

Review Article

Occupational repertoire in the national literature

Repertório ocupacional na literatura nacional

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Abstract

Introduction: Concepts and constructs are fundamental to the theory and practice of any profession. In occupational therapy, although some concepts and constructs, such as the Occupational Repertoire, are present and/or on the rise in theoretical-methodological frameworks, they have not yet been extensively and systematically investigated, defined, and debated in the production of national knowledge.

Objective: The objective was to analyze the use of the Occupational Repertoire construct in the national occupational therapy literature. **Method:** A scoping review was carried out in the main national journals in the area and the Google Scholar platform published between 1990 and 2020. The Boolean search strategy was used, in which the descriptors (occupational repertoire) and (occupation repertoire) were combined with the OR operator. Thus, in all journals, the following sentence was maintained: (occupational repertoire OR repertoire of occupations). The sample consisted of 20 publications. **Results:** Of the 20 publications that made up the analyzed sample, 7 were published in the Brazilian Interinstitutional Journal of Occupational Therapy, 5 in the *Cadernos Brasileiros de Terapia Ocupacional*, 1 in the *Revista de Terapia Ocupacional da USP* and 7 in Google Scholar composing the gray literature (4 TCC, 1 paper, 1 abstract and 1 dissertation). The year of publication ranged from 2016 to 2020. Of the 20 publications that made up the sample, only the materials found in the gray literature had the occupational repertoire as their object of study, in the other publications, the occupational repertoire appears either in the introduction, in the results, in the discussion and/or final considerations as a complement/secondary element to the purpose of the publications. **Conclusion:** Although the “occupational repertoire” construct corroborates the practice and theoretical discussion of occupational therapists in the international context, in Brazil, the literature on this construct is still incipient. Therefore, the importance of developing future research on the subject is highlighted, providing a dialogue between professionals, in addition to favoring the recognition and constitution of the profession.

Keywords: Occupational Therapy, Concept Formation, Terminology.

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Resumo

Introdução: Conceitos e constructos são fundamentais à teoria e prática de qualquer profissão. Na terapia ocupacional, por mais que alguns conceitos e constructos como o Repertório Ocupacional estejam presentes e/ou em ascensão nos referenciais teóricos-metodológicos, ainda não foram extensivamente e sistematicamente investigados, definidos e debatidos na produção de conhecimento nacional. **Objetivo:** Objetivou-se analisar o uso do constructo Repertório Ocupacional na literatura nacional da terapia ocupacional. **Método:** Realizou-se uma revisão de escopo nos principais periódicos nacionais da área e na plataforma *Google Acadêmico* publicados entre 1990 e 2020. Utilizou-se como estratégia a busca booleana, na qual os descritores (repertório ocupacional) e (repertório de ocupações) foram combinados com o operador OR. Dessa forma, em todos os periódicos manteve-se a seguinte sentença: (repertório ocupacional OR repertório de ocupações). A amostra foi composta por 20 publicações. **Resultados:** Das 20 publicações que compuseram a amostra analisada, sete foram publicadas na Revista Interinstitucional Brasileira de Terapia Ocupacional, cinco nos Cadernos Brasileiros de Terapia Ocupacional, uma na Revista de Terapia Ocupacional da USP e sete no *Google Acadêmico* compondo a literatura cinzenta (4 TCC, 1 artigo, 1 resumo e 1 dissertação). O ano de publicação variou de 2016 a 2020. Das 20 publicações que compuseram a amostra, apenas os materiais encontrados na literatura cinzenta tiveram como objeto de estudo o repertório ocupacional. Nas demais publicações, o repertório ocupacional aparece, seja na introdução, nos resultados, na discussão e/ou nas considerações finais, como um complemento/elemento secundário ao objetivo das publicações. **Conclusão:** Apesar do constructo “repertório ocupacional” corroborar a prática e a discussão teórica de terapeutas ocupacionais no contexto internacional, no Brasil ainda é incipiente a literatura sobre esse constructo. Portanto, destaca-se a importância de serem desenvolvidas pesquisas futuras sobre o tema, proporcionando um diálogo entre os profissionais, além de favorecer o reconhecimento e constituição da profissão.

Palavras-chave: Terapia Ocupacional, Formação de Conceito, Terminologia.

Introduction

The institutionalization of occupational therapy in Brazil, as a profession and field of knowledge, took place through distinct but interconnected processes. The 1950s determined the beginning of the creation of professional training programs in occupational therapy in Latin American countries, including Brazil (Monzeli et al., 2021). Such programs were constituted through training courses, the foundation of associations and councils for the mobilization and political management of the profession, enactment of specific legislation, approval of the Code of Professional Ethics, and the detention of a set of methods and techniques for professional practice (Folha, 2019; Soares, 2007).

The process of creating these programs was linked to internal and contextual factors in each country and also to international factors (Monzeli et al., 2021). Academic institutionalization began its process with the increase in the number of undergraduate courses and the consequent need for teacher training in universities (Emmel & Lancman, 2003; Barros & Oliver, 2003;

Emmel & Lancman, 1998). Its progress has been made with the *stricto sensu* postgraduate training of occupational therapists, the emergence of *stricto sensu* postgraduate programs in Occupational Therapy, qualification and recognition of specific journals in the area, increased research development, and the respective production of knowledge that contributed to the scientific advancement of the profession (Folha, 2019; Folha et al., 2018; Oliver et al., 2011; Lopes et al., 2010; Barros & Oliver, 2003).

