

# Oasis in the Desert: Building Pathways to Occupational & Community Participation for Refugees and Asylum Seekers in Tumultuous Times



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Rooshey Hasnain, Ed D , M.A, Mansha Mirza, PhD, OTR/L

# Learning Objectives:

- Demonstrate understanding of refugees' lived experiences of occupational deprivation.
- Identify OT skills for working with refugee survivors of torture, refugees with disabilities, and LGBTQ refugees.
- Describe collaborative community-based strategies to enhance occupational and community participation among refugee groups

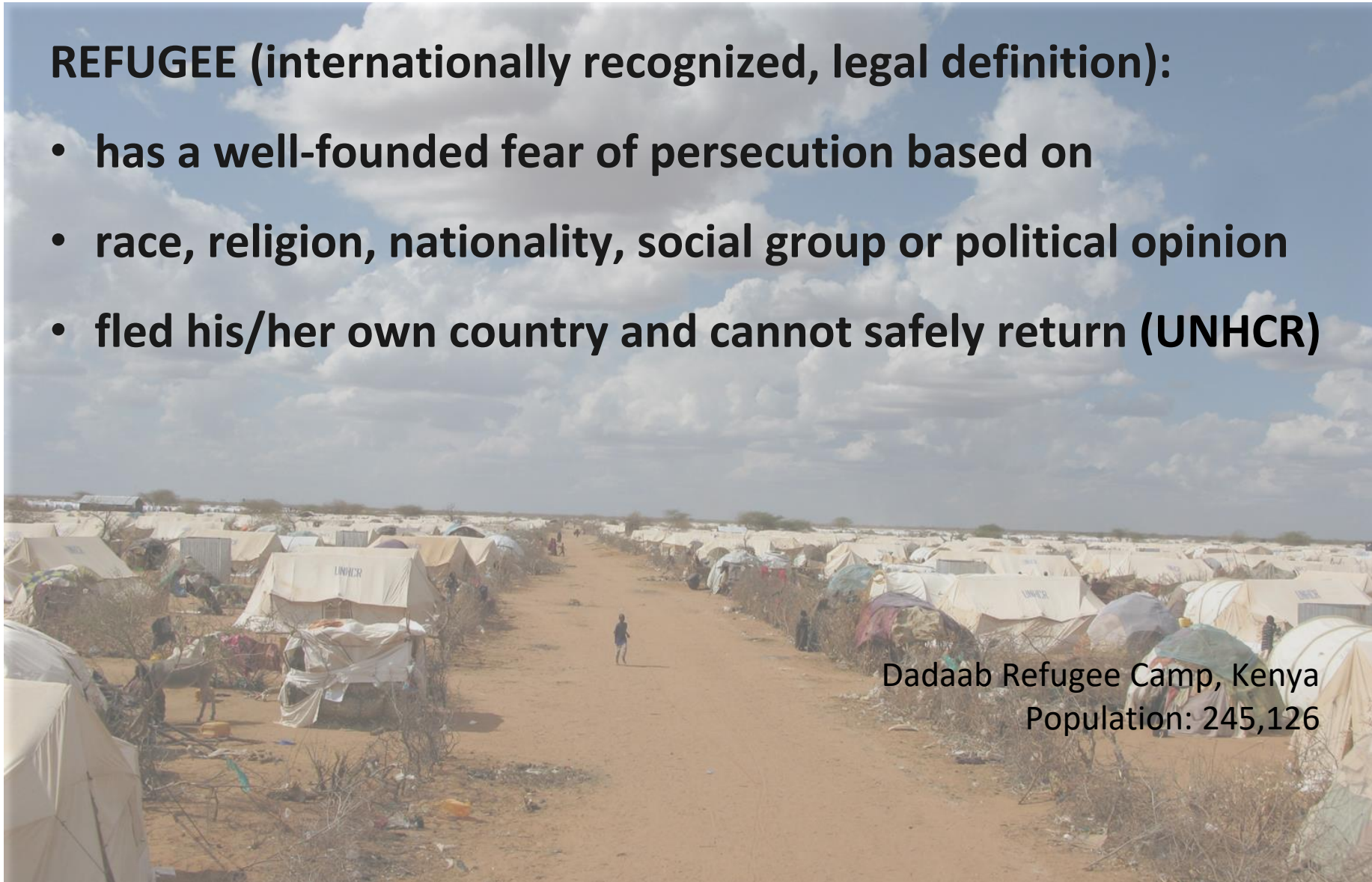
*Specifically~To leave session with shared knowledge of :*

- basics of immigration status and recognition of how the migration process and the context of the resettlement process impacts access to services and occupational opportunities.
- global and US migration patterns and impact of protracted journeys.
- impact of trauma, culture and environment on occupational roles
- lessons learned from 3 distinct OT refugee service programs
- foundation for interventions and future directions/ relevant OT literature.

# WHO IS A REFUGEE?

**REFUGEE (internationally recognized, legal definition):**

- has a well-founded fear of persecution based on
- race, religion, nationality, social group or political opinion
- fled his/her own country and cannot safely return (UNHCR)



Dadaab Refugee Camp, Kenya  
Population: 245,126

# Review of migrant status per UNHCR

## **Immigrant:**

One who leaves his/her country voluntarily and is able to become a lawful permanent resident and can legally reside in the U.S.

## **Undocumented Immigrant:**

One who entered the U.S. without inspection or permission from the U.S. government and those who entered with a legal visa that is no longer valid.

## **Unaccompanied Minor:**

A child under 18 years of age without lawful immigration status and has no parent or legal guardian in the U.S. to provide care and physical custody.

## **Refugee:**

One who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution and they cannot return home or are afraid to do so. Refugees have been granted legal permission before arrival.

## **Asylum-seeker:**

One who flees their own country and seeks sanctuary in another. Asylees apply for asylum in the new country. They may arrive legally with visas or illegally, but apply for asylum within one year of arrival. Persecution is defined according to the parameters set for refugees.

