

Directions for advancing the study of work transitions in the 21st century

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Abstract. *Objectives:* The purpose of this article is to share the details, outcomes and deliverables from an international workshop on work transitions in London, Ontario, Canada.

Participants: Researchers, graduate students, and community group members met to identify ways to advance the knowledge base of strategies to enhance work participation for those in the most disadvantaged groups within society.

Methods: A participatory approach was used in this workshop with presentations by researchers and graduate students. This approach included dialogue and discussion with community members. In addition, small group dialogue and debate, world cafe discussions, written summaries of group discussion and reflection boards were used to bring new ideas to the discussion and to build upon what we know.

Findings: Two research imperatives and six research recommendations were identified to advance global dialogue on work transitions and to advance the knowledge base. Occupational justice can be used to support future research directions in the study of work transitions.

Conclusions: Moving forward requires a commitment of community of researchers, clinicians and stakeholders to address work disparities and implement solutions to promote participation in work.

Keywords: Work disparities, occupational justice, occupational transitions

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1. Introduction

In June of 2009 a workshop titled *Work Transitions in the 21st Century: Advancing Occupational Justice* was held in London, Ontario, Canada at the University of Western Ontario. The purpose of this workshop, reflected in the title, was to promote discussion and dialogue on work transition solutions for persons experiencing ongoing work disparities. The original goal of this workshop was to establish a research direction and a new framework for investigating sustainable opportunities to promote the participation in work occupations for persons in the most disadvantaged groups in society. These groups include people with low economic status, those who work in rural places and those who may lack social power and have restrictions placed on their agency, such as persons aging with and without disabilities, immigrants, seasonal migrant workers, women, persons with disabilities, Aboriginal youth and adults, and youth facing barriers to education. Understanding work transitions included examining the barriers and steps to enter into employment as well as identifying the processes of change and resources needed to assist persons in sustaining and maintaining employment in a changing 'world of work'. Participants in this workshop comprised occupational scientists, occupational therapists, sociologists, women studies scholars, graduate students in health and rehabilitation sciences, and immigrant, Aboriginal and disability community members. As well participants represented views from Canada, Brazil, United States, Ireland and New Zealand (see author list). In the workshop we encouraged dialogue and debate on the problems and solutions using an occupational justice perspective [3, 8]. This framework assisted the workshop participants in formulating directions and recommendations related to advancing the knowledge base on work transitions for groups of people that experience work disparities and differences that preclude them from obtaining and participating in mainstream employment. One of the events that prompted the need for this workshop was the reflection on articles by Shaw and Rudman in a special issue of the journal *WORK* Issue 32 in 2009 on Occupational Science with a focus on occupational transitions into and out of paid employment for persons with disabilities, immigrants, and older workers. In this special issue Shaw and Rudman [5] proposed a definition of occupational transition that emphasized micro occupational transitions that happen at the level of the individual and macro occupational transitions that consider structural level changes for organizations

and systems. Further to this, Shaw and Rudman [5] noted that a common global theme among articles about persons with disabilities and immigrants was the lack of timely progress toward mainstream productive employment despite efforts to promote their participation in work. These two authors along with their colleagues in the graduate program in occupational science proposed that more effort is needed to fully understand the solutions that do exist and to identify gaps where future research and methodologies might further knowledge generation about work transitions to better address inequities in access to paid employment. In addition, they proposed that solutions are needed that also consider the changing world of work. These ideas provided the impetus for the workshop.

This international workshop was hosted and partially funded by the School of Occupational Therapy in the Faculty of Health Sciences and the Social Sciences and Humanities Research Council (Canada) (SSHRC). The overview of presentations and discussions are outlined in Figs 1 and 2. Of special note on Day 1 we encouraged the involvement of community members to participate in sharing their knowledge of the current barriers and participate in generating ideas for solutions for change.

While the original intent of the workshop was to identify solutions that can achieve improved employment outcomes through developing a conceptual model, something different transpired. Over the course of the two days through dialogue, discussion and interpretation of what is needed for change occupational justice became the unifying construct from which we were able to establish directions for advancing knowledge about *solutions* and *advocacy*. Rather than developing a universal conceptual framework to support all research on work transitions the results of the workshop lead to two research imperatives and six recommendations. These were generated by comparing and analyzing all of the documents and dialogue to synthesize the outcomes from the workshop. These imperatives and recommendations were consistently evident throughout the small group discussions, the conceptual modelling activities and the documentation from the final world café (see www.theworldcafe.com) approach on Day 2 that focused on what needs to be done and how to do it.