Thus, several concepts and constructs have been investigated and discussed by occupational therapists in the Brazilian academic environment, seeking to define terminologies, conceptualize theory, reduce possible conceptual confusion, and favor the consolidation of internal identity and external recognition of the profession. Some of these concepts and constructs are central as a professional field and knowledge as an occupation, and human activities (Poellnitz et al., 2020; Figueiredo et al., 2020; Salles & Matsukura, 2016; Lima et al., 2013; Benetton, 2008) and everyday life (Salles & Matsukura, 2013; Galheigo, 2003; Benetton et al., 2003).

However, other concepts and constructs, despite being already present or on the rise in international discussions, such as engagement (Black et al., 2019; Kennedy & Davis, 2017) and occupational repertoire (Njelesani et al., 2019; Pontes et al., 2018; Njelesani et al., 2017; Mandich & Rodger, 2006; Davis & Polatajko, 2006; Persson et al., 2001), have not yet been extensively and systematically investigated, defined and debated in the production of national knowledge of occupational therapy.

Persson et al. (2001) presented an initial and provisional structure to describe people's occupations from both a panoramic analysis, that is, the performance of occupations by people throughout their lives, and a focal analysis, that is, through the immediate experiences lived by the person when exercising a single occupation. The term "occupational repertoire" is introduced by the authors in the introduction of the publication when they discuss the term assuming that, until then, the theoretical framework on "occupation" discussed in the Nordic countries did not include aspects such as the value of an experience and its meaning.

Thus, the authors present some ways of categorizing the occupations adopted by different researchers and occupational therapist associations such as Christiansen, Reilly, Reed, Sanderson, Mosey, Kielhofner, American Occupational Therapy Association (AOTA), and Canadian Association of Occupational Therapists (CAOT) (Persson et al., 2001). The principles for such ways of categorizing occupations have varied, being grouped based on where they were performed (for example domestic occupations) and/or by the context in which they were performed (for example leisure occupations), but no categorization was made from different purposes and values of occupations (Persson et al., 2001).

Thus, the structure presented by Persson et al. (2001) quantifies the value of an occupation based on three dimensions: concrete, symbolic and self-reward value. The purpose of occupations is described through three different but interacting perspectives, namely macro, meso and micro perspectives. The occupational repertoire and the value of occupational dimensions form the macro perspective, in which occupations are categorized. In the meso perspective, the occupational repertoire is described from a limited and specific period in life. In turn, the components of the micro perspective define each occupation of this repertoire.

The definition for the "occupational repertoire" that fostered the one currently used was presented by Persson et al. (2001) when specifying the macro perspective of the occupational dimension: "The interaction between the subject, task, and environment is the center of all

occupational performance and consequently produces a unique and personal occupational repertoire, changing dynamically throughout life” (Persson et al., 2001, p. 11).

In this direction, Davis & Polatajko (2006) following Persson et al. (2001) also state that a person's occupational repertoire is not static, that is, it changes throughout life. The authors, based on the consideration of the centrality of occupation in human life postulated by the Canadian Model of Occupational Performance and Engagement CMOP-E, observe that the occupational repertoire corresponds to the set of occupations performed in a specific time, constantly changing from the interaction between the person, the occupation and the environment in which he is inserted. According to the authors, it is common for occupational therapists to be concerned with people's skills and abilities, rather than focusing on their occupational repertoire (Davis & Polatajko, 2010).

Thus, the composition of the occupational repertoire depends on the various characteristics of the person, occupation, and environment, including age, gender, performance skills, religion, disabilities, level of engagement and participation, characteristics of the physical, social, cultural, institutional environment and the opportunities arising from them (Pontes et al., 2016).

Understanding when and how a person develops their occupational repertoire implies exploring the performance of the tasks, activities, and occupations that compose it. This understanding is fundamental in occupational therapist practice, as it contributes to the identification of possible occupational development problems and the implementation of person-centered and occupation-based interventions (Njelesani et al., 2019).

Finally, because the occupational repertoire composes the occupational therapy literature in the international context, the dimension and extent to which it is defined, analyzed, and discussed in Brazilian literature are still unknown. In this sense, this study aimed to analyze the national scientific production in the area, presenting the studies that incorporated the construct in its scope as well as the way it was defined and under what theoretical perspective.

Methodology

Method

This is a scoping review, which is understood as a method that aims to synthesize evidence from a variety of studies, being able to examine the extent, scope, and nature of the research activity, in addition to summarizing and disseminating findings or identifying gaps in the existing literature (Arksey & O'Malley, 2005).

This method has the principle of mapping key concepts that support a given area of knowledge as well as the main sources and types of evidence available, being used more frequently in health research (O'Brien et al., 2016), more precisely in complex areas not researched in previous studies.

Based on the criteria proposed by Arksey & O'Malley (2005), this study was based on 5 steps:

- 1 - Elaboration of research questions.
- 2 - Access to different sources to search for studies.
- 3 - Composition of the sample based on the search and inclusion criteria.

- 4 - Extraction of information related to the research questions.
- 5 - Presentation of the results obtained and analyzed numerically and thematically/conceptually with respective discussion.

