

CRAFTING SPACES FOR ADVOCACY AND ALLYSHIP THROUGH CRITICAL INTERSECTIONAL PEER DIALOGUE

Barry Trentham PhD

(he,him)

Anne Lang-Étienne Memorial Lecture

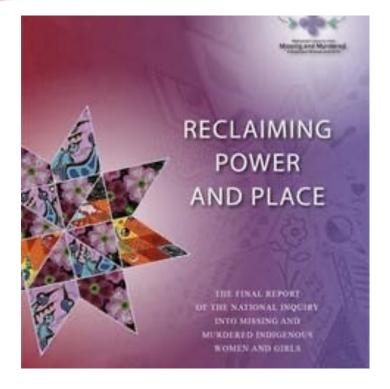
University of Ottawa

August 6, 2021

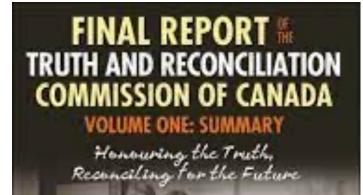
ANNE LANG-ÉTIENNE 1932-1991

"she lived by her craft and honored, as she did all of her life, the artisans' tradition and their mode of experiential apprenticeship (Lang-Étienne, 1988 in Thibeault, 2002)





Impacts of colonialism on the lives of Indigenous Peoples







"Black Lives Matter - We Won't Be Silenced - London's Oxford Circus - 8 July 2016." by <u>alisdare1</u> is licensed under <u>CC BY-NC 2.0</u>

Anti-Muslim hate 'normalized' for to say many in Muslim community mou deadly London attack

CBC News · Posted: Jun 08, 2021 8:17 PM ET

Check for updates

Original Article



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Marie-Lyne Grenier Department of Occupational Therapy, McGill University, Montreal, QC, Canada

Cultural competency and

the reproduction of White

supremacy in occupational

therapy education

Abstract

Background: In this two-part paper, critical race theory is used as an analytic tool to examine how anti-Blackness, anti-Indigenous colonial relations and Orientalism have and continue to influence the ways in which occupational therapy is taught and practised in Canada. and

ure

Purpose: The purpose of this paper is to incite reflection on the ongoing oppressive narratives that pervade occupational therapy education and support culturally unsafe practices.

Methods: Through the lenses of liberal multiculturalism, liberal recognition politics and neoliberal capitalism, the author demonstrates how notions of 'cultural competency' are the logical product of an institutionalised racism that functions as a tool for the reproduction of White supremacy and racism in healthcare and healthcare education.

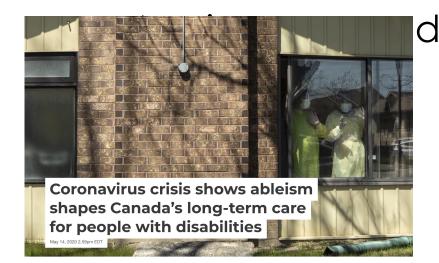
Conclusions: Findings challenge the ongoing use of cultural competency frameworks in healthcare systems and education and propose a radical shift towards critical and structural frameworks.

Keywords

Cultural competency, critical analysis, occupational therapy, White supremacy

Covid revelations: Ageism & Ableism





https://theconversation.com/ca

Global News, Canadian Press Posted January 4, 2021 at: <u>https://globalnews.ca/news/7553334/ontario-long-term-care-homes-covid19-outbreaks/</u>

"It's hard to identify a historic moment in real time, to pinpoint it when you're living it."

July 7, 2021

Toronto Star

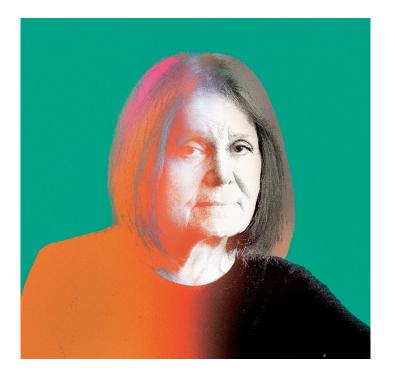


Dr. Kofi Hope Wellesley Institute



WHERE I'M COMING FROM....

....and why that matters.



