

Participation defined as:
 “involvement in a life situation”
 “the lived experience”

- taking part
- being included or engaged in an area of life
- being accepted
- having access to needed resources

BUT!!

Participation should be distinguished from the subjective experience of involvement

OCCUPATION!!

Operationalization of participation in ICF

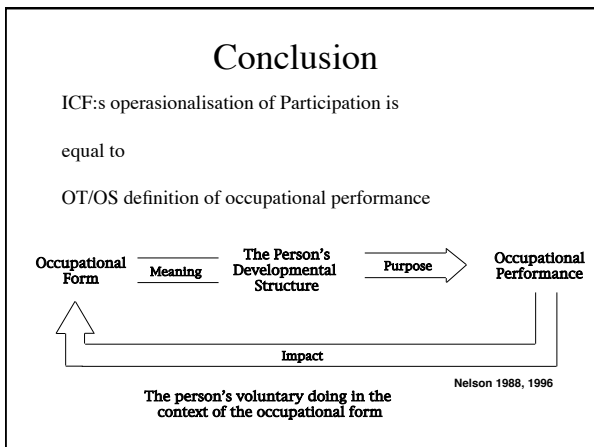
- The only possible indicator for participation is coding through performance.
- Performance – describes what an individual does in his or her current environment.

Conclusions from an occupational perspective:

Participation in ICF is operationalized as:

Observed performance in natural context

- Occupational performance -



THE ISSUE IS
 An Occupational Perspective on the Concept of Participation in the *International Classification of Functioning, Disability and Health*—Some Critical Remarks

Hilena Hemmingsson,
 Hans Jonsson

The *International Classification of Functioning, Disability and Health (ICF)*, World Health Organization, 2001, provides operational and conceptual information for the categories and underlying conditions. The aim of this paper is to explore the implications of the classification and the use of a central concept, *participation*, and its operationalization. The aim of the paper is to provide a critical analysis of the concept of participation in the ICF. An important objective is to explore the implications of the concept of participation in the ICF. An occupational perspective on participation in the ICF is explored, including the implications of the concept of participation in the ICF. The implications of the concept of participation in the ICF are discussed in a single-keystone manner. Following these analyses we discuss the advantages and disadvantages of utilizing the ICF for an occupational perspective on participation in an empirical research context. The paper is intended for occupational therapists and researchers in the field of occupational therapy.

Introduction
 In 2001, the World Health Organization (WHO) presented the *International Classification of Functioning, Disability and Health*, which is referred to as the ICF (World Health Organization [WHO], 2001). The ICF aims to provide an international and comprehensive conceptual framework for understanding and describing health, impairment, and disability. The aim of this paper is to explore the implications of the classification, its operationalization, and its use for health policy. The concept of participation in the ICF is explored, including the implications of the concept of participation in the ICF. The implications of the concept of participation in the ICF are discussed in a single-keystone manner. Following these analyses we discuss the advantages and disadvantages of utilizing the ICF for an occupational perspective on participation in an empirical research context. The paper is intended for occupational therapists and researchers in the field of occupational therapy.

Reference:
 Hemmingsson, H., Jonsson H. (2005). An Occupational Perspective on the Concept of Participation in the ICF: Some Critical Remarks. *American Journal of Occupational Therapy*, 59, 569-576.

Participation
Involvement in a life-situation

Occupation
Ordinary and familiar things that people do everyday

Participation defined as:
“involvement in a life situation”

- taking part
- being included or engaged in an area of life
- being accepted
- having access to needed resources

Deltagelse er en persons involvering i dagliglivet. Termen repræsenterer funktionsevne på samfundsniveau.

Deltagelsesbegrænsninger er vanskeligheder, som en person kan opleve ved involvering i dagliglivet. Man afgør, om der foreligger en deltagelsesbegrænsning ved at sammenligne en persons involvering med det, der forventes af en person i et samfund med samme kultur og uden nedsat funktionsevne.

