

FROM OCCUPATIONAL JUSTICE TO OCCUPATIONAL DEPRIVATION. Occupational science terminology untangled.

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Introduction: activity and occupation are two core concepts of occupational therapy that are in need of differentiation. Although some authors have tried to untangle these two core concepts, the distinction between the two is not yet delineated. When defining 'occupation', the word 'activity' is frequently used to explain occupation. On the other hand, in the most taxonomies and models 'occupation' or 'activity' is used as core concept, not both of them. Moreover, there has been a trend in occupational science literature to place the adverb 'occupational' in front of existing concepts such as deprivation, alienation, disruption, justice,... Lack of differentiation between 'activity' and 'occupation' and the ambiguity in occupational science terminology has a chilling effect on disciplinary discourse, impedes research and reduces practitioners' effectiveness.

Methods: A view on the existing occupational therapy terminology was obtained through hand-searches in occupational therapy and occupational science literature, added with a literature search through Cinahl, Medline and PsychINFO using two key words: 'activity' and 'occupation'.

Objectives: by untangling 'activity' and 'occupation' into distinct and valuable concepts, and creating opportunities to relate the two concepts to each other, it is possible to invigorate the profession of occupational therapy and it will enhance the power of our interventions.

Results: in this poster, the two concepts have been put together in one overarching taxonomy based on the literature and scientific research; the person-activity-environment-occupation model, which is in line with the historical origins as well as with current definitional trends and the bio-psycho-social paradigm. The relation with occupational science literature is presented in a diagrammatical way.

Conclusions: Untangling activity and occupation and putting them in an overarching taxonomy creates opportunities for scholars, students and practitioners to establish an occupational reasoning process, taking into consideration different aspects described in occupational science literature such as occupational balance, alienation, deprivation, disruption, justice...

Contribution to the practice/evidence base of occupational therapy: this model might help scholars, students and practitioners to shed a new light on the concept of 'occupation' and the accompanying occupational science terminology. Communication can be facilitated with no regard to culture, age or gender.