Clients' Strategic Self-presentation in Counselling through Discourse

by

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A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of

DOCTOR OF PHILOSOPHY

in the Department of Psychological Foundations in Education

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ABSTRACT

This dissertation is a descriptive study of clients' strategic self-presentations in counselling. Using naturally occurring counselling interviews as a source of data and an adaptation of ethnomethodology and conversational analysis as the primary research method, clients' strategic self-presentations are explicated and formally described. The focus of the study is on the conversational, interactional and linguistic practices used by clients in the production of their strategic self-presentations. The data consist of twenty tape-recorded and transcribed counselling interviews collected through the counselling services of a community college. After the initial analysis of the data, instances of clients' strategic self-presentations are selected and analyzed in detail.

The findings of this study are the following: (1) that clients in counselling situations use various strategic self-presentations, such as: self-enhancement, self-promotion, ingratiation and self-aggrandizement; (2) that clients construct their self-presentational strategies according to their own interactional style, their perception of the counselling and the goal of the counselling; (3) that the main conversational practices in the construction of clients' self-presentations include: adjacency pairs, through which the client initiates the self-presentational talk, and formulation, through which the counsellor acknowledges or recognizes the accomplishment of the client-initiated strategy; (4) that other interactional features and devices are used in the construction of clients' strategic self-presentations, including paralinguistic features, agreements and compliments.
This study represents a different approach to the study of interaction between clients and counsellors, through the examination of discourse as it occurs in actual counselling interviews.

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ACKNOWLEDGEMENTS

I would like to acknowledge the assistance and support of numerous individuals who facilitated the research and production of this dissertation.

I am especially appreciative of the support received from my supervisor, Dr. R. Vance Peavy who, in his tacit and yet forceful manner, inspired and motivated my venturing into the study of the realm of language in counselling, and who has always encouraged my academic endeavours throughout the past few years.

The data could not have been collected without, first, the assistance of Nancy Willihnganz, the Director of Counselling Services at Camosun College, who supported this study by making available the opportunity to meet the counselling staff and, second, the cooperation of four counsellors who tape-recorded their counselling sessions. Very special thanks are due to Nancy Jones, Mary Ellen King, Joe Beales and Chris Balmer, and to their clients who agreed to have their counselling sessions recorded.

I wish to express thanks to my supervisory committee, Dr. C. Brian Harvey, Dr. Joseph F. Kess, Prof. Rey A. Carr, and to Dr. Ronald A. Hoppe, for their willingness to serve on the committee, read my work, and provide valuable suggestions. I especially wish to thank Dr. Kess for his consultation time and expert advice on discourse analysis matters.

My greatest debt is to my husband, John H. Esling, who has been a constant source of support, encouragement, and help. Without him, this dissertation would not be possible.
DEDICATION

To the two most important people in my life:

This work is dedicated to John -- who has always inspired me to be inquisitive and daring, whose constant help and support teach me about caring, and whose work ethic inspires me to persevere -- and to Natalia who brings meaning to my life.
CHAPTER 1

INTRODUCTION

1.1 The study

This study describes how clients present themselves strategically in the counselling interview. Audio recordings of naturally occurring counselling interviews have been examined for occurrences of clients' strategic self-presentations. Discourse analysis of the excerpts was conducted, drawing largely from the perspectives of sociological research approaches: ethnomethodology and conversational analysis. The major analytical interest in clients' verbal strategic self-presentations is in how they are constructed and implicitly organized through "artful" use of conversation, with an emphasis on the commonsensical, the "seen but unnoticed" (Garfinkel, 1967) feature of the phenomena in the counselling interview. The phenomena of clients' strategic self-presentations are described in terms of their interactional, structural and organizational properties and functions in the counselling process.

1.2 The need for the study — rationale

For over twenty years, most of the theoretical approaches to and research on counselling considered a client's impression of the counsellor to be one of the most essential features influencing therapeutic change (Corrigan, Dell, Lewis & Schmidt, 1980; Strong & Matross, 1973). The basis for the importance of the counsellor's powerful role in the counselling process was established by Strong's
(1968) conceptualization of counselling as an interpersonal influence process in which the counsellor's characteristics and actions effect the client's change. Strong (1968) asserted that a client would be more likely to accept a counsellor's opinion if the client perceived the counsellor as expert, attractive and knowledgeable. In this model of counselling, while the counsellor's characteristics and verbal interventions influence the client's emotions, behaviours and cognitions, the client's behaviour is considered important as long as the client remains unresistant to the counsellor's influence. To date, the counselling literature reflects this unidirectional model of influence.

More recently, Strong (1982) and Strong and Claiborn (1982) have introduced a new, "two-way interactional model," conceptualizing counselling as social influence in which counsellor and client are "exchanging information and engaging in reciprocal influence" (Strong & Claiborn, 1982, p. 52). According to Strong and Claiborn, "the interaction model focuses on the function of behaviour in limiting, promoting, or otherwise altering another's behaviour, and assumes changes in behaviour of either participant to be a function of variables that arise in their interaction" (1982, p. 52). The new model of social influence in counselling advocates the counsellor's and the client's characteristics and actions as reciprocally and mutually effecting. Essentially, therapeutic change is a result of the dynamics of social interaction, and not an intrapsychic process as postulated in the unidirectional model. The basic promise of the interactional model of counselling is that "managing others' impressions of one's characteristics and vulnerabilities is a vital part of relationship control" (ibid., p. 33), and therefore, "impression management is a critical aspect of interpersonal relationships" (ibid., p. 32). In other words, the interactional view of counselling assumes that
"although the client has sought counselling because of dissatisfaction with personal circumstances, this same client will attempt to influence the counsellor's behaviour" (Dorn, 1984, p. 343).

From the interactional perspective of counselling, the counsellor's and the client's behaviour are considered to be reciprocally and mutually reinforcing. Several recent studies of verbal interaction in the counselling relationship have provided evidence of mutual interdependence of client and counsellor behaviours. For example, Lichtenberg and Barké (1981) examined selected counselling interviews by the well-known therapists, Ellis, Perls and Rogers, representing theoretically distinct orientations, and found that counsellor-client dyads had symmetrical and transitional patterns. It was concluded that the relationship of counsellor and client was transactional, not controlled by the counsellor as normally assumed in many theoretical approaches. In another study, Friedlander and Phillips (1984) examined the interactive discourse of early interviews and suggested the existence of patterns in establishing a working relationship between counsellor and client. They concluded that early interviews can be characterized as active efforts of both the client and counsellor to define the problem and to negotiate who will take responsibility for the interaction. Their analysis of discourse indicated that there are common patterns of interaction in the initial stages of the counselling process.

The assumption that clients influence counsellors, and attempt to control and direct the counselling relationship, is of special significance to the counselling intervention. The primary target for therapeutic change is the clients' behaviour in social interaction, especially their interpersonal strategies. Strong (1978) has suggested that symptoms presented by clients in counselling should be viewed as
strategies of interpersonal control that limit the responses of counsellors. From that perspective, the client makes efforts to gain the counsellor's acceptance of the presented symptoms while the counsellor attempts to influence the client to accept options of more psychologically healthy behaviour (Haley, 1963). The counsellor's goal is to systematically disrupt the client's maladaptive behaviour. If the client succeeds in influencing the counsellor's acceptance of the symptomatic behaviour, the counselling interaction leads to maintaining of the client behaviour instead of effecting its change (Kiesler, 1981).

The need to understand sources of clients' influence over counsellors is evident in both the empirical (Meara, Shannon & Pepinsky, 1979; Patton, Fuhriman & Bieber, 1977; Tracey & Ray, 1984) and theoretical literature (Haley, 1963; Watzlawick et al., 1967). Since the counselling relationship is considered to be a predictor of therapeutic success (Orlinsky & Howard, 1978), the research has to be concerned not only with clients' impressions of counsellors (Corrigan et al., 1980) but also with counsellors' experience of clients (Friedlander & Schwartz, 1985).