Three years have passed since the inception of the workshop took hold and we have advanced on some of the suggestions from the actual workshop and they are included in this special issue of *WORK*. The imperatives, recommendations, and deliverables discussed at the workshop to advance knowledge on work transi-

Workshop on Work Transitions in the 21st Century – Advancing Occupational Justice**Day 1 Session 1** – Topic introduction presentations entitled

Rosemary Lysaght: <i>Employment options and challenges for adults with intellectual and cognitive disabilities</i>	Catherine Backman: <i>Women and work</i>	Robin Stadnyk: <i>Older adults, occupational justice and work</i>	Anthony Issac and Treena Orchard: <i>“in your own truth” rhetoric, reality and respect when working with Aboriginal populations</i>	Suzanne Huot & Jan Cichuru: <i>Underlying truth excuse or reality Labour market integration of migrants in Canada</i>	Melinda Suto: <i>Stigma and Mental Health</i>
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Day 1 Session 2 – Small group Sessions to discuss with community members, researchers and graduate students what are current issues in the field in addition to presentations

Day 1 Session 3 – Theoretical and methodological perspectives I

Debbie Laliberte Rudman: <i>Life course perspectives: Placing work transitions and disparities in time and context</i>	Karen Rebeiro: <i>Considering transitions in context. Transitions to employment for persons with serious mental illness in North Eastern Ontario</i>	Rhysa Leyshon: <i>Defining a Successful return to work</i>	Sandra Galheigo: <i>Youth inequality in transitions school-to-work: reflections on current tendencies and empowering strategies</i>	Sharon Dale Stone: <i>Disablement</i>	Clare Hocking: <i>Working for citizenship: The dangers of Occupational Deprivation</i>
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Fig. 1. Day 1 workshop overview.

tions for those with work disparities are outlined below. We, all of the participants and authors of this paper, hope that the outcomes from this workshop will further the development of knowledge and serve to provide a foundation and impetus to involve more disciplines and stakeholders in the future research of work transitions for persons experiencing work disparities around the globe.

2. A call for occupational justice to guide research and social change in work transitions

Placing and positioning occupational justice as the central core of the workshop was used to focus on the justice of difference [8], experienced by persons with work disparities. According to Nilsson and Townsend [3] occupational justice is a justice of difference that recognizes occupational rights to inclusive participation in everyday occupations for all persons in society, regardless of age, ability, gender, social class, or other differences. Furthermore, Townsend and Wilcock [8] posited that occupational justice is about the establishment of a justice of doing and inclusion in participating as a citizen in society. The focus in this workshop was on the occupational rights to participation in employment or paid work and on solutions to achieve this through research and programs or practices. Occupational justice was used in part as a backdrop to support a critical dialogue on injustices to

highlight and illuminate the nature and realm of work disparities that in turn lead to occupational deprivation, imbalances and marginalization. In this way occupational justice as a theory served as a central catalyst for rethinking about how injustices due to differences are experienced and helped to raise questions about the way work is viewed and valued for some and not others. Given this, we explored ‘Is work a human right?’, and if so, how can this stance of ‘work as a human right’ be used to overcome injustices to promote participation in work? Further, if participation in work is a means to achieve, nurture, enrich and facilitate human potential how can we promote inclusion in work for those who experience disparities? Moreover, if work supports the inclusion in citizenship, is only paid work equated with the benefits and responsibilities of citizenship? Other questions were ensued such as ‘What is the value of persons who experience work related occupational injustices to society?’ and ‘Are they less valued and thus marginalized?’ This critical reflection on occupational injustices (through presentations, dialogue with community partners and small group sessions, and ongoing opportunities for reflection in the midst of this workshop) helped solidify how this perspective might inform avenues for change. It also emphasized how the many solutions shared at the workshop might be reframed to further enhance opportunities and processes to support inclusion for those that have and will experience work related differences and disparities in transitioning into and out of work. In addition, this justice of

difference perspective and dialogue changed the focus on how to change the individual to more dialogue and theoretical discussion informing ways to create conditions for agency through community and societal based solutions for change as well as ways to address systemic and structural injustices that inadvertently or in some situations purposefully promote work imbalances and subsequent occupational alienation [7] for Aboriginal youth, women, immigrants, seasonal or migrant workers, older workers, and persons with disabilities.

