



Val

Tena koutou, greetings everyone and welcome to this workshop on **Graduates as innovators: Informing the profession on occupational rights and justice**

Presenters: Dr Valerie Wright-St Clair from AUT University in Auckland, New Zealand; Jenni Mace, AUT University, Auckland; Yvonne Thomas, James Cook University in Townsville; and Thelma Burnett Health Service Planner at Health Department Western Australia

The human rights agenda within occupational therapy is generating a growing imperative for education providers to respond and review current teaching and research. Seeing barriers to participation in occupation as a rights issue requires professional acceptance of responsibility to limit the impact of injustices (WFOT 2006). Occupational therapy students must be inspired to address inequitable access to meaningful occupation, by engaging with the profession's growing awareness of an occupational perspective on human rights. Worldwide changes in curricula are equipping graduates to identify occupational injustices and enable change at every level of society. (Clare Hocking)

Hence the aim of this workshop is to:

Graduates as innovators:

Informing the profession on occupational rights and justice.

This workshop aims to explore the WFOT human rights agenda in relation to Australasian curricula with students, academics, practice educators and researchers.



Val.

...explore the WFOT human rights agenda in relation to Australasian curricula with students, academics, practice educators and researchers.

If some of you are from other countries, we invite you to extrapolate the learning in this workshop to your own setting.

We would like to harness the issues and wisdom uncovered in this workshop to develop a paper for publication in a relevant journal.

Before we get underway, I will hand out a consent form for you to consider your agreement for us to draw anonymously on any points you raise. If you freely consent to this, please complete the consent form, then return to us with your feedback (on the reverse side) at the end of the workshop.

There is a register coming around for you to record your details in case we wish to follow up with any of you after the workshop.

And now let's learn a bit more about each other.

•Interests and Hopes

- Introduce yourself and your current role
- Say what your interest are in occupational rights & justice
- Say what you hope to get from this workshop



Val

Depending on participant numbers, do this with the whole group together; or break into smaller groups that run parallel (facilitated by us)

Facilitator/s Record the interests & hopes comments

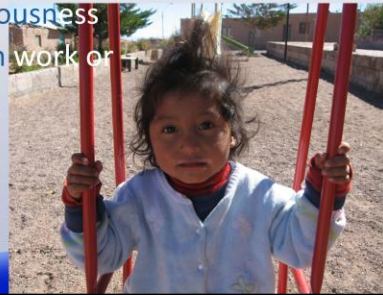
Take a moment to introduce yourself, your current role, your interests in occupational rights and justice, and say what you hope to get from this workshop.

If I can ask that you keep your contribution brief for the benefit of time.

Hopefully the workshop content will go some way towards meeting your expectations. As a quick overview....

•Overview of the Workshop

- An Australian example of occupational justice in action
- The WFOT human rights agenda
- What is occupational justice?
- Discussion: How do we teach these concepts
- Examples from Australia and New Zealand curricula
- A story of occupational justice in action
- Promoting and applying critical consciousness
- How do these ideas relate to your own work or teaching?
- Where to from here?
- Feedback



Val: Overview of the workshop:

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Now I will hand over to Yvonne



In preparing for this workshop we surveyed the Australian and new Zealand programs for examples of how they included Occupational Justice in their curricular and in fieldwork programs . We received a number of responses which I want to use to provide an overview of what is currently happening. There are some great examples of how students are exposed to the concepts of occupational justice on campus.

Before I go thorough these I want to share a recent story from Queensland. I have chosen this story to illustrate some of the issues around preparing students and graduates.

In the second semester of 2010, QOTFC was able to support the development of role emerging placement through Queensland Health. At this time JCU had been exploring the possibility of setting up a new practice placement for two forth year students with the Townsville Multicultural Support Group, we also had one student on placement in Brisbane with the multicultural support group there. The funding allowed QOTFC to conduct some research on these placements in terms of student and placement benefits and challenges.