Recent development of theoretical assumptions about impression management (Schlenker, 1980; Tedeschi, 1981) and self-presentational strategies in interpersonal interactions (Jones & Pittman, 1982; Strong & Claiborn, 1982), offer potential implications for counselling (Friedlander & Schwartz, 1985; Strong & Claiborn, 1982) and provide a new perspective from which a client's behaviour in a counselling relationship might be perceived. The basic theoretical view of impression management asserts that a person uses his or her behaviour strategically to guide others to certain inferences about the person's characteristics and thus to influence the way others behave with reference to that person.
The proponents of impression management theory concur with the following "hard core assumptions" (Tetlock & Manstead, 1985): (1) that impression management represents a particular view of human nature (Schlenker, 1980; Schneider, 1981; Tedeschi, 1981; Wrightsman, 1971); and (2) that people are highly sensitive to the social significance of their conduct and are motivated to create a desired impression on others in interpersonal encounters (Schlenker, 1980, 1985; Schlenker & Leary, 1985; Tedeschi, 1981). Schlenker (1980) considers impression management to "play a key role in how we develop, and maintain particular identities in life" (p. 6). (3) Strategic impression management can be seen as a product of highly overlearned habits, or scripts, the original functions of which people have long forgotten (Jones & Pittman, 1982; Schlenker, 1980). Therefore, people believe in the identities that they project to others (Baumeister, 1982). (4) Impression management "is a central part of the very nature of social interaction, [and] it is inconceivable to discuss interpersonal relations without employing the concept" (Schlenker, 1980, p. 7). (5) People strive to create favourable impressions on others, believing they will enhance their ability to influence others toward meeting their needs. Essentially, their needs are to control social interactions (Tedeschi & Lindskold, 1976). Thus, impression management refers to "any behaviour by a person that has the purpose of controlling or manipulating the attributions and impressions formed of that person by others" (Tedeschi & Riess, 1981b, p. 3).

Theorists posit that a variety of impression management strategies are utilized in interpersonal interactions. One basic distinction is between defensive and assertive impression management (Arkin, 1981; Tedeschi & Riess, 1981b). This distinction relates specific impression management strategies to different
types of social situations. When a person perceives the social situation as "identity-threatening" or as a predicament, he/she attempts to use an assertive or defensive management strategy in order to protect an established social image, to avoid blame or social disapproval (Schlenkee, 1980; Tedeschi & Reiss, 1981a). One means of avoiding blame or social disapproval involves using remedial tactics, or facework (Goffman, 1955), that is, minimizing one's responsibility for action (i.e., offering excuses) or reducing the perceived negative quality of the event (i.e., providing justifications).

In identity-enhancing situations, on the other hand, a person takes the opportunity to create a favourable impression on others, that is, to gain credit, social approval, or power (Tedeschi & Riess, 1981b). To do so, a person may engage either in entitlements (Schlenker, 1980) which maximize his/her personal responsibility for an event, or enhancement, which augments the attractiveness or merit of his or her action (Tedeschi & Riess, 1981b).

Counselling may be perceived by some clients as a predicament (Friedlander & Schwartz, 1985). Research indicates that an important factor in the decision to seek professional psychological aid is anticipated negative evaluation and stigma (Wills, 1978; Sibicky & Dovidio, 1986). Clients who are affected by stereotyping and stigmatization may be prone to using a variety of self-protective strategies in order to avoid what they perceive as negative evaluation by the counsellor. Since, in the counselling interaction clients are in a one-down position (Haley, 1963), they would likely try and seek the counsellor's approval and respect and, consequently, social power. Therefore, in counselling, impression management has to do with one's self-presentation, and strategic self-presentation manipulates the impression of the target person. Not all client behaviour is strategic; some
counselling contexts may elicit impression-managing behaviours (Friedlander & Schwartz, 1985).

Since counselling is conceptualized as a mutually reinforcing influence between client and counsellor (Strong & Claiborn, 1982), the investigation of the client's strategic self-presentation in counselling interaction is of paramount importance to the counselling relationship and the counselling process in general. It seems to be critical for counsellors to recognize and differentiate the strategic nature of clients' self-presentation from symptoms of maladaptive behaviours. An awareness of self-presentational strategies may enhance the diagnosis and the treatment of maladaptive interpersonal behaviour that is rooted in habitual strategic self-presentation. For example, a client's habitual use of strategic supplication may earn her/him the brand of "wimp" and create difficulties with relationships. The counsellor's role in developing the client's awareness of this strategy may be critical to the treatment of her/his interpersonal difficulties.

Schlenker (1980) divides self-presentational strategies into verbal and nonverbal. On the other hand, Schneider's (1981) classification of self-presentational strategies consists of four classes: (1) verbal self-presentation; (2) nonverbal and expressive behaviours; (3) artifactual displays; (4) purposive behaviours. The exploration of verbal self-presentation seems to be the most relevant to counselling, because spoken language is essential in the development of a therapeutic relationship and intervention (Tracey & Ray, 1984). Also, verbal self-presentations are not necessarily obvious in any conversation, but often very subtle (Schlenker, 1980), embedded in the counselling discourse and, therefore, might be unnoticed or taken for granted even by experienced counsellors.
The literature converges on the omnipresence of the phenomenon in social life (Jones & Pittman, 1982). "Self-presentation is pervasive, fundamental, and an important part of modern life, and no aspect or view of the self can remain unaffected by self-presentation" (Baumeister, 1986, p. 241). And yet, in spite of volumes of relevant literature and research, little is known of exactly how the phenomenon is produced and accomplished in ordinary or institutionalized discourse.

1.3 The purpose of the study

The intention of this dissertation is to examine and describe, through the analysis of naturally occurring discourse, strategic self-presentations that clients use in counselling. The primary concern of this study is with how strategic self-presentation is done by the manner in which the client and counsellor talk to each other. The emphasis of the study is on conversational practices, language features, and organizational procedures (Garfinkel, 1967; Atkinson & Heritage, 1984; Pomerantz & Atkinson, 1984), in other words, on "techniques" (Levinson, 1983, p. 295) and "methods" utilized by clients in the counselling discourse when they are engaged in "doing" self-presentations strategically (Craig & Tracy, 1983). Because of the importance of strategic self-presentation to understanding the reciprocal influence between counsellor and client, and to learning about the counselling process from the perspective of impression management, the spoken language employed in interaction producing strategic self-presentation is a central aspect from which the results of this study will be viewed.
The focus of this research study is on the process of the counselling interview, within which clients' present themselves to the counsellor, not on its outcome. Unlike traditional process research, however, this study is not concerned with the impact or effect of theoretically specified variables upon the process. Rather, the goal of this study is to provide an accurate and detailed description of the phenomena, that is, how clients actually present themselves strategically through the sequential, interactive talk that makes up the social occasion of the counselling interview.

The basic assumption underlying the purpose of this study is that a direct and detailed observation of real data, and a description of what clients are in fact saying and doing (Mahrer, 1988) when they present themselves strategically, will provide valuable insights into the structure and organization of these phenomena in the counselling interaction. Also, it will enhance the understanding of the intricacies of the counselling process from an impression management perspective.

1.4 Definitions

The following definitions of key concepts and terms used in this study are provided in the outset of the study as background information and for the "feel" of the present subject matter (Goodwin, 1981).

1.4.1 Impression management

Impression management refers to a social psychological perspective which emphasizes the premise that, whenever individuals engage in interaction with one
another, they will attempt to control the image the others form of them. It is a process by which individuals attempt to achieve or manipulate the attributions and impressions that others form of them (Tedeschi, 1981; Leary & Kowalski, 1990), and it is considered to be an integral part of social life. It is evaluated in terms of its pragmatic payoffs. Schlenker (1980) puts it this way: "The term impression management evokes images of strategy and tactics, of people jockeying in the social world, trying to control how they appear in order to accomplish particular objectives" (p. 10). Because the impressions people make on others have an implication for how others perceive, evaluate and treat them, people behave in ways that will create a certain impression on others.

