

SPOTLIGHT ON OCCUPATION

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Editors (L-R)— Valerie Wright–St Clair, Clare Hocking, Jenni Mace & Sandy Rutherford

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STUDYING OCCUPATION

Study options for those wishing to explore participation and its relationship with health with AUT, include the *Specialist Readings* and *Special Topic* papers, where students work with an academic advisor to pursue an individual learning pathway, and *Enhancing Social Participation in Mental Health*. Contact Clare Hocking for details.

Qualification:

Certificate of Proficiency, Honours degree, Postgraduate Certificate or Postgraduate Diploma of Health Science (Occupational Practice), or a Master's degree.

Entry Requirements:

All health professionals can enrol. Those with a Bachelor's degree can enrol direct into the Masters, holders of a Diploma or Health Department Certificate initially enrol into the Postgrad Certificate or Diploma.

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WELCOME TO THE 18TH ISSUE OF SPOTLIGHT ON OCCUPATION

This issue opens a series of 'meet the speakers' for the Australasian Society of Occupational Scientists' 2016 symposium on Inclusion and Participation (details below). Māori scholar, Associate Professor Hinematau McNeill, of Tapuika and Ngāti Moko descent, is a founding member of *Te Whānau Poutirangiora ā Papa*, an organisation led by the Tūhoe tōhunga, the late Hohepa Kereopa. Its vision was to bring the tribes together to address Māori health disparities. Her research advances the theory that cultural sustainability is critical to (Māori) wellness. Hinematau's recent research aligns to her work as a Treaty Settlement tribal negotiator, working with tribal and Crown historians on the tribe's historical account. Her presentation brings together her research on Māori tribal development, wellness and the post Treaty settlement environment.

Previous issues of Spotlight on Occupation are available at <http://www.aut.ac.nz/study-at-aut/study-areas/health-sciences/occupational-science-and-therapy/spotlight-on-occupation-newsletter>



INCLUSION AND PARTICIPATION – AUSTRALASIAN SOCIETY OF OCCUPATIONAL SCIENTISTS (ASOS) SYMPOSIUM 2016

Dates: 21–22 April 2016

Convenors: Valerie Wright–St Clair & Clare Hocking; Hosted by AUT University, Auckland.

Speaker line-up: The nine invited ASOS speakers will bring social inclusion and participation into sharp focus from diverse socio-political, cultural and disciplinary perspectives. They include, Professor Clare Hocking on occupational justice, Professor Marilyn Waring on public policy, and Professor Gail Whiteford on the higher education agenda, as well as, social inclusion standpoints for Māori by Associate Professor Hinematau McNeill, and Dr Valance Smith, Pacific people by Dr Ofa Dewes, older Asian immigrants by Associate Professor Valerie Wright–St Clair, mental health service users by Dr Helen Hamer and children by Dr Margaret Jones. The presentations will be at the same time philosophically rich, empirically based and thought-provoking. And the conversations will be unreservedly speaking to occupational science's social justice agenda.

Comment: New Zealand last hosted an ASOS symposium 14 years ago in 2002. It was a turning point in thinking for many practitioners and scholars. This symposium promises to deliver on occupational science's interdisciplinary vision for understanding human participation in occupation at the personal, community and population levels.

For more information: On the programme, call for poster abstracts, and registration, go to: <http://www.aut.ac.nz/ASOS-2016>

THE EXPERIENCES OF KOREAN IMMIGRANTS SETTLING IN NEW ZEALAND: A PROCESS OF REGAINING CONTROL

Author: Hagyun Kim (2014)

Summary: This study explored how immigrants adjust to a new environment by analysing how 25 recent Korean immigrants occupied themselves in New Zealand. It revealed that immigration is a stress inducing process that requires adjustment of immigrants' valued occupations and confines their full participation in the host community. In response, Korean immigrants worked on regaining control over their lives through navigating within two world perspectives, being a Korean or being a New Zealand resident, until they reach a point where they once again feel they belong. This phenomenon was entitled *Regaining Control: A Journey of Valuing Self*.

Comment: Immigration has the potential to disrupt all familiar routines, threatening immigrants' health and well-being. That threat is heightened when the majority of the receiving society are ill-equipped to address immigrants' everyday needs, from the perspective of their religion, culture, and language. This study found adopting an occupational perspective, by attending to people's everyday activities, useful to understand what it is like for ethnic minority immigrants, the way they interpret the situations and, consequently, what they need to do to successfully settle.

Reference: *The experiences of Korean immigrants settling in New Zealand: A process of regaining control* Unpublished PhD thesis.

Available from <http://aut.researchgateway.ac.nz/handle/10292/8631>



APPRECIATIVE INQUIRY: ENABLING OCCUPATION THROUGH THE ENVISIONING MIND

Authors: Jenni Mace, Clare Hocking and Marilyn Waring

Summary: The focus of appreciative inquiry is what people do successfully and why, because it holds the fundamental belief that when this is the focus a positive vision for the future is more likely to be achieved. In this chapter of Nayar and Stanley's book, the philosophical underpinning, processes and methods necessary for appreciative inquiry are critiqued. The discussion is illustrated using current occupational science research that explores what works well when organisations provide services that enable families in temporary accommodation to resettle into a permanent home and every-day life. Appreciative inquiry's ability to unearth hidden ideas and generate new thinking through critical reflexivity is used in this study to highlight the wisdom these families have about what has worked for them.

Comment: Appreciative inquiry is promoted as a tool that has the potential to provide evidence of the positive contributions occupational science and therapy make in our communities and in promoting healthy occupational change. Whilst we might assume a positive connection between well-being and occupation, research to support this idea is minimal. Appreciative inquiry makes sense as a potential methodology for occupational scientists, especially when exploring the occupations that enable people to flourish and lead fulfilling and healthy lives.

Reference: Appreciative inquiry: Enabling occupation through the envisioning mind. In S. Nayar & M. Stanley (Eds.), *Qualitative research methodologies for occupational science and therapy* (pp. 118-137). New York, NY: Routledge.



CASE STUDY AS A RESEARCH METHODOLOGY IN OCCUPATIONAL SCIENCE

Authors: Margaret Jones & Clare Hocking (2014)

Summary: Case study is a research methodology that is suited to teasing out the particularities of occupations in the contexts in which people go about their everyday lives. Although concerned with unique instances of occupation, case studies can also generate understandings about occupations that might be shared by groups. Some case studies reflect a post positivist perspective, to test theory, or to explain cause and effect relationships. Others reflect constructivist understandings in co-generating findings with participants. In general, case studies draw on multiple data sources, including interview, observation, document review, and artifacts. In our study, which focused on understanding people's experiences of children's participation after traumatic brain injury, strategies that people used to support one another's involvement in shared occupations were identified.

Comment: We found case study was particularly useful for uncovering the complexities of real world occupations, where multiple contextual elements (physical, social, legislative, temporal) come into play to shape what happens and how successfully people can engage. Depending on the research question, they might explore the meanings people attribute to occupations, practical considerations, or factors that facilitate or impede participation. Its particular strength is in acknowledging the differing perspectives participants have about why things happen.

Reference: Case study methodology: The particular and the whole. In S. Nayar & Stanley, M. (Eds.), *Qualitative research methodologies for occupational science and therapy* (pp. 118-137). New York: Routledge.

