PAPERS (alphabetically by author)

Melba J. Arnold, MS, OTR/L
Shirley K. Behr, PhD, OTR/L, FOATA
Debra A. Rybski, MS, MSHCA, OTR/L
St. Louis University

(209) PROGRAM DEVELOPMENT: DETERMINING THE "GOODNESS OF FIT" BETWEEN AN OCCUPATIONAL SCIENCE CURRICULUM AND A BACHELOR OF SCIENCE DEGREE

Abstract: An occupational science curriculum leading to an undergraduate degree can be a challenging, yet professionally enjoyable task. Facing inevitable change influenced by national and internal university mandates, faculty at Saint Louis University engaged in a three-year process of development that resulted in a Bachelor of Science Degree in Occupational Science, which serves as a foundation for the entry-level Master's in Occupational Therapy Degree. The use of national and local professional resources, on a variety of topics, led to the ability to actualize our vision of a new undergraduate curriculum in occupational science. In addition, the process evolved as a result of the entire faculty's collaborative and reflective commitment to curriculum change. The purpose of this paper presentation is to introduce educators and occupational scientists to the evolutionary process experienced by the faculty in the Department of Occupational Science and Occupational Therapy at Saint Louis University. Speakers will provide a guided tour of the steps and timeline involved in progressing from ideology to first semester student enrollment.

Mary Ann Bruce, Ph.D.
Independent Contractor

(211) PERSON-ACTIVITY-ENVIRONMENT FIT FOR WORK PARTICIPATION

Abstract: In the vocation and employment literature the return to work statistics after a brain injury may vary from 12.5 to 80 percent. Among the variables that influence this broad percentage are the definitions of work and productivity constructs, pre-injury variables, patterns of deficits, rehabilitation experiences, and participation in supported employment. Thus when evaluating occupational performance and planning return to work programs the occupational therapist has many variables to consider as well as the occupational therapy focus of client-centered practice. In occupational therapy, the interventions for persons with acquired brain injury are client-centered and respond to the physical, cognitive and psychosocial performance changes that impact the person's role performance, productivity, and participation in the community. To plan and implement client-centered interventions the therapist considers person-task-environment variables to identify training strategies and the environments that best support the person's goals for participation in occupations. To gain insight into this dynamic process of occupational performance, a participatory research study was conducted to study person-task-environment relationships that influence client participation and the coaching process in a work context. The principles of client-centered practice (Law et. al, 1995) and dynamic interaction (Toglia, 1991), and a supported work model (Wehman, et al, 1990) contributed to the structure for the participatory research study that integrated adult learning principles and person-centered ecological evaluation and training for computer data entry. Prior to training, the two men completed standardized performance goal, memory, and problem-solving assessments. Each man's history of function and current performance profile influenced the initial training and environmental support given for each person to participate in a productive work role. The workers participated in 22 four-hour training sessions with guidance by a coach or research assistant. Their work role required social skills, pathfinding, mastery of basic computer procedures, implementation of data entry and self monitoring protocols, and organization of the work area at the beginning and end of the day. The coach or research assistant provided task procedural instruction, and gave cues and prompts as needed for the work process. They assisted with problem solving, provided performance feedback, and recorded observations of person, task and environment variables related to the work process. The thematic analysis of multiple observer observations and the worker productivity data give insight into the tasks and performance challenges that influence client work satisfaction and productivity. Analysis also suggests person-centered coaching strategies and the environmental structure that occupational therapists can use to increase participation in a supportive work context.
THE ROLE OF OCCUPATION AND COGNITION IN DEPRESSION

Abstract: There is an unprecedented rise in the incidence and prevalence of depressive disorders. This takes an enormous toll on the quality of life of those individuals who present with depressive symptomatology, as well as costs to the workplace, and the health care system. A theoretical understanding of depression is an essential precursor to the development of effective therapeutic interventions and research activities. This presentation will provide an overview of the mechanisms underlying the development and maintenance of depression. There are multiple theories, along with corresponding research studies that have appeared in the literature regarding the etiology of mood disorders. These range from the strictly biologically-based factors, to socio-cultural forces and personality traits that impact on mood. The area of the functional aspects of depression with the resulting impact on occupational performance has received little attention. The DSM-IV diagnostic criteria for major depression includes reference to a diminished interest and pleasure in most daily activities, and also a diminished capacity for problem-solving, decision-making and concentration. This presentation will examine the DSM-IV definition from an occupational science perspective, and will discuss the relationship between meaningful occupation and depressive mood. This "occupational poverty" as I call it, and the accompanying social withdrawal creates more isolation and fewer opportunities for the individual to participate in activities that might lead to a sense of occupational competence. It is widely accepted that the decreased involvement in previously satisfying activities further exacerbates depression. Recovery strategies include increasing the frequency of pleasurable activities, but this will not in and of itself lead to a remission of depression. It is only through engagement in occupation, i.e. activities with meaning leading to purpose, that leads to a sense of increased competence and confidence in one's abilities and skills. In addition to exploring the role of occupation in mediating depression, this presentation will also examine the role that cognition plays in depression. The literature on the relationship between metacognition and affect will be reviewed, along with promising new research in this area. Occupational therapy had had a long history in the mental health practice arena. The profession's core belief in the "curative value of occupation" has enormous implications for treatment interventions and research. An exploration of the relationship between depression, occupation and cognition is necessary for the development and research of evidence-based practice guidelines. This workshop will review the theories of the etiology of depression, the development of depressive symptomatology, the neurobiology of the disorder, and the impact of depression on subjective well-being from an occupational science perspective. The need for further research in this area is critical, given the growing incidence of depression. There will be a review of assessments currently in use that might be utilized to further explore the link between occupation, cognition and depression. Existing practice guidelines and treatment interventions/protocols for the management of depression will also be reviewed with suggestions for future research directions.