1.4.2 Self-presentation

Most authors and researchers have used the two concepts *impression management* and *self-presentation* interchangeably (Friedlander & Schwartz, 1985; Harré & Lamb, 1986; Tedeschi, 1981; Tedeschi & Riess, 1981). Some, however, have distinguished between them. For example, Arkin, Appleman and Burger (1980) asserted that the term *self-presentation* refers to the manner in which individuals "plan, adopt, and carry out strategies for managing the impressions they make on others" (p. 23). An all-encompassing view of self-presentation has been offered by Arkin and Baumgardner (1986), who say that the term "self-presentation refers to the process of establishing an identity through the appearance one presents to others. People are constantly engaged in presenting an appearance, either intentionally or unintentionally, honestly or deceitfully, to actual or imagined others; consequently, virtually all behaviour could be viewed as presentational" (p. 75). Schlenker (1980) simplifies the definition of impression management as a "conscious or unconscious attempt to control images that are
projected in real or imagined social interaction. When these images are self-relevant, the behaviour is termed self-presentation" (p. 6). For Schneider (1981), impression management is "an attempt by one person (actor) to affect the perception of her or him by another person (target)", and he defines self-presentation as "a manipulation of information about the self by an actor" (p. 25). Self-presentational theorists point out that people are best thought of not as intuitive scientists but as intuitive politicians (Arkin et al., 1980; Bradley, 1978; Scott and Lyman, 1968; Tedeschi et al., 1971). Arkin and Baumgardner (1986) argue that self-presentation is an active form of social influence. And finally, Goffman, who coined the term "self-presentation," has defined it in the following manner:

The human tendency to use signs and symbols means that evidence of social worth and of mutual evaluations will be conveyed by very minor things, and these things will be witnessed, as will the fact that they have been witnessed. An unguarded glance, a momentary change in tone of voice, an ecological position taken or not taken, can drench a talk with judgemental significance. Therefore, just as there is no occasion of talk in which improper impressions could not intentionally or unintentionally arise, so there is no occasion of talk so trivial as not to require each participant to show serious concern with the way in which he handles himself and the others present" (Goffman, 1959, p. 3).

1.4.3 Strategic self-presentation

The term "strategic self-presentation" has been introduced to the literature by Jones and Pittman (1982) and defined by them as "those features of behaviour affected by power augmentation motives designed to elicit or shape others'
attributions of the actor's dispositions" (p. 233). In the present study, however, strategic self-presentation refers to conversational activities, within the socially organized discourse of counselling, through which clients verbally convey a particular image of themselves to counsellors, whereby eliciting particular responses. This notion of strategic self-presentation reflects Schlenker's assertion that "any self-relevant image can be expected to produce a particular set of consequences for the individual" (1980, p. 95).

In the context of this study, clients' strategic self-presentation is made recognizable to others mainly through clients' and counsellors' use of those conversational/interactional practices, including subtle aspects of style and contents of overt communication, that explicitly or implicitly indicate the meaning of a client's previous utterances. Strategic self-presentation is viewed here not as reflective of cognitive states of the client but simply as a goal-oriented conversational phenomenon that occurs in the counselling interaction. As such, the conversational activity (that is, strategic self-presentation) has a double character: on the one hand it is goal-oriented and on the other it is dependent on the verbal interaction that takes place between the client and the counsellor (Carlson, 1985; Harper, 1985). Because clients' strategic self-presentation is viewed here from the perspective of conversational achievement (Schegloff, 1984a), the emphasis of the analysis is on management of conversation, on what was literally said, and how it was said, rather than what might have been intended.

The term "strategy" refers here to the employment of subtle manipulations of conversational resources that make the action of the phenomenon achievable (Crow, 1989). A great range of evidence of the routine use of strategies in
everyday conversation can be found in various conversational analytic studies (Davidson, 1984; Drew, 1984; Heritage, 1985; Levinson, 1983; Pomerantz, 1980).

1.4.4 Self-presentation and self-disclosure

Two concepts, self-disclosure and self-presentation, are sometimes treated interchangeably in the literature (Johnson, 1981; Snyder & Swann, 1976; Wylie, 1974). While both self-disclosure and self-presentation are considered to be fairly routine occurrences in human social behaviour, their functions are different. Cozby (1973) conceptualizes self-disclosure as "any information about himself which Person A communicates to Person B" A more rigorous definition is offered by Derlega and Grzelak (1979): "Self-disclosure includes any information exchange that refers to the self, including personal states, dispositions, events in the past, and plans for the future" (p. 152). J. Johnson (1981) points out that "when people talk about themselves -- whether in a laboratory experiment, in psychotherapy, or in everyday life -- their verbal reports can be conceptualized as either simple factual communication about the self (i.e., self-disclosure) or as ways to instruct others about how they are to be regarded (i.e., self-presentation)" (p. 761). For example, a statement such as "I traveled in Europe for a year" could be offered as factual information about the self (i.e., how and where one spent a year). From a self-presentational viewpoint, the same statement is not merely a description of one's behaviour but a verbal activity of instructing others about how one is to be regarded -- in this case perhaps as a well-traveled, worldly individual. Johnson's (1981) claim that self-disclosure is a description of how one really is converges with Jourard's (1971) assertion that people give "truthful" information about the self.
However, the literature indicates that self-disclosure sometimes does more than provide information about a discloser (Chelune, 1979; Cozby, 1973; Rosenberg, 1979; Taylor, 1979). It can be an instrument of probing others for information, obeying a social norm, or eliciting social and emotional support. Derlega and Grzelak (1979) support the claim that self-disclosure can serve different functions in interpersonal relationship, such as self-clarification, social validation, relationship development, and social control. They also suggest that disclosure of personal information can be used to control outcomes of social relationships. People can selectively use information about themselves to gain others' social approval or to make others feel good about themselves. Furthermore, self-disclosure may be used as a self-presentational strategy, i.e., ingratiation (Jones & Wortman, 1973; Schneider & Eustis, 1972). Ingratiators presumably base their self-disclosure on the premise that intimacy and attraction are related (Jourard, 1959).

1.4.5 Discourse

A minimal definition of discourse includes two features: language above the sentence level and situated language in use (Brown & Yule, 1983; Stubbs, 1983; McCarthy, 1991; Schiffrin, 1987; Widdowson, 1971). Tannen (1989) explicates this definition by saying: "Discourse -- language beyond the sentence -- is simply language -- as it occurs, in any context (including the context of linguistic analysis), in any form (including two made-up sentences in sequence, a tape recorded conversation, meeting, or interview, a novel or play)" (p. 6). In the present study, the term discourse refers to language used by the client and counsellor within the socially structured event of counselling, and includes routinized forms of language and other constraints (Friedlander, 1984).
1.4.6 Discourse analysis

The term discourse analysis basically means the study of language in use (Brown & Yule, 1983; Tannen, 1989) and "has come to be used with a wide range of meanings which cover a wide range of activities" (Brown & Yule, 1983, p. viii). As a subdiscipline of linguistics, discourse analysis represents a very diverse field of study that embraces several different disciplines such as anthropology, sociology, psychology, rhetoric, philology, speech communication, and philosophy. However, discourse analysis does not refer to a particular method of analysis, theoretical perspective or methodological framework. Discourse analysis simply describes the object of study, that is, language beyond the sentence.

1.4.7 Conversation

Ordinary conversation is defined as a "familiar predominant kind of talk in which two or more participants freely alternate in speaking, which generally occurs outside specific institutionalized settings like law courts, classroom and the like" (Levinson, 1983, p. 284). Goffman (1976) suggests that the term can refer to casual talk in everyday settings and, alternatively, the term can be "used in a loose way as an equivalent of talk or spoken interaction" (p. 36).

1.4.8 Conversational analysis

The term "conversational analysis" refers exclusively to work in the paradigm pioneered by ethnomethodologists Sacks, Schegloff and Jefferson (1974). It refers to a particular combination of theoretical concepts and methods employed in studying a particular kind of data (see Research approach, Section 1.6).
1.4.9 Utterance

The term "utterance" refers to the stream of speech actually produced by a speaker in conversation, that is, not only sounds which could be recognized as elements of sentences, but also phenomena such as inbreaths, laughter, crying, pauses and uh's (Goodwin, 1981; Speier, 1972).

1.5 Research questions

The following research questions are addressed by this study:
1. How are clients' strategic self-presentations accomplished, that is, produced and made observable to the counsellor and client.
2. What kind of strategic self-presentations are used by clients in counselling discourse?
3. What are the contexts in which clients use strategic self-presentations?
4. What are the patterns of the clients' strategic self-presentations?