The questions that guided the study were the following: What is the definition of the occupational repertoire of occupations in Brazilian studies? Is there a theoretical framework that supports the studies or the definition of the construct? Which populations were the target of studies on occupational repertoire? Do the works in question have any focus? (intervention/description).

Data collection and analysis procedures

Data collection was carried out in the main national journals in the area: *Cadernos Brasileiros de Terapia Ocupacional*, *Revista de Terapia Ocupacional da USP*, *Revista Baiana de Terapia Ocupacional* and *Revista Interinstitucional Brasileira de Terapia Ocupacional* published between 1990 and 2020. The search was also carried out on the Google Scholar platform, as it offers access to the gray literature of occupational therapy studies, including final papers (FP), dissertations, theses, and abstracts, among others.

The Boolean search strategy was adopted, in which the descriptors are used with the operators AND, OR, and NOT in the combination of keywords for addition, alternation, or negation between terms. In this study, the descriptors (occupational repertoire) and (occupation repertoire) combined with the OR operator were used. Thus, in all journals, the following sentence was maintained: ((occupational repertoire) OR repertoire of occupations).

The inclusion criteria were established taking into account the publications available online in the period and the aforementioned journals, prepared by occupational therapists, written in Portuguese and, which contained the term “occupational repertoire” or “occupation repertoire” regardless of the objective, methodology, and target population of publications. The period from 1990 to 2020 is justified because according to information available on their respective websites, the *Cadernos Brasileiros de Terapia Ocupacional* of UFSCar started in 1990, the *Revista de Terapia Ocupacional* of USP from 2002, the *Revista Baiana de Terapia Ocupacional* has some volumes in 2004, 2005, 2007, 2012 and 2013 and the *Revista Interinstitucional Brasileira de Terapia Ocupacional* begins with issues published in 2017.

Thus, publications that appeared in the search were excluded, but did not contain the descriptors in the text or, despite containing the descriptors, they were not produced by occupational therapists and/or did not deal with the occupational repertoire of occupations to answer the questions that guided this study.

The search in journals in the area and on the Google Scholar platform was carried out by a researcher over three months, from August to October 2020, in which all publications found were read in full and those that contained the construct “occupational repertoire” or “repertoire of occupations” in its scope were analyzed. A form was used to record the information, consisting of the items: article title, author, year of publication, type of publication, concept/definition of

occupational/occupational repertoire, theoretical framework on which the study is based, target audience, and objective of the study.

Results

We identified 64 publications in the Brazilian Interinstitutional Journal of Occupational Therapy, 36 in the *Cadernos Brasileiros de Terapia Ocupacional* at UFSCar, 12 in the Journal of Occupational Therapy at USP, 1 in the *Revista Baiana de Terapia Ocupacional* and 10 works in the Google Scholar platform.

We found that of the 64 publications of the Brazilian Interinstitutional Journal of Occupational Therapy, 9 publications referred to the axes of two Annals of Events, and within each volume of these annals, there were several abstracts. When searching for terms, in these 9 publications, 17 abstracts were found, 7 of them contained the exact term “occupational repertoire”, while the other 10 presented only “repertoire” in isolation or associated with a different word. Thus, the number of publications considered in the *Revista Interinstitucional Brasileira de Terapia Ocupacional* was 7 publications.

Of the 36 publications in *Cadernos Brasileiros de Terapia Ocupacional* of UFSCar, 5 contained the exact term “occupational repertoire”, 2 presented only “repertoire” in isolation or associated with a distinct word, and the other 29 publications did not contain the search term.

Of the 12 publications in the *Revista de Terapia Ocupacional* of USP, only 1 contained the exact term “occupational repertoire”, while the other 11 did not.

The only publication found from *Revista Baiana de Terapia Ocupacional* did not contain the search terms.

The 10 publications we found on the Google Scholar platform contained the construct in their scope, but 3 were duplicates and were excluded from the sample, totaling 7 publications on the platform, including 4 CFWs, 1 article, 1 abstract, and 1 dissertation.

Thus, 100 publications were excluded because they did not meet the criteria of the study, 87 publications did not contain the term “occupation repertoire” and/or “repertoire of occupations” in the text, 8 contained the term “repertoire” associated with the other words (repertoire of activities, creative repertoire, clinical repertoire, individual repertoire, social repertoire, therapeutic repertoire, the repertoire of social skills and functional repertoire), 5 had the word “repertoire” in their structure, referring to the figurative meaning of the word that, according to the Aurélio Dictionary, it concerns a set of knowledge (Ferreira, 2020) and 3 of them were excluded because they were duplicated.

Therefore, the sample consisted of 20 publications, as shown in Figure 1, which illustrates the amount of material found in each journal and the aforementioned exclusion process for not matching the inclusion criteria.

