

AN EXAMINATION OF FACILITATORS AND BARRIERS TO SOCIAL INCLUSION IN A COMMUNITY GARDEN

Laura Carroll, OTS - Division of Occupational Science and Occupational Therapy - University of North Carolina at Chapel Hill



INTRODUCTION

- Community gardens can serve as an effective means to promote community development.¹
- A critical component of community development is social inclusion.²
- Some community garden-based communities foster more social inclusion than others.³
- OS/OT researchers are called to study occupation on the community level to more impactfully address problematic social issues.⁴

STUDY AIM

To investigate the experiences of a single community garden-based community to understand how social inclusion is facilitated and inhibited through everyday phenomena.

METHODS

Design: Qualitative descriptive w/ phenomenological overtones

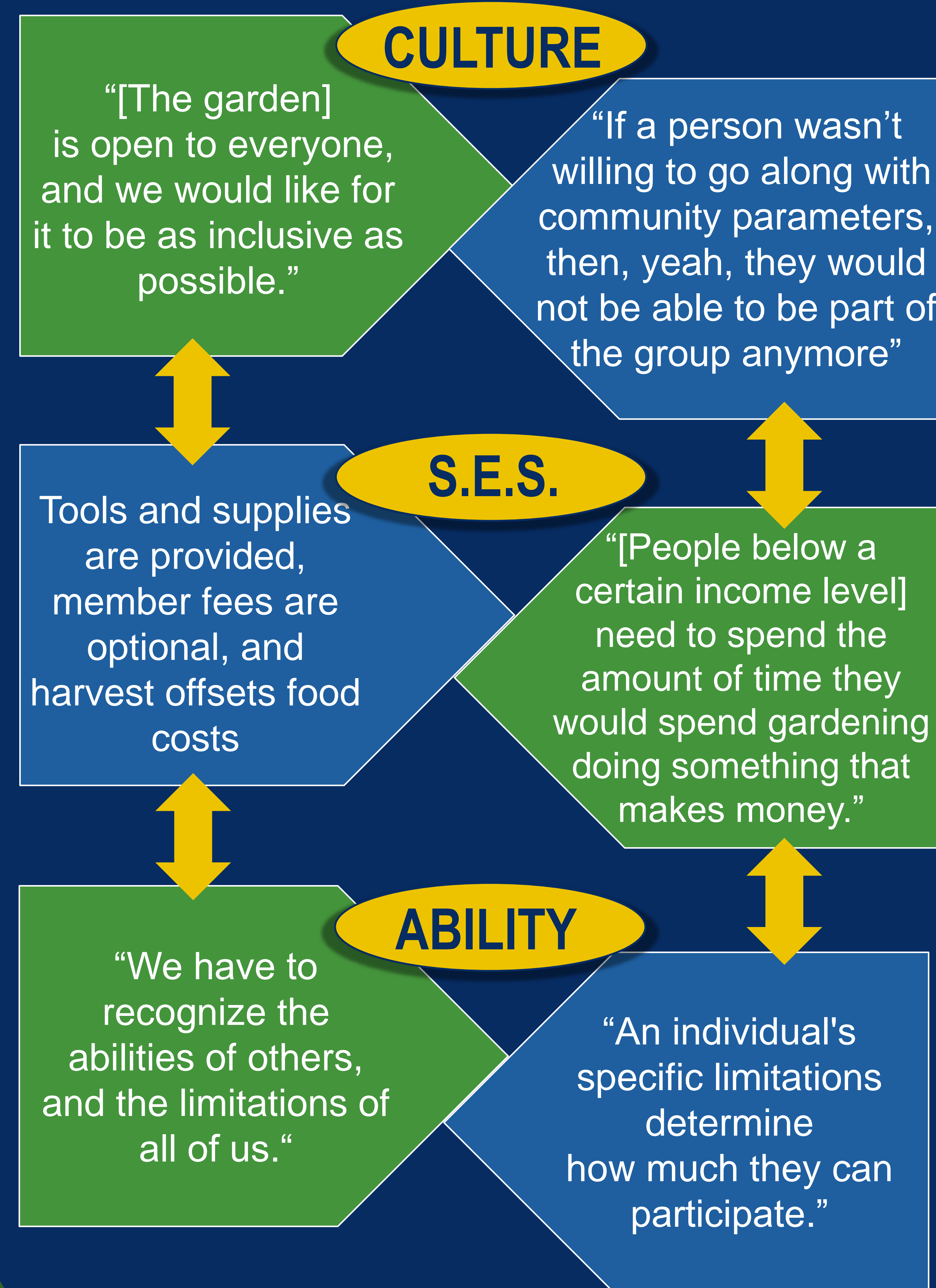
Data Collection: 3 sessions of participant observations & 3 semi-structured interviews

Participants: Sunrise Community Garden Participants

Sampling: Purposive

Analysis: Thematic coding

FINDINGS



DISCUSSION

- Occupation is not only shaped by the social order; it also shapes it by perpetuating or redefining social norms.⁵
- By addressing barriers to participation, the community has the opportunity to serve as a site of redefinition, adaptation, and social change.⁵
- Communities are inherently exclusive.⁶

OS/OT IMPLICATIONS

- Navigate tensions among inclusionary/exclusionary processes at individual, community, and macro levels.
- Expand perceptions of what degree of inclusion is possible through education and exposure.
- Use occupational imagination to devise environmental conditions that are inclusive of all needs.⁷
- Advocate on community, state, and national levels for access to occupational opportunities for all populations.

REFERENCES

1. Armstrong, D. (2000). A survey of community gardens in upstate New York: Implications for health promotion and community development. *Health & Place*, 6, 319-327.
2. Kilpatrick, S., Field, J., & Falk, I. (2003). Social capital: An analytical tool for exploring lifelong learning and community development. *British Educational Research Journal*, 29(3), 417-433.
3. Kurtz, H. (2001). Differentiating multiple meanings of garden and community. *Urban Geography*, (22)7, 656-670.
4. Ramugondo, E. & Kronenberg, F. (2015). Explaining collective occupations from a human relations perspective: Bridging the individual-collective dichotomy. *Journal of Occupational Science*, (22)1, 3-16.
5. Angell, A. M. (2014). Occupation-centered analysis of social difference: Contributions to a socially responsive occupational science. *Journal of Occupational Science*, 21(2), 104-116.
6. Madanipour, A. (1998). Social exclusion and space. In: A. Madanipour, G. Cars, & J. Allen (Eds.), *Social Exclusion in European Cities: Processes, Experiences and Responses* (pp. 75– 89). London: Jessica Kingsley.
7. Laliberte Rudman, D. (2014). Embracing and enacting an ‘occupational imagination’: Occupational science as transformative. *Journal of Occupational Science*, 21(4), 373–388.