1.6 Research approach

This study was carried out using mainly the perspectives of an ethnomethodology and conversational analysis approach (Garfinkel, 1967; Heritage, 1984a; Pomerantz, 1984; Sacks, Schegloff & Jefferson, 1974; Schegloff & Sacks, 1973; Turner, 1972); drawn minimally from the perspective of analytic induction (Jackson, 1988; Katz, 1983) and discovery-oriented research (Elliott, 1984; Mahrer, 1988). The epistemological basis, conceptual and methodological principles on which the study was based are briefly reviewed.
1.6.1 Epistemological basis for the research approach

The choice of the research methodology for this study is based on several important considerations. The literature indicates that a majority of the social psychological studies, including research on impression management and self-presentation have been carried out in the context of laboratories, through the application of positivist empirical methodologies using a deductive experimentation approach. Applying reductive-positivist science methods of inquiry to study human interaction in social contexts results in oversimplification, omission of context, and loss of meaning (Habermas, 1970). Furthermore, subjects participating in the experiments are aware of their close surveillance by the researcher. The researcher controls the setting, stages most of the action, states the rules that will apply to the situation, and limits the range of responses the subjects can make. There is a strong indication that subjects in these situations are primarily concerned with displaying an identity as a normal, average, healthy, intelligent, cooperative and moral person (Rosenberg, 1965), and engage in self-presentational strategies. Tedeschi & Riess (1981b) suggest that many research paradigms in exploring the issues related to impression management can be viewed as producing predicaments for subjects. Correspondingly, the responses of subjects may be viewed as impression-managing explanations designed to resolve a predicament (Tedeschi & Riess, 1981a). Page (1981) presents a strong argument against empirical, laboratory-oriented research on impression management when he says "humans are impression-managing beings" (p. 51), therefore, even in laboratory settings they are "concerned about adequately performing social roles and about impressions made upon others.... Like the experimenter, the subjects are actors who have their own definitions of the
experimental situation and who ascribe meaning and purpose to themselves and
the experimenter during the process of interaction with him in the laboratory" (p.
79). The common theme running through impression management explanations is
that experimental manipulations used in positivistic paradigms influence behaviour
by affecting subjects' perceptions of the social identity implications of response
options (Tedeschi, 1981b). Thus, the laboratory studies on strategic
self-presentations may be an unlikely place to expect people to act naturally

The literature on counselling research indicates that the dominance of
quantitative research methods has been challenged in recent years (Elliott, 1983a,
1983b, 1985; Mahrer, 1988; Rice & Greenberg, 1984). The critics agree that
research in counselling has yielded some important findings (Greenberg, 1986;
Orlinsky & Howard, 1978; Patton, 1984) but has not led to the explanations of
process and the understanding needed to enhance the effectiveness of therapeutic
practice.

In the past decade, a number of counselling process researchers have used
counselling participants' talk as their resource for analyzing events in counselling
(Friedlander & Phillips, 1984; Heatherington, 1988; Hill, Helms, Spiegel &
Tichenor, 1988). In their studies, however, the observation of the counselling
event has been supplemented with the use of coding schemes which serve as a
technique for the interpretation of the events in counselling. The research
strategies that have employed the coding of data are varied. The predominant
strategy of data collection and analysis via coding systems consists of the
following procedure. Counsellor and client utterances are extracted from the
ongoing discourse and coded according to externally established rules. Then the
results of the coding are converted into frequencies, which are calculated and turned into findings. The main consequence of this process is that the utterances are stripped of their contextual relevance. Without the contextual grounding of the events in counselling conversation, there is no indication of what meaning the events have for the participants. Without consideration for the participants' meaning of the events, the coding system does not provide adequate description of the counselling process.

The existing coding systems have one feature in common, that is, they describe the counselling events from the researcher's rather than the participant's point of view (Patton, 1984), thus, the studies produce a limited portrayal of what is going on in the process of counselling. The externally devised scheme to study events in counselling focuses mainly on the importance of elements in the scheme and disregards how the events are produced and interpreted by the participants in counselling themselves.

In the present study, selection of the research approach is based on the apparent need to use the actual data to "fish out" natural occurrences of strategic self-presentations, and treat these mundane events, produced by the client and counsellor, as serious candidates for observation and analysis. This is based on the conviction that in order to make any research relevant to practice of counselling, first there must be a better understanding of the important phenomena produced by the counsellor and client in the course of their talk in counselling.

1.6.2 Conceptual basis of ethnomethodology and conversational analysis

Ethnomethodology represents a sociological approach to research that is concerned with the everyday, commonplace, or routine social activities and
interactions, and methods of practical reasoning used in their production (Garfinkel, 1967; Garfinkel & Sacks, 1969). As Benson and Hughes (1983) explain, one of ethnomethodology's abiding interests is the explication of the ways in which members, through their practices, produce the social structure of everyday activities, the aim being to describe those practices and show how they work (p. 19).

The term ethnomethodology stands for the study of "ethnic" (participants' own) methods of production and interpretation of social interaction (Garfinkel, 1967, 1974; Turner, 1972). The main tenets of ethnomethodology are as follows. (1) People are not governed by rules but they are users of rules which they adapt and apply to different settings (Taylor & Cameron, 1987). That is, people constantly attempt to understand every social situation and, based on this understanding, produce behaviour of their own (Potter & Wetherell, 1987). (2) Action and context are mutually dependent -- they are reflexive, in that meaning and context are produced by people in and through their interaction (Sharrock & Anderson, 1986). In other words, reflexivity refers to features of the conversation which are not only about actions, events and situations, but which constitute a part of those actions and situations. (3) Indexicality is an essential feature of all acts and utterances. Indexical expressions are those which depend for their sense upon the circumstances of their production, of who said them, when, where, in relation to what, and so forth (Sharrock & Anderson, 1986). (4) Meaning is situationally and contextually embedded.

The principal research focus of ethnomethodology is to "seek to discover how members construct, produce and interpret, through the actual ongoing activities, what they take to be social facts" (Psathas, 1980, p. 3). Pollner (1974) maintains
that ethnomethodological inquiry is guided by the heuristic to "treat social facts as accomplishment." Generally, however, ethnomethodology seeks to understand the way in which people use their common-sense reasoning and methods to make their actions interpretable to themselves and each other.

Conversational analysis. Harvey Sacks and his colleagues Schegloff and Jefferson (Sacks & Schegloff, 1979; Sacks, Schegloff & Jefferson, 1974, 1978; Schegloff, 1973) have been credited with grounding the theoretical principles of ethnomethodology in the data itself, that is, in the analysis of the most ubiquitous social activity -- natural, everyday conversation. Conversational analysis (henceforth CA) has been developed primarily as a method used in investigating how intelligible interaction is organized and for what purposes (Taylor & Cameron, 1987). In general, conversational analysts are concerned with explicating and describing the procedures and expectations through which participants produce and understand ordinary conversational conduct and interpret the conduct of others (Heritage, 1984). A general focus of the CA approach is on: (1) organizational features of talk which are displayed and used in the actual events of interaction; (2) sequences of action; (3) the way in which utterances accomplish particular action by virtue of their placement and participation within sequences of action.

Based on the findings from empirical studies of ordinary conversation, Sacks et al. (1974) assert that conversation is a highly organized activity whose basic methods include turn-taking and adjacency pairs (see Schegloff & Sacks, 1973).

Turn-taking in conversation is a method by which participants in conversation manage who speaks when and who takes turns to talk, with one participant at a
time occupying a turn, then a next. Normally, one participant speaks at a time, and transitions from one speaker to another are achieved in an orderly fashion without overlap. Preserving the principle of "one speaks at a time," on completion of the turn, the sequence of A-B-A-B is achieved across two participants. The turn-taking method is controlled by a rule that Sacks, Schegloff and Jefferson called a "local management system" (1974; 1978). This system controls the allocation of units from which the turns of talk are constructed. The units are determined by various features of linguistic surface structure, mainly, they are syntactic units (such as sentences, clauses, noun phrases and so on) identified as turn-units by means of prosodies, mainly intonation. Essentially, a speaker controls one of these turn-constructional units, and the end of such a unit constitutes a point at which the speakers may change. This is called a Transition Relevance Place (or TRP).

*The adjacency pair* is "a class of sequential units" (Schegloff, 1984b, p. 32) that represents local management organization in conversation. Adjacent pairs consist of two utterances produced by two different speakers. The rules governing the procedure for the joint production of adjacency pairs are that on a given speaker's production of the first pair (for example, a question), the next speaker should provide a second pair part (for example, an answer) of the same pair type as an "immediate next action." By the orientation to each other's conformity to these rules, speakers can monitor each other's competent understanding of the sequence of talk.

