

Experience Report

Social occupational therapy and dissenting genders and sexualities: experiences from extension projects

Terapia ocupacional social, gêneros e sexualidades dissidentes: experiências a partir da extensão universitária

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Abstract

This study addresses the experience report of the ResisTO university extension project in partnership with a municipal public policy in a state capital in northeastern Brazil aimed at the gender and sexuality dissenting population. The report is organized into three parts: in the first part, the extension project is presented and contextualized; the second part discusses social occupational therapy, its history, and the approach to debates on gender and sexualities; the third part presents the trajectory of the actions developed and the partnerships carried out over the six years of the project's existence, listing and reflecting on the main challenges and the potential of the work developed. The project has been dedicated to actions and reflections that are based on the analysis of social markers of difference—especially, genders and sexualities—and intersectionality. It is also anchored in the theoretical-methodological framework of social occupational therapy and public policies aimed at the LGBTQIAP+ population. Over six years of project execution, through different actions, it was possible to promote access to democratic knowledge questioning the essentialization of differences and inequalities, seek ways of living together based on respect and solidarity, produce strategies that respond to the individual and collective needs of subjects, aiming to build and expand social rights and producing reflections and democratic actions.

Keywords: Occupational Therapy, Gender Studies, Gender-Inclusive Policies, Sexuality.

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Resumo

Este artigo trata do relato de experiência do projeto de extensão ResisTO em parceria com uma política pública municipal numa capital do nordeste voltada à população dissidente de gêneros e sexualidades. O relato está organizado em três partes: na primeira parte, o projeto de extensão é apresentado e contextualizado; na segunda parte, discute-se a terapia ocupacional social, seu histórico e a aproximação com as discussões sobre gêneros e sexualidades; a terceira parte contém a trajetória das ações desenvolvidas e as parcerias realizadas ao longo dos seis anos de existência do projeto, elencando e refletindo sobre os principais desafios e a potencialidade do trabalho desenvolvido. O projeto tem se dedicado a ações e reflexões que tomam como base a análise dos marcadores sociais da diferença — em especial, gêneros e sexualidades — e da interseccionalidade. Ancora-se também no referencial teórico-metodológico da terapia ocupacional social e nas políticas públicas voltadas à população LGBTQIAP+. Ao longo dos seis anos de execução do projeto, por meio de diferentes ações, foi possível promover o acesso a um conhecimento democrático problematizando a essencialização das diferenças e desigualdades, buscando formas para uma convivência pautada no respeito e na solidariedade, produzindo estratégias que respondem às necessidades dos sujeitos – individuais e coletivos, visando construir e ampliar os direitos sociais e produzindo reflexões e ações democráticas.

Palavras-chave: Terapia Ocupacional, Perspectiva de Gênero, Políticas Inclusivas de Gênero, Sexualidade.

Introduction

ResisTO is an extension project of the Occupational Therapy Department of the Federal University of Paraíba (UFPB). Its activities are included in those of the METUIA UFPB/UNCISAL Laboratory, which is one of the Centers of the Metuia Network¹, an interinstitutional network currently composed of six centers operating in public universities in Brazil. This network has been developing teaching, research, and extension projects in social occupational therapy.

A university extension project, in particular, has the function of developing and equating social problems from the knowledge produced inside and outside the university.

University Extension is an educational, cultural, and scientific process that combines Teaching and Research inseparably and enables the transforming relationship between University and Society. University Extension is a two-way street with assured transit to the academic community, which will find in society an opportunity to develop the praxis of academic knowledge. On their

¹The Metuia Project was founded in 1998 with the aim of gathering professionals—on an interinstitutional basis—from the Federal University of São Carlos (UFSCar), the Pontifical Catholic University of Campinas (PUC-Campinas), and the University of São Paulo (USP) to address the themes of social occupational therapy from actions and reflections through teaching, research, and extension. Currently, the Metuia Network is composed of six Centers: USP, UFSCar, PUC-CAMPINAS, UFPB/UNCISAL, UNB, and UFES.

return to the University, teachers and students will bring learning that, after being theoretically analyzed, will be added to that knowledge. This flow, which establishes the exchange of systematized, academic, and popular knowledge, will produce knowledge resulting from the confrontation with the Brazilian and regional reality, the democratization of academic knowledge, and the effective participation of the community in the University's activities. In addition to instrumentalizing this theory/practice dialectical process, Extension is an interdisciplinary work that favors an integrated view of society (Nogueira, 2000, p. 11).