This story does not do the suggested (but later I can add this)

•An Australian Story

Of occupational rights and justice

Role Emerging Placement - Multicultural Support Groups

The aim :

- to explore the experience of occupational therapy students and their supervisor while undertaking role emerging placements with migrant resources centres in Queensland.
- The results of the study therefore will add to the evidence on role emerging practice placements and also provide some initial insights into the role of occupational therapy in the area of migrant resettlement.



Yvonne

The role of the multicultural support groups is to assist migrants especially refugees who are being resettled in Australia following sometimes lengthy periods in refugee camps and detention facilities. The Australian government promotes resettlement in regional and rural areas to contribute to the long term development and labour shortages.

The aim of this study was to explore the experience of occupational therapy students and their supervisor while undertaking role emerging placements with migrant resources centres in Queensland. The results of the study therefore will add to the evidence on role emerging practice placements and also provide some initial insights into the role of occupational therapy in the area of migrant resettlement.

A great deal of background work for this project had been undertaken by the fieldwork coordinators at James Cook University, who had had several meeting with the local organisation and reviewed the literature to ensure that the potential role of occupational therapy within this organisation was evident, and understood by the staff within the organisation, the students and the supervisors.

The students and supervisors were contacted by phone and email prior to the placement and at the end s part of the research project.

I want to stress at this point that the placements went well and all of the students and supervisors (both Occupational therapists and the organisational supervisors) were happy with the outcomes.

•An Australian Story

Of occupational rights and justice

Findings (Qualitative)

- *'I think it really challenges students view and perspectives of occupational therapy as a profession, it challenges that in a way that they really need to understand how we are different to other professions' (Supervisor 2).*
- *'I didn't think OT could probably fit in with it, but now I think OT has a large role to play' (Student 2).*
- *'the OT profession's focus on occupation will be very valuable' (Supervisor 1).*
- *'didn't do a single assessment' (Student 1)*



Yvonne

It was clear from some of the comments from Supervisors, Students and from the Organisations that the role of OT was applicable and they understood especially prior to the placement beginning that the occupational perspective would be necessary, with the main focus on addressing the occupational needs of the migrants and their families.

However despite all the preparation, discussion and support, some of the students comments reflected what is a common heard sentiment –

'didn't do a single assessment' (Student 1)

There is nothing remarkable about this comment – and any educators involved in role emerging or non traditional practice placements will be very familiar with this sentiment – when it comes to preparing students for occupational roles that are not based on individual interventions with people with disabilities, it is often the students themselves who question if they are really learning to be an OT.

At this time there is a gap between the current theoretical and philosophical perspectives of the centrality of occupational justice within the profession and the expectations of, (I believe) both students and practitioners about occupational therapists practice. This is the focus of this workshop.

Yvonne to hand over to Thelma.

WFOT Human Rights Position Paper

Asserts that all people have the right to:

Be supported to participate in occupation as an included & valued members of their family, community and society.

Access occupations that enable people to flourish, fulfil their potential, experience satisfaction.

Have choice; not being pressured, forced, or coerced into occupations that threaten health, or are dehumanising, degrading or illegal.

Access civic, educative, productive, social, creative, spiritual and restorative occupations.

Be valued for their participation; and have equitable access, regardless of difference.

Not be excluded from occupation by economic, social and physical barriers.

Thelma

This workshop is an example of WFOT in action especially the development of position statements and their implementation. The principles of the WFOT position paper on human rights are....

The challenges on page 2 of the position statement are how we impact on human rights in occupation and participation.