*Formulation* represents another structural feature of conversation (Heritage & Watson, 1979). The role of formulation in conversation is "to claim the existence of a structure which has been implicit up to that point, and invoke that structure
as a principle for organizing activity, e.g., clarification, instruction" (Peyrot, 1982, p. 266). Heritage and Watson (1979) identify formulation of gist and formulation of upshot. Formulation of gist summarize the sense of some course of talk; formulations of upshot summarize what a course of talk means, in a practical sense, and therefore presuppose a formulation of gist which has not actually been uttered. In short, formulations provide a method by which participants can understand what they have been saying by demonstrating how they have heard what they have said. The reflexivity of the formulation is evident when it is recognized that the formulation is an utterance in a course of talk upon which the formulation is heard to comment.

In general, the goal of conversational analytic studies is to demonstrate how, in and through talk, participants of conversation sequence their talk, because the methods by which participants accomplish the sequence of their talk are also the methods they use to accomplish the specific work of that particular conversation, for example, self-presentation.

Historically, the focus of the ethnomethodological and CA research has been on ordinary, mundane, everyday, taken-for-granted activities and conversation interaction. However, there is considerable evidence of the application of conversational analytic techniques to institutional data (Atkinson & Drew, 1979; McHoul, 1990; Drew, 1984; Heritage, 1984b) indicating that "institutional interaction tends to involve two related phenomena: (1) a selective reduction in the full range of conversational practices available for use in mundane interaction; and (2) a degree of concentration on, and specialization of, particular procedures which have their "home" or base environment in in ordinary talk.
1.6.3 Basic methodological principles

(1) "There is no fixed agenda intrinsic to conversational analysis, any other than there is for ethnomethodology. Rather, conversational analysis presents a general approach to the analysis of social action which can be applied to an extremely varied array of topics and problems" (Heritage, 1984, p. 291).

(2) The first prerequisite for conducting the research from an ethnomethodological-conversation analytic perspective is the use of naturally occurring data (Hopper, Koch & Mandelbaum, 1986; Psathas, 1990; Hopper, 1989; Schenkein, 1978).

(3) For successful conversational analytic analysis, the transcription of the raw data is of the utmost important. The transcription must display and preserve the prosodic and interactional qualities of the raw data as produced by the speakers (Sacks, Schegloff & Jefferson, 1974; Schegloff, 1984b; Schenkein, 1978). The assumption is that, people do not merely "laugh" or "pause" or "utter" but do things with them.

(4) The use of recording technology is regarded as an absolute necessity (Psathas, 1990). Recordings evoke the confidence that they provide a complete record of conversation.

(5) Since the focus of an ethnomethodological/conversational analytical approach is basically on discovering the structure, organization and "methods" used in the accomplishment of a particular interaction, independently of the participants' particular characteristics and psychological states (Garfinkel & Sacks, 1969), there is no need for identification of the participants. The
interactional phenomena being described and analyzed are not being analyzed in terms of their connection to the particularities of the participants, but rather in terms of the organizational or structural features of the interactional phenomenon itself.

(6) Social action and interaction possess identifiable structural and organizational features (Heritage, 1984a) which are independent of a speaker's psychological or other characteristics, e.g., social class, gender, etc. The speakers, however, whether consciously or unconsciously, bring into the interaction the communicative knowledge (competence) which influence speakers' conduct and allows them to interpret the conduct of others.

(7) In the focus on sequential analysis, utterances are in the first instance contextually understood by reference to their placement and participation within sequences of actions (Schegloff, 1984b). Thus, the primary unit of analysis is a sequence and turns-within-sequence rather than isolated utterances.

(8) Speakers' contributions to sequentially constructed conversation are understood only by reference to the context.

(9) Meaning is discovered in the way utterances are used. Meaning is not an end in itself, but a means to understanding the workings of conversation as a system of interaction. The meaning of the utterance is the hearing given to it by participants, including the speaker. It is this meaning-as-participant hearing that is consequential in conversational interaction, since each participant must act on his or her own interpretation of what has been said. Participant reaction is a crucial index of meaning. The participant's hearing is to be found in his or her verbal reaction (Bilmes, 1985).
(10) The precondition of the data analysis is that "there always be alternative ways of describing the data" (Atkinson & Drew, 1979, p. 24). Thus, the researcher does not have to claim that some particular description is definite or exhaustive. The description and explication are not constructions of the researcher but are "oriented to" by participants of talk. That means that they are presented from the participants' perspectives.

(11) There are some fundamental steps to be considered in conducting the analysis: (a) attempt to locate some particular conversational organization, isolate its systematic features by demonstrating participants' orientation to it; (b) ask what problems the organization solves, and what problems are thus raised by this organization; (c) finally, ask what implications it has for the solutions to further problems.

(12) The validity of any and all explications and descriptions are ultimately dependent upon the data (as they are understood only by reference to the context). Therefore, the raw data must be included in the report of the study (Goetz & LeCompte, 1984).

(13) Garfinkel's (1967) point of view is that "understanding language is not, in the first instance, a matter of understanding sentences but of understanding actions -- utterances -- which are constructively interpreted in relation to their contexts. This involves viewing an utterance against a background of who said it, where and when, what was being accomplished by saying it and in the light of what possible considerations and in virtue of what motives it was said" (Heritage, 1984a, p. 140).
(14) Although research in ethnomethodology and conversational analysis has diversified over the years (Atkinson & Heritage, 1984; Goodwin, 1981; Psathas, 1979; Schenkein, 1978; Sudnow, 1972), there are at least three central points on which there is a strong consensus among researchers. First, the main focus of the analysis should be on how participants themselves produce and interpret each others' actions. Second, the researchers must treat even the most mundane events as worthy of serious analytic attention. Third, the analysis should be based on the naturally occurring data.

(15) The direction of any particular analysis cannot be anticipated, prejudged or planned in advance.

1.6.4 Strengths of the study

(1) This study represents a unique contribution to an understanding of clients' self-presentational behaviour in the process of counselling.

(2) The study offers an alternative method of inquiry (Hoshmand, 1989; Patton, 1989), and a "break away" from the tradition of a positivistic experimental research orientation in counselling, where the coding scheme, as an analytic device of the researcher, has been a predominant method of data collection used to study the counselling process.

(3) The focus of this study is on the participants' talk as the resource for making an accurate observation and description of the events in counselling in their own right, thus enhancing an understanding of the counselling process rather than its outcome.
(4) The real situation in which the data was recorded is a situation that would have occurred whether or not this research project had been undertaken. The research setting was neither constructed nor contrived for the purpose of obtaining the data, and the participants (clients and counsellors) were naturally and necessarily present.

(5) The data collected in the natural setting are neither idealized nor constrained by a specific research design or by reference to some particular theory or hypothesis. The data collection was not in any way influenced by the presence of the researcher. Naturally occurring counselling interaction presents an immense range of circumstances -- effectively amounting to a "natural laboratory." The study breaks with the counselling research tradition of using invented examples in a laboratory setting (Adair, 1973; Rosenberg, 1965).

(6) The availability of tape-recorded data enables repeated and detailed examination of the instances of clients' strategic self-presentations within counselling interviews, and thus greatly enhances the range of precision of the observations that can be made. The use of such data has the additional advantage of providing readers of research report with direct access to the data about which analytic claims are being made, thereby making them available for public scrutiny in a way that further minimizes the influence of the researcher's preconceptions and analytical bias.

(7) The choice of research method, ethnomethodology and conversational analysis, which is data driven, allows a focus on the phenomenon which is in various ways evidenced in the data of interaction. The research method provides a strong bias against a priori speculation about the speakers' motives and in favour
of a detailed examination of interactants' actual action. Thus, the empirical conduct of speakers is treated as the central resource out of which analysis is developed, that is, the main focus is on how participants themselves produce and interpret each other's action (Heritage, 1984a).

(8) The dominance of quantitative research methods in counselling has been challenged in recent years (Elliott, 1983a, 1983b, 1985; Mahrer, 1988; Rice & Greenberg, 1984) and researchers have suggested that more attention should be given to identifying and explaining what is happening in the process of counselling (Greenberg, 1986; Russell & Trull, 1986). This study focuses on discovering socially organized features of talk in the counselling context, with a major emphasis on sequential analysis of language and action, thus producing findings that are pertinent to counselling practice.

(9) This research study is based on data extracted from 20 different counselling interviews, providing a fairly wide range of counselling contexts and situations in which clients' strategic self-presentation occurs.

(10) The data were tape-recorded by the counsellors, rather than the researcher, after receiving written consent from the clients.

