of both Spanish speakers and staff. This investigation exposed both the process of transformation at the community level as a transactional and communal occupational experience, while also unexpectedly revealing the power of occupation-based, community-oriented inquiry in facilitating community transformation. I hope my experience in this area will be the foundation for a career exploring community relationships through an occupation-based lens, supporting positive and just community transformations of all sorts.



## Svetlana Solgaard Nielse

### **transformation in health, changing lifestyle habits, occupational balance**

Chronic health conditions are the global health challenge of the modern world. Chronicity and risk behaviour cause disability, illness and death, which impacts all the society layers and groups.

In a project on the Occupational Therapy as add-on treatment to other multidisciplinary treatment of chronic pain, we research in the Occupational Therapy transformative impact on lifestyle within an individual, the individual's family, and other social groups as friends and colleagues. The intervention group participated in the 12-weeks Occupational Therapy programme combined of both, group and individual sessions. Meaningful occupations, eating habits and routines, and participation in daily physical activities were the three-fold focus in the intervention. By the date, there were no planned Occupational Therapy activities for the project participants from the intervention discharge to 1-year follow-up.

We have a particular interest in discussion of transformative methodologies that could be of relevance for the project, especially in relation to promoting sustainability in healthy lifestyle and maintenance of new healthy habits. Our concern is to ensure long-term maintenance and development in relation to general health and healthy lifestyle within the target group. The discussion on appropriate methodologies and the new knowledge will be used in planning of further research activities that will promote sustainability in healthy habits, occupational balance, activity participation, and thus social transformation to a healthier society on long-term.

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## Pier-Luc Turcotte

### **Social participation, Community-based participatory research, Community development**

As a community occupational therapist, I work in a district facing major health disparities in Montréal (Canada). I became interested in occupational science through my discovery of community-based participatory research (CBPR). This approach gave me the possibility to intersect three of my interests: political action, critical consciousness and democratic participation. My journey as a scientist started at my master's degree when I initiated a CBPR partnership with diverse community members of the district in which I work. Then, we decided to pursue this partnership as part of my doctoral research. As a PhD student, I am now interested in going deeper in critical research methodologies, drawing on Freire, Grossi, Hall, Swantz and others. This critical stance will allow me to push forward a transformative and emancipatory approach to research. My research is focused on transforming community-based services offered by occupational therapists to promote health equity through social participation. Framed according to a critical realist perspective, I will engage with diverse community members in a developmental evaluation process to support the deployment and implementation of emerging practices that foster social participation. This process will help reveal the forces, powers and mechanisms that affect this deployment and identify strategies to overcome them toward the implementation of occupation-based socially transformative practices. As such, this research is intended to promote social transformation through capacity building, community development and design thinking approaches. I will enjoy sharing my journey with members of this exciting workshop aimed at understanding the role of occupations in transforming contemporary society.



## OSE Conference 2019

### Europe in Transition:

### Impact on Occupation and Health

30<sup>th</sup> + 31<sup>st</sup> of August 2019

### Pre-Conference Workshop

### Understanding the role of activities and occupations in transforming contemporary society

29<sup>th</sup> of August, 09:30–16:30

### Hogeschool van Amsterdam

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1105 BD Amsterdam

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### See Facebook group

Social Transformation through Occupation

Layout: jpgd.de