Provide handout of WFOT Human Rights Position Paper (Yvonne has copies of position statement to handout)

Thelma to handover to Jenni

Occupational justice:

‘Justice related to opportunities and resources required for occupational participation sufficient to satisfy personal needs and full citizenship.’
(Townsend and Wilcock, 2004)



Jenni

“Now let’s revisit and clarify some of the key notions and definitions of what might be included in educating occupational therapists for addressing occupational rights and justice in practice”

•**Social justice** = a recognition that humans are social beings who engage in social relations. It advocates for the same access to opportunities to reduce group differences

•**Occupational justice** = recognises us as occupational beings who need and want to participate in occupations to develop and thrive. It advocates for different access to opportunities in order to acknowledge individual differences.

(Christiansen and Townsend, 2004)

Key notions and definitions:

Occupational
alienation



When people lack control over their occupations, and experience meaninglessness or purposelessness (Hocking, Merritt, Patterson & Thibeault, 2011).

Jenni

Ask whole group for an example from their practice or student experiences for each slide

An example here is when we as therapists may be invited into a clients home and asked to participate in a cultural occupation which is foreign to us. For instance when working in East London with Bengali clients I had to learn to drink Chai.

Key definitions:

Occupational
alienation



When people lack control over their occupations, and experience meaninglessness or purposelessness (Hocking, Merritt, Patterson & Thibeault, 2011).

Occupational
deprivation



When people are denied access to occupation over an extended time, with negative consequences for health & well-being (Hocking, Merritt, Patterson & Thibeault, 2011).

Deprivation; out of the control of the individual (whiteford 2000)

One from the audience:

Example here the elderly who are isolated at home

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Occupational
deprivation



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Occupational
marginalization



When peoples need to exert choices and decision making power as we participate in occupations is hindered (Adapted from Townsend and Wilcock, 2004).

Marginalization operates invisibly, a major force of injustice being the normative standardization of expectations regarding how, when, and where individuals 'should' participate."

E.g. refugees who come to our countries with qualifications but meet a number of obstacles around registration to their profession.

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Occupational
balance



Imbalance speaks to being occupied too much or too little to experience meaning and empowerment (Townsend and Wilcock, 2004).

Balance sometimes left out as there is lots of debate over what is balance but this definition definitely speaks of an injustice so I leave it in.

E.g. Work life balance for Dads who are primary caregivers.

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Occupational
citizenship



When diverse people are accepted as full participants in their community, achieving respect, connectedness, belonging, reciprocity and mutual aid through their occupations, & providing care for others, despite their differences (Adapted from Christiansen & Townsend, 2004).

Example from the audience.

An example might be mens sheds.

•How do we teach and learn these concepts

Feedback from Educational Programs

- Introduction to basic concepts in 1st year (UQ, CSU, JCU, Deakin, USC)
- Curriculum review processes – increasing the Occupational Justice content specifically in third and fourth years
- Occupational Injustice in relation to people with disabilities, assistive technology, accessibility, etc
- Focus on specific groups of people in society: homeless, refugees, aged, etc



Yvonne

Invite workshop participants to discuss & share their ideas

•Examples from Australian & NZ Curricula

University of Western Sydney

Occupational Justice (4th year, 1st Semester)

- Consider the concept of Occupational Justice and hypothesize the potential on community membership and participation
- Appraise past and present conceptual frameworks and ideologies which influence an individual's social and community inclusion
- Reflect on personal and societal attitudes and beliefs about people who experience occupational injustice (eg disability, homelessness, refugees)
- Identify community inclusion opportunities and evaluate their potential to facilitate occupational engagement.
- Critique occupational therapy approaches used to facilitate occupational justice



Yvonne

Share some ideas of what curricula look like from the ANZCOTE responses

•Examples from Australian & NZ Curricula

University of Queensland

Capstone subject – (4th year, 2nd semester)

- Address global/international/societal level issues from justice, deprivation, environmental sustainability/change point of view
- Look at UNMDG (United Nations Millenium Development Goals)
- Developed vs developing countries
- Global health care and citizenship