1.6.5 Limitations of the study

(1) The conditions under which the data were collected cannot be considered ideal. A majority of the collected tape recordings are of very poor technical quality, making transcribing difficult at some points and hindering the analysis of spoken discourse.
(2) The research questions posed and the data set forth in this study represent an attempt at a preliminary explanation of the client's social influence process within counselling from the theory of impression management. As such, the value of the findings lies not in a direct confirmation of a specific hypothesis, but rather as a source for generating hypotheses for further studies.

(3) It is never safe to assume that subjects who are aware that their conversation is being recorded are not affected by that knowledge (Webb, Campbell, Schwartz & Sechrest, 1966). Although the tape recorder was treated casually by the counsellors, possible reactivity effects must be considered when interpreting the data. There is a chance that clients' awareness of the recorder might have contributed to anxiety, resulting in enhancement of client strategic self-presentation (Schlenker & Leary, 1985).

(4) A variety of communication systems are used in self-presentation (Goffman, 1959; Schlenker, 1980; Tedeschi, 1981). These include language as a means of verbal communication, and a system of gestures and poses (including mimicry) as a means of nonverbal communication (e.g., body language). This study takes into consideration only the verbal communication used in self-presentational behaviour. Although tape-recorded data has provided sufficient evidence (bases) for the analysis of client and counsellor interaction in this study, there are some indications in the literature (Buttny, 1990) that video taping might have been more revealing, thus enhancing the observation, especially of affective expressions like anger or sadness.

(5) The majority of "classic" ethnomethodological/conversational analytic studies of interaction are based on short conversational or interactional
phenomena represented by locally managed sequences of turns in talk (such as openings and closings). The founders of CA, Sacks, Schegloff and Jefferson and others, do not, and do not claim to offer any guidelines for analyzing longer stretches of conversation. This methodological issue presents a dilemma in the present study when conversational events under analysis consist of sequences of turns in talk that exceed the local management model.
CHAPTER 2

REVIEW OF THE LITERATURE

2.1 Status of theoretical views on strategic self-presentation in interpersonal interaction

Scientific interest in self-presentation can be traced to Goffman (1959) who stimulated a tradition of interest in self-presentation. Goffman noted that it is clearly in a person's "interest to control the conduct of others," especially conduct that has immediate personal consequences for the individual (Goffman, 1959, p. 3). In his seminal work, The presentation of self in everyday life (1959), Goffman discusses the importance of self-presentations for defining an individual's place in the social order, for setting the tone and direction of the interaction, and for facilitating the performance of role-governed behaviour. As a sociologist, Goffman was interested primarily in the role that self-presentation plays in constructing social reality. Significant to the present study is Goffman's implicit argument that the nature of a given self-presentation is more strongly influenced by normative and other features of the interaction than by personal motivation.

Despite a steady stream of research during the 1960s and 1970s, impression management remained a relatively peripheral topic in social and personality psychology, leading some to characterize the impression management approach as more of a guiding model than a theory of self-presentations in particular (Jones & Pittman, 1982; Shaw & Costanzo, 1982). Tetlock and Manstead (1985) observe that the current theory of impression management consists of "numerous possible theories of impression management, each based on distinct assumptions..."
Researchers have, moreover, only begun to explore the conceptual subtleties and complexities of the impression management position" (p. 60). The existing research program on impression management "is most appropriately viewed not as theory 'but as a metatheoretical framework" within which one can formulate questions and seek answers pertaining to patterns of human behaviour in social interactions. According to Leary & Kowalski (1990), impression management has recently attracted increased attention as a fundamental interpersonal process, and works of Baumeister (1982, 1986), Schlenker (1980, 1985), and Jones and Pittman (1982) have contributed an excellent conceptual analysis of impression management, thereby providing coherence to the area.

E. E. Jones (1964) pioneered the investigation of self-presentational aspects of social behaviour. He considered ingratiation to be the basic strategy involved in acquiring influence in interpersonal interaction, and he defined it as "a class of strategic behaviour illicitly designed to influence a particular other person concerning the attractiveness of one's personal qualities" (p. 2). Jones (1964) and Jones and Wortman (1973) described four tactics that can be used for ingratiation purposes. (1) Self-enhancement consists of positive verbal self-referents made by the speaker. These are meant to direct the target's attention toward the speaker's positive characteristics, traits, motives, or intentions and away from the negative ones. (2) Complimentary other enhancement -- flattery -- is designed to highlight the strengths and virtues of the other, thereby making oneself seem perceptive, intelligent, likeable. (3) Opinion conformity presumes that by doing so the ingratiator increases the target's attraction toward him/her. (4) Rendering favours; people who do nice things are likely to be perceived as considerate, caring, and friendly. Jones (1964) asserted that people make themselves likeable
and agreeable to a status superior for the ulterior purpose of gaining some advantage for themselves. In general, self-presentations are meant to establish a particular image of some personal characteristics or relationship in the eyes of another person. Such behaviours may affect the reputation, ideals, self-concept and self-esteem of the person.

More recently, Jones and Pittman (1982) asserted that strategic self-presentations are means of enhancing and maintaining power in interpersonal relationships, thereby reducing dependence on others. They see strategic self-presentation as those "features of behaviour affected by power augmentation motives [which] shape others' attributions by the actor's dispositions" (p. 233). Self-presentational strategies are "designed to obtain immediate rewards or to establish identities that yield power potential" (Schlenker, 1985, p. 317). Jones and Pittman (1982) considered strategic self-presentations as subcategories of human behaviour expressed in verbal and nonverbal communication. They provided a taxonomy of five classes of self-presentational strategies that are directed toward specific power objectives, as follows.

1. **Ingratiation.** The most prevalent strategy of self-presentation in social interactions or relationships. The goal of this strategy is to gain the approval and liking of an audience or a significant other. Ingratiation is the human desire to be perceived as likeable, reliable, charming, warm, and physically attractive.

2. **Intimidation.** A person using this strategy in a relationship desires to reduce the target person's power and enhance his own by creating pain (psychological) and discomfort. Tetlock and Manstead (1985) argued that people "do not always claim socially desirable identities. They try to intimidate rivals or opponents by emphasizing their toughness, bad temper, or even irrationality."
3. **Self-promotion.** This strategy is employed when a person seeks attribution of competence, usually in the area of intelligence and knowledge, skills or athletic prowess.

4. **Exemplification.** This strategy is used by a person who wants to be perceived "as honest, charitable, disciplined, and self-abnegating" (p. 246). He/she wants to be respected and admired for his/her integrity and moral rectitude. The reason for using this strategy is to influence specific behaviour of the target person by presenting self as a model of virtue.

5. **Supplication.** This strategy consists of behaviours meant to induce nurturance, prosocial, or socially responsible behaviours from others. The person presents him/herself as a weak, needy, vulnerable, or dependent person in order to secure the protection of powerful others.

A more general theoretical view of strategic self-presentation has been suggested by Arkin (1981). He asserts that two self-presentational styles are part of everyone's social repertoire: protective and acquisitive. The protective style serves to avoid disapproval and is associated with social anxiety, reticence, conformity, modesty, and alcohol and drug abuse. Like protective self-presentation, the purpose of an acquisitive self-presentation style is to control the conduct of others. The acquisitive style serves to "enhance undefined favoured treatment in unknown future circumstances" (Arkin, 1981, p. 313) via accumulation of social approval.

A new conceptual model of impression management (or self-presentation, as the authors indicated they use the terms interchangeably) has been recently suggested by Leary and Kowalski (1990). This model conceptualizes impression
management as being composed of two discrete processes, each of which operates according to different principles and is effected by different situational and dispositional antecedents. The first process involves what is called by Leary and Kowalski impression motivation; the second, impression construction. The impression motivation process is associated with the desire to create a particular impression in others' minds, but may or may not manifest itself in overt impression-relevant action. The second component of impression management involves impression construction. Once motivated to create certain impressions, people may alter their behaviours to affect others' impressions of them. That involves choosing how precisely they will go about it, via self-description, nonverbal behaviour, and so on. According to this model, the impression motivation process is affected by three primary factors: the goal relevance of the impression, the value of desired goals, and the existing discrepancy between the individual's current image and the image he or she desires to convey. The impression construction process is affected by five factors: the person's self-concept, his/her desired or undesired identities, the constraints of the role in which the individual finds him/herself, the target's values, and the person's perception how he/she is regarded currently.

