

# **INTERACTIVE POSTERS**

## **129 - Adopting the concept of 'Ba' and the 'SECI' model in developing person-centered practices within children and adolescent mental health services.**

Christie Attard\* (1,2), Dr. Michelle Elliot (1), Dr. Paulann Grech (2), Prof. Brendan McCormack (1)

*1: Queen Margaret University; 2: University of Malta*

The study of knowledge goes back to the history of philosophy since the ancient Greek period. Throughout this time Western philosophers implied that something is true does not constitute our true knowledge. Conversely Nonaka (1994) explained that knowledge is a continuous interaction between tacit and explicit knowledge, that results in the generation of new concepts and ideas. There is a major difference between the traditional epistemological beliefs of knowledge, and that upon which the theory of knowledge creation is based upon. While the traditional definition focused on the static non-human nature of knowledge, Nonaka sees knowledge as a dynamic human process to justify personal beliefs. The concept of knowledge is divided into explicit and tacit knowledge; explicit knowledge refers to the knowledge that can be articulated, written and stored, while tacit knowledge refers to personal experiences, values, beliefs and emotions of an individual. By Nonaka's theory, explicit and tacit knowledge do not lie separately but interact together by interactions and relationships between human beings. Thus, the SECI model is based on the assumption that knowledge is created through the social interaction of tacit and explicit knowledge; known as knowledge conversion. There are four modes of knowledge conversion: socialization, externalization, combination and internalization. The SECI model is based upon these four modes, while 'Ba' is considered to be a shared platform for knowledge creation. The concept of 'Ba' was first introduced by the Japanese philosopher Kitaro Nishida, and was then further developed and adapted by Ikujiro Nonaka and Noboru Konnu to the SECI model (Nonaka & Konnu, 1998). 'Ba' is a shared space, be it physical, mental or a combination of both that serves as a foundation of knowledge creation. Ba involves sharing of tacit knowledge i.e. emotions, feelings, experiences and mental images. It also involves the formation of a collective relationship which is open to the sharing of practices, values, processes and culture. This concept focuses mainly on the individual as a person who holds the knowledge rather than just on the knowledge itself. It aims to create a common space to bring people together where they can dialogue to share and create knowledge. As in the relationships formed in person-centered practices, relationships formed in Ba are based on not just the sharing of objective knowledge but also on sharing values, beliefs, and emotions. It also reflects the formation of a person-centered environment where healthful relationships are formed. Furthermore, Ba will aid in creating a sense of connectiveness and dialogue, thus focusing on the idea that the development of new practices is done with others rather than to others. In this presentation these Eastern concepts will be discussed in relation to the development of person-centred practices in child and adolescent mental health services.

**Keywords:** Ba, SECI Model, person-centered practices, child and adolescent mental health

## 199 - Re-Conceptualizing the Service Encounter: An Autobiographical Account of the Social Construction of Power Dynamics

Elizabeth A. Cartier\* (1), Linda L. Lowry (2)

1: *Fort Lewis College, United States of America*; 2: *University of Massachusetts, Amherst*

The current literature regarding the service encounter suggests several critical perspectives that each challenge the other with regard to the relational dynamics of the service struggle: (1) the server is in a dominating role, (2) the guest is in a dominating role, (3) the server and guest exist in equality, and (4) interactions are fluid. Although much of the discourse attached to service encounters is predicated on the notion that the players are binary opposites, there is limited knowledge of these multi-dimensional encounters from the server lens as studies are characterized by an overwhelming desire to predict satisfaction, often from the guest lens.

To re-conceptualize the current understanding of the service encounter, we use an autobiographical account of the social construction of power dynamics and role structure from the lens of the server. Through privileging a critical constructivist viewpoint, we rely on the “thinking with theory” process as interpreted by Jackson and Mazzei (2013, 2018) as a beginning stage of our autobiographical reflections. Our process involved incorporating three theoretical perspectives simultaneously (the view of the unwanted gaze concepts as represented by Foucault, 1972, 1977; the three-dimensional view of power by Lukes, 1974, 2005; and the role theory developed by Merton, 1938, 1957), while reflecting on over 20 years in the service industry. Our process involved reflecting/remembering/engaging in the service experience while simultaneously considering several theories that are read/viewed/interpreted through each other. This autobiographical account utilized theory as a machine in a “plugging in” process to think about the personal service experience in a new light.

