



International Society for Occupational Science

ISOS WORKSHOP at 18th WFOT

Group Discussion

June 20th 2014 – Yokohama, Japan

GROUP A: The Researches that will meet expectation of OT

1. Interesting research in the presentation: Immigration and refugee

The researches meeting expectations of OT : What are the daily lives of the clients who are the migrant workers? What were their daily lives before and after the migration.

2. Interesting research in the presentation: Relocation of older people

The researches meeting expectation of OT: How do old people adjust their new environments when they lose their spouses and move to senior citizen houses or to their children's houses?

3. Interesting research in the presentation: Life after retirement

The researches meeting expectation of OT : What kind of daily lives the retired people have? What are the factors to have fulfilled lives after the retirement? Who will have and who will not have?

4. The researches meeting the expectation of OT: How do experienced OTs capture the image of their clients as occupational well-being? How do inexperienced OTs capture the image of their clients? How do they different?

GROUP B: The Researches that will meet expectation of OT

1. How can OT support the parents who have a child with mental disorder.

2. How can OT support the families that have a family member with Alzheimer disease?

3. The people with Alzheimer disease look loosing or being limited their daily occupations.

Is it true? If true, what kind of phenomenon is it, and how do they experience it?

4. How can OT support the elderly persons who take care their spouses who are also old.

5. How can OT support the elderly persons who live alone?

6. The meaning of occupation seems widen or deepen when the person suffer from illness or



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- disability. Is it true? Why and how does it happen?
7. The tools, such as Information Technology, that we use in our daily lives look different among generations. Is it true? If true, how are they different? How do they influence to daily lives.
 8. Some elderly people take new tools in their daily lives successfully. What kind of new tools the elderly people can utilize? What kind of new tools the elderly people refuse or ignore?

GRUOUP C: The Researches that will meet expectation of OT

1. More researches of driving for the persons with disability
2. The types of occupations that make persons compose themselves?
3. Some mothers of children with disability seem to have strong anxiety to their children and to their future. Who have stronger anxiety? Are there any factors that cause strong anxiety?
4. Daily lives of the mothers. How do their children's age influence to their daily lives.?
5. The nature of gardening activity?
6. How can OT create the homelike environment at nursing home for elderly persons?
7. The nature of occupations that impact to health and well-being?
8. The types of occupation enable elderly people to facilitate participation of their lives.

GROUP D: The Researches that will meet expectation of OT

1. What are the difference and similarity of fathers' occupations and mother's occupations?
2. What are daily lives of single elderly women? What are their values and identities? Are there any differences between cultures and generations?
3. What are daily lives of young mothers? What are their values and identities? Are there any differences between cultures and generations?
4. The influence of employment type, such as lifetime employment and self-employment, to



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their identity, work ethics, and live values. Are there any differences between cultures and generations?

5. What are the daily lives of IT native generations? Do their life style influence to marriage rate and birth rate?

GROUP E: The Researches that will meet expectation of OT

1. Occupational needs beyond performance/participation (e.g. identity development, social basis of what/why people do)
2. Occupations that do not appear active (e.g. meditation, watching children play)
3. 'dark side' of occupations (e.g. crime, begging)
4. Process/boundaries of occupation (and how we categorise it)
5. Terminology - putting occupation in front of a noun and operationalising terms (e.g. engagement vs participation ... exploring the benefits /challenges of this for inter / transdisciplinary work
6. Honouring views of people in research/practice and focusing on power differentials and being collaborative
7. Developing theories both conceptually and empirically based
8. Objectifying people when trying to isolate our domain of interest

GROUP F: The Researches that will meet expectation of OT

1. Health promotion
 - a. How meaning is attributed to sexual activity in later life
 - b. Understanding/deepened understanding of occupation
 - c. Political context of health care very important – Korean example
2. Beyond health context e.g. criminal justice system – inform different sectors e.g. education, labour
 - Recommendations/discussions leans towards health solutions



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- perhaps because its founders related it to health
- 3. E.g of study on domestic workers – link to labour sector on human development