For researchers at the workshop and beyond, using occupational justice presents a wider 'human rights' perspective underscoring a different ontological and epistemological consideration about how we come to know about work disparities. Given, that it is a justice that recognizes differences, it follows that injustices must be understood as they relate to the nature and contexts in which differences arise. Thus, occupational justice as a philosophical and theoretical perspective offers an anchor for shifting methodological discussions on not only what we need to know or what is known, but also for uncovering what we might have missed in the previous study of work disparities. It also serves as a launch pad to consider how best to approach ways to advance knowledge through the study of current work disparities and prevent future disparities.

With occupational justice as the core construct informing our dialogue it opened the door to understanding areas of injustice that might otherwise have been overlooked as well as areas that require new and ongoing research on injustices that are shaped within dynamic cultures and in the current transformational world of work. For instance, through hearing and reflecting on the experiences of Aboriginal youth in an Ontarian context that were presented at the workshop, it became clear that issues surrounding work disparities must be considered and understood within an historical and political frame. This process is needed in order to begin the process of change and to unravel the direction and source of opportunities to promote change. The foundation for change rests first with acknowledging, appreciating, understanding, and recognizing the history and the socio-cultural and political nature of past work disparities. This approach is needed to build capacity within the socio-cultural and political systems, and education settings to prepare and construct opportunities that can lead to employment.

The understanding of occupational justice as a justice of difference is currently evolving according to Townsend and Wilcock [8]. It follows that future research is needed on the prevention of occupational in-

justices that lead to marginalization and exclusion from work. This need is consistent with Shaw and Rudman's call in early 2009 to the work rehabilitation community of researchers and furthered by Galheigo [1] in her key note address to occupational therapists and scientists worldwide, that is to promote more critical dialogue about human rights in order to inform the change process(es) that positively impact on work transitions and occupational participation. From our workshop in June of 2009 the following imperatives and research directions were identified. These imperatives and research directions were shared with one of our funders of this workshop the Social Science and Humanities Research Council (SSHRC). However, it is not up to funders alone to move the agenda forward, in fact it is up to a community of people and researchers along with funding partners and stakeholders to work together to advance knowledge and use knowledge in action.

2.1. Research imperatives

2.1.1. Imperative I: Growing and sustaining epistemic communities to address work disparities

Participants at the workshop proposed that further dialogue is needed within epistemic communities [2,4] interested in work disparities. While we, the workshop participants, represented part of an epistemic community there are others that also need to be involved. This widening of the epistemic community would include a more pluralistic approach to a complex issue and involve researchers from different disciplines with a common interest in addressing work disparities at the systems and structural level, along with philosophers, representatives from the health and rehabilitation sector. We also need input and knowledge from social work, geography, women studies, disability studies, labour and economic fields as well as employers and community representatives working with people from specific cultures or contexts. In turn, the building of knowledge and capacity to address work disparities through research and action would involve a greater number of people from community groups representing persons such as those excluded from participation in work or those not workplace attached, those persons experiencing work disparities within the workplace as well as groups with well known expected work disparities such as Aboriginal youth, persons with disabilities, women, older workers or immigrants and migrant workers. We feel that within regional or national contexts more focused workshops or summits on occupational justice need to be conducted.

Workshop on Work Transitions in the 21st Century – Advancing Occupational Justice**Day 2 Session 5** – Theoretical and methodological approaches II

Lilian Magalhaes: <i>Anti-racist and anti-oppressive practices</i>	Tal Jarus: <i>Transitions, occupational performance and participation</i>	Elizabeth McKay: <i>“I always wanted to be a teacher” Employment a Human Need</i>	Margaret Friesen Olga Krassikouva-Enns Laurie Ringaert Harpa Isfeld Advisory Group Members <i>Farmers’ perspectives on barriers and facilitators to return to work following disabling events: A methodology paper</i>	Anne Kinsella: <i>Relational Autonomy</i>
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Day 2 Session 6 – Conceptual synthesis/framework world café approach

Fig. 2. Day 2 workshop overview.

Recommendations to advance research and practice on work transitions

1. Integrate an understanding of historical influences (including geographical, social, cultural and political) on work identity.
2. Integrate an occupational science perspective to identify barriers and solutions for change to support work and work transitions at the macro and meso levels within national or regional or local contexts.
3. Use a life course approach to understanding dynamic patterns of work, work transitions and work disparities in a transformative working society.
4. Integrate a community/participatory approach that involves engagement of community groups in research on solutions and work in partnership to build capacity to promote change.
5. Integrate a trans-sectoral approach into knowledge generation about solutions for work transitions.
6. Use transdisciplinary approaches to enable work participation that includes a focus on work-life interaction and balance.