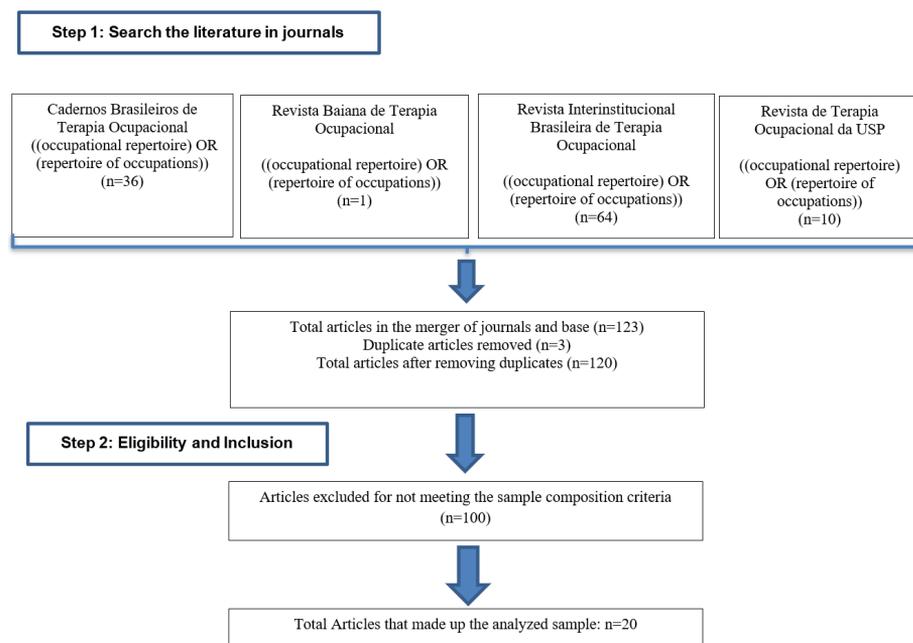


Figure 1. Sample composition flowchart. Source: Prepared by the author.

Of the 20 publications that made up the analyzed sample, 7 were abstracts published in the Revista Interinstitucional Brasileira de Terapia Ocupacional, 5 were articles in the Cadernos Brasileiros de Terapia Ocupacional, 1 article in the Revista de Terapia Ocupacional of USP, while in the Google Scholar platform 4 CFWs were counted, 1 article, 1 abstract, and 1 dissertation.

The years of publication ranged from 2016 to 2020, with 3 publications occurring in 2016 (Almeida, 2016; Canon et al., 2016; Silva, 2016), 2 in 2017 (Klein, 2017; Xavier et al., 2017), 9 in 2018 (Feijó et al., 2018a, 2018b; Lima et al., 2018; Macedo et al., 2018; Morais et al., 2018; Santos, 2018; Sena et al., 2018; Souza, 2018; Ventura et al., 2018), 1 in 2019 (Pinho et al., 2019) and 5 in 2020 (Bernardo et al., 2020; Cardoso et al., 2020; Folha & Della Barba, 2020; Maia et al., 2020; Tima, 2020).

Regarding the type of publication, 6 were original research articles (Canon et al., 2016; Xavier et al., 2017; Pinho et al., 2019; Bernardo et al., 2020; Folha & Della Barba, 2020; Maia et al., 2020), 3 were course conclusion works (Silva, 2016; Santos, 2018; Souza, 2018), 1 was a master's dissertation (Tima, 2020), while the other 9 were abstracts published in Annals, of which 4 were experience reports (Macedo et al., 2018; Morais et al., 2018; Sena et al., 2018; Ventura et al., 2018) and 5 abstracts of original research (Cardoso et al., 2020; Feijó et al., 2018a, 2018b; Klein, 2017; Lima et al., 2018). The methodological design of publications derived from original research varied, with 7 being qualitative studies with a descriptive approach (Xavier et al., 2017; Klein, 2017; Lima et al., 2018; Santos, 2018; Pinho et al., 2019; Cardoso et al., 2020; Maia et al., 2020), 7 were cross-sectional (Almeida, 2016; Silva, 2016; Feijó et al., 2018a, 2018b; Bernardo et al., 2020; Souza, 2018; Tima, 2020), 1 was a state-of-the-art literature review study (Folha & Della Barba, 2020) and 1 was related to the development of an assessment instrument (Canon et al., 2016).

None of the articles and abstracts that made up the sample had the occupational repertoire as an object of study, and this appears either in the introduction, in the results, in the discussion, and/or in the final considerations as a complement/secondary element to the objective of the publications. In turn, 2 of the CFWs and the dissertation had the occupational repertoire as their object of study.

Table 1 details the information recorded on the publications that made up the sample.

Table 1. Description of the publications analyzed.