Malcolm P. Cutchin, PhD
University of Texas Medical Branch

THE POTENTIAL FOR DEWEYAN PHILOSOPHY AND GEOGRAPHICAL THOUGHT IN OCCUPATIONAL SCIENCE

Abstract: In this paper I present an analysis of two disparate but important realms of thought for occupational science. After an introductory rationale for the argument, I provide a synopsis of selected aspects of John Dewey's philosophy. This part of the paper puts Dewey's concepts in context by introducing him and his life's work. I then turn to Dewey's conception of experience the focal point of his philosophy and its corollaries of situation, habit, intelligence, activity, and morality. Moreover, I articulate these concepts and their relationships with particular attention to their meaning for occupational science. A second part of the paper shifts to geographical thought and to the concept of place in particular. Here I present a brief review of the various uses and meanings of place and their role in human life. I expand upon the typical geographical usage of place to make connections between this primary concept in geography and occupational science. In a third and final part of the paper I introduce the concept of place integration, a theoretical construct that synthesizes a Deweyan perspective with a geographical emphasis on and understanding of place. In addition to explaining the concept and how I have used it in different research projects, I suggest ways in which place integration and other aspects of Dewey's philosophy and geographical thought can be of use in occupational science. I pay particular attention to occupational therapists’ and occupational scientists’ work on pragmatism, such as Breines, and Hooper and...
Wood, as well as geographers such as Rowles, who write about occupation. My summary goal is to begin extending these efforts toward a more in-depth and meaningful scholarly relationship between Deweyan philosophy, geographical thought, and occupational science.

Lisa Daunhauer, MS, OTR/L
Sharon Cermak, Ed.D.
Boston University

(106) TIME STANDS STILL: A COMPARISON OF TIME-USE PATTERNS BETWEEN CHILDREN INSTITUTIONALIZED IN AN EASTERN EUROPEAN ORPHANAGE AND TYPICALLY DEVELOPING CHILDREN

Abstract: Introduction: This investigation 1) described the time-use patterns of children institutionalized in an Eastern European orphanage to facilitate better understanding of factors affecting developmental delays documented in this population and 2) examined differences in time-use between institutionalized children and children in daycare in America. Research has indicated that how children occupy their time and the environment in which they engage affects skills and behavioral patterns throughout development (Burchinal et al., 2000). This view of time as an investment in development is congruent with the origins of time-use studies, which viewed time as a form of capital (Larson & Verma, 1999). Children residing in orphanages often experience delays in growth, language, intellect, motor skills, socio-emotional development and behavioral skills (Gunnar, Bruce, & Grotevant, 2000). Exposure to severe privation is often postulated to contribute to the developmental delays of institutionalized children; however, no studies have specifically described children's activities in orphanages.

Methods: Participants for this investigation consisted of 32 infants and toddlers between 8 and 34 months of age, 16 children residing in a Romanian orphanage and 16 typical, family-reared children attending full-day daycare matched for age and gender. Investigators and research assistants observed the children using spot observations (Super & Harkness, 1999) at 10-minute intervals and recorded the following observations: who was with the child, what the child was doing, the activity structure (engaged 1:1, 1:2, monitored, etc.), where the child was, the child's observable affect, the room activity and any materials used. These categories are based on the Preschool Time Diary of the Panel Study for Income Dynamics- Child Development Supplement (Child Development Supplement, 1997). Inter-rater reliability of the primary investigators and five research assistants was established at .92 (.81-.98). Results: Primary findings indicated that who the children spent time with, what they did and the activity structure differed significantly for the two groups ($\chi^2 = 9.94$, $p < .01$, $\chi^2 = 8.87$, $p < .05$, and $\chi^2 = 16.45$, $p < .001$ respectively). Institutionalized children spent 70% of their time alone. They spent about half of their time monitored by an adult and an adult directly mediated one-quarter of their activities. The institutionalized children most frequently engaged in down time (no activity, 35% of their time), play (27%), sleep (20%) and activities of daily living (12%). The daycare group most frequently engaged in play (25%), sleep (23%), other (17%) and activities of daily living (16%). Conclusions: This investigation begins to empirically describe the institutional experience. Significant differences between the types and structuring of activities may highlight factors related to delays observed in institutionalized children; further investigation with assessments of development and quality of childcare would be helpful. Limitations of the study include the modest sample size, the use of only 3 sites and time-use observations made in different seasons.

Virginia Dickie, Ph.D., OTR/L, FAOTA
University of North Carolina at Chapel Hill

(117) QUILT MAKING AND THE WILL TO LEARN

Abstract: Quilts and act of quilt making are frequently used as metaphors for aspects of human life, particularly with reference to women and their lives. The meanings that are socially and culturally ascribed to quilting may not, however, be those that are most significant to people who engage in the occupation of quilt making. As part of an ongoing ethnography of the occupation of quilt making, I have identified learning as one dimension of the form, function, and meaning of quilt making for the participants in my study. Learning, in the context of quilt making, takes on many forms in both personal and social contexts. It may serve to increase knowledge or develop skill, or stretch one's imagination. For some, learning is an end in itself, while for others it serves to provide tools to attain some other goal. This presentation will explore the learning dimension of quilt making among women quilters across the state of North Carolina.

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(104) CHILDREN HELPING OUT AT HOME: A MEASURE OF SCHOOL-AGE CHILDREN'S PARTICIPATION IN HOUSEHOLD ACTIVITIES

Abstract: Families play a major role in preparing their children for future adult roles, particularly for household occupations. Much of this preparation occurs through guided participation in household activities with gradual transfer of responsibility from adult to child. However, in the United States, families vary greatly in their home routines and in the values that guide their decisions and expectations for their children's participation. We lack measures to assess how families prepare their school-aged children for household occupations especially families who have school-aged children with disabilities. Children Helping Out at Home (CHOH) is a measure designed to examine changes in roles and responsibility in household occupations for school-aged children. The content for CHOH evolved from a review of descriptive research on participation of school-aged children in household activities and cross-cultural research on developmental expectations. CHOH examines participation of school-aged children in individual and family household activities. Changes in roles and responsibilities for children are measured by caregivers’ ratings of the degree of assistance their children may require to perform household activities. Four focus groups of caregivers from diverse cultural backgrounds who have school-aged children with and without disabilities provided feedback for the revision of the CHOH. Support for content validity of the CHOH came from agreement of the focus group members that the CHOH represented the range of household activities in their homes. The revised CHOH includes items that examine caregivers’ reasons, strategies, future expectations, and satisfaction with their children's participation in household activities. Preliminary studies are underway to examine internal consistency and test-retest reliability for the CHOH. With further study, the CHOH will prove helpful for understanding more about how families prepare their school-aged children with and without disabilities for adult roles.