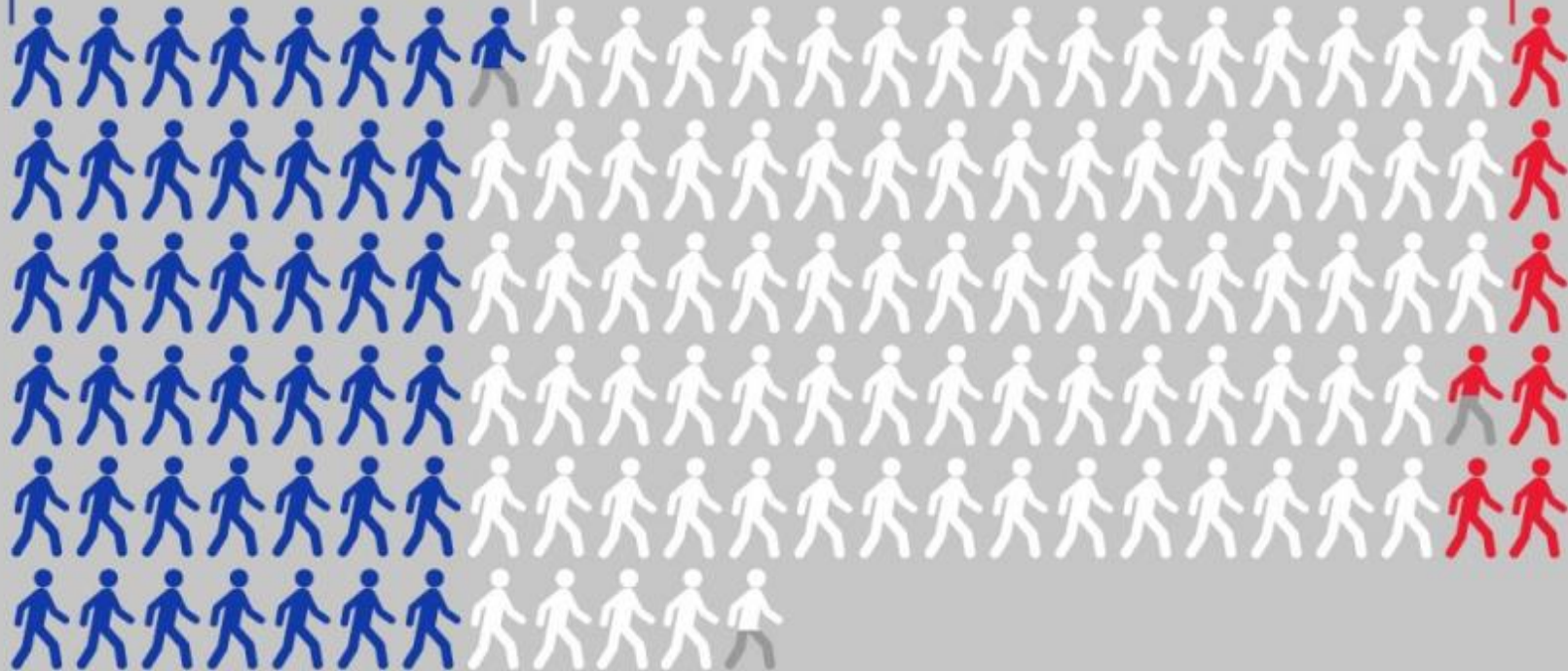
# GLOBAL MIGRATION-HIGHEST IN DECADES

**65.3 million** people worldwide are forcibly displaced — roughly the population of France

**21.3 million**  
Refugees

**40.8 million**  
Internally displaced people

**3.2 million**  
Asylum-seekers



 500,000

Source: UNHCR / 20 JUNE 2016



Many refugees and survivors of torture

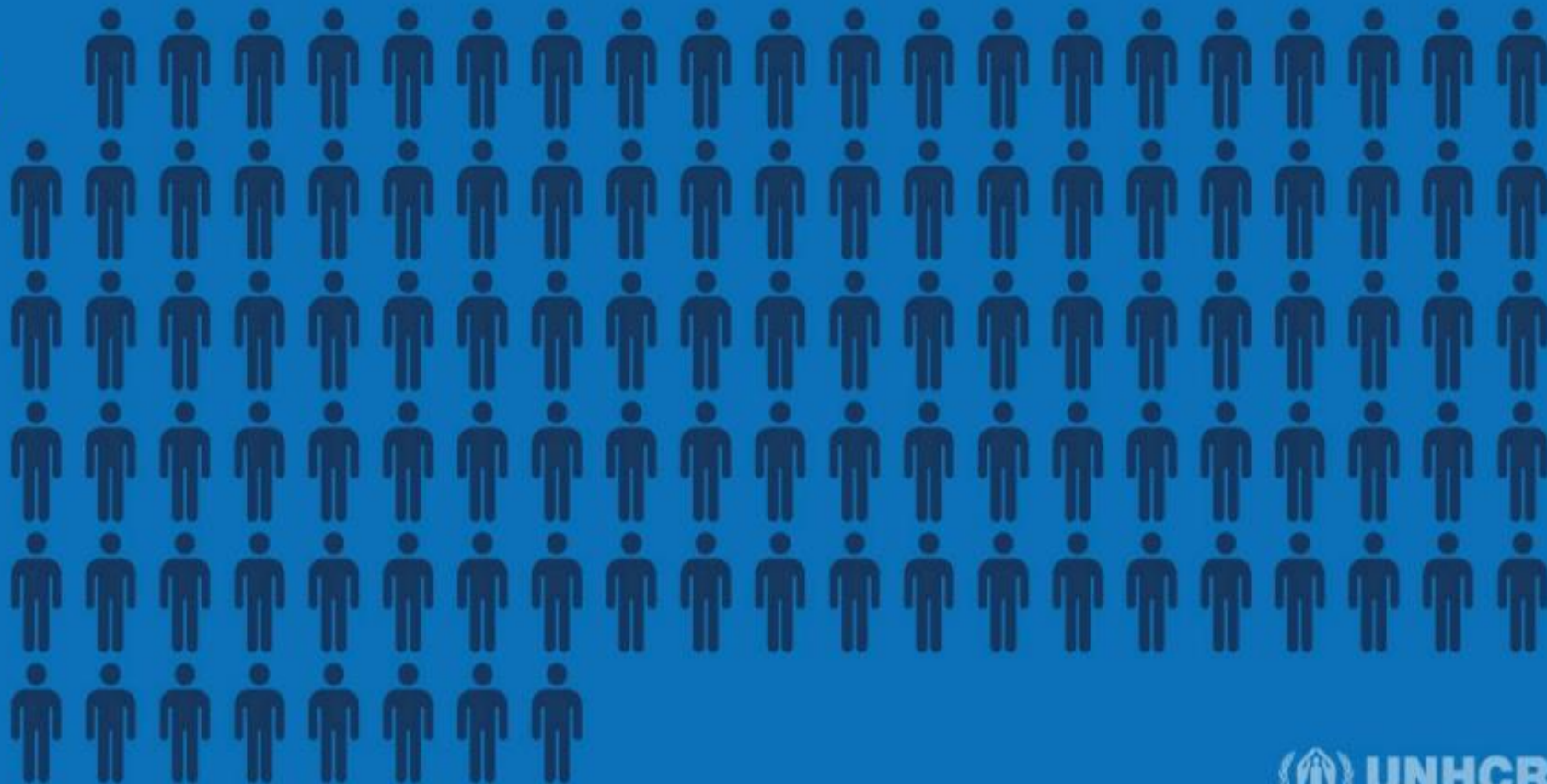
asylum seekers are state sponsored



**Amnesty International documents over 141 countries as practicing torture.**

*Source: Amnesty International Annual Report 2014: The State of the World's Human Rights*

**1 in every 113 people** on earth is an asylum-seeker, internally displaced or a refugee

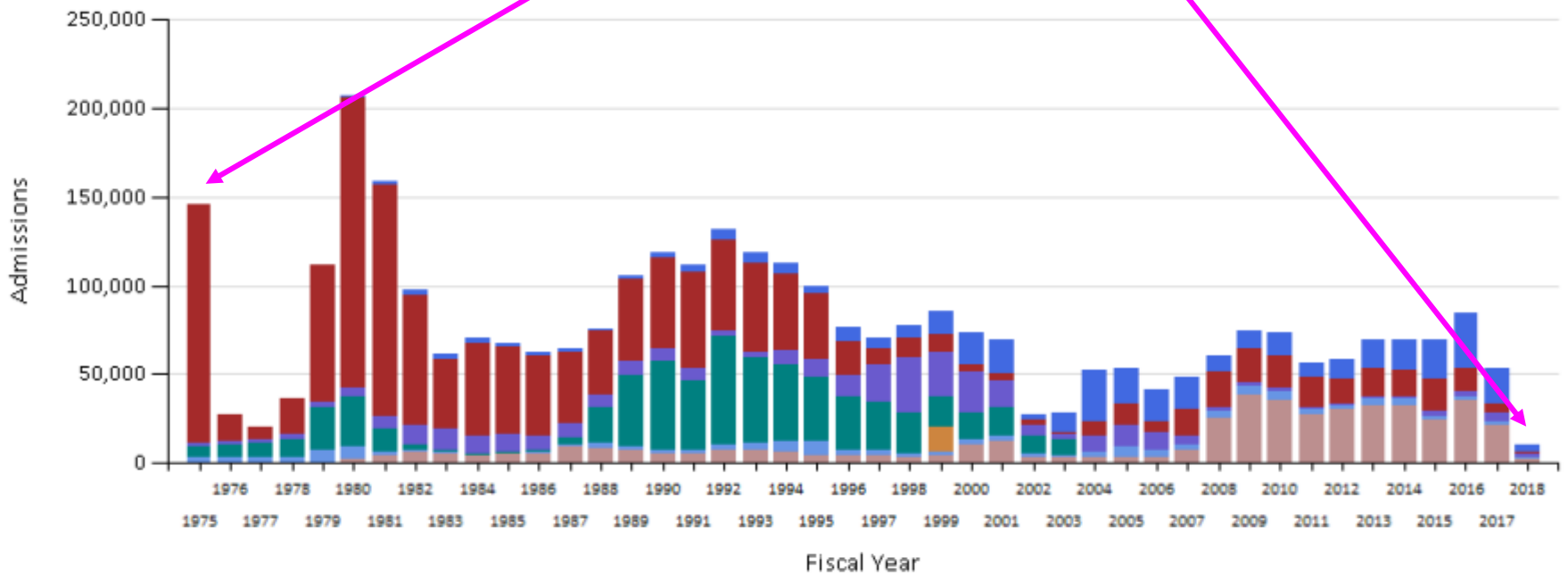


Source: UNHCR / 20 JUNE 2016



# U.S. REFUGEE ADMISSIONS CHANGES OVER THE DECADES

Department of State Office of Admissions - Refugee Processing Center  
 Refugee Admissions by Region  
 Fiscal Year 1975 through 31-Mar-2018



Regions (Based on the Nationality of the Principal Applicant)

- Africa
- Asia
- Europe
- Former Soviet Union
- Kosovo
- Latin America / Carribean
- Near East / South Asia

# REFUGEE RESETTLEMENT IN THE U.S.

## REFUGEE VETTING PROCESS



### Stage 1.



**UNHCR**  
The UN Refugee Agency

### Stage 2.



RESETTLEMENT  
SUPPORT CENTER

**RSC**

### Stage 3.



### Stage 5.



Medical Screening  
Recurrent Vetting

### Stage 4.



U.S. Citizenship  
and Immigration  
Services

### Stage 6.

Cultural Orientation Classes and  
Resettlement Location Chosen



Transportation  
Security  
Administration

### U.S. Arrival



The  
CENTER for  
VICTIMS of  
TORTURE

# FY 2016 Reception and Placement Programs Affiliates-US Dept of State

Unclassified

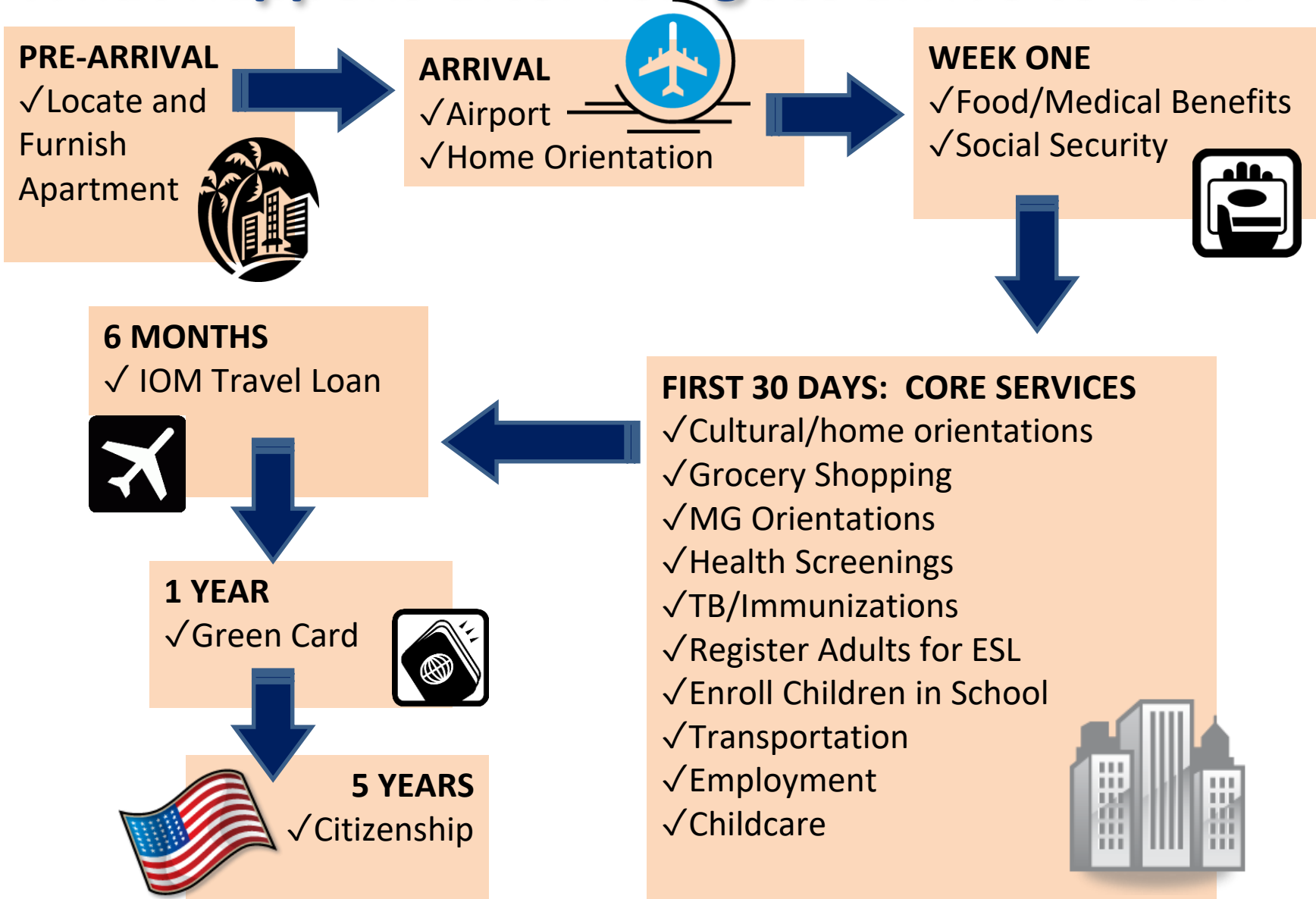
## FY2016 Reception and Placement Program Affiliate Sites