Furthermore, in recent years, “university extension has become an instrument of interrelation between the university and society, strengthening the university and democratizing academic knowledge through its exchange with the communities” (Figueiredo et al., 2022, p. 3).

The university extension project reported here has carried out actions through the resources and technologies of social occupational therapy, with emphasis on the Workshops of Activities, Dynamics, and Projects. These social resources and technologies were designed to enable the creation of links, approach, and direct interaction with the everyday life of different individuals, groups, and populations with whom the project developed its reflections and actions, thus combining different public policy levels to expand access to social rights and the exercise of citizenship (Lopes et al., 2014).

In this context, this experience report addresses some of the actions planned, executed, and evaluated by the ResisTO project team. The text is organized into three main parts: an introduction to social occupational therapy, its history, and an approach to discussions on gender and sexualities; a description of the trajectory of the actions developed and the partnerships established over the six years of the Project's existence; reflections on the experiences presented, listing the main challenges and the potential of the developed work.

Social Occupational Therapy, Genders, and Sexualities

Social occupational therapy emerged linked to movements contesting social life in Brazil, which, with the intensification of organizations that claimed social rights in the 1970s and 1980s, culminated in the re-democratization of Brazilian society with the end of the military dictatorship regime (Barros et al., 2002).

Based on this historical relationship with the social context, in a moment of expansion of social rights and production of citizenship as an essential element to understanding a democratic State in Brazil, the idea of a social field begins to gain contours in occupational therapy, mainly from criticisms by occupational therapists to the foundations of their professional actions, which at that time could not consider only an individual dimension of the problems faced by the assisted populations.

At the same time, occupational therapists began to pay attention to discussions about the impact of institutions and asylum life on some populations, in dialogue with movements such as the Psychiatric Reform, the Sanitary Reform, and social movements that reflected on the deinstitutionalization process, as well as on the risks of medicalizing social problems (Barros et al., 2002).

Sociologists and philosophers began to play a key role in understanding other dimensions of social reality and everyday life relationships, supporting important analyses of occupational therapists, contributing to the profession to stop focusing exclusively on the field of health and begin to reflect and act in the fields of education and social life (Barros et al., 2002).

Thus, action in the social field originated from joint actions with marginalized populations and, because of the great social inequality in Brazil, occupational therapy seeks to establish itself and create its theoretical and methodological framework with the objectives of justice, more dignified living conditions, and access to social rights (Galheigo et al., 2018).

In this context,

social occupational therapy begins to be designed with specific frameworks, methods, and techniques that go beyond the possibilities of professional activities in the field of health and that, instead of segregating and segmenting professional practice, have contributed directly to expanding the fields of action and the possibilities of professional insertion in sectors of public policies previously not occupied by occupational therapists (Monzeli, 2022, p. 5).

Social occupational therapy began to be designed as a theoretical-methodological perspective from the texts of Barros et al. (1999), Barros et al. (2002), and Barros et al. (2007).

Thus, through studies on culture and society, the search for new, historical, and more complex theoretical frameworks begins, so that subjects are understood as social beings that are part of a culture. Moreover, occupational therapists start being understood as agents of social transformation that seek to meet the real needs of the population and work as partners to transform their context of action (Barros et al., 2002).

With the advances in research, actions, and reflections, social occupational therapy ends up being based on at least two main theoretical movements that will contribute to the theoretical and methodological delimitations produced, either because of foundations influenced by a historical materialist perspective that points to problems arising from the social question, or from reflections supported by socio-anthropological studies that point to the understanding of cultural differences and interculturality (Monzeli, 2022).

Since the 2010s, social occupational therapy has produced fundamentals and actions with the Lesbian, Gay, Bisexual, Transgender, Transsexual, Queer, Intersex, Asexual, Pansexual, and other-identity (LGBTQI+²) population, highlighting the need to discuss the issues of gender and sexuality by understanding them as categories of social difference, that is, themes that are relevant to analyze situations of oppression, violence, and neglect of social rights and that, therefore, should be considered in the reflections and actions of this sub-area (Monzeli, 2022).