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M. L. Fike, MA, OTR
Molly Wingart, OTS
Sara Newton, OTS
College of St. Catherine

(214) GENDER DIFFERENCES IN OCCUPATIONAL PERFORMANCE AFTER CARDIAC EVENTS

Abstract: The goal of this study currently in progress is to examine occupational performance in men and women following recovery from myocardial infarction (MI) and/or coronary bypass surgery (CABS). Previous studies by Artinian and Duggan (1995) and Sauvre and Fortin (1996) examined differences between men and women in recovery patterns and return to work, and found that women had slower recovery rates and returned to work more slowly than men. However, they also found that women returned to their roles around the home more quickly than employment roles. Engblom and associates (1997) found that cardiac rehabilitation programs were motivating and improved psychological status for patients, but Sauvre and Fortin (1996) felt women had more psychosocial problems in recovery than men. On the other hand, Shaffer and Corish (1998) found that women who participated in cardiac rehabilitation programs had the same or greater functional gains than men. Didion (personal communication, 2000) reports that while the numbers of women treated for MI or receiving CABS at her institution has increased over the past 20 years, the percentage of woman versus men participating in cardiac rehabilitation programs has remained stable. Further, despite research reports of differences in recovery patterns, she also reports that cardiac rehabilitation programs have not become gender specific. There is a need for further research to investigate changes in occupational performance, if any, following MI and/or CABS, and to determine if such performance patterns are different for men and women. This information will be broader than “return to work” and will encompass more issues related to quality of life. The data thus collected may be useful in designing rehabilitation programs which are more individualized and inclusive for women and more effective for both genders. The methods used will include a demographic survey and the SPF-36, which is a self-reporting questionnaire about daily living activities and quality of life. This study has been approved by both the Internal Review Boards of the participating educational institution and the Park Nicollet Clinic; the cardiologist in charge of the Park Nicollet Clinic has also agreed to distribute the survey and SPF-36 through his office. Data will be collected during the summer of 2002 by two graduate students and will be analyzed using the computerized SPF-36 which is available on-line. Results will be available in time to be presented at the Occupational Science conference.

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(116) SCIENCE AND THERAPEUTICS IN THE HISTORY OF OCCUPATIONAL THERAPY

Abstract: The history of occupational therapy has been characterized by a variety of cultural movements, from the Arts and Crafts Movement, to moral treatment, and the Emmanuel Movement. What has been largely ignored is one of the most powerful elements of culture in the twentieth century: Science. In this presentation I will demonstrate how in the quest for professional status the fledgling profession of occupational therapy incorporated the scientific rhetoric of the time, particularly from medical science and psychiatry in particular, in order to provide a scientific foundation for the practice of occupational therapy. Psychotherapy was a new arena in the practice of medicine, and the genesis of psychotherapy and occupational therapy are closely related. Ultimately, in the quest for professionalism occupational therapy allied itself with the scientific theory of the time that supported its practice. This presentation will focus on the changes that took place in the shift from moral treatment to the new practice of occupational therapy, and the scientific theory that fueled the new profession during the first forty years of the twentieth century. I believe that this research provides valuable insight into the rationale and the science of occupation that was integral to the profession from the beginning of the twentieth century.

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Toby Ballou Hamilton, Ph.D., OTR/L
University of Oklahoma Health Sciences Center

(110) A STUDY OF OCCUPATIONAL ADAPTATION THROUGH NARRATIVES

Abstract: This session focuses on the findings from a qualitative research study testing occupational therapy theory and developing theory about the relationship of adaptation and occupation to narrative. The researcher investigated three published memoirs of adults with acquired disability. The investigation focused on the internal process of adaptation defined by the Occupational Adaptation (OA) frame of reference (Schkade & Schultz, 1992; Schultz & Schkade, 1992) as a naturally occurring process. To date, no other frame or model has been subjected to an investigation of its concepts in the absence of occupational therapy intervention. After a brief presentation on the framework used for qualitative and narrative analysis, data will illustrate findings with examples that confirm that OA articulated a process of change critical to occupational performance and that adaptation preceded change in how the narrative was told. The session concludes with findings that suggest the significance of the study to the practice of occupational therapy, including questions to elicit stories of adaptation for use in evaluation, intervention, and research.

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Gayle Hersch, PhD, OTR
Jean Spencer, PhD, OTR, FAOTA
Texas Woman's University

(208) ADAPTATION BY ELDERS TO OCCUPATIONAL DISRUPTION

Abstract: Elders frequently encounter disruptions in their occupational lives due to various circumstances including health crises, hospitalization, or relocation to new living arrangements. The purpose of this presentation is to synthesize findings from five previous studies about elders who have dealt with such disruptions to identify how they adapted to discontinuity in occupations. In three of the studies elders were recruited on a transitional unit following hospitalization in a county hospital-district geriatric program. In two of the studies elders were recruited following relocation to new living arrangements including personal care homes and assisted living facilities. All studies used mixed longitudinal designs incorporating qualitative and quantitative methods. Case studies of a total of 45 elders from these previous studies were separately clustered by two researchers on the basis of similarity in elders’ adaptation pathways. Findings were then compared and differences reconciled to increase trustworthiness of the categorization process. The three pathways that emerged from this analysis included (a) maintaining continuity in occupations, (b) establishing new occupational directions, and (c) disconnecting from occupational engagement. Maintaining continuity is exemplified by Mr. Green who resumed walking around the neighborhood and playing dominoes at buddies' homes after a stroke. Establishing new directions is exemplified by Ms. Dobson who began painting in a day program after moving to a personal care home. Disconnecting is exemplified by Ms. Conlon who "likes to participate but now I can't" which she attributes to
problems with her medications for congestive heart failure and anxiety. Elders responded in different ways to occupational disruption, with some persons "coming to terms" and others being overwhelmed by change. Personal and environmental factors that influenced adaptation to occupational disruption were identified. Personal factors included past adaptation experience, resilience, and faith. Environmental factors included informal support from family and neighbors, and alternative formal support systems. Implications for practice include the importance of preparing elders at the time of major life disruptions for resuming occupational engagement in the future. It is also important to collaborate with persons after the disruption to explore alternative ways of adapting to changes in their occupational lives. This is particularly significant for persons who appear to be "at risk" for disconnecting from occupational engagement. Implications for future research include the importance of examining the insiders' perspective of elders on factors that influence adaptation, further examining the ability of elders to tell about their experience although they have some cognitive limitations, considering the influence of socioeconomic and cultural factors in shaping adaptation, and tracking the adaptive process over time to capture incremental changes in occupational engagement.