December, 2015



Source: Bureau of Population, Refugees, and Migration, US Department of State

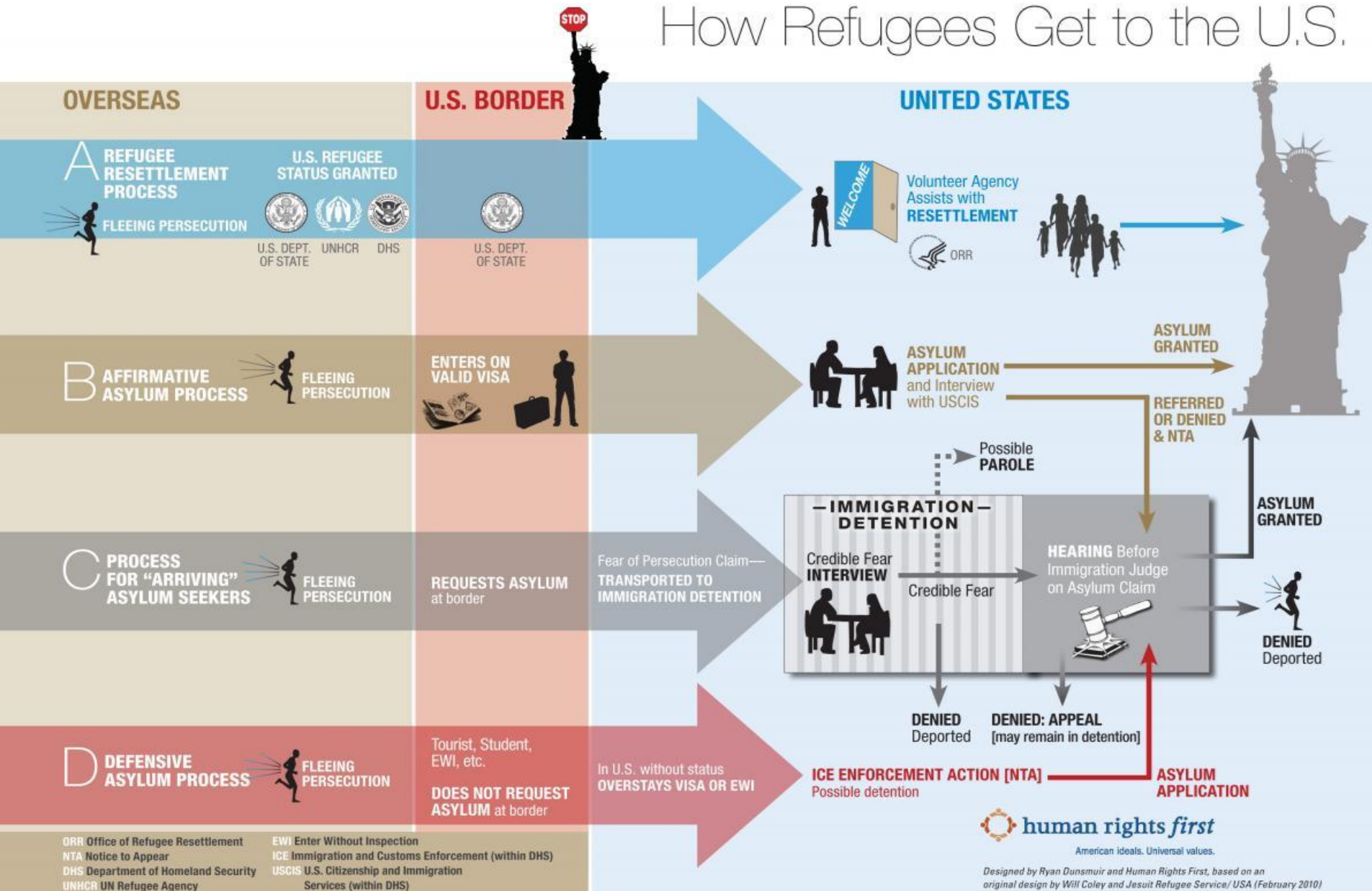
# What happens after refugees arrive to U.S.?





# Asylum Process in the U.S.

How Refugees Get to the U.S.

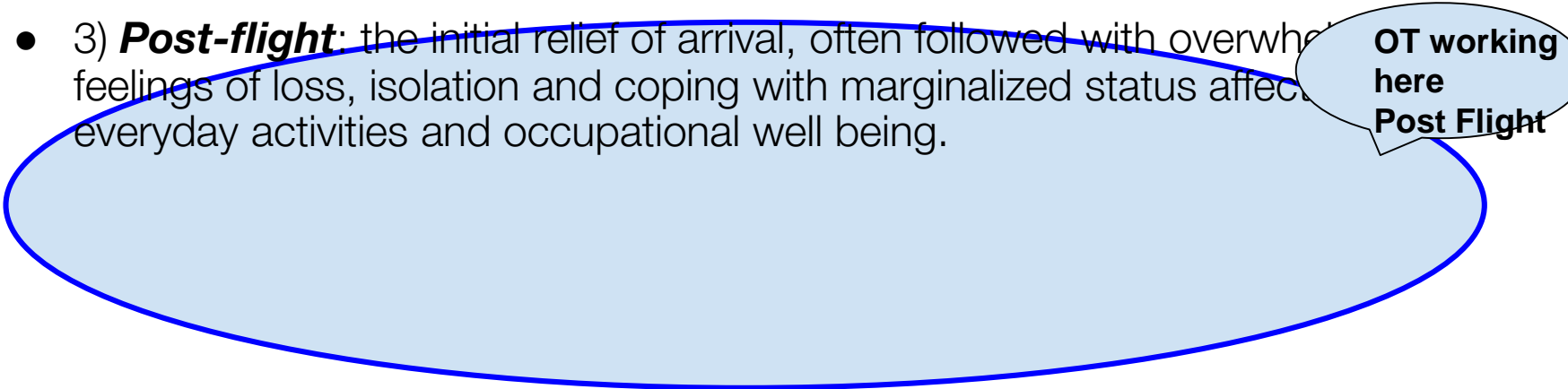


# The impact of protracted journeys~ a continuum for refugees

## THE TRIPLE TRAUMA PARADIGM

circumstances & stressors that are unique to forced migration

- 1) “**Pre-flight**”: often years of societal chaos, harassment, fear, and torture;
- 2) **Flight**: the escape, negotiating dangerous borders, guarding against further exploitation and violence while in hiding or in refugee camps; and
- 3) **Post-flight**: the initial relief of arrival, often followed with overwhelming feelings of loss, isolation and coping with marginalized status affecting everyday activities and occupational well being.



OT working  
here  
Post Flight

# Pre-Flight Culture in Country of Origin

- Typically community oriented
  - Town or village-or connection to
  - Culturally homogenous
  - May have had protective factors:
    - Extended family
    - Space for children to play
- Or.. may have had vulnerable environments:  
prolonged or acute climate of crisis





# Flight

- Fear of being caught and returned
- Crossing checkpoints and borders
- Robbery
- Crowded, unsanitary conditions
- Exploitation: bribes, lies, entrapment
- Lack of medical care/untreated conditions
- Malnutrition
- Long waits in centers
- Unpredictable shelter
- Uncertainty about future
- Danger from war/raids
- Gender-based violence





# Post-Flight

e.g. Winter in Chicago!

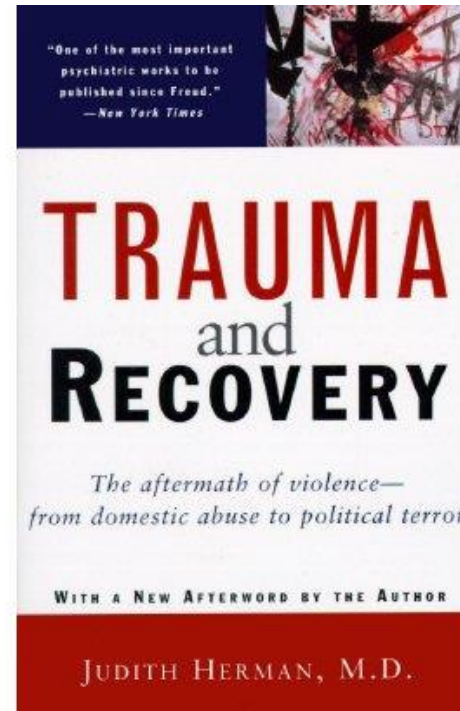
- Urban setting
- Multicultural
- Densely populated
- Crime/Gun violence
- Scarce affordable housing
- Complicated transportation systems
- May feel chaotic
- Isolating



# Trauma-Informed Model is Imperative

Judith Lewis Herman, MD

- Safety
- Reconstruction
- Reconnection





# Culturally responsive approach

- Awareness of implicit biases
- How we see ourselves may be different than how others see us
- Culture = (not ) Race + Ethnicity
- Do not assume you understand
- Be aware of power and privilege
- Approach work with humility
- Consider modifying terminology in medical/mental health settings
- Explanatory models helpful
- Create environments reflective of populations served-collaborate
- Work collaboratively with interpreters ~ "cultural broker"

# WHAT HAVE OT's BEEN SAYING and DOING?

The migratory and resettlement experiences of refugees and asylum seekers and the subsequent manifestations of forced displacement on occupational roles are being increasingly addressed by OT over the past decade but overall not integrated into academic curriculums, fieldwork and practice despite the fact that this work is in keeping with the founding traditions of OT practice. It is traditional OT!

(please see handout for references)



The current OT literature describes the new environments confronted by refugees and asylum seekers as fostering “occupational deprivation” which prevents access to potential opportunities and inhibits the essential need for belonging. The environment systemically excludes participation for many promoting marginalization and “occupational injustice”.

**You are dealing with people who are not giving up, so why should you?'**

Ayman Gharaibeh, UNHCR working in Yemen

# Lessons Learned from OT Practice

3 OT programs working with refugees will be described highlighting collaborative community-based strategies

**PRIDE** Partners of Refugees in Illinois Disability Employment

Heartland Alliance Marjorie Kovler Center

Team Rainbow

# A community-academic partnership to foster income-generating occupations for refugees with disabilities

*Mansha Mirza, PhD, OTR/L, MSHSOP  
Rooshey Hasnain, Ed.D., M.A.*

# Context and Significance of Project

- Historically, the US has had one of the largest refugee resettlement programs, with nearly three million refugees resettled since 1980.
- Admission of refugees into the United States is based on processing priorities.
  - An important objective is to resettle the most vulnerable refugee populations, including those with physical injuries and psychological trauma.
- Consequently, many refugees arrive in the United States with pre-existing chronic health conditions and physical and mental disabilities as a result of their turbulent migration histories, war injuries, and trauma.