In Brazil, historically, these subjects and groups have had several of their basic social rights restricted, such as access to education, health, social assistance, and work; in

²The term dissenting genders and sexualities is used as a category of analysis in the text; however, the LGBTQIAP+ identity category will be utilized at times, since this is the term that has been employed by the public policy partner of the university extension project to refer to this population.

addition, their experiences are not recognized in various spheres of social life (Braga et al., 2020).

The University Collective of Sexual Dissidence – Chile (CUDS)—a group created in 2002 that carries out actions based on the reinterpretation of the queer theory considering the regional reality—was the first organization to problematize the concept of Sexual Diversity and replace it with the term Sexual Dissidence by launching a printed magazine with publications by various of its members in 2005 (Colling, 2015). The concept of sexual dissidence conveys an idea opposed to “diversity”, which presents an understanding of normalization and tolerance. In addition, sexual dissidence considers regional knowledge, avoiding reproducible North American queer discourses that permeate multiculturalism. In this sense, dissidence works more with the idea of difference than that of diversity, which focuses on the production of hierarchies and social inequalities (Colling, 2019).

Thus, one of the possible justifications for the production of reflections and actions of social occupational therapy with the gender and sex-dissenting population may lie in the understanding that this population, for not fitting in the heteronormative standard, is the target of several forms of violence, oppression, and neglect of social rights (Monzeli, 2022).

In addition, despite being a very diverse population, it is possible to observe that it is composed of groups that experience social everyday life injustices (Monzeli, 2022), which are evidenced by the dimensions of income redistribution, recognition of cultural differences, and representation of political demands (Fraser, 2002).

History of Developed Actions and Established Partnerships

The ResisTO project has been dedicated to actions and reflections that are based on the analysis of social markers of difference—in particular, gender and sexuality—and intersectionality (Crenshaw, 2018). Regarding specifically to occupational therapy, this project uses the theoretical-methodological framework of social occupational therapy and is based on public policies aimed at the LGBTQIAP+ population.

The actions developed and executed by ResisTO since its creation are now presented.

Year 1 – beginning of the project at the Federal University of Paraíba

The practices developed by the extension project began in 2017 as a result of the need for occupational therapy students and teachers to promote spaces for study and debate on the social question and other social issues, covering topics such as social rights, naturalization of violence, and various forms of oppression to social difference categories.

Therefore, this project arose from the need to include the debate about these themes in the academic environment, considering that there was a weakness in the discussions related to the loss of social rights in a moment of crisis in Brazilian democracy (Braga et al., 2020), and proposed discussions about the setbacks that refer to social policies and different situations of violence that occupational therapy students experienced in their everyday life at that moment.

Thus, it was understood that studying and debating these themes “required a constant construction, deconstruction, and reconstruction of how normative processes affect the ways of living” (Melo, 2016, p. 219). In the second half of 2017, the project conducted educational activities and discussions on the social question, religious fundamentalism and its influences on everyday life and institutions, and naturalization and invisibilization of violence, in addition to promoting a cultural soirée in the occupational therapy department—“ResisTO: art as a form of resistance” (Figure 1)—with various artistic and cultural manifestations aimed at sensitizing the academic and external communities about prejudice and discrimination against differences.

From the meetings with students and professors of occupational therapy, in this first year of existence of the project, it was verified the need to broaden the debate beyond the walls of the university, considering the themes already approached, focusing on the specific themes of genders and sexualities.



Figure 1. Soirée “ResisTO: art as a form of resistance”.

Photograph of the project's first actions.

Year 2 – establishment of the partnership with the Municipal Coordination for the Promotion of LGBT Citizenship and Racial Equality

Aiming to reach the LGBTQIAP+ population and know the programs and services directed to this population in the city of João Pessoa, in 2018, a partnership was started with the Municipal Coordination for the Promotion of LGBT Citizenship and Racial Equality, which is a body created by the Municipal Law no. 12.400 of 2012 to implement and monitor programs and actions to combat social inequalities related to the gender, sexuality, ethnic-racial, and religious categories.

Initially, in partnership with the Municipal Coordination, ResisTO used the Workshops in its actions to address gender and sexuality issues, as well as situations of deprivation of rights and resistance movements in the face of different situations of violence. Some Workshops were held in institutional shelters for homeless people in João Pessoa. These Workshops provided dialogue about the social rights of these people to strengthen social and affective bonds and broaden the discussion on the social markers of difference and ways to face possible situations of prejudice and violence among the users of these spaces (Souza et al., 2011).

