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Conceptualizing Gender Equity within Occupational Therapy and Science: A Critical Dialogue Surrounding the ways in which Women both Experience and Resist Occupational Injustices.

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Introduction: The United Nations recently revised their sustainable development goals to include an expansive focus on women and girls through gender equality in their 2030 Agenda for Sustainable Development (UN Women, 2015). It is therefore relevant that Occupational Therapists and Scientists acknowledge this goal and consider how issues of gender inequality and gender-based oppression impact on, and are perpetuated and resisted through women's occupation.

Objectives: This oral presentation aims to catalyze a dialogue surrounding gender inequity in relation to occupation, addressing gendered occupational injustices and women's strategies of resistance through transformative occupation (Frank & Muriithi, 2015).

Method/Approach: In order to further conceptualizations of gender equity from a critical occupational lens, diverse perspectives of feminism and womanhood were reviewed (Hudson-Weems, 2004). Conceptual understandings of gender, equity and occupation grounded in feminist theory and a critical occupational perspective, were used to illuminate women's occupational experiences of gender inequity, as well as understandings of women's occupations as a potential form of resistance to gender inequity (Frank & Muriithi, 2015).

Practice Implications: A more comprehensive understanding of gender equity within occupational therapy and science can facilitate the uptake of critical perspectives surrounding the ways in which women both experience and resist occupational injustices.

Conclusion: Gender is a key contextual factor in which human occupation is situated. Gender inequity was explored through a critical occupational lens, using diverse feminist theoretical underpinnings to highlight women's experiences of gendered injustices juxtaposed with their engagement in occupation as resistance to gender inequity.