GROUP G: The Researches that will meet expectation of OT

1. Mothers of children with disabilities (previous student honors research – barriers and facilitators
2. Experiences of relatives to people with MS or elderly with disabilities
3. Experiences of parents and sibling
4. Culture of maids or domestic workers
5. Lifestyle balance –case studies to look at ?PWD
6. Patterns of occupations in different contexts
7. Sauna – the experience of it – the meaning of novel and culturally influential occupations
8. How occupational patterns change over time – by different generations
9. What makes an occupation good for health or not – healthy vs unhealthy occupations
 - What patterns of ?? occupation is healthy
10. What makes/ stops people doing healthy/unhealthy occupations – why do they engage in it
11. What strategies do people use to achieve occupational balance?
12. How do people integrate occupations into their lives – strategies for maintaining occupational balance for health - any dance

Other groups:

- Social change caused by social isolation
- A measure of occupational justice



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Etsuko's group: to prevent low back pain, can't go to class to exercise, started running, back pain, started walking, but that took too much time. So I looked for DVD and found a happy dance 35 minutes at a time, twice a week, and now I keep my back healthy. It took a long time to find this occupational balance for health.

We are a group of students working under Dr. Kondo. We have students and clinicians. Among our group members, we talked about father in the context of child rearing and employment. We are a new generation and there are more ideas, more representations not imagined by the older generation. New ways of thinking. There are more single women and men, unconventional; there are changes in the parenting practices in the new generation. Social change in Japan, and being alone, by one self, shakes the connection with others. We thought it would be interesting to look at [study] this through Information Technology and other ways.

We are interested in examining occupational justice from different cultural viewpoints. OS is about qualitative methods-what about a measure of occupational justice (quantitative)?

We asked if occupational science should be bound to the health context, but in the end, we decided health promotion would be the most beneficial area for OS study. Examine the health promoting qualities of occupation. Much of the research comes from what's already known (walking, yoga) rather than further understanding the health promoting qualities of occupation.



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Connection between occupation and health.

South America: we noticed how we transformed our language that is normally occupational therapy based to occupational science language. We discussed themes beyond occupational therapy. Critical and reflective approach toward our practices in research, methods, why are we using what we are using, and why are we looking at what we are looking at?

Ruth Zemke summarized. It is wonderfully exciting for me after so many years, exciting to see people from all over the world talking about occupational science.

Alison's summary and wrap up: lots and lots of topics, and it behooves anyone to say what is the most important. ISOS will continue to disseminate from the website, all of these ideas.

Topics that are missing:

What meaning occupations have _____ [besides?] the doing, being, and becoming should be more in focus for all people-not only for persons who are disabled.

Occupational development of children

Is occupational science a topic for academics?

Which language do we use/ is it a language for practitioners?

Measurement of occupational justice.

Occupational justice from different cultural perspectives

How do experienced clinicians and new graduates acknowledge occupational science?

We were a group with large diversity

Alternate occupations due for changes in environment in comparison to the past. Like playing-children should play; change of playing.

Is change always positive?



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Political changes-like work hours-> influence health?

Change occupation-risk for health? Ill health?

Evolution of occupation over time and how to value that! Also in relation to occupational deprivation.

Occupational history and what this means-back, forward, good.

Change-negative; positive

Stress reduction in workplace; nonsense-higher productivity.

Productivity

Occupational injustice-deprivation-> play

What is occupational deprivation (term)? -> is changing play deprivation or change?

Occupational deprivation perceived by whom?

Occupational rights? ->What is that? How to define occupational rights? How to explain.

Human rights

Occupational possibilities-being a part of.

Occupational justice- diverse cultures-> need a measure of occupational justice

Occupations:

Chronic diseases

Social construction in dialog with participation dignity, everyday life

Critical and responsible agency

Everyday _____ [visualization?] of people

Occupational balance and well being

Leisure, occupation participation

People's choices, autonomy, control of life, lifestyles/ wellbeing



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Curriculum/ OB/ OF

Culture & [other] professional practice

Participation in everyday life after stroke

Occupational injustice; caregivers

Occupational balances; occupational interdependence

Clinical reasoning with OF: dementia, stroke -> develop routines/ well being

Language change?

OS [Houzbeets]:

OS in the OT curriculum; linking the dialectic between OT /OS

Embedded in the curriculum; how to sue their links.

OT/clients.

Expanding the OT field through the knowledge of OS.

Critical OS:

simplified if it is just grounded in OT literature. Expanding the theoretical courses.

Creating critical spaces.

Relate occupation with theoretical themes.

Why? Models. Theoretical reflective practice.

OS is a diverse field; nuances of “chaotic field”

Well being occupation

Linking occupation with well being

Critical reflective practices; discourse & theoretical understanding

Measurement of occupational justice