# Context and Significance of Project

- Refugees with disabilities resettled in the US are at high risk of occupational deprivation
- Several systemic factors preclude disabled refugees from engaging in occupations of necessity and/or meaning.
  - The US refugee resettlement program emphasizes economic self-sufficiency for newly-arrived refugees.
  - However employment supports offered to refugees (e.g. ESL courses, job coaching) seldom address disability-related needs, such as wheelchair-accessible locations and sign language interpreters.
  - Refugee social service providers tend to perceive refugees with disabilities as ‘non-employable’, and consequently channel them toward welfare assistance rather than encouraging them to pursue income-generating opportunities.
  - Refugees with disabilities are also disconnected from mainstream support services available to people with disabilities (e.g. VR programs)



**PRIDE**

Partners of Refugees in Illinois Disability Employment

# PRIDE's Collaborative Mission

To support job-seeking refugees with disabilities in Illinois to navigate employment resources and services in order to create meaningful pathways to employment/careers, using culturally- and linguistically-appropriate approaches



# PRIDE's activities map onto elements of the Participatory Occupational Justice Framework

Raise consciousness about occupational justice

Engage collaboratively with partners

>35 PRIDE partners

Advocacy for sustainability

Mediate agreement on a plan

Support implementation and evaluation

Strategize resource funding

# Sampling of PRIDE's Local Partners

- America's Small Business Development Center
- Access Living
- Accion
- Asian Human Services
- Assistive Technology Unit
- Business and Career Services
- Catholic Charities
- Chicagoland Entrepreneurship Education for People with Disabilities
- Chicago Public Schools Office of Language and Cultural Education
- Division of Rehabilitation Services (DRS)
- Great Lakes ADA Center
- Heartland Human Care Services
- Illinois Bureau of Immigrant and Refugee Services
- Mayor's Office for People with Disabilities
- Medill School of Journalism at Northwestern University
- Refugee One
- Rogers Park Chamber of Commerce
- Social Security Administration
- Syrian Community Network
- Upwardly Global



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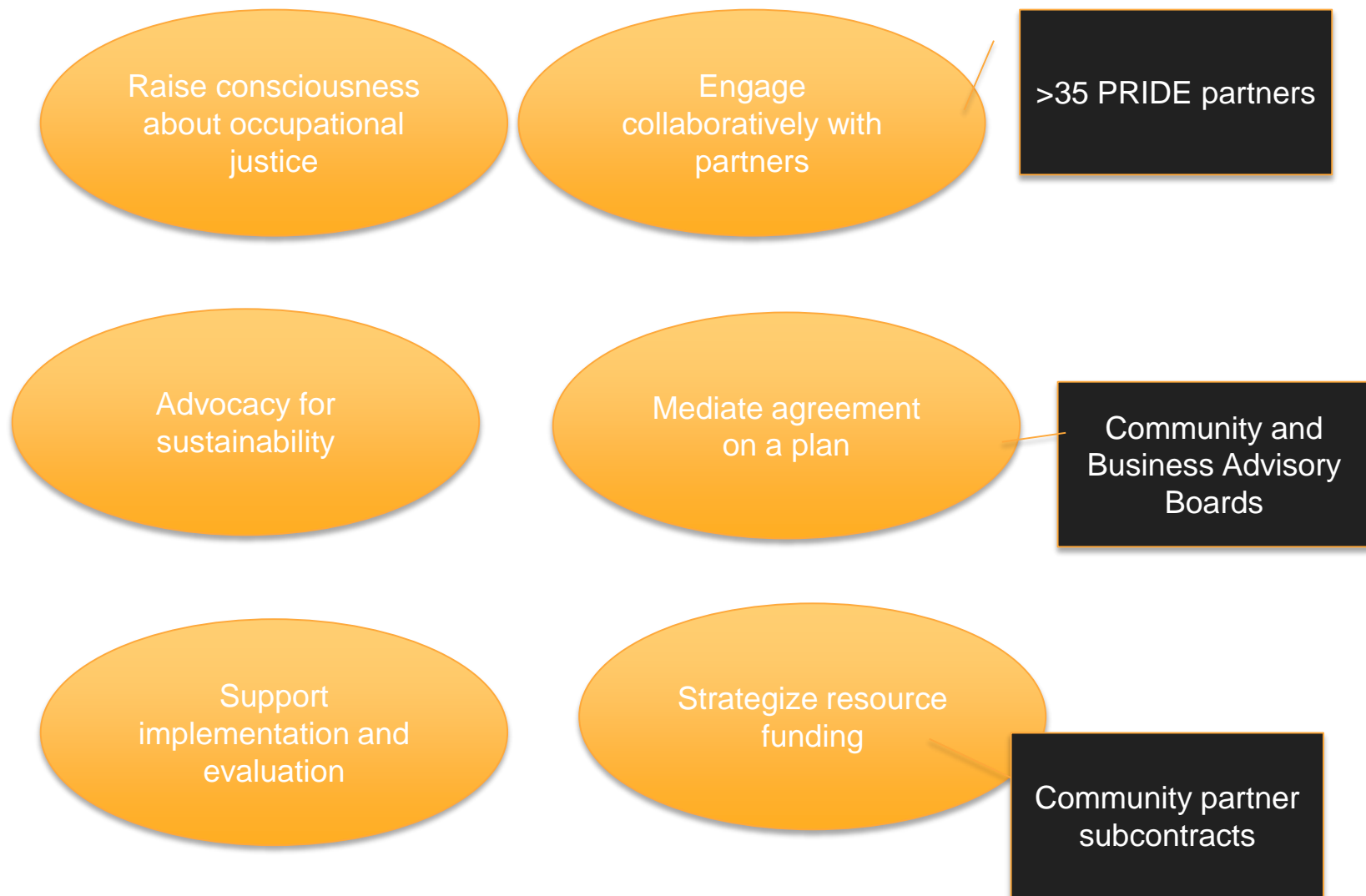
Community and Business Advisory Boards

Support implementation and evaluation

Strategize resource funding



# PRIDE's activities map onto elements of the Participatory Occupational Justice Framework



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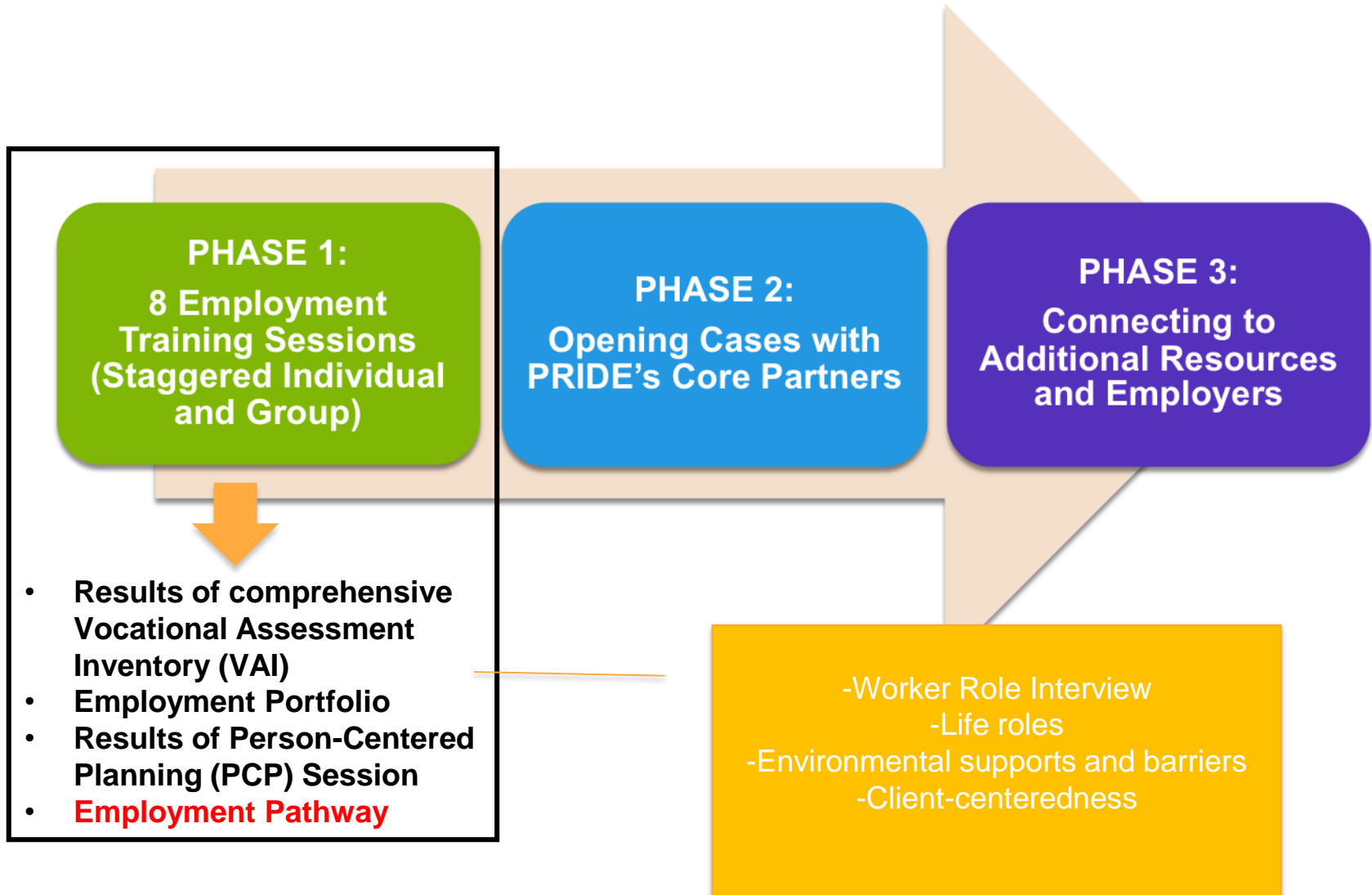
Support implementation and evaluation

