

Colloquium to honour Jock Murray: 15 May 2008

THE MATRIARCH REMEMBERS: LOOKING IN TWO DIRECTIONS AT ONCE

Abstract

Stories help us to see more than is immediately apparent and it is with this in mind that two have been incorporated into this paper. One is a well-known tale from which I have drawn some parallels with Jock Murray's career. I will tell it both to delight the audience and to help them to think laterally. The other is about my own professional journey, and is used as a history of ideas to demonstrate that attention to reflective practice and experience helps to increase understanding, and build the scaffolding for the next batch of questions, which when explored give direction to the next quest for knowledge...

INTRODUCTION

This paper has three sections. In the first part I am going to read from the story of the Elephant's Child by Rudyard Kipling. It is one of the "Just so Stories for little children," first published in 1902. In the second part of the paper I will use the story to draw some parallels between the person who Jock is and his journey as an occupational therapist. The third and last section focuses on ideas that have evolved for me over many years and begun to merge into a deeper understanding of occupational therapy and more particularly occupational development. **Slide 1** Most of the time our thoughts run in familiar channels, like water. It takes prolonged attention and effort to change that flow and to create something different. These are facts that Jock is well aware of, and to which his work speaks, but us begin with a story.

THE ELEPHANT'S CHILD

Slide 2 In the High and Far Off Times the Elephant, O Best Beloved, had no trunk. He had only a blackish, bulky nose, as big as a boot that he could wiggle about from side to side; but he couldn't pick up things with it. But there was one Elephant- a new Elephant- an Elephant's child, who was full of 'satiableness', and that means he asked ever so many questions. And he lived in Africa, and he filled Africa with his 'satiableness'. **Slide 3** He asked his tall aunt the Ostrich why her tail feathers grew just so, and his tall aunt the Ostrich spanked him with her hard, hard claw. **Slide 4** He asked his tall uncle the Giraffe, what made his skin spotty, and his tall uncle the giraffe spanked him with his hard, hard hoof. And still he was full of 'satiableness'! **Slide 5** He asked his broad aunt the Hippopotamus, why her eyes were red, the Hippopotamus spanked him with her broad, broad hoof; **Slide 6** and he asked his hairy uncle the Baboon, why melons

tasted just so, and his hairy uncle the Baboon, spanked him with his hairy, hairy paw. And *still* he was full of 'satiabile curiosity!

One fine morning in the middle of the procession of the Equinoxes this 'satiabile Elephant's child asked a few fine questions that he had never asked before. **Slide 7** He asked, "What does the crocodile have for dinner?" Then everybody said, "Hush!" in a loud and dreadful tone, and they spanked him immediately and directly without stopping, for a long time. By and by he came upon Kolokolo Bird sitting in the middle of a wait-a-bit thorn-bush, and he said "My father has spanked me, and my mother has spanked me, all my aunts and uncles have spanked me for my 'satiabile curiosity; and *still* I want to know what the crocodile has for dinner!"

Then the Kolokolo Bird said, **Slide 8** "Go to the banks of the great grey-green, greasy Limpopo River, all set with fever-trees, and find out."

That very next morning, when there was nothing left of the Equinoxes, because the procession had proceeded according to the precedent, this 'satiabile Elephant's Child took a hundred pounds of bananas (the little short red kind), and seventeen melons (the greeny-crackly kind), and said to all his dear family, "Good-bye I am going to the great grey-green, greasy Limpopo River, all set with fever-trees, to find out what the Crocodile has for dinner." And they all spanked him once more for luck, though he asked them most politely to stop.

Then he went away, a little warm, but not at all astonished, eating melons and throwing the rind about, because he could not pick it up.

He went from Grahamstown to Kimberly, and from Kimberly to Khama's country, and from Khama's country he went east by North, eating melons all the time until at last **Slide 9** he came to the banks of the great grey-green, greasy Limpopo River, all set with fever-trees, precisely as the Kolokolo Bird had said.

