

Sorlie, Clarissa (2012) Using the Kawa Model to explore the 'Third Culture Kid' experience. In: College of Occupational Therapists (COT) Annual Conference, 12-14 June 2012, Glasgow, UK. (Unpublished)

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Session no 110.2**Paper presentation****Football as an intervention in role-emerging settings: a case study example****Keating, C⁽¹⁾ and Laki, G⁽¹⁾, Coventry University⁽¹⁾**

Using football as a meaningful occupation for clients with mental health conditions, this presentation will discuss our experience as undergraduate students on role-emerging placements. Two relevant case studies will demonstrate how the use of football as an intervention allowed a number of clients to achieve their aims and goals. The case studies will discuss the measured improvement in social isolation and development of social skills in football interventions at home and in the community with peers. The presentation will also acknowledge how the role-emerging setting of our placements facilitated creativity in our use of football as an intervention. The establishment of a football group and organising a tournament between homeless organisations and other marginalised groups has left a legacy to continue long after the placement concluded.

Our understanding of the value of engagement in activity for health and wellbeing, and the importance of recognising people as occupational beings has been consolidated through these experiences. We have been inspired to share our awareness with other members of the profession about the benefits for our clients, yielded by interventions around football.

Reference will be made to occupational science, occupational deprivation, meaningful occupation, the importance of roles and routines and the benefits of social inclusion for clients with mental health conditions.

References

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Finlay, L (2004) *The practice of psychosocial occupational therapy*. Cheltenham: Nelson Thornes Ltd.

Whiteford, G (2000) 'Occupational deprivation: global challenge in the new millenium'. *British Journal of Occupational Therapy*. 63(5), 200–204.

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Session no 110.3**Paper presentation****Using the Kawa Model to explore the 'Third Culture Kid' experience****Sørli, C⁽¹⁾, University of Cumbria (1)**

Children who accompany their expatriate parents overseas are referred to as 'Third Culture Kids' (TCKs) (Pollock and van Reken 2009). TCKs experience major transitions during their developmental years, a time when identity and sense of belonging are formed (Walters and Auton-Cuff 2009).

This presentation is based on a semi-structured interview conducted with an adult TCK using the Kawa Model (Iwama 2006) as a framework. Metaphors are frequently used to describe the TCK experience as these 'help the subject express feelings and situations with few words but much symbolism and descriptive experience' (Zilber 2004, p.17). However, to the author's knowledge, this is the first time the Kawa Model

has been used in TCK research. University ethical approval was obtained for the study.

The findings of this study will be discussed with consideration of implications for practice. Themes include the process of adjustment, the importance of the social environment and the influences on occupation.

As the world becomes increasingly globalised, the probability of occupational therapists encountering TCKs grows. Evidence suggests that TCKs are more likely to attend higher education institutions than the general population (Cottrell, 2002), and educators will therefore also benefit from awareness of the experiences of this group.

References

Cottrell, AB (2002) 'Educational and occupational choices of American adult Third Culture Kids' in MG Ender (ed) *Military brats and other global nomads: growing up in organization families*. Westport, CT: Praeger Publishers. pp.229–253.

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Walters KA and Auton-Cuff FP (2009) 'A story to tell: the identity development of women growing up as Third Culture Kids'. *Mental Health, Religion and Culture*, 12(7), 755–772.

Zilber E (2004) 'Mobility in metaphor: colourful descriptions of Third Culture Kids'. *International Schools Journal*, 23(2), 17–21.

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Session no 110.4**Paper presentation****Student reflection: implementing learning from a leadership experience visit to London****Crossley, G⁽¹⁾, The University of Salford⁽¹⁾**

This presentation will be an honest reflection on a leadership experience visit to London in June 2011 and how the learning from this visit has been implemented over the last year, also the influence it will have on me in the future. The visit involved meeting with The RT Hon Andy Burnham to discuss leadership and how to take an issue and do something about it.

Reflecting on how I felt I hadn't performed well at this meeting will be discussed and how I learned from it and improved in the next day's meetings with Julia Scott and Genevieve Smyth at the College of Occupational Therapists headquarters in London.

Learning from this visit impacted on my role-emerging placement where I had to promote occupational therapy to staff and service users. The visit gave me the confidence to take the opportunity to promote occupational therapy to a local council whilst visiting with service users and has directly inspired and impacted on my desire to seek out opportunities that will support my professional development, and will support me to adhere to the profession's *Code of ethics and professional conduct* (COT 2010).

Reference

College of Occupational Therapists (2010) *Code of ethics and professional conduct*. London: COT.