Author/ Year	Objective of study	Target population	Theoretical Reference	Description of construct
Almeida (2016)	To verify the differences and similarities in the occupational repertoire of children between 6- and 12 years old living in Brazil and Canada.	43 Brazilian children and 55 Canadian children.	Not applicable.	The set of occupations in a given stage of life are specific activities of this age group and are therefore called the repertoire of occupations.
Canon et al. (2016)	To develop the Long Version of the Dementia Disability Rating Scale (DADL-Br).	Textual.	Structure of Occupational Therapy Practice: Domain and Process.	Not applicable.
Silva (2016)	To perform the translation step of the Pediatric Activity Card Sort (PACS) assessment into Brazilian Portuguese.	Textual.	Canadian Model of Occupational Performance and Engagement (CMOP-E).	Not applicable.
Klein (2017)	To verify the content validity of the items that make up the Occupational Repertoire Development Assessment (ADRO-P), from the perspective of parents and caregivers.	15 parents of children between 2 and 12 years old.	Not applicable.	Not applicable.
Xavier et al. (2017)	To understand from the retiree's perception how the occupations carried out in the course of life participate in the occupational reorganization in retirement.	30 elderly people.	Not applicable.	Not applicable.
Feijó et al. (2018a)	To investigate how homeless people use their time and categorize their occupations based on the occupation categories defined by the Structure of Occupational Therapy Practice: Domain and Process.	23 users of a Pop center.	Structure of Occupational Therapy Practice: Domain and Process.	Not applicable.
Feijó et al. (2018b)	To characterize the work occupation of a group of homeless people.	Users of a Pop Center.	Not applicable.	Not applicable.
Lima et al. (2018)	To understand how the meaning of occupations of people with Chronic Respiratory Disease was presented.	17 people with chronic respiratory disease problems.	Not applicable.	Not applicable.
Macedo et al. (2018)	To report the impact of therapeutic care occupations in the occupations of an elderly person living in a Long-term Institution permanence.	1 elderly person.	Not applicable.	Not applicable.
Morais et al. (2018)	To report the occupational therapeutic intervention carried out in a Long Stay Institution for the elderly person.	1 elderly person.	Not applicable.	Not applicable.
Santos (2018)	To know and understand the perceptions of women mothers about the maternal occupational role and its relationship with the occupational repertoire and losses of occupational roles associated with the motherhood process.	12 women, mothers of typically developing children.	Structure of Occupational Therapy Practice: Domain and Process.	Not applicable.
Sena et al. (2018)	To report occupational therapeutic interventions of a group of immigrants.	Group of South American immigrants.	Not applicable.	Not applicable.

Table 1. Continued...

Author/ Year	Objective of study	Target population	Theoretical Reference	Description of construct
Souza (2018)	To know the occupational repertoire of Brazilian children between 2 and 12 years old through the Assessment of the Development of the Occupational Repertoire.	101 parents of children aged 2 to 12 years.	Not applicable.	The occupational repertoire is the set of occupations that the individual has at a given point in life. This set of occupations transforms, simultaneous to development, sometimes expanding and sometimes reducing, but it is expected that this repertoire will develop according to the growth and development of the individual and that this will be the case throughout his life.
Ventura et al. (2018)	To demonstrate the results of group consultations with residents of a long-stay institution.	Institutionalized elderly	Not applicable.	Not applicable.
Pinho et al. (2019)	To understand the form of the occupations of the main caregivers of people in oncological palliative care.	20 caregivers of people in oncology palliative care in a hospital in the North region of Brazil.	Occupational Science.	Not applicable.
Bernardo et al. (2020)	To describe the cross-cultural adaptation process and the content validity of the Activity Card Sort (ACS) in Brazilian Portuguese.	20 elderly people residing in the community.	Canadian Model of Occupational Performance and Engagement - (CMOP-E).	O repertório ocupacional corresponde às ocupações nas quais as pessoas se engajam em um momento específico de tempo. The occupational repertoire corresponds to the occupations in which people engage at a specific moment in time.
Cardoso et al. (2020)	To understand occupations performed by the elderly person in a University of the Third Age.	10 elderly people.	Occupational Science.	Not applicable.
Folha & Della Barba (2020)	To identify how occupational therapists have approached children as occupational beings.	Textual.	Occupational Perspective.	It is the result of the dynamic interaction between child-environment-occupation.
Maia et al. (2020)	To understand how people's occupations are presented in the postoperative period of cardiac surgery.	25 people in the postoperative period of cardiac surgery.	Occupational Science.	It does not apply specifically, however, it mentions the set of occupations performed by a person.
Tima (2020)	To evaluate the occupational repertoire of children between 4 to 6 years old with delays in the development of motor coordination, language, and personal-social skills.	17 children.	Canadian Model of Occupational Performance and Engagement (CMOP-E).	It corresponds to the set of occupations that a person has at a specific juncture in time, and the repertoire continues to evolve throughout life.

Source: Prepared by the author.

Almeida (2016), in her final paper, aimed to verify the differences and similarities in the occupational repertoire of children between 6- and 12 years old living in Brazil and Canada, identifying the factors that could influence this repertoire. The author adopts the concept that occupations, in childhood and adolescence, favor physical, cognitive, and social development, and the set of occupations in a given stage of life are specific activities of this age group, which culminates in the repertoire of occupations. Almeida (2016) proved that life contexts have a great influence on children's repertoire of occupations. Although the pattern of the occupational repertoire presented was similar

between the children of the two countries, there were significant differences in specific activities of some occupational categories (Almeida, 2016).

Canon et al. (2016) aimed to develop and verify the content validity of the long version of the Dementia Disability Rating Scale (DADL-Br) so that it could assess all occupations and activities provided by the American Occupational Therapy Association (AOTA). The occupational repertoire is mentioned once when the authors describe the domains and items that make up the scale, and five items are “considered observation, in which relevant information is mapped for an intervention plan appropriate to the subject's occupational repertoire” (Canon et al., 2016, p. 329).

To translate the Pediatric Activity Card Sort (PACS) assessment into Brazilian Portuguese, even if not defining the construct “occupational repertoire”, Silva (2016), in his final paper, points out that “PACS is a very useful evaluation for the creation of the occupational therapist's intervention plan since this is a resource that brings a wide occupational repertoire of children and adolescents, facilitating the identification of relevant, interesting and pleasurable occupations for the client and why they are or are not contained in his daily life” (Silva, 2016, p. 6).