Gloria Steinem

Photo illustration by Bráulio Amado

"But there is an advantage to being old. I have a role to play in the movement by saying, 'Here's when it was worse.'"

David Marchese New York Times, Sept 9, 2020



AN OPTION FOR WHO?

My OT self ...





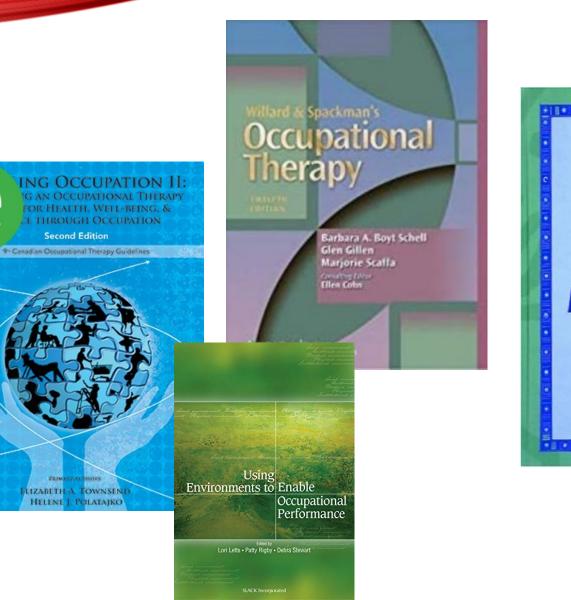


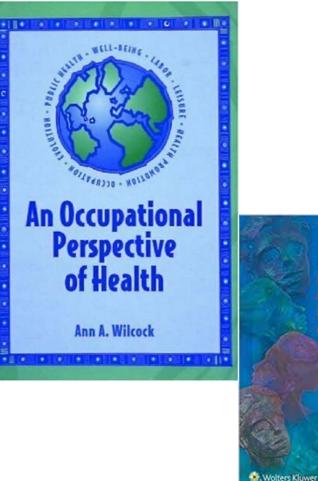


My other occupational self...



OT SPACES OPENING UP....







Kielhofner's Model Of Human Occupation FIFTH EDITION Renée R. Taylor

equity, diversity & inclusion

anti-oppression critical reflexivity queer theory cultural humility intersectionality cultural safety Two-eyed seeing Post-colonialism critical disability theory anti-racism social accountability critical race theory critical gerontology

Difficult conversations with people I care about



A CALL TO ADVOCACY.....

DR. BONNIE KIRSH MURIEL DRIVER LECTURE 2015



Transforming values into action: Advocacy as a professional imperative

https://youtu.be/Kol4pO0bm8U

WHAT IS ADVOCACY?

"A key enablement skill enacted with or for people to raise critical perspectives, prompt new forms of power sharing, lobby or make opinions known to key decision makers"

(Townsend & Polatajko, 2013)



JOURNAL OF OCCUPATIONAL SCIENCE, 2017 https://doi.org/10.1080/14427591.2017.1402809



Check for update

-571, http://dx.doi.org/10.1080/21565503.2015.1050411



Exercising senior citizenship in an ageist society through participatory action research: A critical occupational perspective

Barry L. Trentham^a & Sheila M. Neysmith^b

^aAssistant Professor, Department of Occupational Science and Occupational Therapy and Rehabilitation Sciences Institute, Faculty of Medicine, University of Toronto, Ontario, Canada; ^bProfessor Emerita, Factor-Inwentash Faculty of Social Work, University of Toronto, Ontario, Canada

ABSTRACT

This paper analyses the experiences of a group of senior citizens living in a large Canadian city as they engaged in advocacy focused on home care services. The methodology used was participatory action research (PAR); data were collected over a 2-year period. Findings are considered within an understanding of citizenship as an occupational role, an occupational possibility constrained by conventional ageist views on ageing as reinforced and informed by successful ageing concepts situated within a neo-liberal political context. Key themes emerging from the analysis were naming, exposing and resisting ageism; identifying oneself as a senior citizen; balancing occupational demands in light of age-related changes; and social media as an exclusionary or enabling tool for advocacy. The PAR project is described as it was experienced around several political social actions including letter writing campaigns, political dispositions, and the development of informational materials on ageism. As a socio-cultural condition constraining occupational possibilities for older adults, findings highlight how ageism shapes how senior citizens exercise their citizenship through resistance to normalizing influences. The study illustrates a transformative approach to occupational science research aimed at creating knowledge that leads to social change.

