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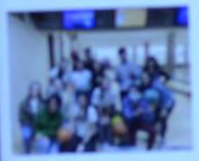
Creating spaces of belonging in OT: Experiences of colliding identities

Holly Reid & Tara Pride

BC NEIHR

HOLLY'S SENSE OF BELONGING

"...being from one marginalized group does not mean other forms of exclusion and oppression do not take place. My interest in intersectionality flourished during this time and continues to be what motivates me to do the PhD work I am now doing." (Holly, p.24)



KEY TEACHINGS FROM OUR STORIES

- The profession continues to overlook the importance of belonging for clinicians and students.
- Worldviews espoused in the profession and shared by classmates, professors, and preceptors often convey messages of not belonging, even if unintentionally.
- We must respect, value, and appreciate unique positionality and lived experiences beyond the assumed norms of the profession and fostering spaces of inclusion and belonging for a wide range of ways of being, doing and knowing.

"I could have made a stronger effort to connect with the Indigenous community on campus during school but I **didn't have the energy** to add this to my full-time schedule...and trying to navigate my emerging identities at the same time. This time around as I return to academia, I am approaching things differently... I have met some incredible people and look forward to continuing my journey toward what it can look and feel like to belong as an Indigenous person within academia and OT" (Holly, p.24)

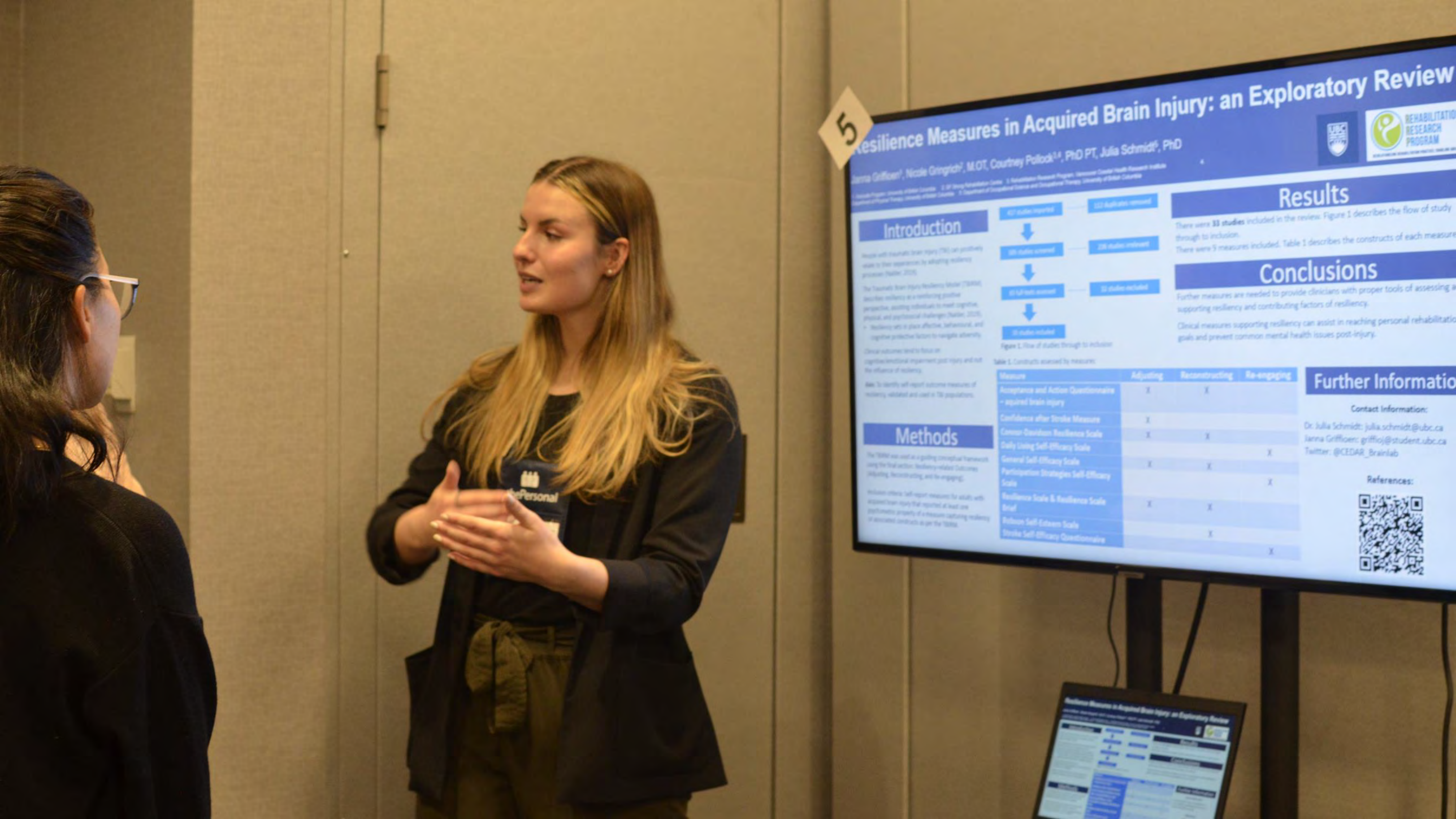
"Many people talk about the great friends that they made in OT school, and I made a few good ones, too. But my most important relationships and my sense of belonging within the OT profession were formed **outside** of my OT program, **on my own time**. I spent many evenings and weekends on the phone or Zoom talking with other Indigenous OTs. I am blessed to be continually making these important connections through my doctoral work" (Tara, pg. 26)