Klein (2017), due to the scarcity of tools to assess children's occupational performance, proposed to verify the content validity of the items that make up the Occupational Repertoire Development Assessment (ADRO-P) from the perspective of parents and caregivers of children between 2 and 12 years old. The study identified that activities related to personal care showed greater relevance among parents, unlike activities related to household chores and physical activities (Klein, 2017).

Xavier et al. (2017) sought, from the perception of retirees, to understand how occupations carried out throughout life act in occupational reorganization at the time of retirement. The occupational repertoire is mentioned by the authors once, when they indicate that “In adulthood, among the occupations that make up the human occupational repertoire, work deserves special attention, and can be considered one of the main organizers of life and structuring of the daily life of people” (Xavier et al., 2017, p. 215).

Lima et al. (2018), given the growing number of chronic respiratory diseases and their consequences for the person and their occupational life, carried out a study aimed at understanding the meaning of occupations for people with such diseases. According to the authors, illness influenced the meanings of occupations for these people, and being able to perform certain occupations, even with limitations, generated satisfaction and well-being. Such limitations were pointed out as generating changes in the occupational repertoire and the meanings of occupations, either by altering or enhancing such meanings for the person (Lima et al., 2018, p.137).

Among the abstracts contained in the Annals of the Event, the work by Feijó et al. (2018a) investigated how homeless people use their time. The categorization of occupations is based on the Structure of Occupational Therapy Practice: Domain and Process. The authors report that “the situation of vulnerability and disruption of social and family ties of the participants seems to add to the profile of an impoverished occupational repertoire, which makes it even more difficult for these people to return to social and family life and formal productive life” (Feijó et al., 2018a, p. 302). With this, they conclude that there is an occupational imbalance, due to the predominance of occupations related to self-maintenance and care, and the deficient occupational

repertoire reinforces the social vulnerability of these people, especially about aspects of significance and performance.

Feijó et al. (2018b), in a second summary, now focused on the characterization of work in a group of homeless people, point out that surviving life on the streets makes the occupational repertoire of these people different (Feijó et al., 2018b, p. 310).

The abstract by Morais et al. (2018) on the occupational therapeutic intervention of the institutionalized elderly person with stroke sequelae, indicates that the impairments generated by the stroke can be aggravated by institutionalization, intensifying loss of autonomy and independence to perform occupations. Therefore, occupational therapy is necessary, as it aims to increase the occupational repertoire, promote the maintenance of residual capacities and encourage participation and social interaction (Morais et al., 2018, p. 129).

Still, on the impact of occupational therapeutic intervention, Macedo et al. (2018) consider that institutionalization, although necessary, can limit the autonomy of an elderly person when making choices, causing a reduction in the occupational repertoire, which justifies the need for occupational therapeutic intervention. The study concludes that the intervention proposed by occupational therapy in the ILP “expanded the occupational repertoire of the elderly person, promoting autonomy, independence and the construction of occupational age” (Macedo et al., 2018, p. 135).

Faced with the changes brought by motherhood, Santos (2018), in her final paper, sought to know and understand the perceptions of women mothers about the maternal occupational role and its relationship with the occupational repertoire and losses of occupational roles associated with the process of motherhood. According to the discourse of the women in the sample, the author identified 4 analytical categories: “Being a mother is a gift!”; “Being a mother is a woman's responsibility!”; “Being a mother is suffering in paradise!”; and “Occupational losses”, with changes in the occupational repertoire of these women after motherhood (Santos, 2018).

Sena et al. (2018) report in their abstract the experience of interventions carried out with a group of South American immigrants in Brazil, which aimed to work the instrumental activity of daily life of financial management, among others, focused on the development of means of generating income for these people. The authors conducted the interventions “based on the occupational repertoire and skills of this population” (Sena et al., 2018, p. 311) so that the occupational repertoire of these immigrants constituted a starting point for the planning and implementation of interventions and occupational therapies.

In her final paper, Souza (2018) participated in a multicenter study, more specifically in phase three of the elaboration of the Development Assessment of the Repertoire of Occupations of children aged 2 to 12 years. In all, 101 parents of children were interviewed. The evaluation aimed to measure the occupational repertoire of each child. In general, some items of the evaluation obtained a frequency of 100.0% of the performance at all ages, whereas the category “household chores” did not obtain any item performed by all children. According to Souza (2018) “knowledge about the occupational repertoire of Brazilian children can contribute to an adequate assessment and consequent effective intervention in children with different health conditions” (Souza, 2018, p. 21).

Ventura et al. (2018), also on the topic of occupational therapy intervention for institutionalized elderly people, report the effects of group care for this population. According to the authors: “During the meetings, it was possible to stimulate memory, provide opportunities for speaking and listening, promoting social belonging and personal self-worth, facilitating self-expression and promoting occupational engagement and increasing the occupational repertoire” (Ventura et al., 2018, p. 174).

Pinho et al. (2019), in a study aimed at understanding the formation of the occupations of the main caregivers of people in oncological palliative care, mention the occupational repertoire only in the abstract of the article, concluding that the role of the primary caregiver of people in palliative care generates implications for the repertoire occupation and in the way the occupation is developed (Pinho et al., 2019).