In addition, other strategies were used, such as conversation circles that occurred in public spaces. An example was the “Chat at the Lagoa: sexual diversity and gender identity” (Figure 2), which was held in the Sólón de Lucena Park, located in the center region of João Pessoa, and in the space of the Municipal Coordination, based on the demands brought by the service users or listed by its staff. Other important topics discussed in these meetings were the lack of lesbian, transgender, and transexual visibility in the social movement, in addition to debates on intersectionality and gender, sexuality, and ethnic-racial issues, as well as on masculinities and the health of trans, gay, and bisexual men who use the services provided by the Municipal Coordination.

That year, efforts were made in educating students through practices and theoretical foundations on the social markers of difference. Education was carried out based on the frameworks of social occupational therapy, queer theory, and social markers of difference, addressing topics such as the problematization of identity binarism, heteronormativity, patriarchy, and class struggles. In short, in these meetings, it was common to share knowledge, understandings, concerns, and developments in different themes of struggles and resistance.



Figure 2. Meeting held in the Solón de Lucena Park.

Year 3 – workshops of activities, dynamics, and projects in the public municipal schools of João Pessoa

The partnership with the Municipal Coordination enabled, as of 2019, other arrangements with some sectors of the municipal public policy, such as the Municipal

Health Secretary, the Education and Culture Secretary, and the Extraordinary Secretary for Public Policies for Women. Through these partnerships, it was possible to learn about the network of services aimed at the LGBTQIAP+ population, as well as prepare, systematize, and offer different reflection and action proposals.

In 2019, from a demand of the Municipal Coordination, workshops were held in public schools in João Pessoa aiming to discuss gender, sexuality, ethnic-racial, and religious diversity issues with Elementary School students (Braga et al., 2022).

Throughout the year, workshops were held with 8th and 9th grade students from municipal schools in the city aiming to promote a debate on differences and understand how they pervade the everyday life of adolescents at school. Initially, the proposal intended to carry out four actions in each school, covering at least one school from each teaching center in the municipality; however, with the beginning of the arrangements and the creation of bonds with the students and teachers of the first school where the Workshops were carried out, there was a demand for deepening the practices in this institution and, thus, the extensionists of the project, together with the students of that school, thought of other important topics to be addressed, such as violence within the school, privileges and inequalities, different forms of oppression, different family constitutions, among others.

These Workshops used different strategies that were planned according to each proposed theme, such as the joint production of a timeline on ethnic-racial issues in Brazil; a dynamic with labels to demarcate perceptions, prejudices, and experiences about each part of the body; debates on gender and sexualities; the creation of a box of meanings that brought doubts and questions about the themes of gender and sexualities, and activity called “Race of Privileges”³, which materialized the discussions about inequalities faced in everyday life, among other triggering strategies to address the proposed themes. Figure 3 shows the image of the Race of Privileges.



Figure 3. “Race of Privileges”.

Record of workshops held at the Rui Carneiro school.

³The proposal was to gather students in a horizontal line at the end of the sports court (simulating a starting point) and, based on 20 questions about their privileges, ask those who had already gone through the selected situations to take a step forward, and those who had not to take a step back. The selected phrases referred to themes such as racism and institutional violence and, as the young people advanced or regressed along the path, it would be possible to reflect on their opportunities, which portray their privileges and their non-accesses that prevented them from exercising their citizenship.

From a playful and practical proposal, these workshops allowed recognition of the demands and limitations of this group, connection with its members, and learning from the different observed singularities. Using the technologies of social occupational therapy and the reflections of the educator Paulo Freire, these actions sought to build more horizontal relationships and bet on dialogicity, which presupposes empathetic listening coupled with an intentional effort to be fully with the other and share, at that moment, their world, experiences, and values (Freire, 1987).

Schools are an environment where the experiences of students and teachers can be transformed. They are a space for socialization and learning and, therefore, the constructive potential of the school environment should be recognized and used as a possibility of transforming social reality, understanding that “if education alone does not transform society, without it, society does not change either” (Freire, 2000, p. 67).

Therefore, these resources and methods of action, in addition to the contribution to adolescents in municipal schools, served as guidelines for the practices of extension students in this project, offering instruments to deal with the themes that arise from violence to the identities and subjectivities of this population.