Fig. 3. Recommendations.

First, a conceptual mapping process is recommended to further elaborate on defining the key concepts of occupational justice that can inform new ways to plan, develop work policies and support policies to promote transitions, and inform dialogue on solutions to prevent and continue to meet the challenges of a society where work is transformative. Next, summits are then needed to explore contextual and community based solutions informing policy and community agency using an occupational justice perspective. These types of summits would also enhance knowledge sharing and dissemination that were also identified as an imperative during this workshop.

2.1.2. Imperative II: Knowledge syntheses, transfer, and mobilization

Participants shared a wide range of solutions that are known experientially to support work transitions that help to promote change at the level of the individual and to address system barriers to some extent. However, many of the solutions that might serve to address ‘differences in context’ for persons with various work disparities are not part of the typical health oriented evidence based knowledge that demonstrates effectiveness through deductive means. Thus, knowledge that might contribute to supporting systemic change or individual adaptation is not readily accessible for those that

need it, yet it may exist broadly within other knowledge bases, in a variety of languages, or be available through popular media, brochures, and policy manuals. Further, many types of solutions may be part of lived experience, grey literature or documented within inductive research studies, some of which were raised at the workshop but are undocumented and thus not available to others to consider or learn from. Hence, there is a need to build upon and bring together or synthesize some of the knowledge that actually exists so that others might use it, reflect on it, and inform new contextual ways to address barriers to change or further develop programs that might be enhanced with existing knowledge. Thus, there was overwhelming support at the workshop for more focus on knowledge generation strategies that build on what we already know through conducting knowledge syntheses and subsequent knowledge transfer methods. The emphasis of this imperative is to draw on what we currently know from various sources and to disseminate it largely for all users enacting and advocating for change such as community groups, professionals and policy makers. The range of knowledge syntheses must be broad and should include systematic reviews, integrative reviews of knowledge and programs, meta-ethnographies, and realist synthesis reviews. All of these strategies will add value to the knowledge base and provide prompts

to change current thinking, but also to focus more on strategies that can target opportunities for participation in productive work and serve as a knowledge base informing processes supporting transitions into and out of work.

Imperatives I and II are consistent with promoting changes at meso and macro systems and structural levels such as through social, health and rehabilitation and employment programs and social policy. Moreover, these imperatives if acted on will indeed make a difference in addressing work disparities and help to create contexts that support adaptation and change.

2.2. *Research recommendations for advancing knowledge generation and future study of work disparities and solutions for meaningful change*

There were many ideas about how to advance knowledge about work disparities and work transitions at the workshop. We purposefully asked researchers and community partners to share what the current underlying issues were that prevented participation in mainstream employment and propose strategies or solutions to address work transition needs for women, persons with disabilities, immigrants and Aboriginal youth. Then we asked researchers to suggest methodologies that are needed to bridge some of the gaps in researching occupational transitions and in overcoming work disparities. Across the presentations and documents that were formulated at the workshop the following six areas for research were emphasized consistently throughout the workshop and during the world café process at the end of the workshop to graphically and conceptually depict future directions. They represent some theoretical, methodological and practical research strategies. This list is not exhaustive, however these should act as catalysts for epistemic communities interested in work transitions and disparities to move the knowledge base forward.

2.2.1. *Recommendation 1: Integrate an understanding of historical influences on work identity in the study and knowledge base on work transitions*

This recommendation underscores the need for a contextual understanding of the history on the critical social and political issues that have shaped work disparities and solutions for populations within local or regional or national contexts. The need to develop a historical-contextual backdrop assists in promoting awareness of challenges and unresolved issues in the

development of identity of persons as valued workers or their becoming stigmatized with a negative occupational identity. Lack of a worker identity or having a stigmatized identity can contribute to current work disparities and subsequently perpetuate and preclude change. In turn, the lack of a perceived or expected worker identity over time can also hinder individuals or groups of people from preparing for or participating in work opportunities. In addition, achieving a historical understanding will also help to reveal strategies or catalysts that have promise or that might be integral to garnering system or community resources and / or supports needed to develop work identities and prevent disparities thereby promoting greater participation in work over time. As such methodologies that support a historical understanding of the contextual and lived experience of work disparities are needed when researching work transitions.