Now you must know and understand, Best Beloved, until that very week, and day, and hour, and minute, this 'satiabile Elephant's child had never seen a crocodile and did not know what one was like. It was all his 'satiabile curiosity.

Slide 10 The first thing that he found was a Bi-Coloured-Python-Rock-Snake curled round a rock. “Scuse me,” said the Elephant’s child most politely, “but have you seen such a thing as a crocodile in these promiscuous parts?”

“*Have* I seen a Crocodile?” said the Bi-Coloured-Python-Rock-Snake, in a voice of dreadful scorn. “What will you ask next?”

“Scuse me,” said the Elephant’s child, “but could you kindly tell me what he has for dinner?”

Then the Bi-Coloured-Python-Rock-Snake **Slide 11** uncoiled himself very quickly from the rock, and spanked the Elephant child with his scalesome, flailsome tail.

“That is odd,” said the Elephant’s child, “cause my father and my mother, and my uncle and my aunt, not to mention my other aunt, the Hippopotamus and my other uncle the Baboon have all spanked me for my ‘satiabile curiosity- and I suppose this is the same thing.”

So he said goodbye very politely to the Bi-Coloured-Python-Rock-Snake, and helped to coil him up on the rock again, and went on, a little warm, but not at all astonished, eating melons and throwing the rind about, because he could not pick it up, till he trod on what he thought was a log of wood at the edge of the great grey-green, greasy Limpopo River, all set about with fever-trees.

Slide 12 But it really was the crocodile Best Beloved, and the crocodile winked one eye, like this. “Scuse me,” said the Elephant’s child most politely, “but have you seen such a thing as a crocodile in these promiscuous parts?”

Then the crocodile winked the other eye and half lifted himself out of the mud; and the Elephant’s Child stepped back most politely, because he did not wish to be spanked again.

“Come hither, Little One,” said the Crocodile. “Why do you ask such things?”

“Scuse me” said the Elephant’s child most politely, my father has spanked me, my mother has spanked me, not to mention my tall aunt the Ostrich, and my tall uncle, the Giraffe, who can kick ever so hard, as well as my broad aunt, the Hippopotamus and my hairy uncle, the Baboon, *and* including the Bi-Coloured-Python-Rock-Snake with the scalesome, flailsome tail, just up the bank, who spansks harder than any of them; and so, if its all the same to you, I don’t want to be spanked any more.

Slide 13 “Come hither, Little One”, he said, “for I am the Crocodile”, and he wept crocodile-tears to show it was quite true.

Then the Elephant’s child grew all breathless, and panted, and kneeled down on the bank and said, “You are the very person I have been looking for all these long days. Will you please tell me what you have for dinner?”

“Come hither, Little One,” said the Crocodile, “and I’ll whisper.”

Slide14 Then the Elephant’s Child put his head down close the Crocodile’s musky, tusky mouth, and the Crocodile caught him by his nose, which up to that very week, day, hour and minute, had been no bigger than a boot, though much more useful.

“I think,” said the Crocodile, -and he said it through his teeth like this- “I think to-day I will begin with Elephant’s Child!”

At this, O Best Beloved, the Elephant’s child was much annoyed, and he said, speaking through his nose like this, “Let go! You are hurtig be!”

Slide15 Then the Bi-Coloured-Python-Rock-Snake scuffled down the bank and said, “My young friend, if you do not now, immediately and instantly, pull as hard as ever you can, it is my opinion that your acquaintance in the large-pattern leather ulster (and by this he meant the Crocodile), will jerk you into yonder limpid stream before you can say Jack Robinson.”

This is the way that Bi-Coloured-Python-Rock-Snakes always talk.

Slide16 Then Elephant Child sat back on his haunches and pulled, and pulled, and pulled, and his nose began to stretch. And the crocodile floundered in the water, making it all creamy with great sweeps of his tail, and *he* pulled, and pulled, and pulled.