Ruth Humphry Ph.D.
University of North Carolina-Chapel Hill

(202) INTENTIONALITY AS THE BASIS FOR DEVELOPMENT OF THE OCCUPATIONAL CHILD

Abstract: The child's intention to engage in occupation is thought to bring about changes in occupational performance and through a self-organizing process alter his or her intrinsic capacities (Humphry, 2002). This assumption about development warrants further discussion before it can be applied to young infants as occupational beings. With participation in occupation as central to understanding development research with young infants needs to be guided by a deeper understanding of intentionality and the nature of young infants' volitional acts. This paper outlines issues related to defining intention and proposes a way to conceptualize or describe preverbal infants' efforts at occupational engagement and their experiences of self-agency. Philosophers (e.g., Dewey, Hendriks-Jansen) and leaders in development (e.g., Bloom & Tinker; Bruner; Tomasello, Zelazo) have pondered what constitutes mental representation of purpose, intentional acts, and the extent intentionality is innate to an organism. Of particular interest in occupational science is how intent is linked to infants' situated acts as well as the nature of their subjective experiences of interest in their activities. The most frequently used approaches in the field of intentionality present problems for occupational scientists interested in the developmental process. Some models discuss everyday activities as arising from established psychological functions and sensorimotor abilities. If purposefulness relies on a mental representation of a future goal maturation of certain intrinsic capacities would precede engaging in activities, suggesting a period when the very young infant is not occupational in nature. Other authors in intentionality have stressed how knowledge of daily activities, use of cultural artifacts, and socially appropriate behaviors exist outside the young child. In these discussions knowledge and motivation rest with a more mature partner and development is conceptualized as the transferal of information through motor and cultural learning processes. Neither of these ways of approaching intentionality are adequate as it is assumed that even young infants are occupational beings that through their self-initiated participation in occupations actively shaping their own developmental trajectories. The paper goes beyond the previous model to synthesize literature as it relates to the intentionality of young infants and propose an occupational science perspective of how infants first engage in occupations. It addresses how intentionality can be a mental representation of "about something" surfacing from transactions between very young infants and their physical and/or social environments. Evidence from research with infants is used to illustrate their capacities to be intentional and engage in occupations.

Jeanne Jackson, PhD, OTR, FAOTA
University of Southern California

(101) AUTHENTIC LIVES: LESBIAN IDENTITIES EMBEDDED IN OCCUPATION

Abstract: The purpose of this presentation is to discuss the phenomenon of using occupations as a way of creating authentic identities for lesbians. This discussion is based on the results of a qualitative research study that included 70 hours of interviews with 20 lesbians, 10 of whom were disabled and 10 of whom were able-bodied. A thematic analysis was used to analyze the data. The specific themes that will be discussed include (a) using occupations to integrate multiple identities, (b) experiencing authentic representations in public occupations, and (c) creating new and reframing traditional occupations to bridge homosexual and heterosexual
worlds. I will conclude with suggestions about how the findings of this study contribute to a more comprehensive understanding of occupation. Specifically I will address how social and personal meanings are embedded in occupations and the power of occupation to bridge ideological worlds.

Mary Beth Kadlec, MS, OTR/L
Boston University

(105) CAREGIVER-CHILD INTERACTION DURING DAILY OCCUPATIONS FOR YOUNG CHILDREN BORN VERY LOW BIRTHWEIGHT

Abstract: Introduction. Intervention for young children at risk for developmental delays focuses on supporting effective engagement of children and families within the social context of their lives. Caregivers provide one aspect of the social context for young children within the home setting to guide their engagement in daily occupations. Recent evidence suggests the way in which families construct their daily routines has a significant impact on child abilities and subsequent participation within the family, regardless of biological risk factors. Research is only beginning to identify the critical features of caregiver-child interactions that promote the effective participation in daily occupations for children at risk for negative developmental outcomes. One particular group at risk for challenges with daily occupations is children born very low birthweight (VLBW). Studies of the developmental outcomes of children born VLBW demonstrated that these children, especially those with high co-morbid medical risk profiles, are challenged more than children born low birthweight or fullterm. This study examined caregiver assistance (scaffolding) and the performance of daily occupations by children born VLBW with and without White Matter Disorder (WMD) compared to matched peers born fullterm (FT). Methods. Two measures were developed to examine the interactional (qualitative) and behavioral (quantitative) aspects of caregiver-child interactions during daily occupations (dressing and snack tasks). The participants were from a longitudinal study at a local hospital, which was following the developmental sequelae for the at risk groups. There were 12 dyads in each of the three groups (VLBW with WMD, VLBW without WMD, and FT). Interactional qualities were rated by occupational and physical therapists using the Caregiver-Child Rating Scales (CCRS) while viewing select videoclips from the study protocol. The Occupational Performance Coding System (OPCS) was developed to examine the behavioral aspects of the types of caregiver social engagement and assistance (e.g., scaffolding, such as, verbal instruction, gesture or physical assistance) and child performance during the entire protocol. Results. The three groups were compared on the CCRS and OPCS by conducting ANOVAs and correlations. The proportion of time the caregivers utilized a particular scaffolding (assistance) strategy did not differ between groups, however, the proportion of social engagement (SE) strategies (sustaining engagement, not providing assistance) were significantly different between the three groups. Caregivers of children born VLBW with WMD used more SE than caregivers of children born VLBW without WMD, who used more SE than caregivers of children born FT. In addition, caregivers of children born VLBW with WMD used a distinctly different pattern of scaffolding strategies than the caregivers of children in the other two groups. Discussion. Results will be discussed related to the similarities and differences in the interactional patterns of caregivers and the performance of their young children with daily occupations. Discussion will also focus on the importance of understanding the influence of context on occupational performance and expanding this line of inquiry.

Bonnie L. Kennedy Ph.D.
University of Wisconsin - Milwaukee

(111) ELECTRONIC EXPERIENCE SAMPLING SIMPLIFIED

Abstract: Palmtop computers have exploded on the research scene as data collection instruments. NIH has recently funded millions of dollars of research that utilizes palmtop computers to study everyday life, health and behavior in the natural environment. Most studies rely on custom developed software unique to the research study. Consumer based hardware and software are available to streamline data collection, data handling and data analysis. Utilizing this new technology will result in cleaner, more dependable data. This presentation will review past and present technology applications to the study of ordinary daily activity in the natural environment. Details will be provided on setting up an ESM study using current handheld computer technology. Future directions for instrumentation development and application will be discussed.
(206) VALIDITY OF USING THE NOVEL AS A DATA SOURCE FOR STUDIES IN OCCUPATIONAL SCIENCE