TARA'S SENSE OF BELONGING

"Although all of us [Indigenous OTs] are busy, and consistent communication among us ebbs and flows, the importance of community never wanes. I know that there are other Indigenous OT out there who have similar experiences and an understanding of where I come from and what I'm going through" (Tara, pg. 26)

IMPLICATIONS FOR OCCUPATIONAL SCIENCE & OCCUPATIONAL THERAPY

- Feelings of personal and professional belonging (or not) inherently impact the ways OT students and clinicians are able to engage with themselves, clients, and their communities in authentic and meaningful ways.
- Creating community within OT in the context of a marginalized identity takes time, space, and often mentorship. This additional "invisible" work must be recognized, and systemic changes and solutions must be put in place to ease the burden for diverse peoples entering the profession.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Resilience Measures in Acquired Brain Injury: an Exploratory Review
Introduction
Methods
Results
Conclusions
Further Information

5

Exercise as occupation: Comparing home vs community wheelchair-adapted rowing

Mine Celebi[1], Anika Cheng[1], Bonita Sawatzky[2,3], Johanne Mattie[4], Jaimie Borisoff[2,4], W. Ben Mortenson[1,2,5]

1. Department of Occupational Science and Occupational Therapy, University of British Columbia 2. International Collaboration on Repair Discoveries 3. Department of Orthopedics, University of British Columbia 4. MAKE+, British Columbia Institute of Technology 5. Rehabilitation Research Program, Vancouver Coastal Health Research Institute

Introduction

Aerobic exercise is an important occupation acting as both an activity and as a means for enhancing cardiometabolic and mental health[1]. Wheelchair users experience barriers in engaging in this occupation due to the affordability and accessibility of exercise equipment[2].

Wheelchair-adapted rowing machines (aROWs) were developed to create accessible aerobic exercise options for wheelchair users[3]. This is among the first studies comparing wheelchair-adapted exercise equipment for home and community use.

Objectives

To determine:

1. Wheelchair users' preferences, perspectives, facilitators, and barriers to using the home-based versus the gym-based aROW
2. Usability of the home-based and the gym-based aROWs
3. Recommendations to further adapt the aROW for home and community use

Methods

- Mixed methods: Semi-structured interviews and device usability measurement using the System Usability Scale (SUS) questionnaire
- Categories were identified using conventional content analysis[4]
- SUS data were analyzed using the Wilcoxon signed-rank test, and effect size was calculated using Pearson's *r* based on Cohen's criteria[4]

Session #1	Rowing at home (1 month)	Session #2	Rowing at gym (1 month)	Session #3
Orientation to study		Interview & SUS		Interview & SUS

Results

Participant Demographics (n=3)

Age (avg)	47
Sex (% female)	33%
Tetraplegia	1
Paraplegia	2

System Usability Scale (SUS) Score

	Mean	Adjective Rating[4]	p-value	Pearson's *r*
Home aROW	92	Best imaginable	0.1	0.65
Gym aROW	66	Good		

	Home aROW	Gym aROW	Both aROWs
What worked well	• Convenient • Easy to set-up • Flexibility to make individualized adaptations	• Able to socialize with others • Gyms were easy to navigate and accessible • Rowing machine was higher quality • Gym environment was motivating • Access to other adapted gym equipment	• Easy to use • Good exercise quality and intensity • Users felt secure and well-supported by the chest and thigh pads
Barriers to using the aROW	• Requires space in home	• Commute • Weather • Scheduling • Financial	• Motivation • Adaptations required for those with limited hand function
What could be improved	• Prevent chain rubbing • Durability • Wider range of resistance • Dial stiffness	• Having universally designed handles to include those with limited hand function	• Easier access to handle • Better alternative mounting method • More adjustability of thigh and chest pad positions • Access to controls
Important considerations	• Having enough space • Chest pad position • One upfront cost	• Needing to ask for set-up help • Placement of rower in gym • Monthly payments	