Strategize resource funding

Comprehensive employment program

Community partner subcontracts

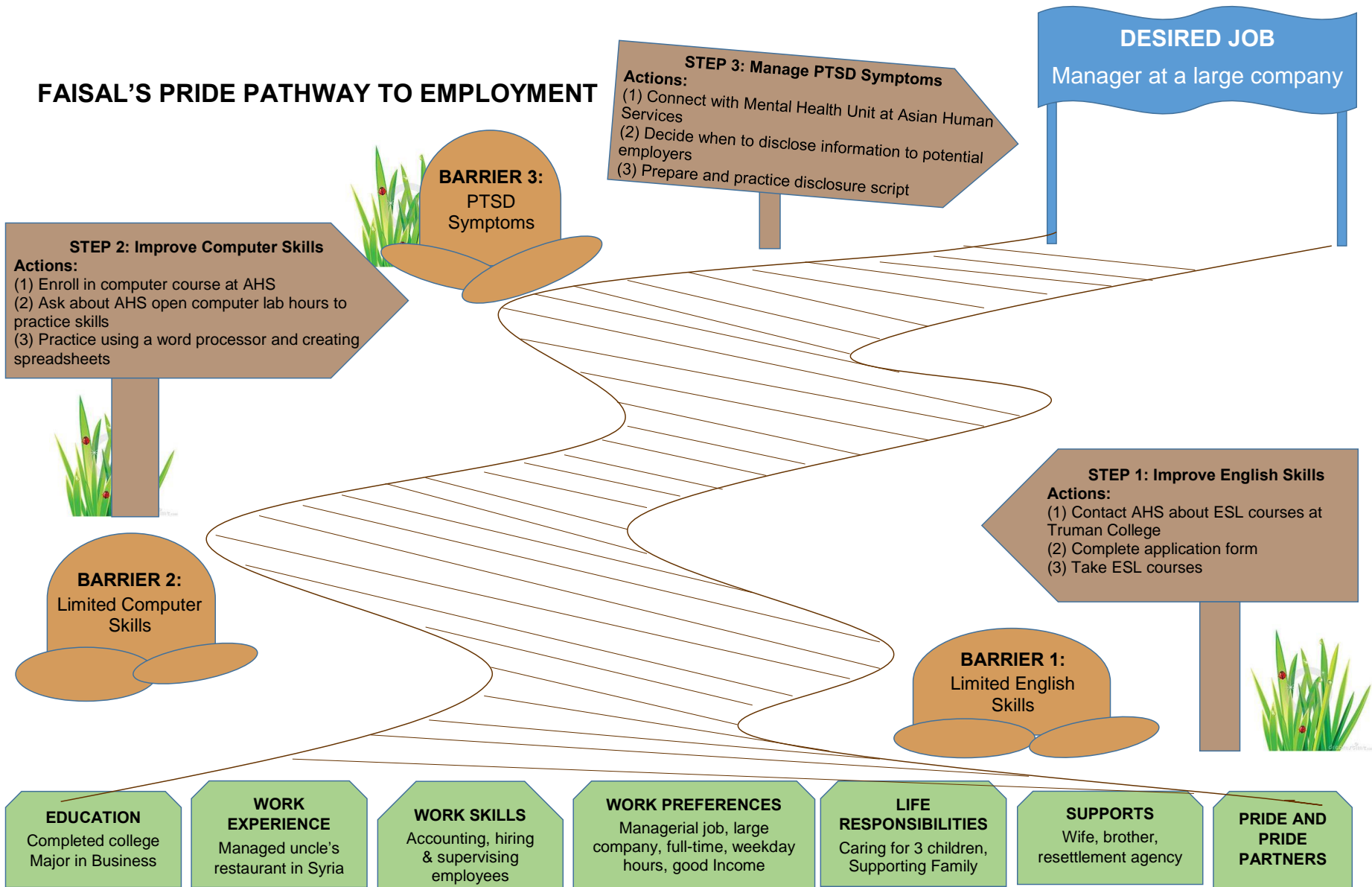
# Comprehensive Employment Program





# Employment Pathway for Participating Refugees: An Example

## FAISAL'S PRIDE PATHWAY TO EMPLOYMENT



# PRIDE's activities map onto elements of the Participatory Occupational Justice Framework

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Engage collaboratively with partners

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Mediate agreement on a plan

Community and Business Advisory Boards

Capacity building among refugee service providers

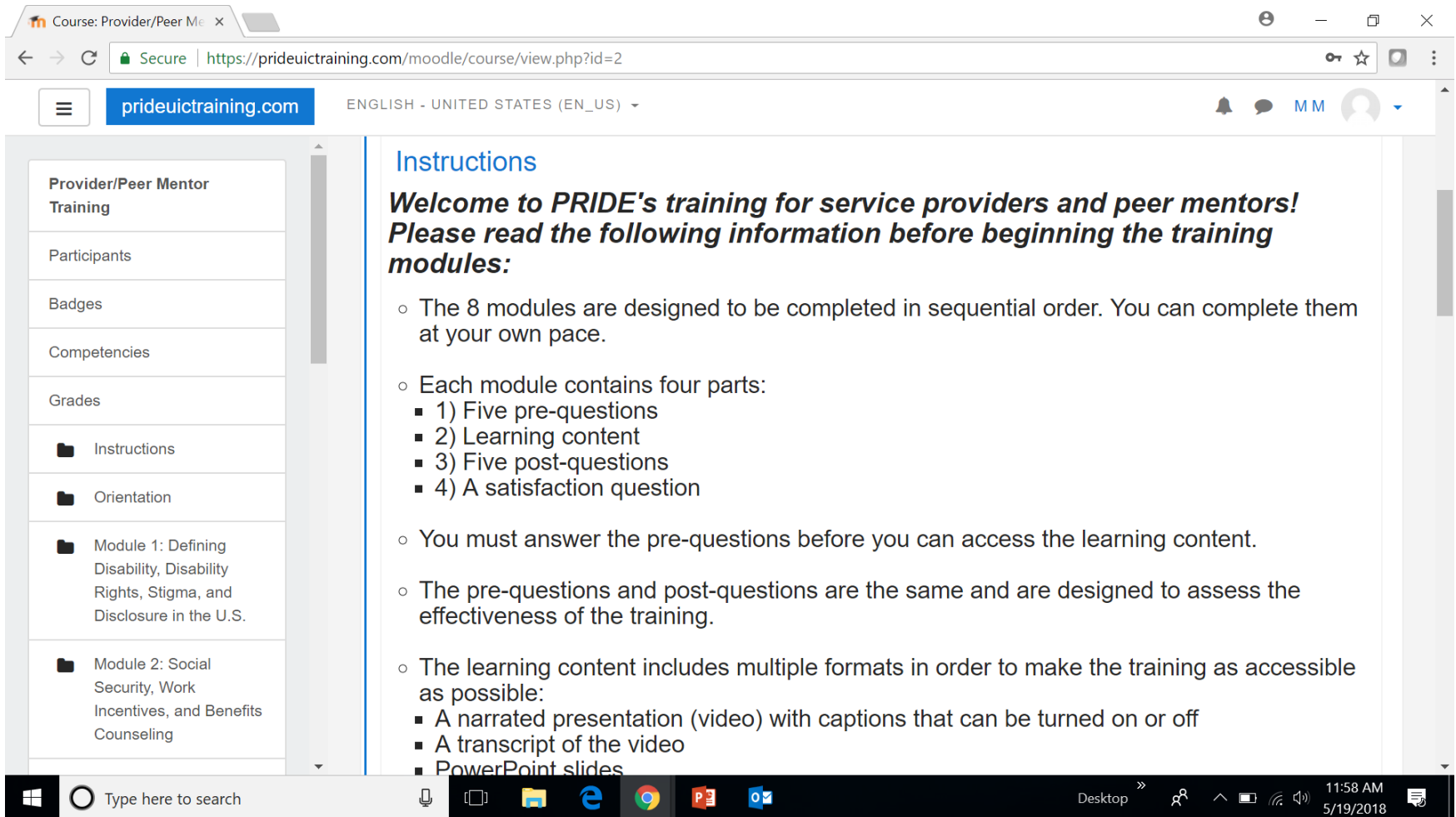
Support implementation and evaluation

Strategize resource funding

Community partner subcontracts

Comprehensive employment program

# Capacity Building Among Refugee Service Providers – Online Training Modules



The screenshot shows a web browser window displaying a Moodle course page. The browser's address bar shows the URL <https://prideuictraining.com/moodle/course/view.php?id=2>. The page title is "Course: Provider/Peer Me x". The website is "prideuictraining.com" and the language is set to "ENGLISH - UNITED STATES (EN\_US)".

The course content is organized into a sidebar menu on the left and a main content area on the right. The sidebar menu includes the following items:

- Provider/Peer Mentor Training
- Participants
- Badges
- Competencies
- Grades
- Instructions
- Orientation
- Module 1: Defining Disability, Disability Rights, Stigma, and Disclosure in the U.S.
- Module 2: Social Security, Work Incentives, and Benefits Counseling

The main content area is titled "Instructions" and contains the following text:

**Welcome to PRIDE's training for service providers and peer mentors! Please read the following information before beginning the training modules:**

- The 8 modules are designed to be completed in sequential order. You can complete them at your own pace.
- Each module contains four parts:
  - 1) Five pre-questions
  - 2) Learning content
  - 3) Five post-questions
  - 4) A satisfaction question
- You must answer the pre-questions before you can access the learning content.
- The pre-questions and post-questions are the same and are designed to assess the effectiveness of the training.
- The learning content includes multiple formats in order to make the training as accessible as possible:
  - A narrated presentation (video) with captions that can be turned on or off
  - A transcript of the video
  - PowerPoint slides

# Capacity Building Among Refugee Service Providers – IT tool



Welcome to **PRIDE**  
an interactive tool on the pathway to employment

My Profile

My Journey

My PRIDE Pathway

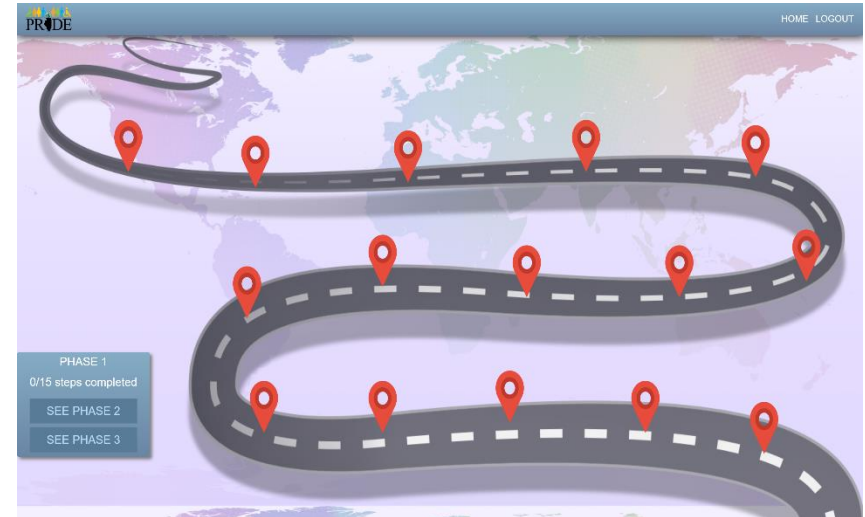
My Team

Notifications

Documents

Help

Log out



PRIDE HOME LOGOUT

PHASE 1  
0/15 steps completed

SEE PHASE 2

SEE PHASE 3



PRIDE HOME LOGOUT

AHS  
Asian Human Services

DRS  
Department of Rehabilitation Services

VR  
Vocational Rehabilitation

ATU  
Assistive Technology Unit

SSA  
Social Security Administration

MOPD  
Mayor's Office for People with Disabilities

SEE PHASE 1

PHASE 2  
0/8 cases opened with PRIDE core partners

SEE PHASE 3



PRIDE HOME LOGOUT

Connections along your Employment Pathway

SEE PHASE 1

SEE PHASE 2

PHASE 3  
Your connections

# PRIDE's activities map onto elements of the Participatory Occupational Justice Framework

Raise consciousness about occupational justice

Participant and provider testimonials & case studies

Engage collaboratively with partners

>35 PRIDE partners

Advocacy for sustainability

Capacity building among refugee service providers

Mediate agreement on a plan

Community and Business Advisory Boards

Support implementation and evaluation

Comprehensive employment program

Strategize resource funding

Community partner subcontracts



# Website to Showcase Testimonials and Case Studies



# Lessons learned

- Balancing community expectations with the realities of funded research
- Engaging in advocacy and community consciousness while protecting participant confidentiality
- Ensuring research rigor without compromising sustainability

# Funder Acknowledgment

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However, contents do not necessarily represent the policy of the NIDILRR, and you should not assume endorsement by the Federal Government.