Within the phenomenological hermeneutic tradition, it has been recommended that literature as well as the arts and legal codes constitute legitimate sources for systematic inquiry. Similarly, occupational scientists have endorsed the view that a wide range of types of data, including text, can be used to further our understanding of human occupation. In my dissertation, I plan to use textual hermeneutic analysis to examine the essence of the characters in the novel "Wind-Up Bird Chronicle" by Haruki Murakami in order to explore the relationship of occupation to emotion. My study will be one of the first in occupational science to utilize fiction as a data source. This presentation will begin with a methodological discussion in which I address the credibility/validity of using the novel as a data source for phenomenological inquiry. First, ideas formulated by the philosopher Dilthey will be discussed with specific emphasis on the hermeneutic method he devised for interpreting the meaning of human action. Prior to Dilthey, hermeneutics had been used for interpreting the bible and other literary texts. However, Dilthey expanded its application to human action, recommending that literature and the arts be used as sources for such inquiries. Second, I will discuss the ways in which narrative theory will inform my proposed study. Narrative theory has been widely employed in occupational science as a way of interpreting actual human experience. However, this theoretical framework is also particularly well suited for understanding characters in the novel. Aspects of narrative structure such as sequenced episodes unfolding in the lives of individuals, social and cultural context, and the way in which individuals experience occurrences in their world are typically captured in the novel. Third, I will discuss the unique advantages of using the novel as an occupational science data source. These include the novel's capacity for depicting momentary and fluctuating feelings, the possibilities it affords in exploring taboos, and its ability to present diverse points of view as a way of signifying the complexity of existence. Finally, I will close by addressing some of the potential disadvantages of using the novel as an occupational science data source. The first is that since the novel is a product of the imagination of its author, it represents only one perspective and this content while, perhaps, intended to reflect reality is, nonetheless, fictitious. Second, as with all interpretative approaches, no single interpretation can be considered definitive. For these reasons it is crucial that procedures be used to, insofar as possible, present as credible an interpretation as possible. I will recommend a collaborative research process to minimize these potential problems.

Sheama Krishnagiri, Ph.D., OTR
Seton Hall University

(114) TEENS HANGING OUT: A STUDY OF THE FORM AND FUNCTION OF THE OCCUPATION

Abstract: Throughout time there has been a need for people to gather and socialize. This need has been met via different types of activities for different age groups. Teenagers today have their own unique set of activities and reasons for hanging out, meeting a variety of their needs. The purpose of this study is to describe the occupation of hanging out for teenagers in terms of the activities that comprise this occupation and the meaning it holds for the teens. Focus group interviews were conducted with four groups (one all males, one all females and two mixed groups) of suburban teenagers between 14 and 17 years of age. This was followed by participant observation of a sub-sample of volunteers at the mall as well as several individual interviews. Convenience sampling was used to obtain subjects. Content analysis of the transcribed data resulted in several categories of activities that the teens reported while hanging out. These included playful, social, entertainment and shopping types of activities. Additionally, a variety of reasons for engagement in these particular activities emerged. Social approval and something to do being the most meaningful reasons for these teens in hanging out.

Elizabeth Larson Ph.D.
University of Wisconsin Madison

(201) SUBJECTIVE EXPERIENCE AND TEMPORALITY IN COLLEGE STUDENT'S DAILY OCCUPATIONS

Abstract: While subjective experience of occupation has often been examined retrospectively, it is of great interest to occupational scientists to understand individual's occupational experiences within the moments of everyday life. Subjective experience within a single occupation as well as the perceived temporality (subjective perception of time’s passing) are of interest in understanding occupational experience. Using an "on the spot"
prospective Experience Sampling Method, this study examined the self-described experience and perceived temporality experienced by college students during everyday occupation. This research examined the relationship of qualities of the occupation such as involvement in the occupation (emotional & intellectual), the intensity and selection of focus during the occupation, the routineness/novelty of the occupation related to the person’s skills, and the complexity of the occupation to the perceived experience and temporality of the occupation. Using an email pager, participants answered survey questions when paged (once approximately every 60-90 minutes for 16 hours of the day from 7:00am to 11:00pm in a semi-random fashion), ten times for 14 days. The survey consisted of questions requiring narrative responses which participants typed into the email pager and ratings of occupation qualities and dimensions on likert scales. Twenty-two participants each completed 22-140 surveys for a total of 2743 surveys. Data analysis used a person-oriented configural frequency analysis to examine the expected frequencies of clusters of occupational qualities and temporalities (occupational types); and a narrative analysis of subjective experience of occupation related to temporal occupational types. Findings will describe the relationship of subjective experience, qualities of occupations and temporality of college students' daily occupations.

Mary C. Lawlor ScD
University of Southern California

(108) THE INTERSECTIONS OF DEVELOPMENTAL THEORY AND OCCUPATIONAL SCIENCE

Abstract: The purpose of this paper is to examine the theoretical intersections between occupational science and developmental theory. The discussion of developmental theory will be situated in contemporary conceptual frames based on life span processes and sociocultural and historical analysis (e.g., Elder, 1998). Recent work in developmental theory has focused on the need to understand how “real people” lead "real lives" (Mishler, 1996) in naturalistic settings (Weisner, 1996). There has been a rather abrupt turn away from hierachical and stage driven theories towards models of change that capture sociocultural mediation of human experience. This new appreciation of processes foregrounds the contributions of human sociality and cultural resources to learning, identity formation, and creation of possible futures. Arguments related to the relatedness of developmental theory and occupational science will be presented. Specific dimensions to be explored include occupation and social practices; engagement; identity formation and self-making practices; change and transformation; living and learning in everyday life; and "meaning." Longitudinal ethnographic data collected over a six year period will be presented to illustrate analytic possibilities from both occupational science and developmental theory perspectives. The analysis will also feature the temporal dimensions of analytic units with illustrations based on ethnographic examples of “moments” and “lives”. Implications for theory development and research in occupational science will be discussed.

Linda Madden Leimbach, MS, OTR
Towson University - Student

(113) TRADITIONS IN QUILTING: A COMPARISON OF THE MEANING OF QUILTS AND QUILTING ACROSS AMISH, AFRICAN-AMERICAN, AND HMONG CULTURES

Abstract: As an occupation, quilting is steeped in powerful meaning for a given quilter, their family, and their broader culture. Quilting serves utilitarian purposes, as well as provides opportunities for quilters and members of their culture to express values, beliefs, and ideals. Quilting has served as a primary occupation for women across many generations of cultures, allowing for the provision of comfort to the family, the expression of ritual and cultural beliefs, and the expression of political and social statements.