And the Elephant's Child kept on stretching; and the Elephant's Child spread all his little four legs and pulled, and pulled, and pulled, and his nose kept stretching, **Slide17** and the crocodile thrashed his tail like an oar, and he pulled, and pulled, and pulled, and at each pull the Elephant Child's nose grew longer and longer – and it hurt him hijjus!

Then the Elephant's Child felt his legs slipping, and he said through his nose, "This is too buch for be!"

Then the Bi-Coloured-Python-Rock-Snake came down from the bank and knotted himself in a double-clove-hitch round the Elephant Child's hind legs, and said, "Rash and inexperienced traveller, we will now seriously devote ourselves to a little high tension, because if we do not, it is my impression that yonder self-propelling man-of-war with the armour plated upper deck (and by this, O Best Beloved, he meant the Crocodile) will permanently vitiate your future career."

That is the way all Bi-Coloured-Python-Rock-Snakes always talk. So he pulled, and the Elephant's child pulled, and the Crocodile pulled; but the Elephant's child and the Bi-Coloured-Python-Rock-Snake pulled hardest; and at last the Crocodile let go of the Elephant Child's nose with a plop that you could hear all up and down the Limpopo.

Then the Elephant's Child sat down most hard and sudden; but first he was careful to say "Thank-you" to the Bi-Coloured-Python-Rock-Snake, **Slide18** and next he was kind to his poor pulled nose, and wrapped it in banana leaves, and hung it in the great-grey-greasy Limpopo to cool.

"What are you doing that for?" said the Bi-Coloured-Python-Rock-Snake.

"Scuse me," said the Elephant's Child, "but my nose is badly out of shape, and I am waiting for it to shrink."

“Then you will have to wait a long time,” said the Bi-Coloured-Python-Rock-Snake.”
Some people do not know what is good for them.

The Elephant’s Child sat there for three days waiting for his trunk to shrink. But it never grew any shorter, and besides, it made him squint. For, O Best Beloved, you will see that the Crocodile had pulled it out into a really truly trunk same as all elephants have today.

At the end of the third day a fly came and sat on his shoulder **Slide19** and before he knew what he was doing he lifted up his trunk and hit the fly dead with the end of it.

“Vantage number one!” said the Bi-Coloured-Python-Rock-Snake. “You couldn’t have done that with a mere-smear nose. Try and eat a little now.”

Before he thought what he was doing the Elephant’s Child put out his trunk and plucked a large bundle of grass, dusted it clean against his forelegs, and stuffed it into his mouth.

“Vantage number two!” said the Bi-Coloured-Python-Rock-Snake. . “You couldn’t have done that with a mere-smear nose. Don’t you think the sun is very hot here?”

‘It is’” said the Elephant’s Child, **Slide 20** and before he thought what he was doing he schlooped up a schloop of mud from the banks of the great grey-green greasy Limpopo and slapped it on his head, where it made a cool schloopy-sloshy mud-cap all trickly behind his ears. (cut from here on)

“Well,” said the Bi-Coloured-Python-Rock-Snake. “you will find that the new nose is very useful

“Thank-you,” said the Elephant’s Child,and now I think I’ll go home to all my dear families.....”

So the Elephant’s Child went home across Africa frisking and whisking his trunk. **Slide 21** When he wanted fruit to eat he pulled fruit down from the tree, instead of waiting for it

to fall as it used to do..... One dark evening he came back to all his dear family, and he coiled up his trunk and said “How do you do?” They were very glad to see him.....Then he uncurled his trunk and knocked two of his dear brothers head over heels.

“Oh Bananas,” said they, “where did you learn that trick and what have you done with your nose?”

Slide 22 “I got a new one from the Crocodile on the banks of the great grey-green greasy Limpopo River,” said the Elephant’s Child. “I asked him what he had for dinner and he gave me this to keep.”

“It looks ugly,” said the hairy uncle, the Baboon.

“It does,” said the Elephant’s Child. “But it’s very useful...”