ARTICLE HISTORY Accepted 31 October 2017

KEYWORDS

Ageism; Advocacy; Senior citizenship; Participatory action research; Occupational possibilities; Transformative occupational science research SAY

and senior citizen advocacy: an inclusive tool to resist ageism?

*, Sandra Sokoloff^{a,b}, Amie Tsang^a and Sheila Neysmith^c

cupational Science & Occupational Therapy, University of Toronto, 160-500 University N, Canada M5G 1V7; ^bFaculty of Information, University of Toronto, 140 St. George St., vda M5S 3G6; ^cFactor-Inwentash Faculty of Social Work, University of Toronto, 246 vto, ON, Canada M5S 1V4

2014; accepted 16 October 2014)

tion aging, interest groups demand that governments act to prevent a perceived sis. Senior citizens remain frustrated in their efforts to influence the response of rs. In an effort to strengthen their voice, one group of senior citizens, engaged atory action research project, questioned how online social media could be used vcacy efforts. This query led to an examination of the literature with the *primary* determining what is known about the use of social media by senior citizens for of social advocacy. The *outcomes* of the review revealed that very few studies examined this question. Senior citizen online roles were depicted as consumers formation or socializers with family and friends. Ageist assumptions informed of computer hardware, online formats and norms for social engagement. Senior e concerns about the trustworthiness of social networking sites and while social xclude senior citizens from public debate, the authors *conclude* that the pressing pcus on age-friendly design and supports. With these in place, social media can nue for senior citizens to challenge ageism and influence public policy discourses.

social media; ageism; senior citizenship; advocacy; political activism

EASY ADVOCACY AND BLINDLY SUPPORTING?



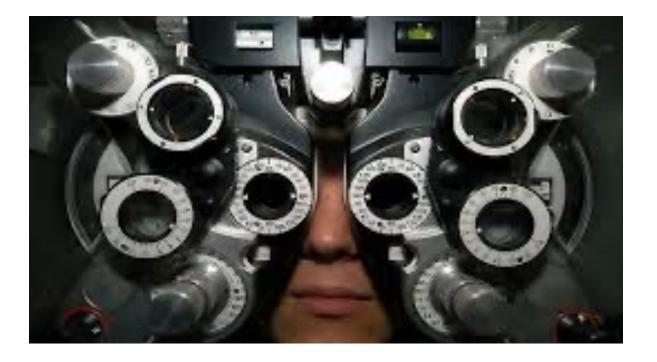
As much as I desperately wanted to help, I needed to step back, listen and follow.

The second lesson I've learned about is that while *allies* working in *solidarity* must follow the lead of others, we can't blindly support.

Because no one can be in solidarity with an entire community.

Kofi Hope, July 7, 2021

Appreciating complexities through relationships



"But when you actually get into the work, when you start meeting and building on the ground, you recognize the complexity. **To build relationships with communities so that you can understand the nuances and different opinions** held by the people you wish to walk with."

"As in any relationship, it takes time to build trust and it takes attention. Sure, it's not easy, but what of value in life is?" (Hope, 2021-Tor Star)

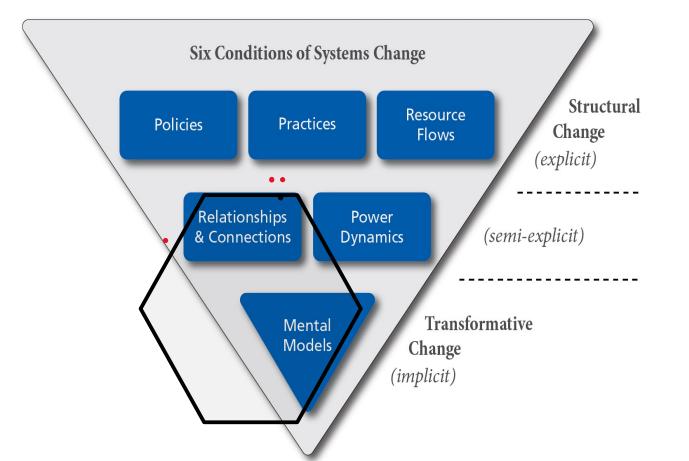
TO ENABLE THIS HARD WORK.....