2.2 Status of the research on self-presentational strategies

A majority of the research studies on self-presentation have been devoted mainly to testing the occurrence of the phenomena in a variety of social situations and under a variety of conditions. An example of a validation study is one of the earlier studies by Jones, Gergen and Davis (1962), who investigated the use of ingratiating and self-enhancing self-presentation in situations with approval or
disapproval from others. College student subjects were told that they would be interviewed by another person. Some of the subjects were instructed to "just be themselves" during the interview: Present yourself as you "actually see yourself and try not to over-emphasize your good points or to play up your failings" (p. 5). Other subjects were told that they were interviewing for a fellowship, and that the interviewer would play a major role in determining who got the fellowship. These subjects were told to "figure out what kind of person the interviewer probably likes and then act like such a person... even though it does not directly reflect the picture that you have of yourself" (pp. 5-6). During the interview, subjects were asked specific forced-choice questions about themselves and had to respond with self-ratings that could vary from negative to positive. The results showed that: (1) subjects who received instructions about the fellowship presented themselves to the interviewer in a more positive manner than those subjects who did not have those instructions; (2) subjects who received negative feedback were more self-deprecatory in the interview than after receiving positive feedback. Thus, it was concluded that people are capable of presenting their characteristics in an exaggerated manner in order to create the most favourable impression possible.

One important goal in social interaction is gaining approval from others. Since a person's feelings of worth and competence are partially dependent on evaluations from others (Jones et al., 1962), raising self-evaluation or maintaining an already high evaluation of self will promote seeking approval and avoiding disapproval from others. Schneider (1969) conducted an experimental study in which he tested the assumption that after experiencing failure subjects are motivated to get approval, while after successful experiences subjects are
motivated to avoid disapproval. Schneider further posited that subjects who want to avoid disapproval will use a conservative strategy of self-presentation. By "presenting a moderate self... one will give an evaluator little reason to give him a negative evaluation, and in this way he can hope to protect his tenuous but positive self-evaluation" (p. 262). On the other hand, a failed subject wants approval, and can get this by making a highly positive self-presentation, hoping that if accepted it may generate a highly positive evaluation from others. In Schneider's experiment, one-third of the subjects failed an important ability test (failure); one-third of the subjects succeeded on the same test (success); and one-third took the test and received no scores (control). All subjects' "social sensitivity" was assessed in the interview following the test. In general, the results of the experiment supported the hypotheses. However, the results for success and control groups were very similar. Both groups used moderate self-presentations in the interview. The failure group indicated consistency with the first hypothesis and used highly positive self-presentation strategies.

People present themselves mostly through the use of verbal language (Goffman, 1959). Therefore, distorted presentations of one's characteristics, abilities and skills may be useful in some situations, e.g., a job interview, sales work. Schneider and Eustis (1972) posited that self-presentational strategies can be used to elicit similar behaviours from the target person. In an experimental study, they tested three specific hypotheses: (1) ingratiators will be more positive about themselves than controls; (2) ingratiators will be more positive to high positive targets than to low positive targets; (3) ingratiators will be less self-disclosing than would be controls. The subjects' self-presentations were examined by a $2 \times 2 \times 2$ factorial analysis of ingratiation -- control versus high and
low target positiveness versus high and low target disclosure, with positiveness and disclosure of the subjects. It was found that basically, ingratiators were more positive than were controls. Both ingratiators and controls were more positive to a disclosing than to a nondisclosing person. Schneider and Eustis suggested that ingratiators are trying to make themselves similar to their targets. Thus, conformity is a tactic by which the ingratiators send out information that they are similar to their targets. Perhaps the ingratiators feel that the perception of similarity will lead to liking and acceptance.

The assumption that people are likely to present themselves differently to a powerful audience than to a less powerful audience has been tested by Hendricks and Brickman (1974). College students were told to write down their grade expectations for the course. They were told that their expectations would be reviewed either by a teacher or a fellow student. When presenting themselves to the teacher, students used self-enhancement by overstating their expected grade, while when presenting to a fellow student, they were fairly accurate.

The tendency to present oneself in an unrealistically positive way through self-reports was investigated by Roth, Snyder and Pace (1986). They posited that strategic self-presentation may vary depending on whether the presentation is intended for other people or solely for the self. They argued that in the strategic presenting of a favourable image, one can either deny the presence of negative characteristics or attribute the existence of positive characteristics to the self. They conducted two studies to examine the importance of the audience and strategy dimensions in determining responses to self-report items designed to assess a tendency to present oneself in an unrealistically favourable way. In the first study, anonymous versus high-identifiable conditions were examined in an
attempt to find those items that were sensitive to audience manipulation. An item like, "I am always courteous, even to disagreeable people" (p. 870), was considered to represent an unrealistically positive presentation of the self. Also, a false response to an item like, "I feel sad sometimes," was considered an unrealistically positive self-presentation. In the second study, the importance of self-esteem, self-deception, and the amount and type of self-consciousness in influencing self-reports under standard conditions were examined. The results indicated: (1) that the tendency to attribute positive characteristics to self was independent from the tendency to deny the presence of negative characteristics in the self on the self-report personality inventory. (2) No evidence was found to suggest that a different audience can influence favourable or unfavourable self-presentation. Previous theorists have distinguished between processes that enhance one's self-image and those that serve a protective role (Arkin, 1981; Snyder et al., 1983). The study confirmed the previous assumption about reasons for the maintenance of a positive self-image. The tendency to unrealistically attribute positive characteristics to the self is more effective for maintaining psychological well being. The use of the principle, "a good offense is better than a good defense," seems to be, according to the study, important in interpersonal interactions.

One of the tenets of impression management theory considers social approval to be a crucial determinant of behaviour. From this perspective, winning the approval and avoiding the disapproval of others is the main motivation for individuals to create a favourable impression and present themselves in a positive manner. Within a strict self-presentation approach, social approval is sought because it has instrumental utility, rather than because it is inherently valuable.
In other words, social approval is sought as a means to an end, and not as an end in itself. Jellison and Gentry (1978) conducted a study to demonstrate an idea that individuals seek approval because of the material rewards contingent upon approval and not because approval is inherently valuable. They hypothesized that if material rewards were made contingent upon the disapproval or dislike of another, individuals would engage in behaviours designed to incur the other's dislike. In this study, 24 male psychology students participated in the experiment in which they were exposed to a personnel manager who either hired individuals he liked or individuals he disliked. They completed a set of employment tests on which it was possible to make responses that would engender either the approval or disapproval of the personnel manager. As predicted, participants responded to the tests so as to obtain the job even when this involved creating disapproval. The study pointed out the inconsistency in the explanation of social behaviour. The explanation for behaviour that results in approval from another is that the individuals engage in the behaviour to satisfy a need for approval. However, behaviour that results in disapproval is not explained by postulating the need for disapproval. Rather, such behaviour is explained by pointing out additional consequences of the behaviour that are valuable to the individual.

Arkin (1981) elucidated two styles of self-presentation, protective and acquisitive, both of which are part of everyone's social repertoire. They arise from two separate motivational systems: the protective style avoids disapproval and is associated with social anxiety, reticent and conformity; the acquisitive style serves to enhance favoured treatment in unknown future circumstances via the accumulation of social approval. Wolfe, Lennox & Cutler (1986) put Arkin's theoretical assumption to a test by measuring subjects' tendencies to adopt each
of the two styles. Two inventories were developed: the Concern for Appropriateness Scale and the Revised Self-Monitoring Scale. The Concern for Appropriateness Scale consisted of two subscales: Cross Situational Variability of Behaviour (7 items, for example: "I tend to show different sides of myself to different people"); and Attention to Social Comparisons Information (13 items, for example: "I try to pay attention to the reactions of others to my behaviour in order to avoid being out of place") (p. 357). These subscales appear to be measures of two of the main aspects of protective self-presentation. The Revised Self-Monitoring Scale also consisted of two subscales: Ability to Modify Self-presentation (7 items, for example: "I have the ability to control the way I come across to people, depending on the impression I wish to give them"); and Sensitivity to the Expressive Behaviour of Others (6 items, for example: "In conversations, I am sensitive to even the slightest change in the facial expression of the person I am conversing with") (p. 357). These subscales appear to be measures of two types of interpersonal skills characteristic of people who rely on the acquisitive style of self-presentation. Two studies were conducted. In study 1, it was hypothesized that: (1) self-esteem is negatively associated with a protective style and positively associated with an acquisitive style; (2) social anxiety and shyness are positively associated with the protective style and negatively associated with the acquisitive style; (3) sociability is unrelated to the protective style and positively associated with the acquisitive style. Two scales were administered to university students: the Concern for Appropriateness Scale to assess the tendency for a protective style of self-presentation, and the Revised Self-Monitoring Scale to assess the tendency to rely on the acquisitive style. In study 2, it was assumed that using drugs and drinking alcohol can be instrumental in getting along with one's peers. Self-report on drug use and both scales were
administered to university students. The results supported the claim that both scales are measures of the motivational construct. Study 1 revealed that both scales are related to measures of self-esteem, shyness, social anxiety, and sociability. In study 2 the results show that subjects who were high on concern for appropriateness tend to describe their own drug use as due to inducement by others, whereas subjects who scored high on the Revised Self-Monitoring Scale tend to describe their own drug use as self-initiated. The findings appeared to be encouraging but the studies were affected by methodological flaws and, therefore, the results were considered inconclusive.