Figure 1. Gym aROW

Figure 2a & 2b. Home aROW

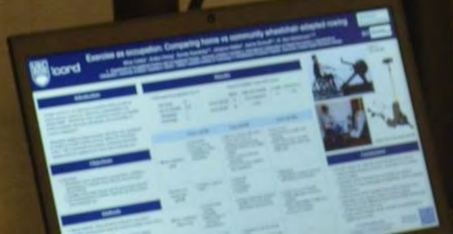
Conclusions

- Overall, rowing was enjoyable and participants were able to achieve positive physical outcomes, particularly in the muscles used for pulling
- Having the aROW at home was convenient and allowed participants to make individualized adaptations, which facilitated independence
- Using the gym aROW enabled more social connection and integration, and a greater variety of exercise options
- There was a large difference in perceived usability between the aROWS based on effect size
- Future aROW designs should consider accommodating for limited hand function

Acknowledgements

This study was funded by the Rick Hansen Foundation via an ICORD seed grant.

References & Contacts



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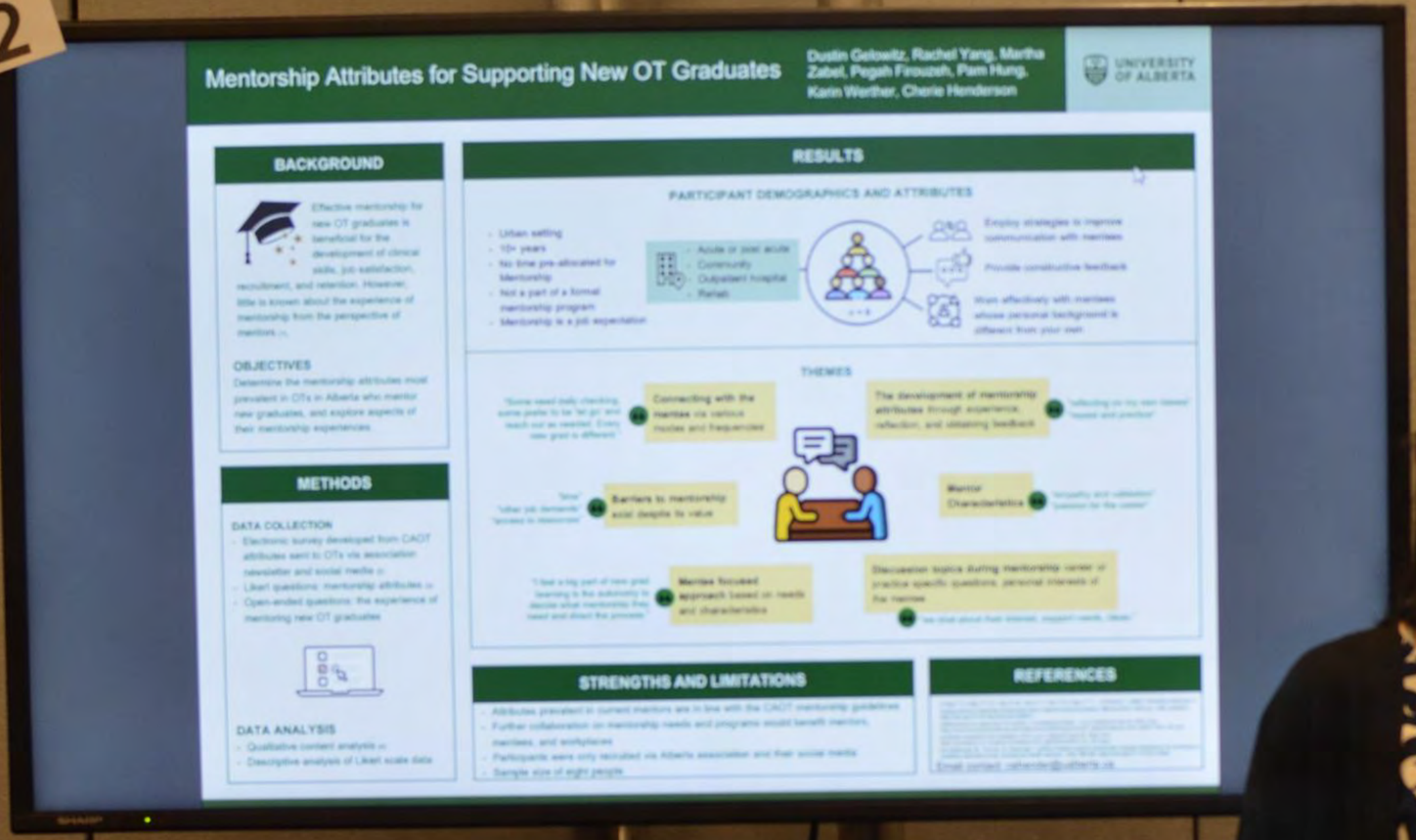
Mentorship Attributes for Supporting New OT Graduates
Dustin Gelowitz, Rachel Yang, Martha Zabel, Pegah Firouzeh, Pam Hung, Karin Werther, Cherie Henderson
UNIVERSITY OF ALBERTA
BACKGROUND
Effective mentorship for new OT graduates is beneficial for the development of clinical skills, job satisfaction, recruitment, and retention. However, little is known about the experience of mentorship from the perspective of mentors.
OBJECTIVES
Determine the mentorship attributes most prevalent in OTs in Alberta who mentor new graduates, and explore aspects of their mentorship experiences.
METHODS
DATA COLLECTION
Electronic survey developed from CAOT attributes sent to OTs via association newsletter and social media
Likert questions: mentorship attributes
Open-ended questions: the experience of mentoring new OT graduates
DATA ANALYSIS
Qualitative content analysis
Descriptive analysis of Likert scale data
RESULTS
PARTICIPANT DEMOGRAPHICS AND ATTRIBUTES
Urban setting
10+ years
No time pre-allocated for Mentorship
Not a part of a formal mentorship program
Mentorship is a job expectation
Acute or post acute
Community
Outpatient hospital
Rehab
Employ strategies to improve communication with mentees
Provide constructive feedback
Work effectively with mentees whose personal background is different from your own
THEMES
Connecting with the mentee via various modes and frequencies
The development of mentorship attributes through experience, reflection, and obtaining feedback
Barriers to mentorship exist despite its value
Mentor Characteristics
Mentee focused approach based on needs and characteristics
Discussion topics during mentorship center on practice specific questions, personal interests of the mentee
STRENGTHS AND LIMITATIONS
Attributes prevalent in current mentors are in line with the CAOT mentorship guidelines
Further collaboration on mentorship needs and programs would benefit mentors, mentees, and workplaces
Participants were only recruited via Alberta association and their social media
Sample size of eight people
REFERENCES