Bernardo et al. (2020) described the process of cross-cultural adaptation and the content validity, for Brazilian Portuguese, of an instrument aimed at assessing participation and engagement in activities. The authors state that the occupational repertoire is composed of “occupations in which people engage at a specific time” (Bernardo et al., 2020, p. 1165). They explain that the composition of the occupational repertoire is dynamic, that is, it is in constant transformation throughout each person's life, being influenced by factors related to the person, the environment(s) in which they live, and the characteristics and functions of their occupations. Finally, they conclude that the cross-cultural adaptation and content validity of a tool that captures the occupational repertoire of the Brazilian population can improve occupational therapy interventions in the national context. These interventions can be client-centered and occupation-based insofar as the tool allows professionals to verify the set of occupations in which people participate and/or engage or not, but want or need (Bernardo et al., 2020).

The work by Cardoso et al. (2020) revealed that taking care of the elderly population, in a university for the elderly people, enabled “occupational empowerment, highlighting the experience as an important space for health, citizenship and the feeling of belonging of the elderly person, as well as the reduction of isolation and loneliness that provide a locus of interaction with other people, with the environment and activities, favoring occupational justice” (Cardoso et al., 2020, p. 380). The authors mention the occupational repertoire in the discussion of work, claiming the possibility of restructuring the occupational repertoire through social interaction and meaningful activities (Cardoso et al., 2020).

Folha & Della Barba (2020), when dealing with children's occupations, state that the occupational repertoire is the result of the child's occupational behavior that occurs dynamically and interactively between child-environment-occupation. The authors also indicate that as children engage in occupations with family members, and friends, among others, such occupations begin to “constitute the occupational repertoire that will allow them to develop their roles as a child who plays, who studies, who relates to other people and that takes care of himself/herself” (Folha & Della Barba, 2020, p. 228).

In the work of Maia et al. (2020), who investigated the occupations of people in the postoperative period of cardiac surgery, they found that due to the changes and conditions after both heart disease and surgery, “people in the cardiac postoperative period experience repercussions, including changes, in the occupational repertoire, which can directly influence the form, purpose, and meaning of these occupations” (Maia et al., 2020, p. 857). In addition, the authors state that study participant who

reported choosing to perform their occupations considered this to be something positive and related to satisfaction with the recovery process that allows for the resumption of autonomy and occupational repertoire (Maia et al., 2020).

Tima (2020), in her master's thesis, discusses children who have difficulties in acquiring the skills corresponding to their age group, that is, their developmental delays. According to the author, children with developmental delays may have limitations and/or difficulties in carrying out their occupations. Their results indicate that although the developmental delay was identified in some children in the sample, their occupational repertoire shows many similarities in the activities they perform and the categories in which they perform better (Tima, 2020).

Discussion

The production of national knowledge of occupational therapy on the occupational repertoire proved to be incipient and the answers to the questions of this research must be considered from the perspective of the reduced number of publications.

Regarding the small number of publications found that contained the term “occupational repertoire” in the text, it is inferred that this would be linked to the very history of Brazilian occupational therapy in the use/disuse of some concepts and constructs. Figueiredo et al. (2020) indicate that occupation and human activity are still being debated and are adopted according to the diversity and specificity of the areas and fields in which Brazilian occupational therapy performs its actions (Figueiredo et al., 2020). Salles & Matsukura (2016) e Magalhães (2013) also present subsidies to understand the diverse use of the concepts of occupation and activity throughout the history of occupational therapy in Brazil (Salles & Matsukura, 2016). Pontes & Polatajko (2016) state that the debate and use of occupation-based practice only started in the 2000s, with some Brazilian authors based on Anglophone literature to support their studies (Pontes & Polatajko, 2016).

Therefore, as there is no consensual use regarding “occupation” and the practice based on occupation dates from the last 20 years, it is considered natural that there is a restricted use of the “occupational repertoire” in the Brazilian literature on occupational therapy. To talk about occupational repertoire, it is first necessary to talk about the occupation/occupations.

Regarding how the occupational repertoire is defined in Brazilian works on occupational therapy (Bernardo et al., 2020; Folha & Della Barba, 2020; Tima, 2020; Souza, 2018; Almeida, 2016), we found that 5 studies present definition, while the others (n=15) insert the “occupational repertoire” in the text without defining it. The definitions contained in national studies corroborate those used in the international context by authors who publish on the topic and even make reference to these authors, such as Persson et al. (2001), Davis & Polatajko (2006) and Njelesani et al. (2019). Although the work by Persson et al. (2001) presented a broad framework for understanding the occupational repertoire and influenced the understanding of the construct today, the authors agreed at the time of publication that it consisted of a provisional framework. The mention of this work by Persson et al. (2001) is important for the knowledge of the origin of the occupational repertoire in the occupational therapy literature, having been updated by other occupational therapists such as Janet

Njelesani, Tatiana Pontes, Jane Davis, and Helene Polatajko (Njelesani et al., 2017, 2019; Pontes et al., 2018; Davis & Polatajko, 2006).

Thus, the definition of “occupational repertoire” used in the publications is linked to the consideration of human occupation as an object of study and intervention of occupational therapy, based on reference authors in the international context. In this direction, Figueiredo et al. (2020), Poellnitz et al. (2020) and Salles & Matsukura (2016) found that in the last two decades, “occupation” was more present in publications, which is a result of the national production of knowledge in graduate programs in the area in dialogue with knowledge and discourses produced internationally.