Slide 23 [Well, after they had all heard his story] his dear family went off in a hurry to the banks of the great grey-green greasy Limpopo River, all set about with fever trees, to borrow new noses from the Crocodile; and ever since that day, O Best Beloved, all the Elephants you will ever see, besides all those that you won’t, have trunks precisely like the trunk of the ‘satiabale Elephant’s Child. **Slide 24**

JOCK’S LEGACY

The parallels between Jock’s story and the Elephant Child’s are I think related to his ‘satiabale curiosity and his consistent willingness to be of service. The Elephant’s Child was inordinately curious and I’m guessing that the unique oddities of the OT world kept Jock busy trying to make sense of the discipline that he unexpectedly found himself in. He started out as he planned to continue; by asking himself and those around him what it was all about, and endeavoured to bring his unique abilities and interests to bear on the therapeutic and human problems that he encountered. Throughout his career Jock has continued as he began, asking questions. I will return to this theme later

The Elephant's Child, as you will recall from the story, did something rather remarkable for himself and his whole family! He helped all the other elephant to get their trunks stretched, a noble service. Of all the things that Jock has achieved during his career, his excellent involvement with service organisations (of which the OT Association was one), and his initiative in helping to establish workshops, has been outstanding. What a wonderful legacy from a man who has never pushed himself forward to stand in the limelight. Instead Jock is established in the hearts and lives of countless people, yet some of those who have benefited from his vision initiatives may not even know his name.

MY HISTORY OF IDEAS

In this third and final part of the paper I am going to give you a peep into my history of ideas. I will present thoughts about occupational therapy, which have evolved with me over the 50 years since I first qualified. The purpose is to track my occupational therapy beliefs and thoughts, and to see if these begin to form some coherence that was not initially apparent, as well as trying to discover if firmly held ideas are retained, changed or discarded (Lovejoy, 1983). When I started out in 1958 (long before Jock, and the rest of you came onto the scene) the profession was of course very different from today. While what follows is a personal reflection I hope that the route taken and where it has led me may be of some help to you as you think, not just about present pressing problems but also consider a bigger dimension in which many smaller insights mingle and merge. Along my way there have been a number of critical lessons. These have increased my understanding of occupational therapy and answered some of my own questions.

My awakening to the value of therapy came long before I had any appreciation of what occupation is really about. It has evolved slowly over many years, and I admit that there is much that I still do not fully understand, but it's this, and the human dimensions of our work, which makes it so fascinating for me. I am very grateful that occupational science developed while I was still actively engaged with the profession, because I have found it to be a tremendous challenge. As a result its been exciting and invigorating to discover new ways of thinking and doing occupational therapy, but let me rather start at the beginning before I get carried away. I'm going to give brief examples of promptings that led me to major new perspectives about the way that I was doing occupational therapy.

In the late **50's** and the **60's** my work was supported by some knowledge of the human body and its functioning (a lot of which has since been superseded by ongoing research), a smattering of information about medical conditions and a few ideas about how to match craft activities to patient's needs. **Slide 25** I had very little insight into what I was achieving and less conviction. My knowledge of how activities should be chosen, adapted and presented, to help somebody in the recovery of their abilities, lost as the result of illness, injury or developmental delay, was slight, **Slide 26** although I was quite good at doing various types of handwork. No wonder that I and other OT's sought the security of set routines and clear cut objectives, so familiar to our medical and other colleagues, rather than the vagueness and ambiguities within which we tried to work. I felt responsible for helping people to recover, but my associated inadequacies were only aggravated by the struggle of trying to uphold the image of occupational therapy as an informed and capable discipline. It was very daunting to work in a world that really only valued pure science. Hoping against much evidence to the contrary, I resisted my urge to leave and study medicine because something yet unnamed held me back.