Through these actions, it was possible to guide and equip students, teachers, and other school staff, who often have their social rights denied, on how to deal with issues that pervade their everyday life.

Thus, the Workshops held in schools enabled reflection on differences, seeking to contribute to the fight against violence in and out of school, in the same way that they offered spaces for collective constructions and coexistence, promoting dialogue and reflection toward the protection and defense of the rights of adolescents; at the same time, these actions fostered the development and technical and political education of occupational therapy undergraduate students so that they could work in schools and community spaces, produced academic/bibliographic materials, and disseminated this experience through academic productions.

Year 4 – remote activities and reorganization of the project because of the COVID-19 pandemic

As in 2019 the objectives of the Project were met quite satisfactorily, in 2020, the Municipal Coordination proposed to expand the discussions by taking the focus away from the students and starting to carry out the education and qualification of teachers and other staff of municipal schools. The main reason given for this change in the focus of action of the proposal was the identification, by the Municipal Coordination, that part of the situations of violence that occurred in the school context could be associated with the lack of education and continuing education of these professionals.

Thus, a proposal for a Workshop aimed at teachers and other professionals in municipal public schools in João Pessoa was prepared, mainly by identifying the importance of producing a joint discussion with these actors, understanding that the social markers of difference are present in everyday life, whether on a personal or professional level and that the school is a relevant social device for different social groups.

In addition, through the Workshops, the discussion of cases that presented different situations of violence committed in the school context was prepared, so that the school

teachers, staff, and management could reflect on them, and that possible attitudes and referrals could be taken.

The initial idea was to carry out education in at least one school in each educational district in the city. However, shortly after the first Workshop was held, the pandemic nature of COVID-19 was identified and the activities were suspended indefinitely.

During the period of social distancing due to the COVID-19 pandemic, it was necessary to review the Project's strategies, and an investment was made in the education of its members through virtual platforms. It was possible to use the virtual spaces to intensify theoretical education addressing the main themes proposed by the Project, in addition to discussing strategies combined with the Municipal Coordination and LGBTQIAP+ social movements to carry out and publicize the Project's actions in this period of restricted circulation and social distancing.

As it was not possible to continue with the Workshops planned for the education of school professionals, a booklet titled "Workshop of differences: a strategy to face violence in municipal schools in João Pessoa" was prepared, produced, and virtually distributed⁴.

This booklet was organized aiming to provide elements for the education of school professionals to trigger the debate on gender, sexuality, ethnic-racial, and religious diversity issues. The material offered theoretical references, dynamic triggering strategies for discussions on the proposed themes, and suggestions of books, films, and songs that dealt with these themes in different ways.

Year 5 – continuity of the remote actions and resumption of the in-person activities

In 2021, with the intensification of the COVID-19 pandemic, the university continued through remote activities and, for this reason, the Project continued its theoretical education actions with the extension students, intensifying readings on social occupational therapy and the themes related to the focus of the Project.

The proposal to hold theoretical education meetings for the extension students was a strategy used for education regarding the main themes worked in ResisTO, developing social occupational therapy practice and aiming at educating professionals to broaden their perspectives of action, mainly in the social field, contributing to the process of formation and development of actions consistent with the demands of social groups that experience different situations of social injustice (Monzeli, 2022).

Another strategy used in the period of social distancing was the proposal to prepare a book that would tell the creation process of the Municipal Coordination and would present a history of the actions carried out by this municipal body. This idea arose from the identification that there was the little information available both of the reasons for creating this device and of all the actions carried out. Thus, in 2021, the book "Public policies as a place of resistance: the LGBT citizenship center of João Pessoa"⁵ was published, organized by the ResisTO coordinators.

⁴Este material está disponível para *download* na nossa página do Instagram *@projetoresisto*.

⁵The book "Public policies as a place of resistance: the LGBT citizenship center of João Pessoa" is a collection that was born out of the struggle for human rights and life dignity of the LGBTQIAP+ population in João Pessoa. Its objective was to publicize the implementation of the municipal public policy aimed at this population, highlighting its organization, actions, and partnerships, as well as the history and presence of the social movement in the city.

In the second half of 2021, the actions of the municipal public services of João Pessoa began to return to the in-person format, then the Municipal Coordination invited us to think about the next joint action strategies.