Relationship building!!

Towards collective action!

WATER WATER SYSTEMS CHANGE MODEL (KANIA, KRAMER & SINGE, 2018)

FIGURE 1. SHIFTING THE CONDITIONS THAT HOLD THE PROBLEM IN PLACE





Award of Merit 2020 Prix d'excellence

-0---

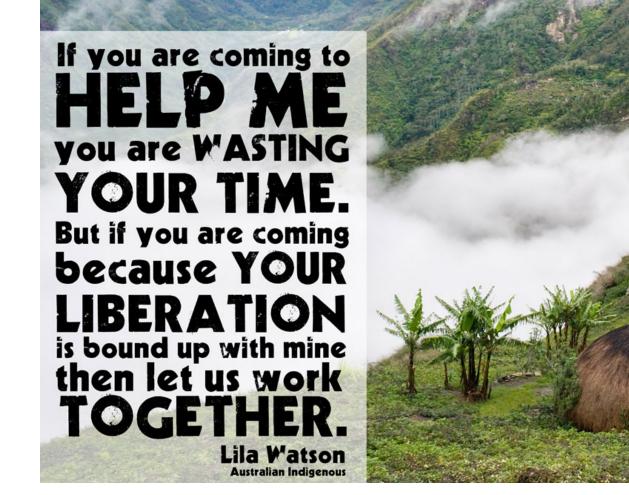
Kaarina Valavaara and Angie Phenix

PRACTICING ALLYSHIP....

- an active, consistent, and arduous practice of unlearning and re-evaluating, in which a person in a position of privilege and power seeks to operate in solidarity with a marginalized group
- allyship is not an identity—it is a lifelong process of building relationships based on trust, consistency, and accountability with marginalized individuals and/or groups of people

• The Anti-Oppression Network https://theantioppressionnetwork.com/allyship/

WHOSE Struggle?



Posted on <u>June 8, 2016</u> by <u>Nora Zaki</u>



CRAFTING SPACES FOR ALLYSHIP THROUGH DIALOGUE??

DIALOGUE

"Dialogue involves committing one's whole self to communicative exchange and emphasizes interpersonal relationships and trust. Its result is often not a specific answer; rather, it **is enhanced understanding** through the generation of **new questions and possib**ilities and action in implementing solutions."

(Kumagai et al, 2018)



Dr. Arno Kumagai U of T Chair Medical Education

CRITICAL INTERSECTIONAL PEER DIALOGUE

Engaging in reflexive discussions across differences

- Powers at play
- Historical relationships
- Multiple identities

(Trentham et al, 2020)



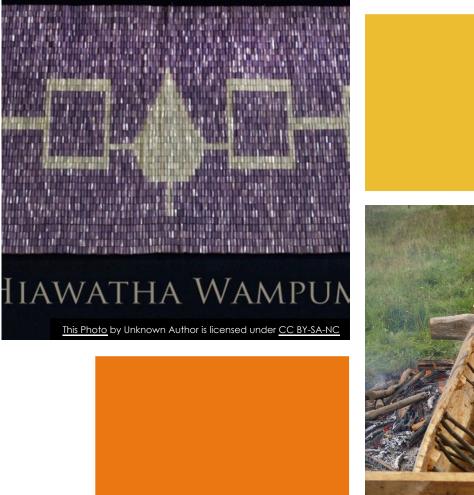
CRITICAL REFLEXIVITY

Here, reflexivity is meant to be a **habit** that comprises **introspection**, **intersubjective reflection and collaboration**, and a critical analysis of social conditions and injustice.36,37 (Kumagai & Naidu, 2015)

craft (n.)

- Old English *cræft* (West Saxon, Northumbrian), *creft* (Kentish), "power, physical strength, might," from Proto-Germanic *krab-/*kraf- (source also of Old Frisian kreft, Old High German chraft, German Kraft "strength, skill;" Old Norse kraptr "strength, virtue"). The ultimate etymology is uncertain.
- Sense expanded in Old English to include "skill, dexterity; art, science, talent" (via a notion of "mental power"), which led by late Old English to the meaning "trade, handicraft, employment requiring special skill or dexterity," also "something built or made." The word still was used for "might, power" in Middle English.
- Use for "small boat" is first recorded 1670s, probably from a phrase similar to *vessels of small craft* and referring either to the trade they did or the seamanship they required, or perhaps it preserves the word in its original sense of "**power**."

