

Exploring Intersectionality through Vignettes: A Collaborative Approach to Understanding Community Mobility Barriers

Margarita Mondaca Assistant Professor at the Division of Occupational Therapy (PI Sweden)

Nicola Plastow Associate Professor Stellenbosch University (PI South Africa)

Fasloen Adams Stellenbosch University, South Africa

Ann-Helen Patomella Karolinska Institutet, Sweden

Lana Van Niekerk Stellenbosch University, South Africa

Jerome Peter Fredericks Stellenbosch University, South Africa

Isabel Margot-Cattin University of Applied Sciences of Western Switzerland

Anders Kottorp, Malmö University Sweden

Shaheed Soeker University of Western Cape, Cape Town South Africa



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- Malmö University (Sweden)
- University of Stellenbosch (South Africa)
- University of the Western Cape (South Africa)
- University of Applied Sciences and Arts of Western (Switzerland)
- Zürich University of Applied Sciences
- SASUF collaboration (2023-2024)



Mobility

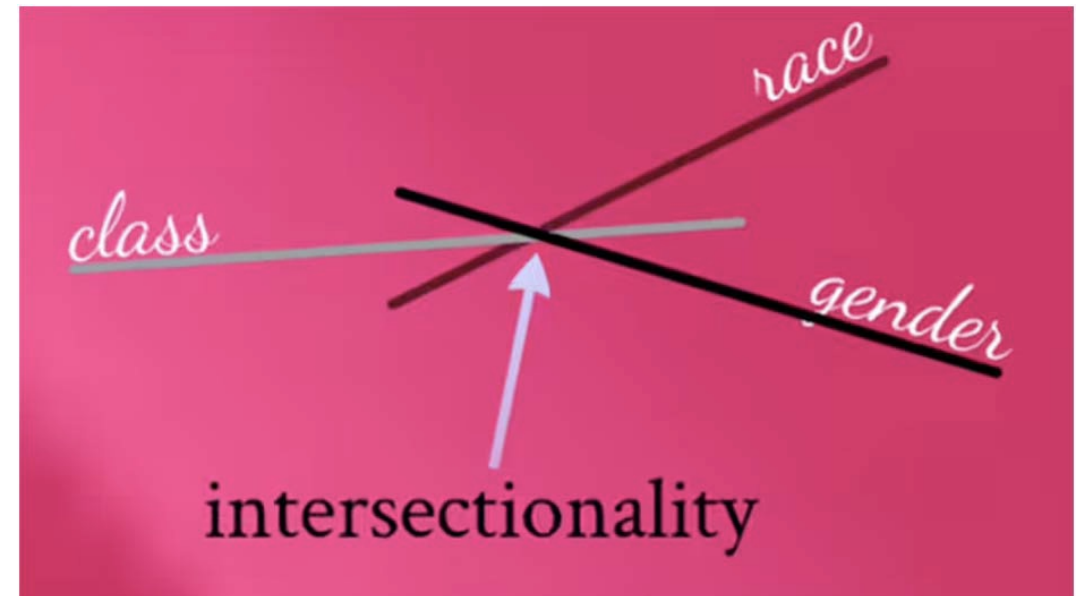
- Opportunities to participate in a range of meaningful activities in the community are important to the experience of occupational justice for people with disabilities and older people.
- When mobilizing or travelling to out-of-home places, people may experience a number of challenges and discriminations based on their age, (dis)abilities, gender, race or ethnicity, and socio-economic status, and the combination of these dimensions.



Intersectionality

- The concept of intersectionality describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class and other forms of discrimination “intersect” to **create unique dynamics and effects**.
- All forms of inequality **are mutually reinforcing** and must therefore be analysed and addressed simultaneously to prevent one form of inequality from reinforcing another.