2.2.2. *Recommendation 2: Integrate an occupational science perspective to identify barriers and solutions for change to support work and work transitions at the macro and meso levels within national or regional or local contexts*

This recommendation offers a theoretical foundation for approaching the understanding of work disparities through identifying the barriers to work transitions (things that hinder or slow change), facilitators and strategies (things that prompt or promote adaptation and change) relevant to macro and micro occupational transitions. Sorting out and understanding the dialectical relationship between the micro and macro level factors important to occupational transitions can provide a more sustainable knowledge base for identifying ways to support change. For instance, macro barriers may include explicit and implicit systems or structural issues such as attitudes that might underpin policies that are or have become indifferent or complacent about the differences that need to be addressed to overcome or prevent work disparities. Macro barriers thus make it difficult for an individual or groups of people to obtain the types of assistance they need and when they need it. An occupational science perspective can direct a focus on the socio-cultural and political structures and systems within a context that govern what people are expected to do, want to do, need to do and what happens within these structures to create work disparities so that people cannot participate in or transition into work opportunities. Also at the micro level of the individual occupational science helps us to understand how participation in occupation serves

to transform and enable people and what is needed to prompt engagement and the motivation to do and to be as a worker. Moreover, occupational science emphasizes the need to consider how the macro and micro issues impact on work success given that participation in work is influenced by the expectations of others and society about who and when people should work and the resources available to support work and inclusive employment opportunities within communities.

Thus, an occupational science approach affords a foundation for understanding the sources of work disparities within communities and systems that limit or constrain a person or group of persons from transitioning into mainstream employment. In turn, it helps to identify sources in the short and long term amenable to change and those that are not. This approach also helps to highlight issues that require ongoing community efforts towards achieving change and promoting engagement at the individual level as well as rights to citizenship through work participation. Research methods are needed that can be used to conduct research into macro and meso level system and structural issues and the dialectical relationship with micro level occupational transitions.

2.2.3. Recommendation 3: Use a life course approach to understanding dynamic patterns of work, work transitions and work disparities in a transformative working society

This recommendation calls attention for researchers to fully understand work as a dynamic and ever changing occupation within society. Further, that within societies patterns of work will vary and may be changing, thus, they are not static and constantly need to be understood and evaluated by researchers when studying work disparities and in identifying strategies to promote access to and participation in work. More emphasis is needed to understand the expectations of society for how people move into and out of work based on the life course considering age, development, population shifts, and technology and industry shifts among others, but also considering how persons of difference may be expected to, or if they can, participate in these evolving patterns of work expectations. The examination of the life course and patterns of work will open the door to reveal the junctures of constraints and difficulties persons encounter in moving into new or different types of employment within the current context of work and to keep in mind that the definition of productive work is changing in society. Methods consistent with a life course approach and evaluating the patterns of work

are needed to prevent work disparities. These methods might also lend to knowledge that might inform ways in which a transformative work society might provide opportunities for work participation for persons with different needs and work challenges.

2.2.4. Recommendation 4: Integrate a community/participatory approach that involves engagement of community groups in research on solutions and work in partnership to build capacity to promote change

This recommendation focuses on the need to involve people in research on work transitions and work disparities that are directly engaged with people who experience differences and difficulties in work participation. Community members offer a rich source of knowledge and can make significant contributions to the shaping of research goals and to pointing out areas of focus that can make a difference in the daily and work lives of groups of vulnerable people. In addition to helping to direct research goals community members are also key users of knowledge and subsequently can move knowledge into action needed to prompt systems or program change. In this workshop and in the participants' research partnering with community members was underscored as essential for ongoing and future research into the prevention of work disparities. Community members play a key role in helping researchers stay focused on the dimensions of work disparities that would have the greatest impact on changing policy and resources needed and those that should be sustained. Furthermore, community members can help us foresee new issues that might arise as work itself transforms. Thus, research that is action oriented is strongly indicated to move knowledge forward in the study of work transitions.