**U.S. Department of Health and Human Services (DHHS),  
Administration for Community Living (ACL),  
National Institute on Disability, Independent Living, and Rehabilitation Research  
(NIDILRR)**



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- Zong J, Batalova J. Refugees and asylees in the United States. Available from: <https://www.migrationpolicy.org/article/refugees-and-asylees-united-states>

# Sources

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# Heartland Alliance Marjorie Kovler Center

Marjorie Kovler Center began in 1987 as a community-based program developed with an eco-systems model. Small multi disciplinary team working in tandem with a host of volunteers and partners.

- Program of Heartland Alliance for Human Needs & Human Rights in *Chicago*
- Member of National Consortium of Torture Treatment Programs in the *U.S.*
- Member of International Rehabilitation Council for Torture Victims (IRCT) which represents Treatment Centers *Worldwide.*



**Initiating practice- 1990**

**My teachers~ KONOJEL JUNAM**





Bring what you know about OCCUPATION

Explored PLAY with the kids~ in Guatemala & U. S.

Experience can be transforming for clients and OT

COLLABORATE



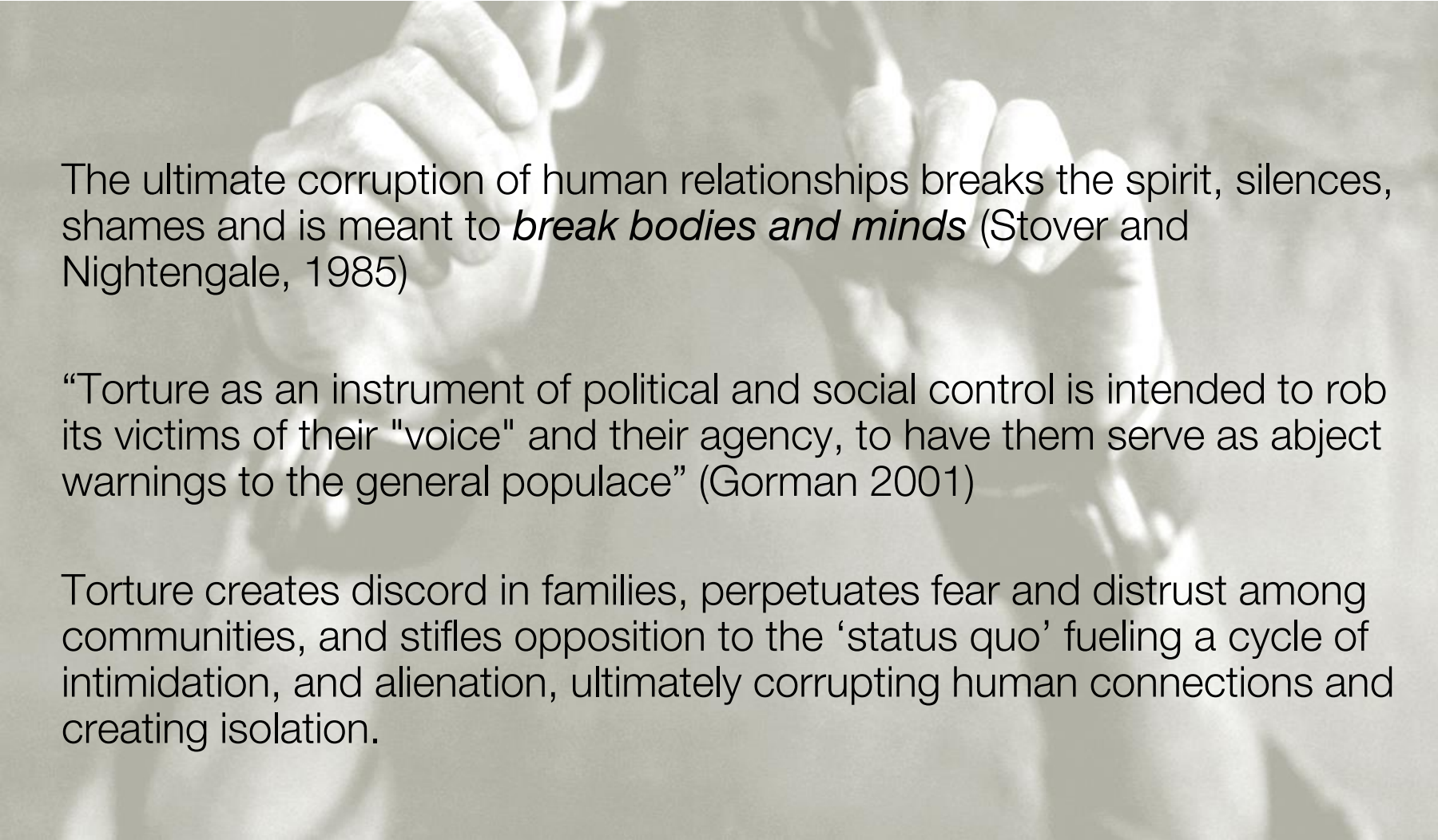
OT's idea



Guatemalan kid's idea

# TORTURE

Used systemically and systematically around the globe



The ultimate corruption of human relationships breaks the spirit, silences, shames and is meant to *break bodies and minds* (Stover and Nightengale, 1985)

“Torture as an instrument of political and social control is intended to rob its victims of their “voice” and their agency, to have them serve as abject warnings to the general populace” (Gorman 2001)

Torture creates discord in families, perpetuates fear and distrust among communities, and stifles opposition to the ‘status quo’ fueling a cycle of intimidation, and alienation, ultimately corrupting human connections and creating isolation.

# Sequelae of Torture & Forced Migration

often manifest as:

- diffuse bodily pain
- headaches
- sleeplessness
- nightmares
- poor concentration
- flashbacks
- intrusive thoughts
- disorientation
- post-traumatic stress disorder (PTSD)
- shame, guilt, hopelessness
- feelings of betrayal
- depression
- emotional numbing
- hypervigilance
- withdrawal, isolation
- feelings of profound loss
- *diminished status, loss of occupational roles and routines\**

# Recognize core vulnerabilities

- Normal human response to abnormal human experiences
- Torture is the pathology not the symptoms
- Power & control
- Fear & uncertainty
- Lack of trust & safety

# Eco-systems Model

- The systems that are involved in human development are the same systems that are involved in supporting torture and trauma.
- Understanding what trauma means in terms of occupation is incomplete until we understand the impact on the person and the system in which he or she participates (Keilhofner, G.)
- In sync with and informs many OT frames of reference, e.g.,

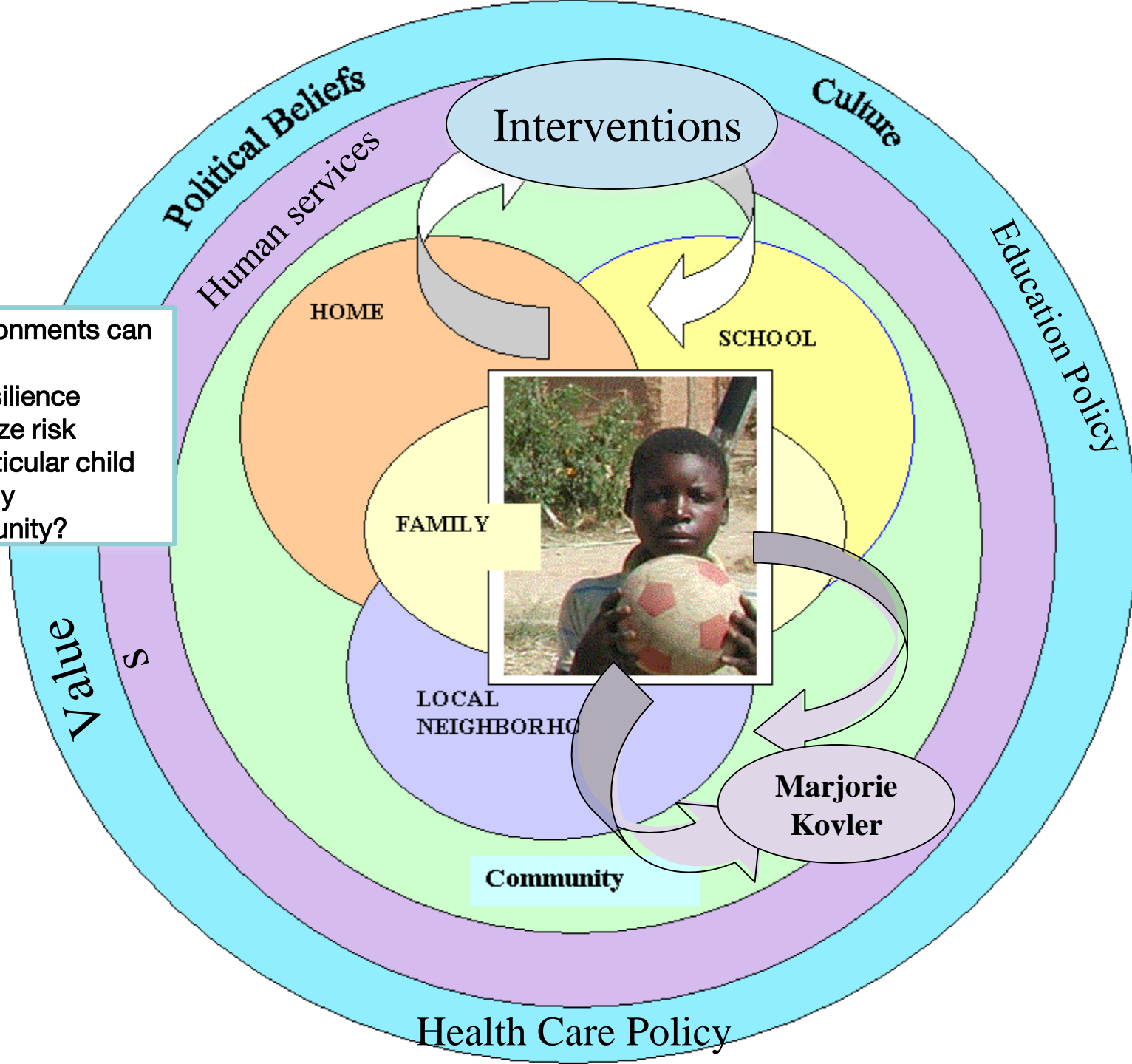
Canadian Model of Occupational Performance &  
Engagement CMOP-E

Participatory Occupational Justice Framework POJF

Person Environment and Occupation Model- PEO



What environments can best support resilience and minimize risk for this particular child in this family and community?