In the autobiographical process of plugging in Foucault, Lukes, and Merton within the individual memories of service work, we suggest that the complexity of service interactions can be more fully understood by the roles and power situated in the moment and developed from current and past social systems and roles. The aim of this research is not to negatively critique our common understanding of the service encounter, but instead to positively critique with personal accounts in an effort to reconstruct our worldviews of the phenomena. Interpreting the service encounter from a retrospective lens of building on perspectives with other perspectives allows us to more thoroughly understand the social interaction that is developing between the service players.

**Keywords:** power, discourse, service encounter, roles

## 132 - Interuniversity, interdisciplinary training networks for Methodology and Statistics

Sara Coemans\*, Cristina Cametti, Martial Luyts, Thomas Neyens, Karin Hannes

*FLAMES - KULEUVEN, Belgium*

FLAMES is an interdisciplinary and interuniversity doctoral training network rooted in the five Flemish universities in Belgium (Free University of Brussels, Ghent University, Hasselt University, University of Antwerp, University of Leuven). This network, which is mainly financed by government, provides an overarching, structured, large and high-quality course offer for doctoral students and young empirical researchers in need of methodological and statistical training. It bundles methodological expertise available at all Flemish Universities. To a lesser extent, the network is financed through the participation of people from outside academia (the private and non-profit sector) for which a number of the spots available on each course are preserved. The overall aim of this network is to build synergies and collaborate across universities and methodological traditions to strengthen research and training in three methodological tracks, (i) statistical quantitative analysis, (ii) qualitative research, and (iii) data science, which encompasses contemporary methods in computationally efficient modelling of large data sets. In this poster we outline the organizational, economic and educational structure behind the initiative and highlight some of the complexities in building relationships and working towards a common goal across research traditions. We wish to extend our learning curve on how to establish a more profound level of collaboration in which the mixing and merging of different methodological traditions leads to new and innovative insights on how to tackle the complexity and the variety of challenging research questions our target group is facing.

**Keywords:** training network, interuniversity, interdisciplinary

## **121 - Cohabiting with animals in the city: disentangling relations and concepts**

Ciska De Ruyver\*

*University of Namur, Belgium*

The current speed of urbanization around the world changes life on earth for human and non-human animals alike. Due to the human overpopulation, new urban areas are being developed, places where non-human animals (come to) live. Non-human animals are ubiquitous, but (not) always welcome, and are thus subjected to a variety of attitudes. On the other hand, since the 1950's animal welfare gains more and more public and political attention. Despite a growing body of literature on farm animal welfare and laboratory animal welfare, urban animal welfare is under researched until now. The welfare of urban animals touches upon the complex relationship between human and non-human animals. The cohabitation of human and non-human animals and at the same time the struggle for space in an urban context prompts us to have a look at the elements at play.

This study explores how dogs, cats, pigeons and foxes are perceived and treated differently within the urban context of Brussels Capital Region. I interviewed the 19 aldermen and municipal officers of animal welfare from the 19 communities of Brussels Capital Region and launched a survey for the citizens of Brussels Capital Region on living together with animals in the city. Over the next three months, I will be analyzing data of interviews with 19 animal welfare aldermen and officers, and juxtapose them against some of the results of the citizen survey on animals in the city. I will prepare a poster about the problems I encountered while doing this and how I tackled those problems.