Delaktighed är en persons engagemang i en livssituation

**Items of activity/
participation in ICF**

- 1 Learning & Applying Knowledge
- 2 General Tasks and Demands
- 3 Communication
- 4 Movement
- 5 Self Care
- 6 Domestic Life Areas
- 7 Interpersonal Interactions
- 8 Major Life Areas
- 9 Community, Social & Civic Life

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graph TD
    Root[Home as the Locus and Origin for Participation] --> PO[Performance-Oriented Participation]
    Root --> TO[Togetherness-Oriented Participation]
    PO --> PO1[Performing for Others]
    PO --> PO2[Performing With Personal Satisfaction]
    TO --> TO1[Sharing Experiences]
    TO --> TO2[Linking to the Outside World]
    
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Figure. Categories determined by participants' descriptions of experiences of participation.

Home as the Locus and Origin for Participation: Experiences Among Very Old Swedish People

Maria Haak, Synneve Dattin Ivanoff, Agneta Fänge, Judith Sivamth, Susanne Iwarsson

Impact on Participation and Autonomy (IPA): Psychometric evaluation of the Persian version to use for persons with stroke.

Fallahpour, M., Jonsson, H., Joghataei, M., Kottorp, A.
(manuscript in progress)

The results of this study showed that IPA-P scale I could not measure perceived participation as just one unidimensional construct on the same linear scale continuum. In the early steps of this analysis (see Tables II and III), the results showed that the IPA scale I seemed to assess two different dimensions of participation; *performance-based participation* and *social-based participation*.

Scandinavian Journal of Occupational Therapy, 2006; 13: 76-85

ORIGINAL ARTICLE

Exploring experiences of "participation" among individuals living with chronic pain

LENA BORELL¹, ERIC ASABA¹, LENA ROSENBERG¹, MARIE-LOUISE SCHULT² & ELISABETH TOWNSEND²

¹Department Neurosci, Division of Occupational Therapy, and ²School of Occupational Therapy, Dalhousie University, Halifax, Canada

The findings are thematically presented as:
 "taking initiative and making choices",
 "doing something physical",
 "doing something social", and
 "doing something for others"

Scandinavian Journal of Occupational Therapy, 2008; 15: 153-161

informa
healthcare

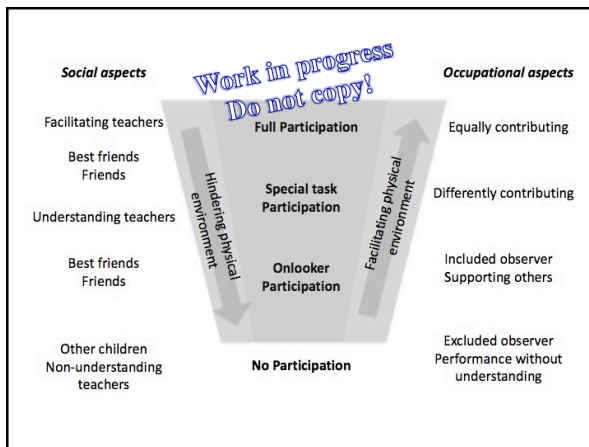
ORIGINAL ARTICLE

Participation at school as experienced by teenagers with physical disabilities

MONA ASBJØRNSLETT¹ & HELENA HEMMINGSSON²

The analysis revealed three main themes:
 Just like the others but not quite;
 Participation in terms of being where things actually happen and;
 Participation as studentcooperation.

A major finding was the importance the students put on being where things actually happen, this being regarded as being even more important than doing the same activities as the other students.



Occupation and Participation as theoretical and empirical concepts

- how do they relate to each other
- and what are the implications?

The diagram illustrates the relationship between occupational form and performance. On the left, 'Occupational Form' leads to 'The Person's Developmental Structure' (via 'Meaning') and 'Occupational Performance' (via 'Purpose'). 'Occupational Performance' then leads to 'Occupational Form' (via 'Impact'). On the right, a flowchart shows 'Health Condition (disorder/disease)' at the top, which influences 'Body function & structure (Impairment)', 'Activities (Limitation)', and 'Participation (Restriction)'. 'Body function & structure' and 'Activities' are interconnected, as are 'Activities' and 'Participation'. 'Environmental Factors' and 'Personal Factors' are shown as inputs that influence the lower levels of this model.