Online Etymology Dictionary (https://www.etymonline.com/word/craft)





This Photo by Unknown Author is licensed under <u>CC BY-SA</u>

- <u>space (n.)</u>c. 1300, "extent or area; room" (to do something), a shortening of Old French espace "period of time, distance, interval" (12c.), from Latin spatium "room, area, distance, stretch of time).
- Online Etymology Dictionary (<u>https://www.etymonline.com/search?</u> <u>q=space</u>)

Giving time and holding space



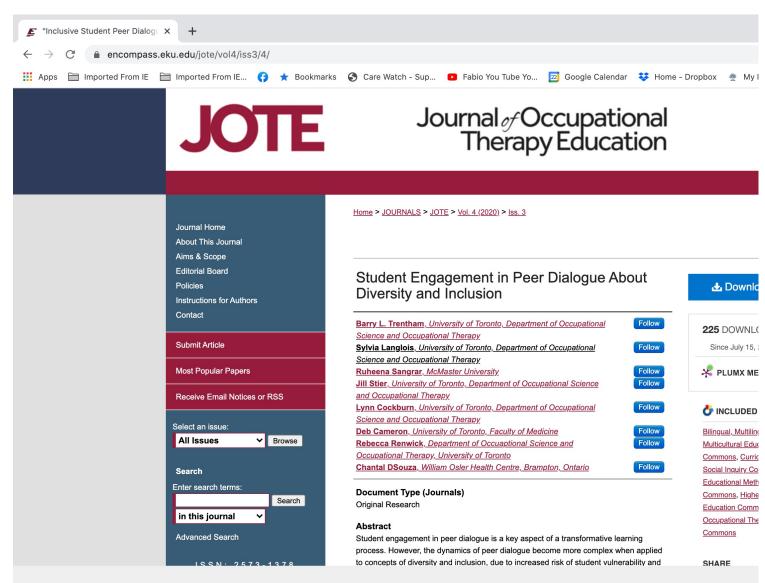




SAFE SPACES?

BRAVE SPACES?

RESPECTFUL SPACES ?



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https://encompass.eku.edu/do/search/?q=author_iname%3A"Langlois" author_fname%3A"Sylvia"&start=0&context=1485146

LESSONS FROM IPD STUDY

- Problematizing the notion of diversity
 Storytelling and 1st person accounts
- Integrating placement experiences
 into classroom EDI discussions

CRAFTED SPACES: FACULTY AND STUDENTS SPACES

Equity, Diversity and Inclusion Curriculum Committee



Dr. Ruheena Sangrar Co-Chair



Dr. Rosalie Wang Co-Chair

EXAMPLES OF EDI-RELATED CLASS FLOW

Introduction to Equity, Diversity and Inclusion

Voices of historically marginalized groups

Intersectional Peer Dialogues in the Classroom

Dealing with Discrimination in Practice Settings

Anti-Oppression and Mental Health

CRAFTING CIPD NORMS

CLASS OF 2019 D&I NORMS



SELF-REFLECT AND CHALLENGE ASSUMPTIONS

- Challenge your assumptions and reflect on how they affect your own attitudes and behaviours
- Be aware of privilege by reflecting on interactions, values, and assumptions
- Understand how one's intersectional identities can impact their experiences
 Recognize how your privilege can be
- used to form allyshipsBe open-minded to other perspectives
- Be aware of situations and settings

ADVOCATE FOR EQUITY AND INCLUSIVITY

- Be an ally to those who face discrimination
 Accept individual differences and
- respect boundaries