Center of Intersectional Justice, 2023



Vignettes



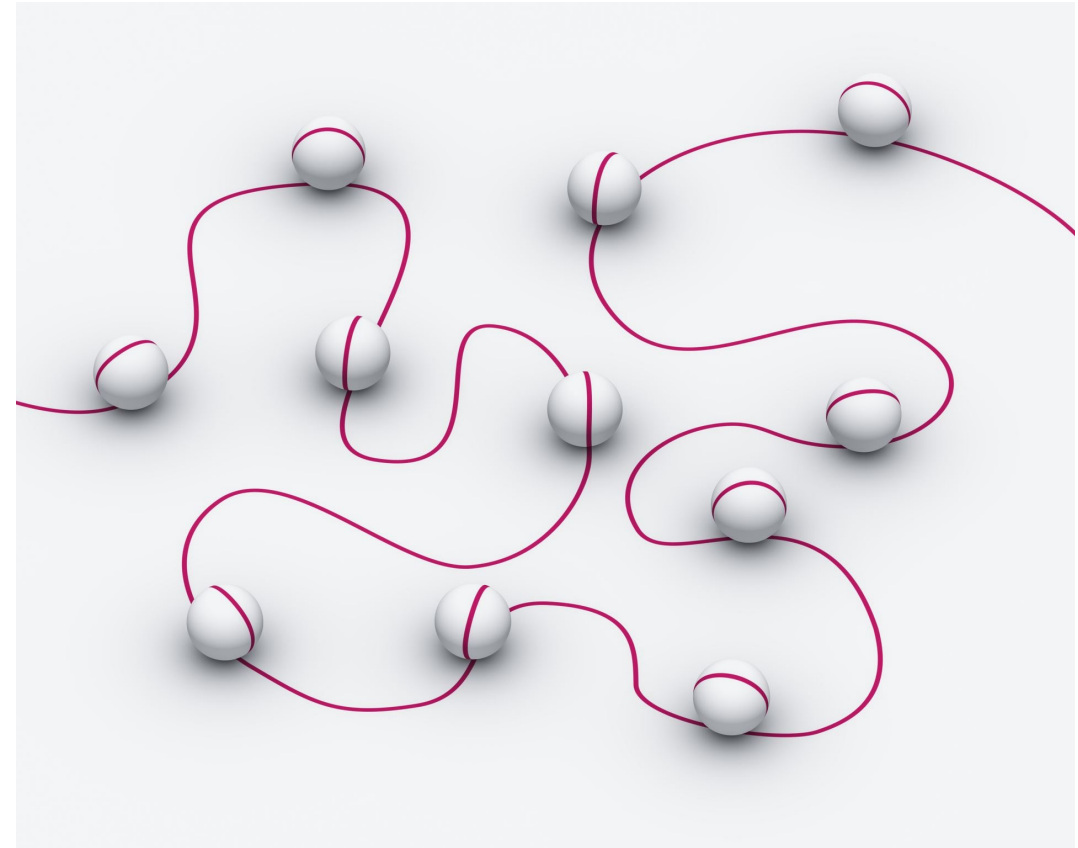
Short stories, usually based on a person or small group of people, that capture an experience at one moment in time. According to Barclay (2018), vignettes can generally be used as a discussion tool by sketching a realistic picture of an individual or group about a complex or sensitive issue.

The value of using vignettes is that by holding a cognitive and an emotional mode, stories connect with the audience's own experiences and frameworks. The intended audience then respond to the vignette, by engaging and dialoguing about their perceptions, values, social norms or impressions of the scenario.

Vignettes

Methodology

- Vignettes were developed using qualitative methods, drawing from ongoing research in three countries. Sources included personal experiences, patient cases, and team input. In May and August 2024, World Café-style workshops were held in Sweden and South Africa with health and social care professionals, older persons, and students to discuss systemic barriers and sustainable development goals



Example

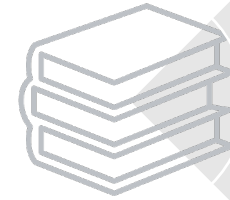
- **Vignette 4**

I am a mother who has a child with a disability. Ivan is five years old. My child was diagnosed with CP. He goes to a special school and takes the school bus to get there. I worry about how people see him, how they react to him and the names they call him. When I take Ivan to the shops, people stare or avoid us. I'm glad he is not old enough to notice it, but I see it and it upsets me. I mean, they call the school bus for children like him the mad bus! He has a disability; he is not mad. That makes me so angry! I just want to keep him inside. Away from people.

Yvonne, mother of Ivan. Cape Town

Implications for Occupational Therapy

- Bridge between education, clinical practice and research



Education

A powerful educational tool to promote Structural competences



Clinical practices

Context sensitive, captures the complexity of human action and conditions



Research

Captures the complexity of everyday life and other structural issues