This paper examines the occupation of quilting within the context of symbolic meaning, as an expression of sociocultural values and beliefs, as well as personal associations and inferences. The construct of symbolic meaning and its relation to human occupation is considered across a variety of authors. The meaning of the occupation of quilting is then analyzed from literal or realistic, and symbolic perspectives. The basic characteristics of quilts and quilting are examined, and a brief history of quilting is presented. Amish, African-American, and Hmong cultures are then examined with respect to their history of quilt making, and the actual and symbolic meanings of quilting in those cultures are compared and contrasted. Similarities and differences are presented across the three cultures with respect to the meaning of quilts, the settings in which quilting is conducted, the design elements of quilts, and the symbolic meaning of specific quilt designs.
Much research has been conducted by quilt scholars in the fields of art, history, folklore, and women's studies. These research efforts are reviewed, as they focus upon revealing the history of quilts and quilting in the United States and other parts of the world, the study of design elements of quilts as an expression of various cultural groups and geographic regions, and the history of women's issues as they have been expressed over the history of quilts and quilting. Essentially no research has been conducted to examine the potential role of quilting as a health determinant in various groups of individuals, in wellness or rehabilitative settings.

Further investigation of the occupation of quilting is highly recommended. Such research would be most appropriately conducted by occupational scientists and occupational therapists. Suggested research initiatives are proposed, including a more detailed study of quilting as an occupation, the meaning of quilts and quilting across a broader range of cultural groups, the potential role of quilting as a therapeutic medium in wellness and rehabilitation settings, and the role of quilts as narratives in the lives of historical and contemporary women. Quilting has served as an important historical voice for women throughout the world, and it is anticipated that it will continue to do so over future generations. As a occupation, steeped in literal and symbolic meaning, quilting richly deserves further study and examination.

Ferol Menks Ludwig, PhD, OTR, FAOTA, GCG
Nova Southeastern University

(109) HOW CAREGIVING FOR GRANDCHILDREN AFFECTS GRANDMOTHERS' OCCUPATIONS

Abstract: This qualitative study explored how grandmothers' occupations changed with the amount of caregiving responsibility they had for their grandchildren. This study illuminates some of the stresses and joys associated with these responsibilities and occupations for the grandmothers.

Kathleen Matuska MPH, OTR
Mary Lou Henderson MA, OTR
College of St. Catherine

(215) OCCUPATIONAL BALANCE AND OCCUPATIONAL COACHING

Abstract: Life in this modern world is a busy and full of obligations to employer, family and community. In an effort to meet unending obligations, one's need for finding "occupational balance" through meaningful activities is often overlooked resulting in burn-out, stress and poor health. The emerging role of OT in prevention and wellness is a natural fit for the many individuals who are "occupationally deprived" and "unbalanced." Individuals who are considered medically well because there are no apparent diseases or impairments, may consider their lives unhappy, unfulfilling or empty as a result of dissatisfaction in their lifestyles. Johnson (1986) defines wellness as a context for living; a process rather than a particular state of being; where there is a balance between the body, self and environmental dimensions; where life has meaning, and where behaviors contribute to the well being of others. In other words, what we do from day to day, (or our occupations) defines our lifestyle or occupational balance and significantly impacts our health and well-being. We will be describing research that supports these relationships and how it can impact occupational therapy practice. Occupational coaching is an emerging role for occupational therapists wanting to help individuals or groups find balance in their lives. An important first step in coaching clients wanting to make lifestyle changes is to thoughtfully critique current occupational choices, habits, and patterns. We will describe the Occupational Balance Inventory, an assessment designed to begin this self-critique and other assessments of occupational patterns and habits. These assessments lead the goal setting process and provide needed information for direct actions for lifestyle changes. Occupational coaching is based on the principle that individuals are capable of assessing, changing, or adapting the occupational choices and patterns in their lifestyle even though personal and environmental contexts may or may not change. The "doing" of occupation is uniquely individual because of the meaning and context of the experience, yet occupations can be seen and labeled by people because of the visible, concrete actions, and distinct patterns or habits characteristic of them. Consequently, they can be studied, self-assessed, adapted, or modified easier than other important influences in human experiences such as one's feelings or thoughts. Thinking and feeling are internal processes, acting is external and produces results. The way one thinks or feels effects chosen occupations and conversely, the occupations chosen will affect how one thinks or feels. Recognizing the dynamic interplay of thoughts, feelings and actions in a healthy lifestyle is important, yet it is the doing of occupation that brings change in our lives. Therefore, an occupational coach can help guide individuals' balance of meaningful occupations influencing overall health and well-being.
Phyllis J. Meltzer, PhD
California State University-Fullerton

(112) TRACKING LIFE COURSE TRAJECTORIES USING THE SELF-DISCOVERY TAPESTRY INSTRUMENT

Abstract: The lifetime occupations of adults may be analyzed using a paper instrument developed as a tool to embody the principles of occupational science. Continuity and critical events theories, life span theories developed within the discipline of gerontology, guided the development of the instrument as well. The “Tapestry” is utilized in many occupational therapy and gerontology courses wherein students are studying life course development as well as with clients who have incurred impairments or changes in their status (e.g., widowhood or unemployment). The Self-Discovery Tapestry encourages individuals to indicate in color both continuous and discontinuous elements in their lives. The form also provides spaces to include future goals, career history, and personal interests and to list critical events indicated on the printed matrix. In many cases it is possible to trace the occupational careers of individuals as they move from childhood and adolescence to adulthood. Many of the participants demonstrate their occupational trajectories moving toward including more “authentic” aspects of their beings. Some of these changes are forced by life altering critical events that lead to new or adaptive occupations. Data on the kinds of critical events indicated by more than 500 students and older adults who have completed the “Tapestry” will be presented. Response data from participants indicates leading topics as death, divorce, household move. Older adults also include financial losses as among the most prevalent responses. The full range of response trends will be reported. The presentation will highlight how critical events disrupt planned occupational career trajectories. Adaptive strategies utilized by participants will be presented. Discussion is invited.

Katherine Nicholas
Doris Pierce, PhD, OTR/L, FAOTA
Anne Shordike, PhD, OTR/L
Eastern Kentucky University

(115) COOKING UP CHRISTMAS IN KENTUCKY: OLDER WOMEN’S EXPERIENCE OF HOLIDAY FOOD PREPARATION

Abstract: This qualitative study of the experience of older women in Kentucky of preparing the Christmas meal reveals three primary themes: Ritual and Tradition in Preparing the Ideal Christmas Meal, Flexible Adaptation to Cultural and Personal Change, and Living in the Stream of Time: A Matrilineal Progression of Involvement in the Christmas Meal. The Kentucky study is one of three international sites collaborating in studying the experience of holiday meal preparation, including a site in New Zealand looking at the Christmas meal and a site in Thailand examining looking at the Songkran meal (New Year).