CLASS OF 2019



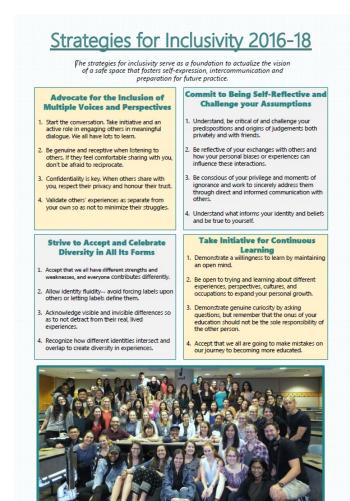
BE MINDFUL

- Use respectful language
- Validate others' experiences and appreciate their stories
- Create a safe space for discussion without judgment
- Be sensitive to those with hearing impairments (e.g., always use a mic)
- Be mindful of how you express yourself non-verbally (e.g., tone, body language, laptop use, etc.)
- Support others'mental well-being by reaching out and checking-in

BE A LIFE LONG

- Take initiative and use available resources to learn
- Be comfortable with being uncomfortable
- Engage in open dialogue and encourage sharing experiences

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CRAFTED SPACES:

Mentoring

Advocacy

• Support

PRACTITIONERS

CRAFTED SPACES: STUDENT INITIATED

Inclusion Diversity Equity Accessibility

Unlearn

- Reading circles
- Critical dialogues

- awareness raising events
- speaker series
- student reps on faculty committees



CRAFTED SPACES: STUDENT INITIATED





Samira Omar PhD (C), UofT



Tanjot Gill UofT MScOT Std

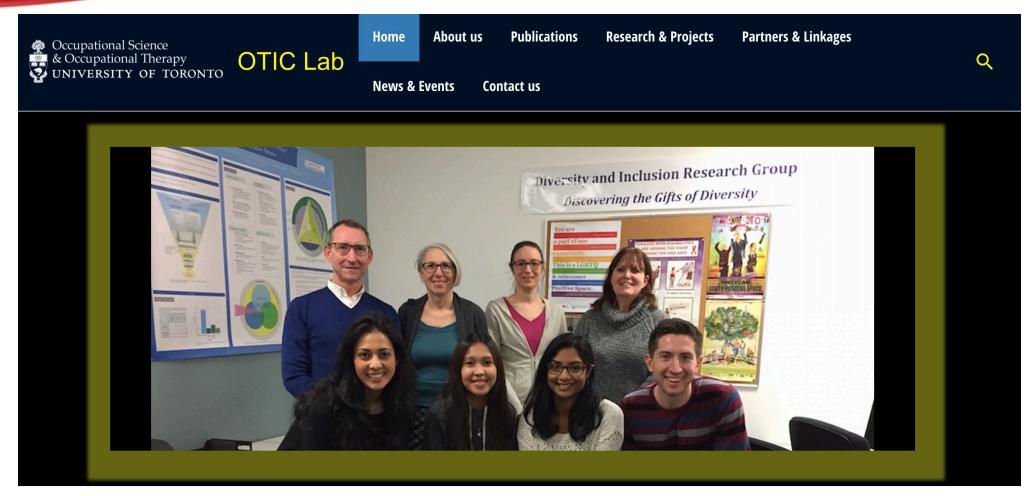
with **Amie Mah** U of A MScOT Std

BOTOA

Black Occupational Therapists of Ontario Association

Contact Patrice de Peiza at: <u>BlackOTsOntario@gmail.com</u>

CRAFTED SPACES: RESEARCH



oticlab.utoronto.ca

Occupational Transitions and Inclusive Communities (OTIC)

SO MANY EQUITY CHALLENGES!!

Religious intolerance

Climate change

Indigenous treaty rights

Ageism & Ablism

Transphobia

Systemic anti-Black racism....

SUSTAINING AND NURTURING OUR CHANGE EFFORTS

Long-time advocate finding pleasure in friendship and shared purpose.





Bea Levis 1918-2018

Care Watch Ontario Co-Founder



July 26, 2021

Contact: b.trentham@utoronto,ca



Her Excellency The Right Honourable Mary Simon Governor General of Canada

IN ACKNOWLEDGEMENT

EDI Curriculum Committee

Debbie Cameron Lynn Cockburn Naomi Davids-Brumer Anne Fourt Shone Joos Sylvia Langlois Janna MacLachlan Ruheena Sangrar Jill Stier Rosalie Wang

OTEA

Chantal D'Souza Samantha Jagasar Janany Jeyasundaram Joy Ann Perry Amie Tsang Sachi Wijekoon Raquel Williams

** 35+ years of brilliant OT students, too many to mention, who have taught me so much!

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