Defining occupation

AOTA-position paper 1995 consensus paper:
Ordinary and familiar things that people do everyday

Defining occupation

Occupation refers to everything that people do during the course of everyday life (CAOT Position Statement on Everyday Occupations and Health, 2003)

COPM 1997:
"Occupation refers to groups of activities and tasks of everyday life, named, organized and given value and meaning by individuals and culture. Occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure), and, contributing to the social and economic fabric of their communities (productivity)."

Defining occupation

Occupational science

"Occupations are defined in the science as chunks of daily activity that can be named in the lexicon of the culture. Occupations are embedded in the lives of people and take on different nuances depending on their context."

From the book "Occupational Science" F.A. Davis, 1996.

Defining occupation

Ann Wilcock:

"all purposeful human activity" (in the generic sense)
(An Occupational perspective on health)

Complex and can be described in many ways: occupation as a synthesis of doing, being and becoming.

(Reflections on doing being and becoming, CJOT dec -98)

Doing: People spend their life almost constantly engaged in purposeful doing

Being: contemplation and enjoyment of inner life – to discover themselves, to think, to reflect, to simply exist.

Becoming: life is a process about becoming – becoming I, becoming competent, becoming a social being.

(Also Belonging in the last edition of the book)

Defining occupation

ENOTHE - consensus definition April 2006

Activity

A structured series of actions or tasks that contribute to occupations.

Occupation A group of activities that has personal and sociocultural meaning, is named within a culture and supports participation in society. Occupations can be categorised as self-care, productivity and/or leisure.

<http://www.enothe.hva.nl/tq/terminology.htm>

Defining occupation

Human, person people

Do doing performance	Activity groups of activities chunks of daily activity	daily activity everyday life everyday	Purposeful meaning	can be named named familiar
Action	Complexity	Regularity	Intentionality	Culturally defined S-c/les/prod

Being?? Becoming?? Belonging??

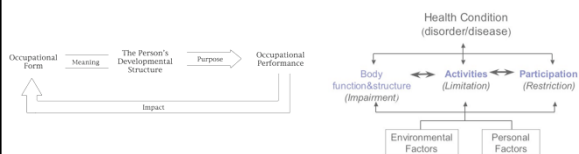
Supports participation in the society!?

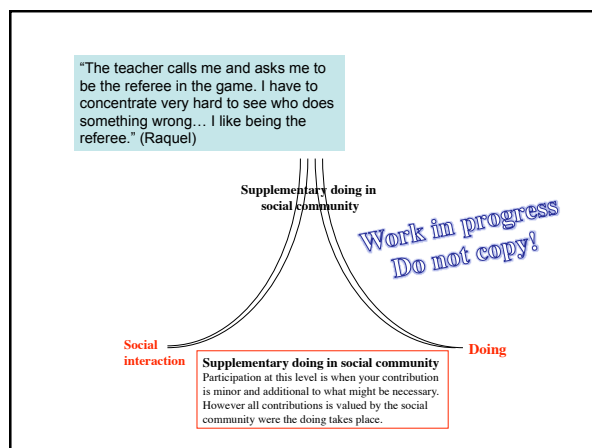
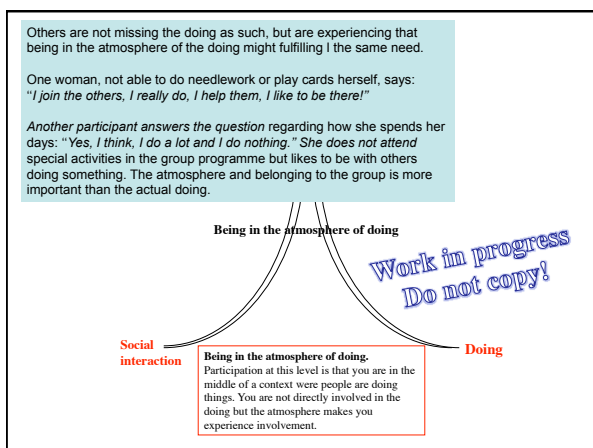
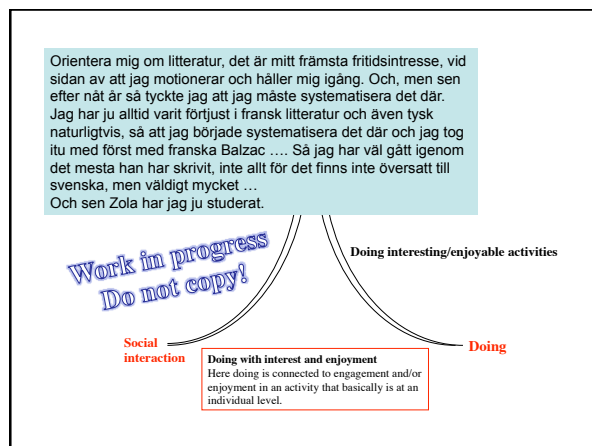
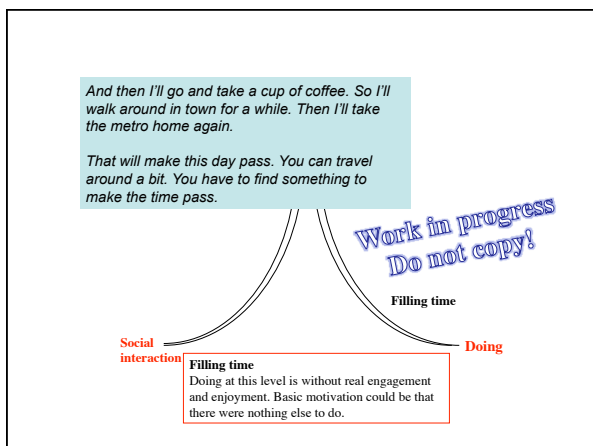
Occupation and Participation