This poster will argue that urban animal welfare is a complex topic, touching upon different relations and concepts. In the light of the post-human era, the city should be thought of as a space of human and non-human flourishing. Ultimately, this will contribute to shaping, strengthening, and making urban animal welfare comprehensive and tangible. [Note: This is part of my larger PhD research project (in progress "Animal Welfare in the Brussels Capital Region: initiatives, attitudes, barriers and impact"]

**Keywords:** urban animal welfare, non-human animals, interviews, urban space, concepts

## **200 - Psychological characteristics of the recovery from COVID-19 infection – a qualitative research**

Veronika Ferencz\* (1,2), József Rácz (2,3)

*1: Doctoral School of Psychology, ELTE Eötvös Loránd University, Budapest, Hungary; 2: Institute of Psychology, ELTE Eötvös Loránd University, Budapest, Hungary; 3: Semmelweis University, Faculty of Health Sciences, Department of Addictology, Budapest, Hu*

### Theoretical background:

The aim is to examine the experiences of individuals recovering from COVID-19 infection, with reference to recovery and its psychological characteristics. Research to date has shown that both the infection and the resulting isolation, but even the post-recovery period, cause mental difficulties. The severe negative mental consequences (stress, anxiety, depression, and post-traumatic symptoms) of the SARS outbreak that began in 2002 are also known.

As the research aims at recovery from the disease, we approach the analysis with a theoretical framework for coping and the impact of coping on the personality. First, we would like to systematize the forms of coping using the relatively new and promising Coping Circumplex Model (CCM), which was designed to integrate various coping distinctions and contains a total of eight coping styles. Second, we would like to investigate the self-experience before and after the disease with the perspective of interpretive phenomenology.

### Research goals:

In our research, we want to examine and understand the lived experiences of the recovery process. This is justified by the wide-ranging and long-term effects of the epidemic itself, and the handling of the epidemic on the population. Furthermore, a better understanding of psychological processes may also play an important role in the development of appropriate assistance.

### Methodology:

Online and in-person, semi-structured interviews with qualitative psychological text analysis, based on a phenomenological-constructivist epistemology.

### Sample:

Persons over 18 years of age, diagnosed with COVID-19 infection and treated in hospital.

Inclusion criteria: minimum 18 years of age, only voluntary application, specialist diagnosis of COVID-19 infection (after the onset of acute symptoms), hospital treatment.

Exclusion criteria: under 18 years of age, psychotic state, intellectual disability, acute COVID-19 symptoms at the time of the interview.

### Procedure:

The search for possible participants is made through personal contacts via Facebook, or with the help of healthcare professionals. Following electronic or telephone contact, the subject is asked to give consent to the research. The interview is taking place in person or through an online platform, with audio recording.

The transcript of the interview forms the text base on which we perform qualitative psychological text analysis (thematic analysis, interpretive phenomenological analysis, narrative analysis). Based on the first results, a top-down and bottom-up thematic analysis is also carried out – to the former, the coping styles of the Coping Circumplex Model give the theoretical framework and with the latter, we attempt to contribute to the qualitative validation of the model. For investigating the possible changes in self-experience during the coping process, an interpretive phenomenological analysis is carried out.

The study was started in collaboration with the Department of Neurology at Semmelweis University. Eighteen interviews have been conducted so far and, in the meantime, the screening for subjects have been broadened through social media.

Results:

The analysis of the interviews has started, the results of the processing are expected by the second half of 2022.

Keywords: COVID-19 recovery, qualitative methodology, coping, thematic analysis, interpretive phenomenological analysis

**Keywords:** COVID-19 recovery, qualitative methodology, coping, thematic analysis, interpretive phenomenological analysis

# 196 - PREGNANCY, BIRTH AND COVID-19: THE MEDICAL RESEARCHER AS PATIENT - A PHOTO STORY

Lynn Hendricks\* (1,2)