2.2.5. Recommendation 5: Integrate a trans-sectoral approach into knowledge generation about solutions for work transitions

This recommendation speaks to the need to involve more people in knowledge generation in identifying context specific and sustainable solutions as well as the evaluation of systems and programs to promote timely access and participation in work. Many of the programs and solutions to promote participation in work that were discussed in the workshop were experiential accounts yet they were underpinned by a network of resources and supports within a community. Similarly, the barriers identified in the workshop pointed to the need for more involvement of different sectors to cre-

ate more opportunities for work participation. Participants at the workshop suggested that involvement of representatives and decision makers are needed from the industry, transport, economic development and job creation, financial, labour, and social sectors of communities and municipalities to address gaps and challenges to work participation within communities. Solutions require the cooperation of people from across sectors – hence the trans-sectoral approach. Engaging a trans-sectoral approach will provide a more integrated and sustainable approach to change. Researchers will need to begin to identify ways to formatively evaluate and capture the outcomes of programs that promote and sustain change in communities through using a trans-sectoral approach and to document the underlying mechanisms of these approaches relevant to supporting work transitions and increased participation of persons with differences.

2.2.6. *Recommendation 6: Use transdisciplinary approaches to enable work participation that includes a focus on work-life interaction and balance*

This recommendation is twofold. First, there was support for all social and health/rehabilitation/vocational disciplines to work on strategies to support persons with difference in preparing and finding employment from a common and shared goal that is also developed in partnership with the worker and his or her community of support. To work in a transdisciplinary way means to decide collectively among all of the stakeholders the best strategy and/or approach(es) for the person or groups of people who experience work disparities [6] in the context to achieve a sustainable work outcome. Second, there was support to focus on strategies that address the needs of the person to participate in daily and work life in a meaningful balance defined by the needs of the expectations of the person and the context. This type of approach is consistent with the philosophy of occupational justice in that it emphasizes that a person has a right to be productive as a citizen recognizing that work and home life are inextricably linked to sustaining productivity. For researchers, this recommendation emphasizes that new processes and outcomes need to be considered in evaluation of programs and their effectiveness. New ways of measuring outcomes coherent with the values of occupational justice relevant to work participation, productivity, and citizenship in daily and work life are indicated.

3. Workshop deliverables

The first major outcome of this workshop was to produce a special journal issue for the journal WORK with a focus on work transitions and future directions. Hence, this special issue of the journal WORK is comprised of this feature article on the workshop outcomes and four peer reviewed manuscripts from some of the presenters, researchers, and graduate students at the workshop. The second outcome involved a commitment from the journal WORK to develop knowledge transfer and dissemination avenues on the knowledge of work transitions. What transpired at the workshop was the inception of new column in the journal WORK proposed by the editor Dr. Karen Jacobs, titled *Narrative Reflections on Occupational Transitions*. The intent of the column is for clients who have successfully transitioned into, between, or out of occupations to tell their stories in narrative form.

The next was a commitment by WORK to publish peer reviewed knowledge syntheses in the form of formal research reviews on topics relevant to work transitions for persons that experience differences in access to sustainable employment. The final avenue was a commitment to the development of a series of videos from the workshop participants for use in educating Masters occupational therapists, and Masters and PhD students in occupational science on the importance of the concepts of occupational justice and work transitions. As a followup to using key learnings from this workshop, 15 Masters of Science students in Occupational Therapy in the class of 2011 at the University of Western Ontario participated in a subsequent intensive course on work transitions and reflected on work transition concepts from a Chilean context. Their peer reviewed reflections on work transitions in context are included in this special issue as a special section with a student lead editorial.

4. Next steps

Researchers, funders, community members, graduate students and workers are encouraged to consider these imperatives and research recommendations and to act on them to advance knowledge through synthesis and through new studies to prevent work disparities. We invite you to write a narrative reflection on occupational transition and submit it for publication. We also encourage you to collaborate with others and to build capacity to use knowledge and to act in your commu-

nity to achieve ongoing justice through opening doors to work participation.

The following thoughts are addressed to all audiences. They reflect participants' thoughts following two days of presentations and discussions around the current state of work transitions for populations with differences and work vulnerabilities. Audiences potentially include all members of society such as: government policy makers, agencies that fund research, researchers, health care/employment service providers, employers, insurers, and the various groups that make up the vulnerable workers (immigrants, Aboriginal peoples, persons with disabilities, injured workers, older workers, care workers and others).

- We need to collaborate, advocate, integrate and disseminate to instigate meaningful change.
- It takes a village to shift the paradigm, world, community.
- Package what you know, translate what we know, ensure others know and do, then act.
- We need to take action and move from problem focused to solution focused.
- We have enormous potential to effect change for the good – we just need to do it!
- We need to make political connections – get creative invite a politician to dinner.
- Create connections, contribute to visibility and learn from community experiences.

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