Slide 27 I discovered that despite all the difficulties of explaining my work to other people I enjoyed what I was doing and believed that I was actually ***making a difference***. The period was also personally important because of my exploration of work as a means of therapy and assessment, and the experience of its application. I was responsible for the orthopaedic patients at the Karl Bremer hospital. They were confined to bed for months on end, and to alleviate their boredom and frustrations as well as to help them to maintain their dignity as workers, I offered them contract work which they did in the wards each morning. Based on this experience and with Vona du Toit's support and guidance while in Pretoria, I wrote a paper for the Teacher's Diploma about the use of work-related activities to maintain work habits, work tolerance and productive speed.

This exposure made me aware of the problems and exclusion that confronted the men who I worked with. **Slide 28** The majority did not have access to ***formal education*** and although they proved their abilities in many different ways their future employment options were restricted by a ***lack of special skills*** and employer's attitudes to physical impairments.

Slide 29 During the same period the development of the Pretoria Multi-motivational Therapeutic Apparatus was exciting and important development from a scientific point of view (and an early attempt at producing much needed evidence for treatment effectiveness), but although I became peripherally involved it never really grabbed me because I was not comfortable with the motivational offerings available. After completing the teacher's diploma I returned to Cape Town.

Things improved a bit professionally in the **70's** when we started to learn special treatment techniques and acquired assessment skills so that we could plan and record treatment progress. A new emphasis on ADL decreased the pressure to provide articles for people to make, and OT became more applicable to our patients' needs.

One clinical experience that bothered me a lot during this time was some of the responses that we got from the American "Interest Check List", a popular tool used to establish possible matches between therapeutic activities and patient interests (Matsutsuya, 1969). Initially, naively unaware as I was of things like cultural relevance and applicability, I was alerted to the fact that the form didn't seem to ask questions that were relevant for the people I was working with. For example, when domestic workers got a high score on household activities like cleaning and ironing (which meant that they really liked doing these things) I began to realise that while this might have been some peoples' true response, their experiences did not include a variety of options and personal choices; **Slide 30** they did not have access to a range of every day activities, what today I would call *occupational opportunities*.

In the **80's** I was immersed in teaching and in research. My inclination was not quantitative research, but I didn't know then that there were other options. Having previously become involved with helping hospital staff to work in the community as well as the wards and with out patients, I decided that if I could visit people in their homes this would be where I could start to learn what, if anything, occupational therapy was achieving. Any study teaches one many different things. What is relevant here is that I learnt a lot about peoples' motivation when it came to recovering from a Stroke. Personality had a lot to do with it but so did previous **Slide 31** *lifestyle, habits and roles*.

Home visits were a revelation. Contrary to the OT theories about what comprised a 'balanced' lifestyle, most people did not really do very much with their time other than the daily routines, and even these were reduced if the person who had experienced a cerebrovascular accident (CVA) did not make a complete recovery. I found the men very interesting because on the whole they were satisfied for the women to take on a caring role, and the women generally responded positively to this. What alarmed me though was that men who were employed when they had a CVA were deciding while still in hospital that they would not be able to work in the future. I was also fascinated and saddened to learn that somebody who did not recover the ability to walk during rehabilitation become mobile once she got home; she was an alcoholic and nobody else was willing to take the responsibility of going to the bottle store for her, so she learnt to walk and went herself.

By the time the **90's** came along we had accumulated some experience of working in the community, although much of this was still within the medical model, but student placements away from health clinics and involvement in a growing number of projects were an impetus to thinking out of the box. Planning for the introduction of the Primary Health Care approach during this period and the beginnings of Occupational Science changed much of our thinking and offered many new opportunities for service and research. **Slide 32** While I had always been aware of the importance of prevention, the concept of **health promotion** was an eye-opener to me, and I started to try and understand where it fitted into the OT picture beyond its more traditional educational health promotion approaches. This coupled with a growing understanding that occupation is about everything that people do every day started me on a journey that I am still on (and some of you will know how much I love travelling), particularly with respect to ideas about occupations that promote and undermine health. One such influence is context.