From the demand of the Municipal Coordination, mainly because of the change in the municipal management and in most of the teams that worked in municipal public devices, the Project built a proposal that aimed to educate municipal civil servants in João Pessoa regarding gender, sexuality, ethnic-racial, and religious diversity issues.

These actions had the objective of educating municipal civil servants to ensure a humanized service—regardless of the public policy sector in which they worked—that does not reproduce violence to the LGBTQIAP+ population, providing a welcoming and democratic environment that combines public policies and fosters the exercise of citizenship, expanding access to the social rights of this population.

Thus, specific strategies were designed to address the education of civil servants in different sectors of public policy so that, in that space, they could raise questions and clarify doubts.

In 2021, it was possible to conduct Workshops focused on education and qualification in three institutions: the National Employment System (SINE-PB), a Psychosocial Care Center for Children and Adolescents, and the João Pessoa Foreign Languages Center (CELEST-JP). For each public device, a specific approach was designed with themes related to the focus of each service.

In these Workshops, it was observed that most civil servers had many questions regarding concepts such as gender identity and sexual orientation, use of social names, and use of restrooms, among others.

Year 6 – intensification of the in-person actions and education of the municipal civil servants in João Pessoa

In the first half of 2022, we resumed the in-person actions in partnership with the Municipal Coordination, educating civil servants of different public institutions in João Pessoa. Workshops were held at two Centers for Integrative and Complementary Health Practices and at a Child and Adolescent Psychosocial Care Center.

In these Workshops, different strategies were created to address the demands of each team, such as video presentations, cloud of ideas, case studies, discussions on legislation referring to the rights of the LGBTQIAP+ population, and the interactive creation of the “sex cookie”⁶ (Figure 4), which is a simple way to present the nomenclatures of gender identity, sexual orientation, biological sex, and gender expression.

It was possible to verify that, in most meetings, the professionals had great difficulty with the nomenclatures and the differentiation between them, as well as in understanding gender identity and sexual orientation. Thus, the strategies used became important tools to discuss and demystify these themes with the participants, who could,

⁶The “Sexual Cookie”, commonly called “Biscoitona”, is a resource made and adapted by the extension students from the need to playfully cover the categories and nomenclatures related to the themes of gender and sexuality during the Workshops. It is a dissimilar drawing of a gingerbread divided into the categories of gender identity, sexual orientation, and sex and gender expression. It is a widely used and disseminated resource on the Internet with multiple adaptations that aim to provide better communication with the interlocutor about these themes. During the Workshops, flyers containing the nomenclatures referring to each part of the “Biscoitona” were distributed to the participants so that they could place them in the places corresponding to the categories for later discussion and reflection on their differences.”

through these actions, visualize, learn, and discuss these issues playfully and interactively.

Educating the multidisciplinary teams of municipal public devices about the crossings and specificities of the gender and sex dissenting population agrees with the plan of the National Policy for Complete LGBT Health (Brasil, 2013), proposed as: “Inclusion of issues related to LGBT health in the continuing education processes of SUS health managers and professionals. Production of educational materials and strategies aimed at promoting, protecting, and restoring the health of the LGBT population” (Brasil, 2013, pp. 29-30).

These Workshops focused on devices from different public policy sectors, such as services of health care, education, and work, among others. It is worth emphasizing that this proposal contributes to several sectors that assist the LGBTQIAP+ population, as it aims to ensure full access, permanence, and security for these people.

In this sense, in recent years, the ResisTO project has sought to educate, equip, and guide municipal public service professionals of different sectors to produce democratic and inclusive practices, respecting gender and sex differences.