*1: Stellenbosch University, South Africa; 2: KU Leuven, Belgium*

A recent systematic review of the African literature (Eshaun-Williams et al., 2017) identified 'tipping points' that either pushed or pulled a patient to adhere to medication and to be retained in health care. The aim of this reflection was to identify tipping points that impacted the patient experience when living with an infectious disease while pregnant, during birth, and when seeking postnatal health care. During the COVID-19 global pandemic and South African lockdown, I sought medical care while pregnant, gave birth in hospital, and contracted COVID-19 at five days post-partum, which led to hospitalization for pneumonia. As a young female medical researcher investigating infectious diseases and how patients experience the health system I reflected on my own experiences. I used a Photo-Voice (Budig et al., 2018) narrative approach to document, the pregnancy, the birth, and post-natal care, including COVID related hospitalization, digitally through photographs, videos, and voice notes on my cellphone. The types of things, places, and events documented included, the treatment rooms, medications, ultrasounds, monitors, the birth, and baby's discharge from hospital through videos and voicenotes (Pope et al., 2000). In June 2020 I got the unexpected news that I was expecting. During my pregnancy I was admitted to hospital 6 times for a total of 54 days. Tipping points that impacted my experience was the doctor-patient relationship, the food and amenities offered in the hospital, whether management attended to my concerns timeously and with empathy, the availability of the doctor, medication administration and side effects, the cleanliness, look and feel of the hospitals and treatment rooms, and the motivation to deliver and care for a healthy baby. Often, we as medical practitioners put the responsibility of care on the patient (Lancaster et al., 2016), without first reflecting on how our engagements with patients impact their mental, emotional, and physical health (Geter et al., 2018), which can influence their engagement in care and adherence to treatment (Papadimitriou, 2017). Furthermore, the doctor's office and hospital setting impacted the experience directly. The motivation to be healthy is a powerful factor and the psychological experience of health, being mindful of how the hospital room and object influence wellness, must be considered when treating patients in and out of hospital. Findings support the extension of the biopsychosocial model (Engel, 2012) to include the theory of new materialism (Fox & Alldred, 2016).

**Keywords:** COVID, researcher, reflections



## **103 - Dancing the body—Taiwanese professional acrobat's body performance**

HSIENWEI KUO\* (1), CHINFANG KUO\* (2)

*1: National Tainan Institute of Nursing, Taiwan; 2: Aletheia University, Taiwan*

This paper aims to understand the display and interpretation of the physical technique of Taiwanese professional acrobats during preparation, rehearsal and performance, and then to elaborate on the actor's levels of the body. The results show that the performance of acrobats includes three different physical levels. They are skillful, characterized and artistic bodies. The three different physical levels are caused by the social environment, organizational system and personal habits of the actors. Most acrobats are overly attached to the "precision" and "difficulty" of skill and ignore the emotional and spiritual levels so that they lack vitality, emotion, intentionality and logic on the stage. As a result, the whole performance still stays in the alternating between "skillful" and "characterized" bodies.

**Keywords:** Acrobat, technique performance, body levels

## 198 - Research on Virtual and Augmented Realities for Integrated Curriculum

Kyungeun Lim\* (1), Soon Goo Lee\* (2)

*1: Northern Arizona university, United States of America; 2: University of North Carolina Wilmington, United States of America*

How can art educators and artists work on Science, Technology, Engineering, Art, and Mathematics (STEAM)? How can art and science help to enhance visual learners' academic achievement and visual literacy? THE magazine (2018), which talks about technologies and issues in education, points out, "Augmented and virtual reality are transformational technologies that can change existing pedagogies for the better" (p. 16), and students already go beyond "consuming AR and VR, they are also creating it" (p. 17). The researchers in the presentation agreed with the statement and explored the implementation of various technologies related to realities. The purpose of this presentation is to share our projects to adopt AR and VR in the integrated curriculum as a part of the STEAM team for visual learners.

The two higher educators in the U.S. have collaborated to develop an integrated curriculum, focusing on visual art and biochemistry by implementing digital technologies in 2019 spring. In this poster presentation, we will share four cases of AR/VR integrated lessons by utilizing the qualitative case study method (Gregory, 2020; Kalman, 2020).

The cases include 1) VR, science, and visual art integration for local high school students, 2) VR, social studies, science, and visual art integration for major elementary students, 3) VR, biochemistry, and visual arts integration for chemistry major students, 4) AR, visual art, and science integration for art education major students. In addition, we will share the goals, processes, and results of our projects that provide unique opportunities to conduct chemical research in laboratory classes and gain art and scientific knowledge through VR, AR, and art. Following, we will discuss how STEAM projects can leverage students' learning. The ways of communication and development for successful collaboration will be examined. Based on our rich experiences and thick descriptions, we would like to suggest AR and VR implementations for higher education and K-12 curriculum. The attendee will attain creative and innovative implementations of VR and AR in their research and teaching.