Slide 33 Working in a community has a profound affect on doing occupational therapy because the implications of the **context** are so far reaching. There is a need to understand the difference between environment, which is viewed in occupational therapy literature from an individual therapeutic perspective i.e. how the physical, social, temporal and cultural elements of the environment interact with one another to influence

a person's occupational performance (Law et al, 1996); and the contextual forces which impact on the lives of whole communities i.e. factors that are beyond the control of the individual and the group, but which have a determining influence on their health and well being. In the Ecological Model of Human Performance Dunn et al (1994) propose that what a person is able to do depends on their skills and abilities and the cues that are derived from the environment. Contextual circumstances however affect human occupational performance in other ways, because they are structural, impacting on community infrastructures and influencing power relations (Du Toit, 2005). These factors are beyond the control of individuals. Context therefore can and does determine occupations (Townsend & Wilcock, 2004), either positively or negatively. A critical South African contextual occupational determinant is poverty.

Poverty is defined in many different ways and must be understood as a multi-dimensional concept with different causes and consequences, which at worst is persistent and may even become intergenerational. Through bringing the work of social scientists and poverty scholar's insights to bear on occupational science, I have begun to appreciate how all encompassing the impact of poverty can be on human development, not least of which and of importance to us, is occupational development.

Slide 34 The intersection of the ideas presented as key moments in my learning led me to begin to think about ***occupational development*** and its significance within South African occupational therapy. Occupational therapists accept that the process of life-long human development is inextricably bound up with occupations. The interactionist perspective on development holds that "individuals are involved in a reciprocal interactive relationship with their environment that ultimately delineates human development across the life span. Individuals bring their genetic makeup, or *genotype* to this dynamic relationship. Their genotype dictates a certain outward expression of human characteristics or *phenotype*, within the constraints of their environment, which is thought to play a significant role in an individual's development across the life span" (Davis & Polatajko, p95). According to Davis and Polatajko the principles that govern development are continuity, multiple determinicity (personal, environmental, and interaction) and multiple patternicity (variation, and changing mastery). At present the exact extent of the influence of each of these components is uncertain, but we can assume that it is bi-directional; that is, people respond to change in the environment,

they adapt the environment to suit their needs (Ibid p96), and occupations result from intentional behaviour by a particular person in a specific environment. The interactionist theory therefore supports the idea that occupational performance is the result of interaction between person, environment and occupation throughout the life span (Polatajko, 1994).

What about context; if the context does not accommodate change and is not supportive of intentional behaviours, what would be the consequences? If poverty exists as the result of structural as well as personal contextual influences, would an individual be able to change these? It seems unlikely. Let me illustrate. Noluthando lives in a remote rural village. She wants to learn to sew so that when her work is good enough she can make clothing to sell. She has no sewing machine, materials or tools to work with. This could be overcome, but there is no electricity supply in the village. She could however use a hand machine, but there is nobody to teach her how to sew. Noluthando cannot therefore learn to sew, or make garments, or sell the garments she could have made. Another example: Tobias hears that the Department of Water Affairs is going to lay pipes in his area and hastens to go and see his village headman to ask if he could work on the project. The headman promises to let him know if he will be needed. When Tobias does not hear from the headman but sees that the project has started, he goes to find out whom the workers are. He is disappointed to discover that they are all family or friends of the headman.

These two simple examples illustrate the impact that structural influences e.g. services (electricity; teachers); resources (e.g. materials and tools); and power relationships e.g. (patronage and social capital) can have on an individual's chances of doing the occupations they need and want to do. As a consequence both people were occupationally deprived but they are also developmentally disadvantaged. With this as background and to begin to answer the questions I raised about the consequences of structural poverty, I suggest that given specific unfavourable community contexts, individuals may not have the power to overturn structural limitations. If such limitations are commonly experienced by a community and happen repeatedly over time I further suggest that they would undermine the community's occupational development, because if occupation is "everything that people do to occupy themselves...." (CAOT, 1997),

people need to have access to critical occupations as a means for development throughout the life span.