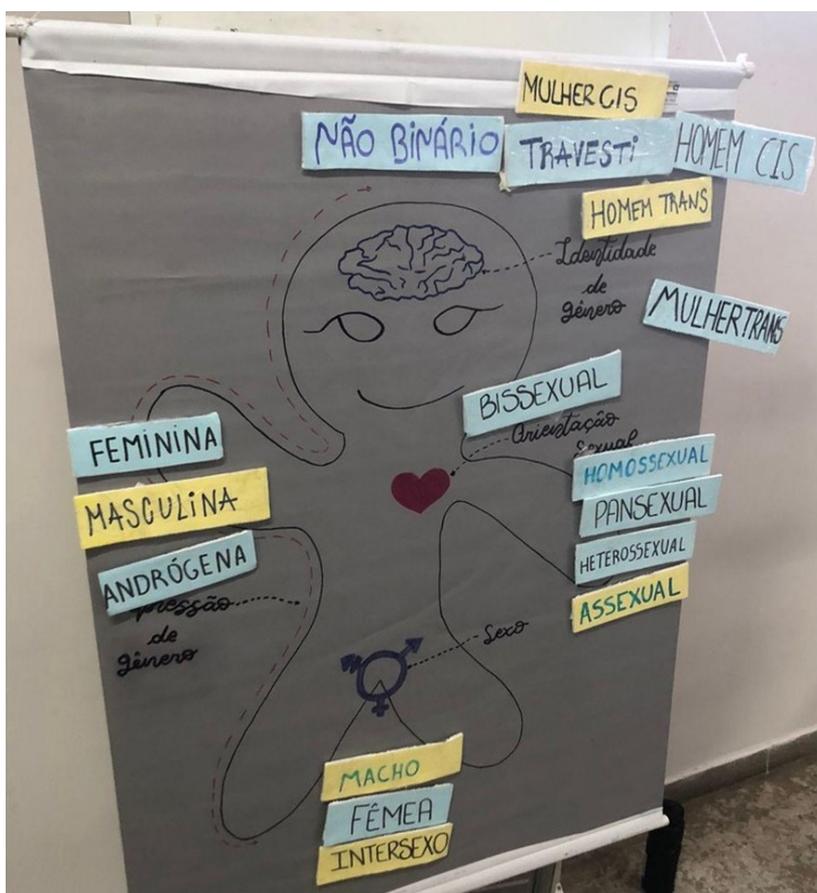


Figure 4. The sexual cookie “Biscoitona”.

Final Remarks

Over the past few years, the ResisTO university extension project has made efforts to strengthen the municipal public policy aimed at the gender and sex-dissenting population of João Pessoa through the development of actions and proposals in partnership with the Municipal Coordination for the Promotion of LGBT Citizenship and Racial Equality.

From the understanding that social occupational therapy uses activities “as a mediating resource to approach, follow-up, identify the demands, and strengthen the subjects and groups it assists” (Lopes et al., 2014, p. 595), the ResisTO project used different resources and technologies as a strategy to approach, understand the demands, and ensure the social rights of the gender and sex dissenting population aiming to strengthen their spaces of belonging and circulation, as well as their exercise of citizenship.

Through the technologies of social occupational therapy and other action strategies, it was possible to build spaces for coexistence, identification, empathetic listening, collective reflection, production of embracement, and intersectoral developments. Thus, these different actions aim to provide access to democratic knowledge, problematize the essentialization of differences and inequalities, and seek ways of living together based on respect, solidarity, and on the guarantee of social rights.

Furthermore, ResisTO has fostered the technical education of undergraduate students, especially in occupational therapy, to work in different sectors of public policy and community spaces, through the theoretical framework of social markers of difference and social occupational therapy. Participating students have experienced different possibilities of action in social devices and, at the same time, built proposals to develop the social support network, working in an interprofessional and intersectoral way.

These experiences have allowed students to know and use social occupational therapy technologies as resources to approach, identify demands, and reflect on the intersectionality and crossings in the everyday life of the gender and sex dissenting population.

It is also worth noting the combination of knowledge produced in university extension spaces with the dimensions of teaching and research in occupational therapy since the actions carried out by ResisTO have unfolded into undergraduate research projects and capstone projects for undergraduate courses and residency.

Thus, the ResisTO Project remains in resistance to a conservative wave and a movement to dismantle and weaken public policies aimed at the gender and sex-dissenting population (Braga et al., 2020). In the face of so many violations and violence, in a society that still constantly seeks to reproduce bodies through the reification of heteronormativity, we bet on an intersectional reading of social reality and seek to produce strategies that respond to the needs of subjects and groups aiming to build and expand the possibilities in which life can happen and rights and democracy are guaranteed and expanded.

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Wanderley Angelo were responsible for organizing the reports on the practice. Janaina da Silva Goes and Maria Carolina Molina Dias Batista were responsible for the theoretical design. Gustavo Artur Monzeli and Iara Falleiros Braga were responsible for weaving the discussions and final considerations. All authors approved the final version of the text.

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