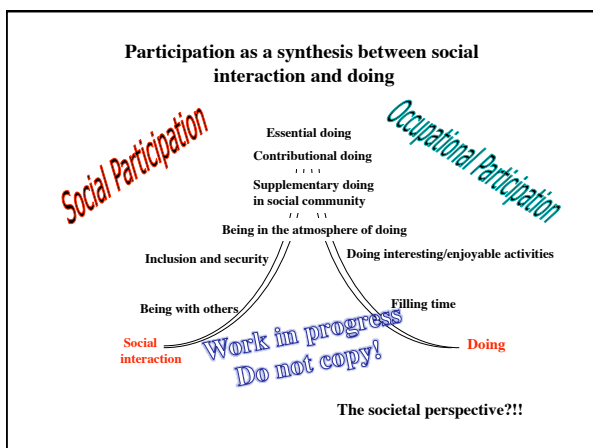
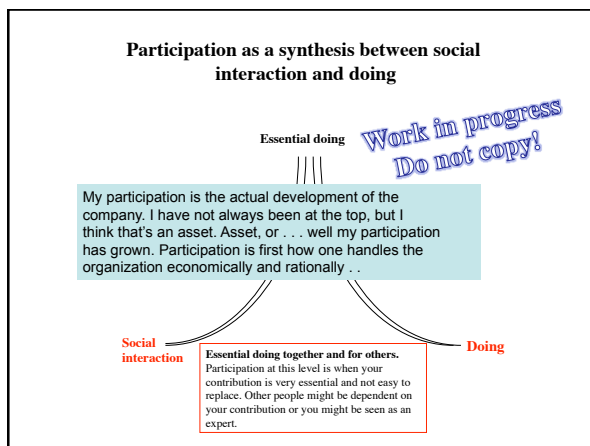
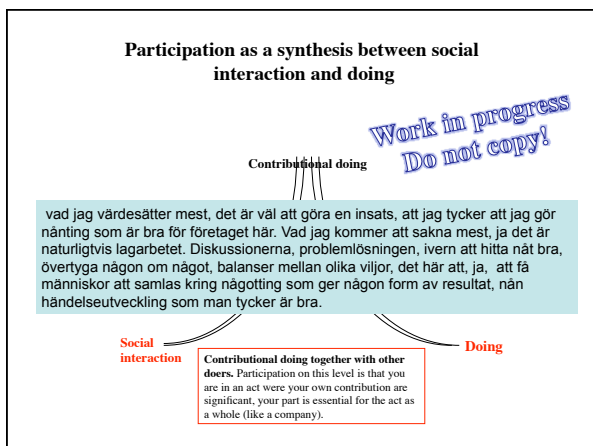
as theoretical and empirical concepts

- how do they relate to each other

- and what are the implications?







References

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