In October 2003 the World Federation of Occupational Therapists published a list of definitions of occupational therapy from 28 member countries. Most of the definitions emphasize the treatment of dysfunction. **Slide 35** The one submitted from South Africa contains some unique statements: “Given the Southern African context occupational dysfunction may result from mental, psychological and physical illness, developmental problems, natural disasters, lack of educational and job opportunities, stressful living and the pressure of change; social and political disorganisation, inadequate resources and poverty” (2002). Furthermore the definition also states that “Occupational therapy uses the client’s active engagement in meaningful, purposeful and socio-culturally approved activities to remediate occupational dysfunction precipitated by illness, injury, developmental delay, lack of environmental resources and opportunity.” It’s the bit at the end of each of these statements that interests me: “occupational dysfunction caused by inadequate resources and poverty”; and “lack of environmental resources and opportunity” (Ibid.). It would be very interesting to know how South African occupational therapists and you in particular would interpret these statements. It does seem that the emphasis on an adverse history coupled with the acknowledgement of contextual limitations supports the idea of the need for the promotion of occupational development where health and well being are threatened, possibly (although this is not clear in the statement) even in the absence of defined and identified pathology. Occupational dysfunction is not the same as occupational under-development, but in my understanding both are worthy of occupational therapy’s attention.

A group of researchers (of which I am one) have been working since 2003 with chronically poor and disabled people who live in contextually restrictive circumstances. **Slide 36** Our purpose is to explore the dynamic relationship between chronic poverty, disability and occupation (PDO) (Watson, 2005; Watson and Duncan, 2008). We hypothesise that our participants are either at risk or already impacted by occupational under-development because they lack the necessary resources, opportunities and supportive structures needed for the advancement the occupations that would be satisfying to them, and necessary for their growth as people and citizens. This concern applies to people of all ages. The elements that are needed to support the principles of

occupational development; such of continuity, and multiple determinicity and patternicity are not sufficiently or consistently present enough to allow changes in a wide range of occupations that would be concomitant with the interest and abilities that exist in any community's population. Furthermore people who live with chronic health conditions and impairments, disabling social attitudes and enduring poverty are at even greater risk of occupational underdevelopment and therefore occupational deprivation, alienation and imbalance. It is my hope that occupational therapists will become more aware of the implications of occupational underdevelopment, both in respect in its relationship to chronic poverty, and as a health risk. Should this happen their work would fall within the scope of health promotion.

THE INTERACTION OF IDEAS

Slide 37 As I draw to a close I want to show that each of the ideas that emerged from the decades of my professional life has been critical to the way that my thinking has evolved, and to how I view occupational therapy today. I have rearranged these key insights many times in relation to one another because their influence varies under different circumstances. At present I view context as the dominant influence on PDO dynamics, and in terms of occupational development. There is a cluster of ideas about occupation, and free standing but connected ideas about health promotion.

Underpinning them is the realisation that I am back where I first began: I want to make a difference, and this is my way of doing it.

It has been interesting for me to put these thoughts together and to see where they led me. While each new direction of exploration offers me intellectual excitement and satisfaction I do not have any sense of having arrived at my professional destination. I still have lots of questions and much dissatisfaction about the paucity of sound occupational therapy theories. How certain can we be about our beliefs? We can't until we uncover more evidence to support them. Without substantive theories of our own we are unable to claim the effectiveness for our work. Yet we all know that we can and do make a difference; one of these days you will find out why and how this happens.

I want to finish as I began with a tribute to Jock by referring to a method that he has used throughout his career. In doing so I refer once again to Kipling (1962 p57), and to one of his poems, which I think says it all. **Slide 38**

“I keep six honest serving men
 (They taught me all that I know);
 Their names are What and Why and When
 And How and Where and Who.
 I send them over land and sea,
 I send them East and West;
 But after they have worked for me
 I give them all a rest.”

Slide 39 Don't let them rest too much Jock, and go well!

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