**Keywords:** Virtual Reality, Augmented Reality, STEAM. Arts-integration, Interdisciplinary curriculum

## 197 - Multi-layered Assessment for Online Art Classes Using Grounded Theory

Kyungeun Lim\* (1), Borim Song\* (2)

*1: Northern Arizona university, United States of America; 2: East Carolina University, United States of America*

How can online education be strengthened in art subjects at this point when online education is no longer in the distant future? How do art educators develop assessments structures for online and hybrid classes? This research examines the assessment frameworks for online art studio and education classes through two art educators' experiences.

The two art educators have worked at the U.S. universities to teach art education courses for art education majors and non-art education majors, including elementary education and non-education majors. Before the Pandemic, both presenters have taught their online or hybrid formats of art education classes from 2008 and 2011. Since then, in the midst of the Pandemic, we have switched all our courses online more seriously. At this moment, although some of our courses returned to in-person, we still utilize online and in-person hybrid formats for designing our classes. Based on our long-standing experience, we would like to suggest the assessment framework for online art education classes.

Although art education researchers have emphasized the assessment for online art classes to enhance students' knowledge and skills, develop collaboration and communication skills, and solve problems, limited research has existed to examine the online art education assessment (Allen et al., 2014). In order to conduct this research, we adopted the grounded theory and qualitative content analysis methods. We have had online meeting times for 1 hour to 1 and half hours bi-weekly from spring 2020 to fall 2021 to collect rich descriptions of our online teaching experiences (Charmaz, 2014; Salvador et al., 2020). The data for the content analysis is a) teaching content: course design background, course syllabi, online course theories, professional teaching resources, and our meeting notes b) students' works: art creation, reflection papers, discussion boards, and online communication methods. By expanding Openo's (2019) online course design framework, we developed an assessment framework for online art and art education courses. This poster presentation will explain the details of the stages, including defining course objectives and assessment design for art creation, submission, participation, and feedback. Based on these findings and framework, we encourage other online educators to be inspired to design their online courses and develop their assessment frames and rubrics.

**Keywords:** Online art education, Art education assessment, Grounded theory, Virtual studio art

## 109 - Engaging critical thinking around future possibilities - health 4.0. and the scenario method

Anamaria Malešević\* (1), Miriam Mary Brgles\* (2), Ana Tomičić (1), Anto Čartolovni (1,3)

*1: Digital healthcare ethics laboratory Digit-HeaL, Catholic University of Croatia; 2: Department of Sociology, Catholic University of Croatia; 3: School of Medicine, Catholic University of Croatia*

Innovations in health strive to be helpful, functional, and efficient. Digital health technologies use platforms, sensors, software, and these tools can provide new options and opportunities to improve outcomes, accurate diagnosis, well-being, and care for the individual. Despite its potential, the digitalisation of healthcare also presents certain ethical, legal and social challenges. A group of researchers from the Digital healthcare ethics laboratory (Digit-HeaL) has designed a qualitative research project to analyse the ethical, social, and legal aspects of digital health technologies. Qualitative inquiry is concerned with the meanings and interpretations that participants attach to social action and experiences. This type of research relies on what the participants express in their own words to the researcher. Even though participants in this study are recognized as stakeholders in implementing digital technologies in healthcare in Croatia (patients, physicians, engineers, lawyers, hospital directors, and policymakers), their knowledge about this topic (such as artificial intelligence, big data, digital phenotyping, etc.) depends on previous experience. A stakeholder's voice is essential in identifying values and developing an ethical model for more responsible and socially acceptable digital healthcare development. Given their diverse backgrounds, we opted for the scenario method based on an anticipatory ethics. Two scenarios in written and visual form (Physician 4.0 and the future of medicine and Self-monitoring of biometric data) present an imaginary description of future possibilities. The first scenario focuses on the physicians' skills and on the relationship between the physician and the patient. The second scenario about biometric self-monitoring describes the use of smartwatches and how the public/private controversy can affect the prioritisation of values in cases of value conflicts. These strategies aim to draw users closer to these technologies, to develop imagination, and to encourage critical thinking. We will present both storylines in written and graphic format - which allows participants to follow the narrative and easily visualise the scripts – and reflect on how our research has benefitted from this methodological innovation.