Yvonne

Share some ideas of what curricula look like from the ANZCOTE responses

•Examples from Australian & NZ Curricula

Deakin University

Occupational performance: Evaluation and Intervention 1& 2

- Building capacity of communities
- Ecology of Human Performance Model (Dunn) – environmental barriers
- Funding and Equipment (Barbara & Curtin, 2008. Gatekeepers or advocates? AOTJ, 55, 57-60)
- Role of Built Environment – philosophy of design and architecture



Yvonne

Share some ideas of what curricula look like from the ANZCOTE responses

•Examples from Australian & NZ Curricula

University of Sunshine Coast

Third Year Subject

Psycho-social Issues and Occupation

- Explore occupational science, justice, alienation, deprivation for specific groups
- Use of "Occupational Opportunities for Refugees & Asylum Seekers Inc" (www.oofras.com) website– for analysis of issues related to occupational deprivation and injustice, legislative and social context, enablers and barriers to occupation



Yvonne

Share some ideas of what curricula look like from the ANZCOTE responses

•How do we teach these concepts?

Competency through critical consciousness

“...educating physicians skilled at addressing the health care needs of a diverse society involves not the fulfilment of a competency as some sort of educational nirvana, but the development of an orientation—a critical consciousness”.

(Kumagai & Lyson, 2009)



Jenni

In their article on looking beyond cultural competencies in medicine Kumagai and Lyson suggest that a competency means that we are competent in the skills and knowledge of a particular area. Competencies are often seen as learning outcomes involving knowledge, skills and attitudes. But concepts like cultural competency or occupational rights competencies are not the same as helping our students learn how to administer a standardised assessment. They are not concrete concepts. These concepts require constant reflection and refinement and a critical consciousness. Kumagai and Lyson promote ideas of andragogy.

Andragogy consists of learning strategies focused on adults. It is often interpreted as the process of engaging [adult learners](#) with the structure of learning experience and problem based learning rather than teacher instruction.

•Promoting a critical consciousness

An experience of discomfort. (Kumagai & Lypton, 2009)



- **Small groups**
through student
lead methods such
as problem based or
inquiry based
learning



- **Cognitive disequilibrium:**
encountering a
unfamiliar or
uncomfortable idea
and turning a critical
gaze on ones own
values and
assumptions.



- **Story telling...**their
own or others
- **Keep it current.**
- **Be appreciative:**
(Mace & Hocking, 2010)



Jenni

Kumagai and Lypton suggest we first should promote a critical consciousness in our students through challenging our comfort zones and encourages reflection and questioning. To enable this they suggest several strategies.

- Small groups where students might discuss an occupational rights issue and investigate possible solutions or uncover good practice.
- These groups could also be encouraged to investigate areas of occupational injustice which may create a cognitive disequilibrium or discomfort. For instance every year we work with an organisation who run services for people who are homeless and sleeping rough around the Queen street area of Auckland. This is the most popular student project but consistently students rapport discomfort through being afraid or shocked when they walk into the centre until they get to meet and talk to the centres clients.
- Another strategy maybe to share these stories and experiences with those who weren't involved and this is also an important part of the learning process.
- Literature around occupational justice is increasingly encouraging us to approach justice issues from an appreciative perspective of what could the future look like rather than focusing on what the problems are now. Students can be encouraged to look at what organisations are doing well in the community or when looking at individual issues not focusing on problems but on hopes and dreams for the future despite barriers.

Promoting a critical action:

"..vicarious distress in hearing of another's suffering or trauma alone does not lead to justice –action does!" (Kumagai & Lypson, 2009)



- Working with **real groups and issues**
- A client centred **action research approach**. (Townsend and Wilcock, 2004)
- Examine and discuss **policy**



- Students **apply for a group project** as if applying for a job stating what skills they have that will be useful
- **Community profiling/needs analysis**



- Write a **project proposal** for an identified occupational justice issue. (Mace & Hocking, 2010)
- Write a **submission to government**



Jenni

Promoting critical action is actually allowing our students to look at and recommend real solutions to occupational injustice for people who are experiencing this.