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An international occupational therapist's reflections on evidence-based practice

Swati Das, MOT and Aliki Thomas, PhD, OT (c), erg.
School of Physical and Occupational Therapy, McGill University
Contact information: swati.das@mail.mcgill.ca

1. Background and objective

- Occupational therapy in India is a relatively young profession.
- Occupational therapists in India are currently facing challenges in practice. [1]
- Evidence based practice is an approach to clinical decision making that aims to reduce inefficiencies and improve practice. [2]
- Applying scientific evidence to inform clinical decisions, however, can be challenging in the local context.

The objective of this presentation is to highlight some of these challenges using a clinical encounter from my practice experience.

2. Context of the clinical encounter

Occupational therapist	Patient
OT practicing in India	Hemant, a 20-year-old university student
Clinician and educator	Acquired Brain Injury following a motorbike accident
Worked at an acute and outpatient neurosurgical unit	Family – parents, older sister, grandparents
Experienced challenges in applying research evidence in practice	Chose to pursue engineering against his father's wishes
Currently pursing PhD (year 2) in Canada	Enjoys travelling, exploring new places, and socializing with friends

3. My dilemmas

Assessment
- Challenges with using evidence-supported assessment tools such as the Canadian Occupational Performance Measure (COPM) [3]
- Will administering the COPM with the caregiver (in place of Hemant) yield similar outcomes?

Goal setting
- Mismatch between the goals of the family and the OT
- What is a realistic goal?

Intervention approach
- Challenges with using an occupation-focused model [4] that prioritizes independence vs. patient and family values
- Family values – barrier or strength?