The theoretical references mentioned by the publications that define the occupational repertoire come from Occupational Science with the document of the Canadian Association of Occupational Therapy. In the international context, publications focusing on the occupational repertoire, such as Davis & Polatajko (2006), Njelesani et al. (2017), Pontes et al. (2018), and Njelesani et al. (2019), are also theoretically supported by the references provided by the Canadian Occupational Therapy Association and the respective Canadian Model of Occupational Performance and Engagement.

Among the publications analyzed in this research, most studies (n=6) had the elderly population as a target. Regarding the child population, 3 studies had children as their direct sample, while another 2, although dedicated to the study of children's occupational repertoire, had their sample formed by parents or primary caregivers of children. International studies that study the occupational repertoire have focused on the child population, either in development (Davis & Polatajko, 2006, 2010; Davis et al., 2002) or in measuring the occupational repertoire (Njelesani et al., 2019; Pontes et al., 2018; Njelesani et al., 2017).

Most publications focused mainly on the presentation of an occupational therapeutic intervention, the description of the target subject of the intervention, or the validation of an assessment instrument, with the occupational repertoire being referenced only as part of the introduction or final considerations. Of the 5 studies that were dedicated to the description of the occupational repertoire of the target population of the investigation (Bernardo et al., 2020; Folha & Della Barba, 2020; Tima, 2020; Souza, 2018; Almeida, 2016), only 2 were articles (Bernardo et al., 2020; Folha & Della Barba, 2020), the other 3 are part of the gray literature on occupational therapy, and of these, 2 are FCWs guided by the same researcher, Tatiana Pontes, whose area of interest is the occupational repertoire (Souza, 2018; Almeida, 2016). The other work is a master's thesis, which had this same researcher as an evaluation panel (Tima, 2020).

This fact does not occur in foreign literature, because when it is intended for the occupational repertoire, it is defined, described and its development is explained (Pontes et al., 2020; Davis & Polatajko, 2006, 2010; Davis et al., 2002; Persson et al., 2001). Thus, they are considered instruments capable of measuring the development of the occupational repertoire (Njelesani et al., 2017, 2019; Pontes et al., 2018).

In 2010, Davis and Polatajko reported that there were some tools capable of obtaining indicative data on a person's occupational repertoire, although not specific. For example, the Canadian Occupational Performance Measure (COPM) (Law et al., 1990), the Activity Card Sort (ACS) (Baum & Edwards, 2008), the Pediatric Activity

Card Sort (Pacs) (Mandich et al., 2004) and the Occupational Performance History Interview II (Ophi-II) (Kielhofner et al., 2004).

Currently, two instruments have been developed and published with a specific focus on the occupational repertoire. They are Occupational Repertoire Development Measure - Parent (ORDM-P) (Njelesani et al., 2017, 2019) and Occupational Repertoire Development Measure - Children (ORDM-C) (Pontes et al., 2018). The ORDM-P was developed to measure the breadth of development of a child's occupational repertoire, assessing what he can and/or does (the repertoire of his occupations) and the development of these occupations (the ability to engage them), including competence in the actions, tasks, and activities that comprise them (Njelesani et al., 2019). The version to be answered by the child is entitled Occupational Repertoire Development Measure - Children (ORDM-C) and was developed in electronic format, with animations and easy to use on a tablet, computer, or cell phone to measure the development of the occupational repertoire of children between 4 and 12 years old (Pontes et al., 2018).

The possibility of evaluating and measuring the occupational repertoire allows it to be considered a construct, since according to Kaplan:

[...] constructs constitute ideational (intentional) elaborations, created or adopted with a certain scientific purpose [...]. They refer to theoretical systems and are related, in different ways, with other (less or more abstract) constructs, and attempt definitions and specifications that allow their observation and measurement (Kaplan, 1969 as cited in Freitas, 1994, pp 57-59).

Finally, despite the occupational repertoire being a rising subject in the international literature on occupational therapy, studies dedicated to investigating and debating it are still incipient in Brazil.

Final Considerations

Our research identified that although the construct “occupational repertoire” corroborates the practice and theoretical discussion of occupational therapists in the international context, in Brazil the literature on this construct is still recent and incipient.

In the analyzed studies, the occupational repertoire that appeared in publications from 2016 to 2020, is defined in only 5 of the 20 publications. In the others, the focus was on occupations performed in a specific period of the life of the person or population targeted by the intervention, which is why mention is made of the occupational repertoire. Many publications do not make it clear which theoretical framework the study was based on.

Thus, we need future research on the subject clearly define the occupational repertoire and present the theoretical references that underlie the construct.

This scoping review, as it was carried out in the main national journals in the area and on the Google Scholar platform, has limitations and its results are limited to these.

Therefore, we conclude that the present research contributes to the production of knowledge in occupational therapy, as it is the first systematization on the topic of

occupational repertoire, bringing a little of the history of the construct, reference authors, ways of measuring the repertoire occupational health in a clinical and research context.

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Gabriela Faustino contributed to the collection and analysis of data, discussion, and writing of the manuscript. Mirela de Oliveira Figueiredo contributed to the theoretical and methodological conception of the study, guidance on data collection, analysis and discussion, and writing of the manuscript. All authors approved the final version of the text.

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