**Keywords:** digital health, scenario method, anticipatory ethics

## **168 - experience of prosthetic limb users : An Interpretative Phenomenological Analysis**

Effrosyni Mitsi\*, Philia Issari

*National and Kapodistrian University of Athens, Greece*

This poster will explore the initial phase of a qualitative study regarding the experience and body image of users with prosthetic limbs. Prosthetic or artificial limbs are considered essential elements in the rehabilitation of both people with acquired limb loss and congenital limb deficiency (Cutson & Bongiorno, 1996). The purpose of the study is to understand the phenomenological experience of prosthesis use and to explore how technology may affect the self-perception and body image of users of prosthetic limbs. Six participants who are users of artificial limbs and reside in Athens, Greece will take part in semi-structured interviews. To our knowledge, research on the topic is very limited in Greece and has mainly concentrated upon non-use of prosthetics. The interviews will be transcribed verbatim and analysed using the experiential methodology Interpretative Phenomenological Analysis (IPA) (Smith, Flowers & Larkin, 2009). Research findings regarding the affective and embodied experiences and responses to prosthesis use will be discussed in the context of rehabilitation counseling.

**Keywords:** Interpretative Phenomenological Analysis, prosthetics users, qualitative inquiry

## 152 - Young peoples' spaces/places of participation and suburban involvement

Jarmo Rinne\* (1), Aki Lintumäki\* (1), Anne Pässilä\* (2)

*1: South-Eastern university of applied sciences, Finland; 2: Lappeenranta technical university/Lahti University of applied sciences, Finland*

Two research projects Participation and activity of young people in the suburb (Youth research and development center/Xamk) and Common Mikkola (LUT/LAB) scrutinize young peoples' participation, communal involvement, and subjective well-being in the suburb.

Projects generate new knowledge about the subjective well-being, communal involvement, agency positions, and well-being learning of young people (16–29 years) and the neighborhood's places and spaces supporting participation and subjective well-being. Along with the research, projects have a developmental dimension, namely advancing the development of suburban areas in such ways that they enhance and strengthen the well-being of young people, boost their participation and sense of belonging, and hence reducing social exclusion and marginalization.

Both projects have adopted an inclusive and collaborative method of working. Attending to activities of the research projects and measures carried out in the suburb aim to provide a meaningful and empowering experience for all participants enhancing young peoples' self-initiated activity and well-being learning. The question is: how to discuss with young people their concerns, hopes, fears, and visions concerning the development of their own suburban living environment? In seeking the answer to this question projects apply actionist art-based co-researching. Through this method, researchers gather and map the information about young peoples' hopes, fears, and visions, unravel the complex wicked problems of youth work's services, and inspect young peoples' life in relation to their living environment.

Projects' implementations focus on art workshops which are carried out on-site in suburbs. Artistic procedures/activities intend to raise and highlight the important matters/concerns of young people. The idea is to launch a dialogical process in which young people have a chance to involve and make an impact on their living environment and matters that are important for them. Workshops aim to encourage artistic creativity, wake up new ideas, insights, and visions to see and experience things in a new way. The working ethos in art workshops is based on dialogue. Participants are seen as proficient and capable actors possessing knowledge of their own life, as the experts of their own life and life situations. In the dialogue, we utilize interactive platforms, e.g. Instagram, WhatsApp, Padlet, website/blog gallery among others.

Epistemologically art-based actionist co-research brings out the implicit power relations in research and compels researchers to ponder such issues as who has the power (the final say) in the research and by whose voice the scientific "truths" are told? In our research young participants/co-researchers are considered as methodic keys enlightening her/his own specific subculture/group and its cultural codes and the way of life. Researchers don't have intellectual superiority or "better" knowledge compared with co-researchers, especially on issues concerning the lives of their own.