Interventions

HOME

SCHOOL

FAMILY

LOCAL NEIGHBORHOOD

Community

Marjorie Kovler

Political Beliefs

Culture

Education Policy

Health Care Policy

Values

Human services

Occupational Therapy services at the Kovler Center are primarily concerned with how the effects of ***torture, displacement and acculturation affect a survivors' ability to perform meaningful occupational roles*** in multiple domains including self-care, leisure, and work/productivity.

Engagement in positive experiences offers a means for clients to use their survival skills and capacity to re create meaningful connections and communities-while adapting to environmental obstacles-which can be essentially ***transforming***.

# OT Assessment & Interventions

Occupational hx, adapted COPM, clinical observations and collaboration with client, family and team.

(sample)

## Section 1 : Self-care

- **1A. Personal Care** (e.g. Sleep/rest; health management and maintenance, including fitness and nutrition; caregiving for others (emotionally, physically, or financially); childrearing; energy level; time management; limited access to familiar and healthy food)

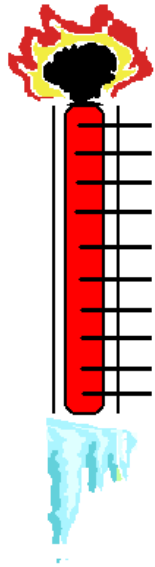
## Section 2: Productivity

- **2B. Living Arrangement** (e.g. Home establishment; negotiating living arrangements if “doubling up” or in a shelter; access to cooking; laundry)

## Section 3: Leisure-Time spent when not working @ school/home

- **3C. Other** (e.g. Opportunity for spiritual expression; language as barrier to local participation; homesickness)

# COPM Visual Importance & Performance/Satisfaction Scales



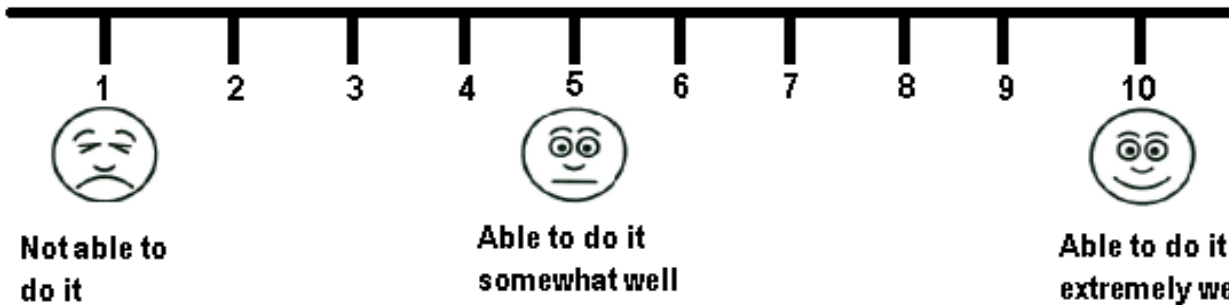
How important is this activity to you?

10-Extremely Important

5-Moderately Important

1-Not Important at all

How do you feel you perform this activity now?



barriers to meaningful employment (long waits for work authorization, lack of readily available jobs, difficulty transferring existing skills)

isolation (lack of social opportunities that feel safe and culturally comfortable, homesickness) and

diminished status (secondary to loss of occupational roles, e.g. in role as family provider, parent, community leader)

rumination (“thinking too much”)

# OT at the Kovler Center-

## Individual interventions

vocational and pre-vocational skill acquisition,  
seeking and creating employment and volunteer  
opportunities, educational pursuits and plans,  
avocational interests

maximizing strengths and skills while noting the impact of  
trauma and the obvious and nuanced cultural changes in  
occupational roles and status.

# OT GROUPS

## International Cooking Group





All ages, like a family









Open-includes clients and community members



# PHOTOVOICE

## Take a Moment and Smell the Roses

Bees for nourishing purpose  
Immigrants for belonging purpose,  
Feeling home purpose,  
Adaptation purpose.

Find out what our environment has to offer:  
city events, neighborhood parks, community gardens, and include  
ourselves.

Participate, be a part of, make it home.  
We might be away from home, but we can still feel like home.

Lack of mint, clover, dandelions and milkweed, the bees adapt to their  
Environment,  
They find the sunflower for nutrition.

They learn to appreciate. It is all about adaptation.  
Let it be our journey.  
When you don't have what you like,  
like what you have.

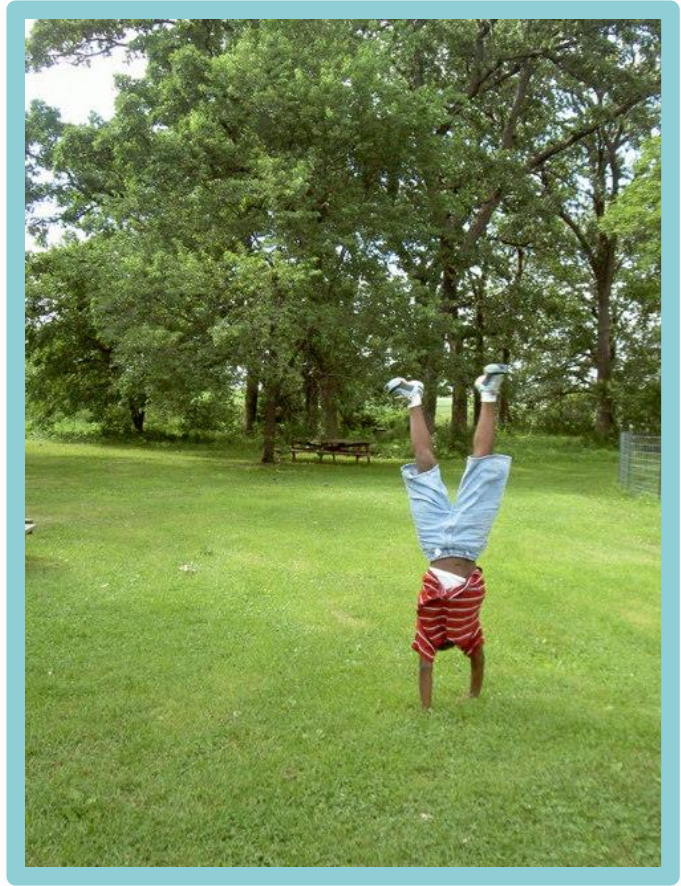


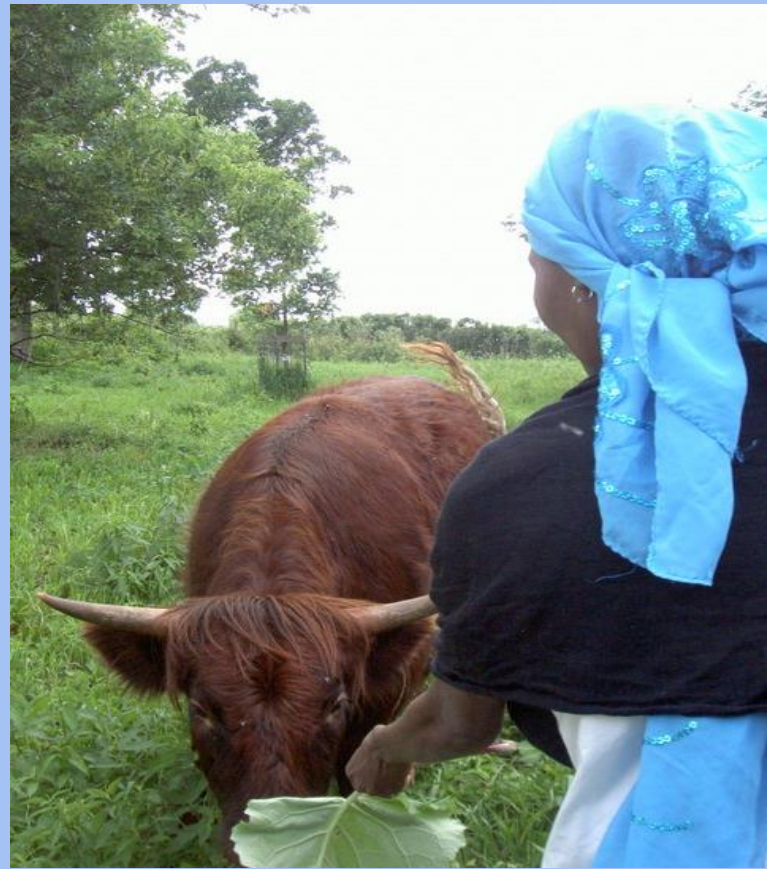
# ANGELIC ORGANICS FARM



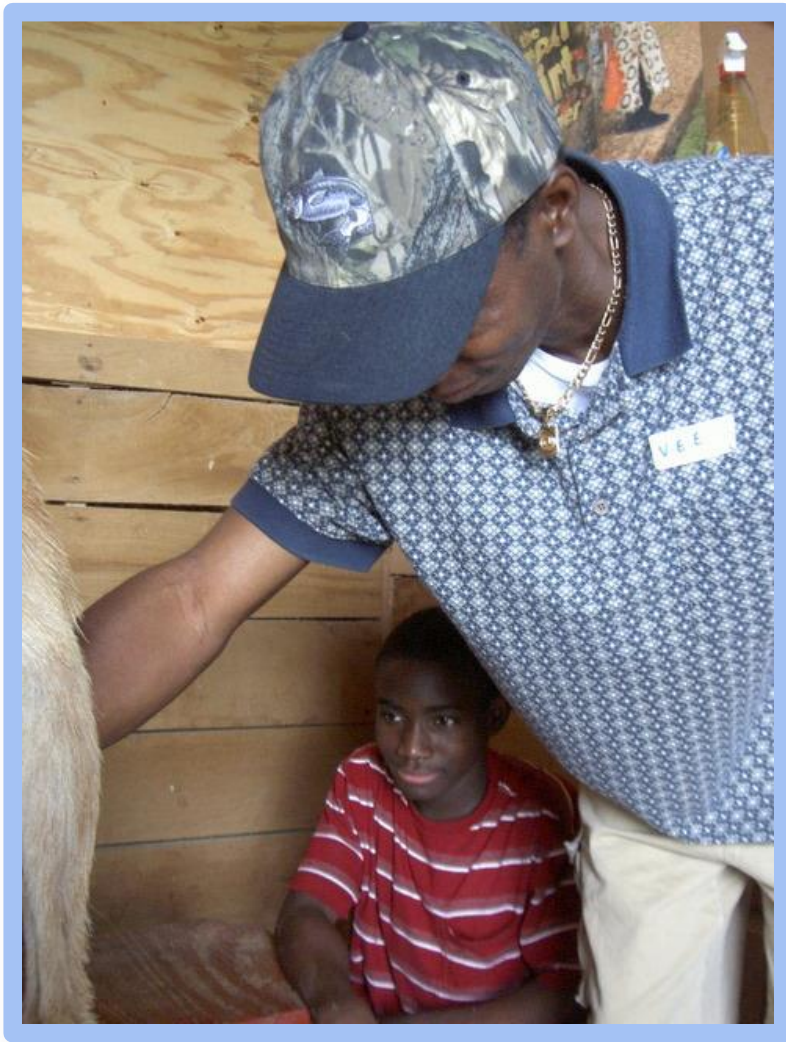














# THE RUBY GARDEN









# SUSTAINING

In kitchen there are witnesses to my private moment that welcome me and break down the isolation creating a community of acceptance. In the kitchen, not only are we appreciated, but we are excited, because we like each other. In this setting I am telling the torturer, 'No!' meaning the torturer did not succeed in destroying the essence and goodness of who I am. Here I am of value and this is shared by others. This means there must be goodness in me!' (Arantza Juaregi)

Anthony concurs 'It is all about acceptance. That is our tradition. In English I can't capture the experience but I can touch the feeling when we're creating, when we're doing. You feel it. It's alive...The greatest joys are simple. When we're eating nothing else counts. We're no longer a survivor. We are celebrating family. We are happy.'