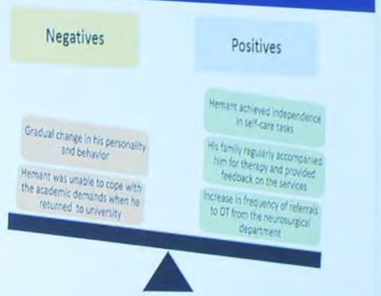
4. My reflections

Why was it challenging to use the COPM?
- Language
- Value assigned to autonomous decision making

Why was it difficult to set goals ?
- Multiple interpretations of what is a realistic goal
- Contextual barriers influenced my ability to consider the family's prioritized goals

Why was it difficult to apply Toglia's Multicontext Approach?
- Conflict between values of the family and the intervention approach
- Challenges in integrating family values during intervention planning

5. Outcomes



6. Implications for OT practice

Diverse ways of valuing and interpreting independence	Limited availability of contextually relevant resources to inform practice in local context	Adapting or modifying evidence-based tools for the local context is challenging
Integrating "other" ways of knowing can facilitate clinical decision making	A sound understanding of the local context is important when applying evidence in practice	Consider clients as experts with lived experiences which they bring to the clinical encounter [5]

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The efficacy of remotivation protocol for people with chronic schizophrenia

Wan Ching Peng[12], Chieh Lee[1], Ay woan Pan[2]

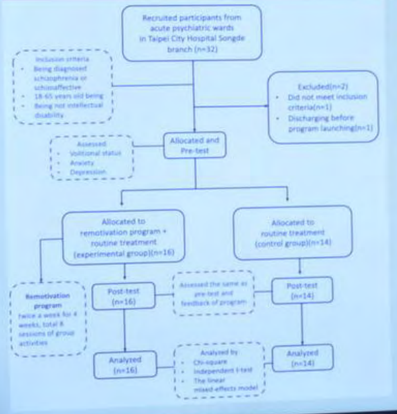
Taipei City Hospital, Taipei, Taiwan[1], National Taiwan University, Taiwan[2]

Introduction

Motivational deficits are common problems for persons with schizophrenia. Recent research identified that the lack of motivation would affect global and social function, decrease goal-directed behaviors and participation of occupations of patients with schizophrenia. Therefore, it is important to enhance the motivational status of persons with schizophrenia.

We adapted strategies and principles suggested by remotivation process which was developed based on the model of human occupation and developed a new program focusing on activities and case management to improve the motivation of people with schizophrenia. Therefore, the purposes of the study is to investigate the efficacy of the newly developed remotivation program on with chronic schizophrenia.

Methods



Results

The demographic data of participants were in table1. The results of the study showed that the improvement of the volitional status of the subjects in the both groups were significant(see figure1), but there were not significant difference between the groups. The degree of anxiety and depression in the control group significantly increased after treatment, but they remained stable for the experimental group (see figure2). There was significant improvement in the depression of the subjects in the experiment group than those in the control group(see figure3). The results of the feedback questionnaire showed that subjects attending experimental group felt positive about the program and engaged in the interactive group activities increasingly.

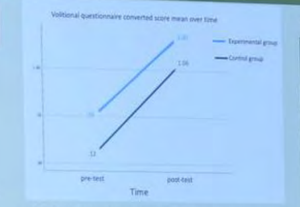


Fig. 1. Volitional questionnaire converted score mean over time

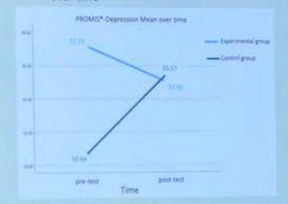


Fig. 2. Patient Reported Outcomes Measurement Information System® - Depression mean over time

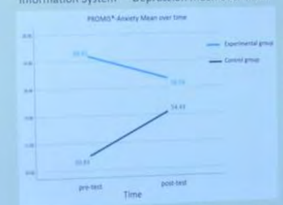


Fig. 3. Patient Reported Outcomes Measurement Information System® - Anxiety mean over time

Table 1. Participant Demographics

	Experimental group (n=16)	Control group(n=14)
	Mean(SD)	Mean(SD)
Age	51.25(8.67)	49.29(9.30)
Length of onset(year)	29.31(7.48)	20.43(9.03)
Times of admission	5.56(3.20)	5.14(4.09)
Days of admission	2172.44(1816.75)	2070.36(2808.25)
Gender(%male)	50%	50%
Schizophrenia(%)	87.50%	92.90%
Volition questionnaire *	0.59(0.90)	0.12(0.99)
PROMIS®-Depression*	57.21(10.99)	50.64(8.280
PROMIS®-Anxiety*	58.43(10.41)	50.93(9.20)

*The data is converted score

Conclusion

The newly developed remotivation program produce positive effect on reducing level of depression and enhancing volitional status of the participants. The program is feasible and welcomed by the participants. We also suggested that a larger sample size can be implemented in the future study.

Acknowledgment

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