Examples of this might be teaching students how to write submissions for change or participating in action research projects that deal with occupational justice issues.

Next slide

The AUT experience:

Promoting occupational justice and participation



Broadening Horizons:

http://www.aut.ac.nz/__data/assets/pdf_file/0018/106038/Broadening-Horizons-e-Version.pdf

- Purpose of paper
- Learning outcomes



Jenni: At the Auckland University of technology we promote critical action through a paper called promoting occupational justice and participation. In this paper we work with six to eight community organisations such as the salvation army or aged concern and alongside them we identify an occupational justice issue. These issues are presented to the students before the paper begins and students are required to apply for their preferred project. From this groups of 6-8 students meet with the organisation to assess the occupational need further. They then work on a service or programme proposal which at the end of the paper they present as a group to their organisation. Individually they write up a formal programme proposal. They are assessed on both of these aspects of the paper. At the beginning of last year we put together a book of the best student proposals and you can find this book on our website.



Jenni

Here are two examples of students work. Changing gears was a driving cessation group designed to be run by age concern to support people who will no longer be able to drive. Net inc. Was the development of a netball team alongside a community occupational therapist for women in the community who have chronic mental health needs.

Students have also come up with programmes for youth offenders who are being supported by the salvation army in the community, Single dads who are struggling to find support and advice around balancing work and parenting.

Hand over to Val

How do these concepts relate to your own work or occupational therapy programme?

- Where do these ideas fit within the Australian Competency standards? (see handout)
- What do you do well now?
- What could you do in the future:
 - To enable staff/students to develop a critical consciousness
 - To enable staff/student critical action



Val (15+5 minutes)

So, how do these concepts relate to your own work or occupational therapy programme?

Now we would like you, in groups of 7-8 participants (*all presenters join a group*), to take 15 minutes to consider these 3 questions:

- Where do these ideas fit within the Australian Competency standards? (see handout)
What do you do well now?
- What could you do in the future:
 - To enable staff/students to develop a critical consciousness of occupational justice
 - To enable staff/student critical action

Can we ask that one person in each group scribe a summary of the responses
(After 15 min) Invite each group to share one example of their discussion.

(Jenni to photocopy and bring handout.)

Now I will handover to Thelma as we bring this workshop to a close.

•Where to from here?

- What are the key directions & questions to guide development of occupational rights and justice in education, practice and research in Australasia?
 - 1.
 - 2.
 - 3.
- Participants to consider: What might I do to progress these key imperatives?



Thelma

Discussion with whole group.

(Be great if we can develop/begin the outline of the key questions to inform the way forward)

Aim for three main statements from the feedback.

•Workshop Feedback

- How well did this workshop meet your expectations?
- What are the main messages you take with you into your practice as an educator or student supervisor?
- What else do you think you need to move the occupational rights & justice agenda forward?
- Anything else?



Thelma to wind up.

The feedback forms are on the back of the consent form.

You will hear more re: publications planned and WFOT

In this workshop we have looked at occupation rights and justice at home, in the region and in our global village.

Thank you.

References

- Hocking, C., Merritt, B., Patterson, M., & Thibeault, R. (2011). *International advisory group: Human rights and educating occupational therapists*. Poster session present at Canadian Society of Occupational Science Conference.
- Kumagai, A. K., & Lypson, M. L. (2009). Beyond cultural competence: Critical consciousness, social justice, and multicultural education. From <http://www.aut.ac.nz/study-at-aut/study-areas/health-sciences-occupational-science-and-therapy/publications>
- Mace, J., & Hocking, C. (Eds.)(2010). *Broadening horizons: A professional resource for occupational justice and participation*. Auckland, NZ: Auckland University of Technology.
- Townsend, E., & Wilcock, A. (2004). Occupational justice and client centred practice: A dialogue in progress. *The Canadian Journal Of Occupational Therapy*, 71(2), 75-87.