Our poster portrays the work we have done so far in one suburb. It provides an insight into our preliminary research findings and illustrates the epistemological, ontological, and methodological points of view of our projects. The poster will be built on an interactive online application, that enables dialogical communication between the spectators and researchers of the projects.

**Keywords:** Art-based research, co-research, youth participation, subjective well-being, communal involvement

## 119 - Neurodiverse online conferencing

Francisco Urbistondo Cano\* (3), Gail Simon\* (1,2,3), Mairi Evans (3), Freda McEwen (3), Dawn Thibert (3), David Steare (3), Deni Gordon-Jackson (3)

*1: Lenticular Futures, United Kingdom; 2: Murmurations: Journal of Transformative Systemic Practice; 3: Autism and Systemic Practice Conference Steering Group*

In this digital poster using MIRO, we share learning from designing and hosting the first online edition of the Autism and Systemic Practice and Research Conference. We describe how we used the online possibilities of Zoom to challenge some of the professional discourses on autism to create a more reflexive conference culture. We propose that good practice for neurodiverse attuned online conferences can be generalisable as good conference practice.

### Background to the conference

The Autism and Systemic Practice and Research Conference started in 2016 on a university campus in England. As systemic practitioners and researchers, we are preoccupied with relational ethics and critically exploring how discourses affect service delivery and stories about and for people. This conference has invited presentations which challenge dominant discourses and practices influenced by the medical and psychological powerhouses. We create conference programmes which foreground the voices of people living with autism in their lives for practitioners to learn from.

### The online conference

Due to the COVID-19 pandemic, the neurodiverse steering group developed an online format which created opportunities for presenters and participants to engage and be present in a range of ways.

Autism and Intersectionality was the theme of this year's conference. There were intersecting agendas in the conference design: i) the conference design had to be coherent with the neurodiverse cultures and ii) the culture of the event recognised and made space for complexity in participant and presenter experience and identities. By foregrounding the experience of speakers and participants who define as autistic and Black / Queer / Trans / Female / with Learning Disabilities and so on, the single story of the diagnostic category was challenged and deconstructed in follow up conversations. The focus on Autism and Intersectionality was another step towards reclaiming the discourse around autism and honouring complexity in identity and experience.

One of the outcomes of this conference is the idea of a manifesto for good practice. Another outcome is that we've decided to hold the next conference entirely online in June 2022 as this suited many people for whom the demands of travel and in-person or in-building intensity would have discouraged participation.

Finally, the conference did not follow what we consider misguided government legislation to "make reasonable adjustments" for autistic people. Instead, the steering group rethought the rule-bound traditions of what a conference normally looks like and instead explored how online space could i) align format and content with the values of the critical autism thinking/practice and critical intersectionality theory/practice and ii) use the theme of Intersectionality and Autism to encourage decolonising and depathologising ways of doing and being with together as autistics as well as neurotypicals.

Please check MIRO:

[https://miro.com/app/board/o9J\\_lk\\_f5xE=](https://miro.com/app/board/o9J_lk_f5xE=)

**Keywords:** Autism, neurodiversity, good practice, conference design

## **126 - Protocol for a systematic review on evaluation criteria for creative and interactive dissemination practices**

Priscilla Van Even\*, Bieke Zaman, Karin Hannes

*KU Leuven, Belgium*

There is a growing body of research evidence featuring scientific knowledge translation and dissemination initiatives. These are meant to narrow down the gap between science and the public. This protocol outlines the procedure for conducting a systematic review to identify criteria for creative and interactive forms of dissemination practices to improve and evaluate the quality of research dissemination. The overall aim of the review is to generate a comprehensive evaluation framework that could be used by science storytellers in and beyond academia.

Showing the development of a protocol, step by step, can be insightful for researchers who want to conduct a scientific sound review in their (online) qualitative inquiry.

**Keywords:** scientific knowledge translation, dissemination practices, public science outreach, science storytelling, systematic review