Diane Parham Ph.D.
University of Southern California

(107) CURRENT STATUS OF PLAY RESEARCH IN OCCUPATIONAL SCIENCE

Abstract: The complex, enigmatic nature of play offers a kaleidoscope of possibilities for studying occupation. In this presentation, I will review play research conducted by occupational scientists and occupational therapists over the past 20 years, summarize what we have learned from this research, and suggest future directions for play research in occupational science. The focus of the review will be on research that illuminates the nature of play and its relationship to occupational experiences or lifestyle design; research that focuses on intervention will be excluded from this review. Studies will be organized with respect to conceptual or theoretical viewpoint, research problem, participants, and contributions to knowledge regarding occupation. Brian Sutton-Smith’s seven rhetorics of play will be used to set the reviewed research within a broader universe of discourses surrounding play phenomena, and to identify gaps where future research might be directed in order to contribute a fuller understanding of the play element in occupation.
(204) FAMILY IDENTITY AND FAMILY OCCUPATIONS

Abstract: The purpose of this presentation is to discuss work in progress on the interactions of family identity and family daily life as acted out in the construction of occupations, routines and schedules. Family identity is the family's subjective sense of its own continuity over time, its present situation and its character. Family identity evolves over time while maintaining its coherence while new occupations are added to and old one discontinued. This family identity is behind family policies that direct the constructions of family occupations, routines and schedules. Family identity, on the other hand, is embedded in the ritualization and continual narration of family occupations, routines and schedules from the past of the current and historical families. The sense of continuity over time with the historical families in particular may be challenged for families raising children with special needs because the actual daily life may not follow policies that constructed on past experiences. The adaptations of the family daily life, however, provide the material to be narrated and ritualized into the evolving family identity.

Margarette L. Shelton PhD, OTR
University of Texas M. D. Anderson Cancer Center

(207) THE INTERSECTION OF ADAPTATION AND IDENTITY

Abstract: Thoughts that comprise this paper were derived from a phenomenological study conducted in 1998. The study consisted of a series of interviews conducted with seven lesbians who were living with chronic illness or disabilities. Its purpose was to explore these women's lived experiences adapting to a life-altering condition. Each woman participated in two interviews. The first interview elicited her life history. The second interview focused on an account of her disability experience. The interviews were surprising in that they generated a more explicit discussion of identity than expected. Apart from continuity theory (Atchley, 1989; Becker, 1993; Spencer et al., 1996), there is little theoretical linkage between adaptation and identity. Yet, in considering the adaptation of these women to their conditions, it became clear that their processes of adaptation and their identities were linked by occupation. Occupation is the medium through which one creates and expresses one's identity, and it is also the medium through which one adapts. This paper will use data collected in these interviews and a variety of theoretical perspectives to explore the relationship between occupation, adaptation, and identity. It will examine the function of identity as it relates to occupational choices, adaptive processes and patterns, and adaptive strategies.

Anne Shordike PhD, OTR/L
Eastern Kentucky University

(102) SPIRIT, ACTION AND HEALTH: TRADITIONAL RELATIONSHIP

Abstract: The intention of this research is to provide historically and currently relevant information and views of the relationship of spirit, action and health from traditional, indigenous perspectives. It is based in the Welsh, Celtic and European traditions of the authors ancestry and includes and honors perspectives from diverse traditions. The traditional relationship of spirit, action and health is explored in three ways: examination of British and European archaeological information from the later paleolithic era to the iron age, exploration of medieval written materials and stories, and interviews with individuals who are currently involved in practice of their ancestral traditions. People's actions, their occupations, have been informed by their spirituality and tradition and have influenced their health and well-being since paleolithic times in Europe. Although specific healing practices may not always be known, the relationships that comprise well being are evident in the cave paintings, the sculpture, the stones and the burial chambers throughout Old Europe. The Celtic relationship with nature continues many of these ways of knowing and being. The stories of the Welsh manuscripts in the Mabinogion carry on these traditions. These ways of knowing and understanding the world live today in the practices of people working through their ancestral traditions. This particular presentation will focus in particular on the small, qualitative study involving nine individuals who discussed how their ancestral traditions, informed by spirituality, influence their practice, their occupations. Some of the important themes brought forward in this research are: the spiritual nature of humans and healing, the importance of relationship with the land and nature, the importance of...
Alice Seidel Ed.D, OTR/L  
Susan Merrill, MA, OTR/L  
University of New Hampshire

(210) REAL TIME LEARNING: STUDENTS IN COMMUNITY BASED SETTINGS

Abstract: This paper examines how students create meaning in their role as providers of occupation-based groups in a community program for brain-injured adults called Steppingstones. Steppingstones established in 2000, is a non-profit organization located in Portsmouth, New Hampshire. Steppingstones is located at the Seacoast Health’s Community Campus and is the only community based program for brain-injury survivors in the state. The goals of this program are to: offer opportunities for friendship development, recreation, training, volunteerism, and support. The program offers services 3 days per week, for 7 hours each day. Services currently offered are community meeting, emotion workshops, cooking programs, gardening, exercise activities, newsletter publication, and social planning group. The program assists members in obtaining volunteer positions with the goal of achieving paid employment. The program exists because of the participation of occupational therapy students from the University of New Hampshire. The students create and run a majority of the programs offered to members, implement grant-funded projects and participate in planning committees with members and staff. This paper integrates two years of student and faculty experiences with several theoretical assumptions from occupational science. These assumptions are: a) There is a highly interactive relationship between occupation and narrative that shapes personal identity, b) as we engage in occupation, we are altering our understanding of the world and ourselves, and c) humans construct their identities and create and re-create their self-identity as they engage in occupations. The faculty who have been involved with Steppingstones believe these assumptions accurately describe the transformative power of occupation observed in both students and members at Steppingstones. Weekly journal entries, facility documentation required of all students, and faculty observations were analyzed for themes related to the transformative power of occupation. This paper wove these themes together with faculty descriptions of the contextual relevance, temporal demands, and cultural influences to describe the re-creation of student identity and role that resulted from participation in real-time learning at Steppingstones. As the profession of occupational therapy broadens its practice in the community, it is important to explore the effects on all involved. This paper will use the lens of occupational science to explore the rich opportunities community-based experiences offer students to create their professional identities as occupational therapists.

Sharon A. Stoffel  
Helen Q. Kivnick  
Diane Hanlon

(103) OCCUPATIONAL PROFILE: AN INTERDISCIPLINARY TOOL FOR USING ACTIVITIES TO PROMOTE VITAL INVOLVEMENT

Abstract: From the field of occupational science comes the notion that a person expresses her/his unique “selfhood” via meaningful activity. Vital involvement theory clarifies the importance of dynamic engagement with the world outside the self. What we do and how we engage the environment influences who we become, provides an arena for expressing who we are, and allows us to affect the environment û which then influences who we continue to become. Developed by the presenters, the Occupational Profile is a useful tool to help elders assess and modify their own activities and occupations, analyze them and make changes to maximize occupation, personal integrity and vital involvement.

