



Canadian Society of Occupational Scientists

2018 Student Award Winners

Occupational Science Stream:

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Project:

Title: Evidence- based practice regarding parents with physical and cognitive disabilities: Time for an update

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Abstract:

Introduction: Nowadays, more individuals living with disabilities choose to become parents, yet recent scientific and sociodemographic data on parenting with a disability are scarce worldwide. A perpetuated lack of evidence may lead to occupational injustice, stigma and breach in fundamental rights for individuals with disabilities who wish to accomplish themselves as parents. Objectives: 1) To update our understanding of the needs of parents living with physical and cognitive disabilities and taking care of a newborn, and 2) To report current scientific knowledge on parenting with physical and cognitive disabilities. Method: 1) Semi structured interviews were conducted with parents with disabilities recruited from a public rehabilitation center in Montreal, Canada. Interviews were adapted from the Activities of

Daily Living (ADL) Profile Interview, thematically analysed following audio recording and verbatim transcription. 2) Collected data is being compared and contrasted to a scoping review initiated in the spring of 2017 in the following scientific databases: MEDLINE, CINAHL, Embase and PsycINFO. Results: 1) 1 hour interviews were held with 10 parents (35,1 y.o. \pm 5,9 y.) with various medical conditions, civil status and parenting experience. Parents expressed diverse challenges in accomplishing newborn related daily living tasks and acquiring necessary parenting skills. 2) Over 4,500 references were retrieved for the scoping review. A preliminary review of the articles reveals minimal scientific literature related to parents with physical and cognitive disabilities' needs or specific parenting skills training. Conclusion: Accurate data are necessary to develop and implement meaningful supportive parenting services for which occupational therapists should strongly advocate for.