# Team Rainbow

a community support network for LGBTQ refugees & asylees



Elizabeth Harrison, OTD, OTR/L



# Who are LGBTQ refugees and asylum seekers?

- Individuals who became refugees because they were fleeing persecution on the basis of ethnicity, religion, nationality or other protected social group who *did not disclose* they were LGBT as a primary reason for seeking international protection
- Individuals who are fleeing persecution and seeking protection specifically on the basis of their sexual orientation or gender identity.



# LGBT Refugees and Asylum Seekers

- Are more likely to be survivors of trauma and torture
- Come from many different countries in many regions, including Europe, Asia, Latin America and Africa
- **Are numerous! About 3,500 LGBT refugees and 1,250 LGBT asylees arrive in the US each year**
  - **More than 30,000 LGBT refugees and asylees entered the US between 2001 and 2010**
- Experience marginalization on multiple dimensions
- Are at increased risk of experiencing discrimination, social isolation and mental health concerns.
- Experience high levels of occupational injustice.

# Team Rainbow Chicago

- Small organization that we founded to address:
  - Social Isolation
  - Occupational Deprivation
  - Importance of Community
  - Mental Health
- Founded in 2015
- Funded through Schweitzer Fellowship and Schweitzer Fellows for Life Seed Grant (through Health and Medicine Policy Research Group)



# What We Do

- Before 2017: More focus on social activities, community exploration- museums, concerts, events, volunteering, speaking, storytelling, educating
- Now: More focus on meeting members urgent needs, more behind the scenes work



# Perspectives of group members

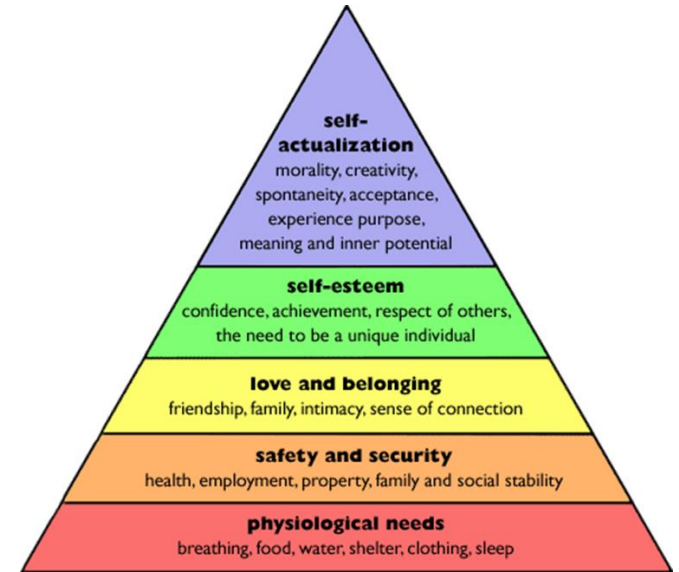
- The group provides me with “community” and allows me to “relate with people with a similar story”
- The group helps me feel “connected”
- Sometime the group is my “only way to step out of the house. Otherwise I am just in the house waiting”.
- “It is always a happy day when you get the text that a group meeting is coming up”



- “One of my favorite things is the food.”
- “What I want from the group is just to be a part of a community of people like me.”

# Why this matters

- We find social support to be a major protective factor for members experiencing depression, anxiety, suicidality and PTSD.
- Social support matters to our members, even as they try to get other basic needs (housing, food, healthcare) met.
- Our members have pressing needs for healthcare, housing and other basic services – we try to be a trusted source in times of crisis.



Traditional Model:  
Maslow's Hierarchy of  
Human Needs

# Challenges for sustainability

- Anti-immigrant political climate
- On call, per diem and other unpredictable work schedules
- Resources – funding, transportation, etc.
- Institutional support
- Burnout and vicarious trauma



# Lessons Learned with Refugees and OT to co-create an oasis in the desert

Initiating

Nurturing

Sustaining

## **The Big Picture: Refugee and asylum related information/resources globally and in the US**

<http://www.unhcr.org/en-us/us-resettlement-agencies.html>

<http://www.unhcr.org/en-us/figures-at-a-glance.html>

<http://www.pewglobal.org/2017/10/12/u-s-resettles-fewer-refugees-even-as-global-number-of-displaced-people-grows/>

<http://www.unhcr.org/en-us/asylum-resources.html>

<https://www.uscis.gov/>

<http://www.wrapsnet.org/admissions-and-arrivals/>

<http://www.refworld.org/>

### **National and Local Service Resources:**

National Consortium of Torture Treatment Programs

<http://www.ncttp.org/>

Office of Refugee Resettlement

<https://www.acf.hhs.gov/orr/refugees>

LGBT Freedom and Asylum Network

<http://www.lgbt-fan.org/community-support/>

Heartland Alliance Rainbow Welcome Initiative

<http://www.rainbowwelcome.org/service-providers>

Queer Detainee Empowerment Project

<http://www.qdep.org/>

ORAM (Organization for Refuge, Asylum and Migration) Rainbow Bridges

<http://www.refugeelegalaidinformation.org/sites/srlan/files/fileuploads/oram-rainbow-bridges-2012.pdf>

## **Occupational Therapy Resources and Selected Literature re: Refugees & Asylum Seekers:**

Bennett, K.M., Scornaiencki, J.M., Brzozowski, J. (2012) Immigration and its impact on daily occupations: A scoping review. *Occupational Therapy International* 19 (4), 185–203.

Bennet, S., Campbell, E. (2014) People detained for prolonged periods in immigration detention experienced significant psychological and interpersonal difficulties that make it difficult to rebuild their lives following release from detention. *Australian Occupational Therapy Journal*, 61 (1), 33-34.

Black M. (2010) From Kites to Kitchens: Collaborative Community Based Occupational Therapy with Refugee Survivors of Torture. In F.Kronenberg , N.Pollard & D. Sakellariu (Eds.), *Occupational therapies without borders*, Volume 2. (pp. 217-225). Edinburgh :Elsevier/Churchill Livingstone.

Burchett, N., Matheson, R. (2010) The need for belonging: The impact of restrictions on working on the well-being of an asylum seeker. *Journal of Occupational Science* 17 (2), 85–91.

Crandall J., Smith, Y.J. (2015) The life skills program. *OT Practice*: 20 (22), 18-20.

Galheigo, S. M. (2011) What needs to be done? Occupational therapy responsibilities and challenges regarding human rights. *Australian Occupational Therapy Journal*, 58 (2), 60-66.

Gupta, J., Sullivan, C. (2013) The central role of occupation in the doing, being and belonging of immigrant women. *Journal of Occupational Science* 20 (1), 23–35.

Huot, S., Kelly, E., & Park, S. J. (2016) Occupational experiences of forced migrants: A scoping review. *Australian Occupational Therapy Journal*, 63 (3), 186-205.

Mayne, J., Lowrie, D., Wilson, J. (2016) Occupational experiences of refugees and asylum seekers resettling in australia; A narrative review. *OTJR: Occupation, Participation and Health*, 36 (4), 204-215.

Mirza, M., (2012) Occupational upheaval during resettlement and migration: Findings of global ethnography with refugees with disabilities. *OTJR: Occupation, Participation and Health*, 32 (1), 6-14.

Morville, A.-L., Erlandsson, L.-K. (2013) The experience of occupational deprivation in an asylum centre: The narratives of three men. *Journal of Occupational Science*, 20 (3), 212-223.

OOFRAS Occupational Opportunities for Refugees & Asylum Seekers <http://www.oofras.com/>

Smith, H. C. (2015). An exploration of the meaning of occupation to people who seek asylum in the United Kingdom. *British Journal of Occupational Therapy*, 78 (10), 614-621.

Smith, Y.J. (2017). Occupational Justice and Advocacy: Work with Former Refugees & Asylum Seekers at Personal and Community Levels. In N. Pollard & D. Sakellariou (Eds.), *Occupational therapies without borders* (pp. 433-440). New York:Elsevier.

Smith, Y. J., Cornella, E., & Williams, N. (2014). Working with populations from a refugee background: An opportunity to enhance the occupational therapy educational experience. *Australian Occupational Therapy Journal*, 61(1), 20 - 31.

Whiteford, G., Suleman, A. (2013) Understanding occupational transitions in forced migration: The importance of life skills in early refugee resettlement. *Journal of Occupational Science* 20 (2), 201–210.

World Federation of Occupational Therapists., et al. (2016) Responding internationally to disasters: A do's and don'ts guide for rehabilitation professionals

<http://www.wfot.org/Portals/0/PDF/2016/Dos%20and%20Donts%20in%20Disasters%20April%202016.pdf>

World Federation of Occupational Therapists. (2006) Position statement on human rights. Retrieved from

<http://www.wfot.org/ResourceCentre.aspx> (filter by position statements)

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<http://www.wfot.org/ResourceCentre.aspx> (filter by position statements)

World Health Organization. (WHO) (draft) Minimum technical standards and recommendations for rehabilitation: Emergency medical teams <https://extranet.who.int/emt/sites/default/files/Minimim%20Technical%20Standards%20and%20recommendations%20for%20reh%20ab.pdf>

Zappulla, A. (2018) Forgotten twice: The untold story of LGBT refugees. Retrieved from

<https://www.weforum.org/agenda/2018/01/forgotten-twice-lgbt-refugees/>

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