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Abstract: Few researchers have clearly documented the importance of daily travel in the orchestration of daily occupations. This presentation will use examples from ongoing research as well as published studies to examine the nature of the constraints to large-scale mobility and the role they play in occupational engagement. The personal constraints, including inability to drive, language barriers, motor, perceptual and cognitive limitations as well as normal age-related changes, will be described. Environmental barriers in a variety of settings, as well as the ADA laws attempting to remove some of those barriers will be briefly reviewed. Some examples of interaction between personal and environmental factors will be presented. One of the examples will be the ways in which age-related changes in perceptual and motor functions as well as way-finding ability interact with environmental characteristics to create problems with independent mobility. In addition to research in the literature, several studies conducted in the context of my large-scale mobility research program will be given as examples. One of them was a qualitative study looking at the occupational adaptation of immigrant women (some of them refugees). Transportation was a recurring theme mentioned by those women when asked to describe challenges to their adaptation to life in the U.S. In another retrospective study, rural and urban seniors were compared in their occupational adaptation to the transition to not driving. In another project, we looked at seniors’ and disabled individuals’ experience with an ADA paratransit system and how it impacted their occupational needs. In the last two studies, participants were also asked to rate the value of various occupations. Currently, we are looking at architectural barriers in airports and seniors’ perspective on those barriers’ impact on mobility and travel. When describing these studies, emphasis will be given on the advantages of an occupational science approach when studying the effects of those constraints on large-scale mobility. For example, we found that the meaning of given occupations for individuals were linked to the type of adaptive strategies they used. Values of occupations also influenced the effects of transportation problems on their life-satisfaction. The occupational science approach also facilitates the identification of priorities in terms of intervention, both at the individual and public policy level. Some interventions we engaged in with transportation officials, seniors and disabled individuals will be highlighted and future directions discussed.

Wendy Wood Ph.D.
University of North Carolina-Chapel Hill

(203) THE ETIC PERSPECTIVE: DOES IT HAVE A HOME IN OCCUPATIONAL SCIENCE?

Abstract: There is little doubt but that occupational scientists are, as a group, strongly committed to understanding people’s subjective experiences of occupation. Indeed, the emic perspective or the insider’s view of what it feels like or means to an individual to experience particular events and situations is so central to occupational science that the personal meaningfulness of occupations to individuals is recognized as one of the discipline’s primary domains of study (Clark, Wood, & Larson, 1998). Likewise, scholars commonly regard personal meaningfulness as an indispensable criterion for defining occupation, the core construct in occupational science (Christiansen, 1994; Gray, 1997; Trombly, 1995). But does the enormous value placed on understanding people’s uniquely felt, encountered and understood experiences of everyday life suggest that the etic perspective or the outsider’s view of what others may be doing or feeling and why has no home in occupational science? In the other words, is the etic perspective regarded as inherently of less value, validity, or relevance to the discipline than the emic perspective? If so, is this second-rate status appropriate? It is argued in this paper that the etic perspective is comparatively devalued in occupational science relative to the emic perspective and, secondly, that this devaluing could slow the discipline’s advancement. To support this argument, rationales underlying the usefulness and validity of an etic perspective in occupational science research are presented. These rationales are applied to a research method of directly observing, in real time using hand-held computers, the person-environment transactions and emotional states of people with dementia. By being able to document subjective emotional states reliably, this etic method of direct behavioral observation challenges the presumed dichotomy often held to exist between the insider’s (emic) and outsider’s (etic) perspectives. It also provides a more accurate account, over time, of people’s time-use patterns and interactions with the social and physical environment than could be obtained by interviewing cognitively intact proxies. The example of this method is built upon to explore other ways in which occupational science’s body of knowledge could benefit from so-called “objective” methodologies that view persons’ behaviors through the perspective of the researcher.
EXCHANGES

Facilitator: Bonnie Kennedy

(218) EXPERIENCE SAMPLING INSTRUMENTATION
Description: This group will exchange information on past, current and future directions of experience sampling instrumentation. The focus of discussion would be reliable and valid means of acquiring and handling ESM data efficiently. In addition, data analysis challenges and solutions would be exchanged. Experience Sampling is an important naturalistic methodology for illuminating internal and external landscapes of occupation. This discussion will support innovation in this method for studying occupation.

Facilitator: Ferol Ludwig & Phyllis Meltzer

(219) MEANINGFUL OCCUPATIONS AND THE OLDER ADULT
Description: Older adults face many threats to engagement in meaningful occupation. Questions and discussion would examine how we can study ways that teach us more about meaningful occupations for this group and how we might facilitate their engagement in them. Implications for research and application will also be discussed.

Facilitator: Doris Pierce

(216) TEACHING OCCUPATIONAL SCIENCE
Description: Occupational science is currently being integrated into occupational therapy curricula. This intent of this exchange is to provide a forum for discussion of how this process is occurring. Individuals teaching occupational science courses or designing curricula that emphasize occupational science are encouraged to attend. Please join us for a lively discussion! Have you designed an occupational science course, and if so, how did you organize it? What content has proven most useful to include in an occupational science course? How have you dealt with the tension between curricula largely conceptualized to provide practice skills and the intent of occupational science to study occupation across a broader scope? Have you designed a curriculum that emphasizes occupational science, and if so, how did you organize it?

Facilitator: Wendy Wood

(217) Occupational Science: A Course, A Curriculum, Or A Way Of Life In Occupational Therapy Education?
Description: This exchange will focus on the question: What academic content in occupational science is vital to the education of entry-level of occupational therapists? Relative to this over-arching question, the facilitator will stimulate discussion through a series of more pointed questions designed to illuminate specific content areas in occupational science's body of knowledge that are critical a) to guiding best practices in occupational therapy in traditional practices, b) to generating new models of practice in occupational therapy for neglected or underserved populations, and b) to nurturing future occupational scientists who will further the scientific development of the discipline. While the exchange will primarily address the issue of selecting optimal academic content in occupational science for inclusion in entry-level occupational therapy programs, three guided questions are designed to address pedagogical assumptions, issues and dynamics. Ultimately, it is hoped this exchange will help participants clarify their present assumptions pertaining to the relationship of occupational science to occupational therapy, as well as thoughtfully reflect on how their own assumptions, and those of others, translate into decisions about selected academic content and favored educational strategies and processes.