The research literature indicates that most of the studies on strategic self-presentation have focused on the use of the phenomenon to gain social approval, and only sometimes to obtain other desired social outcomes such as compliance, power and support. Kowalski and Leary (1990) hypothesized that self-presentation can also be used to avoid aversive events, specifically through the use of self-derogation. They conducted two experiments to examine: (a) the use of strategic self-presentation as a means of avoiding an aversive event, and (b) the effects of such self-presentations on the presenters' subsequent self-evaluation. The studies employed a job simulation paradigm in which subjects were led to believe that the more or less well-adjusted of two workers would perform an onerous task for the "company." Subjects rated themselves on adjectives relevant to adjustment, then selected adjectives to show the supervisor who would ostensibly make task assignments. In both experiments, subjects self-deprecated to a greater extent when the well adjusted worker was to perform the onerous task. Strategic self-presentation was obtained in experiment 1 only when the supervisor's power was high. Thus, this finding demonstrates that people
will convey a less positive impression of themselves when it is to their benefit to do so. Results of experiment 2 showed that subjects who were low versus high in self-esteem did not differ in their use of strategic self-presentation. However, the results provided evidence that low self-esteem persons were more likely to self-derogate than high self-esteem persons. The most interesting contribution of the second study was that the self-evaluations of subjects with high self-esteem were unaffected by the manipulations, while self-ratings of those with low self-esteem paralleled their self-presentations to the supervisor.

2.3 Current status of research on strategic self-presentations in counselling

Research work on strategic self-presentation in counselling is in an embryonic stage of development. Some general concepts of impression management in the counselling interaction have been introduced to the counselling literature by Beck and Strong (1982) and Strong and Claiborn (1982). Beck and Strong (1982) proposed that a counsellor's interpretations suggest to the client that the counsellor's impression of him or her are different from the impression that the client expected to elicit. After receiving this discrepant feedback, the client will make an effort to change his or her behaviour in order to achieve a more desirable counsellor response. Following this process of reason, Beck and Strong argued that if clients use their depressive symptoms to achieve an impression of weakness and to avoid personal responsibility, they would give up those symptoms if the counsellor interpreted their symptoms positively, that is, as indicating personal strength and responsibility. If the counsellor used negative connotation of the client's symptoms, this should also motivate the client to change in order to be seen more positively by the counsellor.
More recently, Friedlander and Schwartz (1985) proposed an impression management model for the counselling process. The theoretical bases of the proposed model are rooted in the interactional conceptualization of counselling (Strong & Claiborn, 1982), theoretical assumptions about impression management (Arkin, 1981; Schenkler, 1980; Tedeschi & Riess, 1981a), and self-presentational theory (Jones & Pittman, 1982). The rationale for the usefulness of the proposed model was based on the pervasive evidence that people use various interpersonal strategies in order to present themselves to others in a favourable light (Tedeschi & Riess, 1981b). Friedlander and Schwartz argued that people typically seek professional help when they are experiencing identifiable life predicaments (e.g., divorce, loss of a job) that result in a threat to their public and private self-image. Counselling also presents a predicament, in that it, too, is an image-threatening situation. Audiences that are especially powerful, attractive and expert generate greater social need in people to be perceived and judged as competent and likeable (Schlenker & Leary, 1985). Friedlander and Schwartz (1985) also posited that because the client is in a one-down position in the therapeutic relationship, he or she is likely to be motivated to avoid blame or self-disapproval by the counsellor, and to seek approval, credit and social power.

Friedlander and Schwartz (1985) proposed a "taxonomy of strategic self-presentations in counselling" (p. 487) which consists of two general strategies, defensive and assertive, by which clients influence counsellors' impressions and behaviours. These general strategies are based on the authors' presupposition that counselling presents a predicament for the client. When using a defensive strategy, the client seeks to avoid blame or disapproval by the counsellor, whereas the assertive strategy is characterized by attempts to gain approval, credit, or
There are four assertive strategies: self-promotion, ingratiation, supplication and intimidation; and one defensive strategy: facework. All the strategic self-presentations are described in terms of their short-term tactics, attributions and emotional responses sought and risked, as well as counselling contexts and possible client interventions.

Schwartz, Friedlander and Tedeschi (1986) investigated the effects of clients' initial self-presentation on counsellors' impressions. In a laboratory study, with clients using prepared scripts, four three-minute segments of the beginning section of an initial counselling session were audiotaped. The results indicated that clients claiming responsibility for their problematic behaviour were seen by the counsellor in a more favourable light than clients who attributed their predicament to others or to a situation. Additionally, they found that clients who used self-improvement reasons for seeking help made a better impression on the counsellor than clients who offered nontherapeutic (situation or external force) reasons. The researchers concluded that "these results also provide support for the plausibility of an impression management perspective of the counselling interaction. That is, counsellor judgement seems to be affected by a client's initial self-presentation" (p. 92). It was suggested that "research to determine the tactics clients actually use when motivated to gain approval or to avoid disapproval from their counsellor would be a fruitful area for further inquiry" (p. 92).
2.4 Verbal strategic self-presentations

In general, impression management and strategic self-presentational theorists have suggested that self-referent and self-descriptive statements are used in verbal self-presentations (Jones & Pittman, 1982; Schlenker, 1980; Schneider, 1981). Schneider (1981) claims that "any verbal statement may be construed as a self-presentation... A 'hello, how are you?' seems uninformative enough, but at the least it suggests that the speaker has some knowledge about and concern for normative standards of politeness" (p. 26). Schlenker (1980) maintains that, essentially, people use self-descriptive statements in the course of presenting themselves to audiences. He defines self-descriptive statements as "verbal or written expressions of attitudes, beliefs, and facts about oneself" (p. 169). He contends that self-descriptions are considered to be the most direct and the least subtle. "Through them, people can carve out the types of identities that they want and believe they can sustain in social interaction" (p. 198). In Schlenker's (1980) opinion, self-disclosure, defined as "any information about himself which person A communicates to person B" (Cozby, 1973, p. 73), can be used as strategic self-presentation in social life. "Regulating self-disclosure, particularly of information that would not otherwise be revealed to an audience, is a way of controlling how one appears in social interaction" (Schlenker, 1980, p. 187). By controlling the information, people can control the interaction (Jones & Wortman, 1973). Self-disclosure can have three major purposes in strategic interaction: (1) controlling the level of intimacy and trust in the relationship; (2) influencing the amount people learn about each other; (3) affecting relative power in the relationship. People who hold back and reveal little about themselves are usually seen as disliking and distrusting the target, and they distrust and dislike in return (Cozby, 1973).
Particularly relevant to the present study is J. Johnson's (1981) differentiation between the two concepts, "self-disclosure" and "self-presentation." Johnson argues that "when people talk about themselves -- whether in a laboratory experiment, in psychotherapy, or in everyday life -- their verbal reports can be conceptualized as either simple communications about the self (i.e., self-disclosure) or as ways to instruct others about how they are to be regarded (i.e., self-presentation)" (p. 761). In other words, self-disclosure is conceptualized as "simple reports about one's actual behaviour or self-perception" (p. 762), while self-presentation is best conceptualized not as a description of "how one really is" but, rather, "as a picture of how one generally would like to be regarded" (e.g., as a conscientious student, creative writer).

When the situation is perceived as identity-threatening, Schlenker (1980) and Tedeschi & Riess (1981b) suggest that the following verbal strategies of impression management could be employed: (a) excuses, (b) justifications, (c) meta-accounts, (d) disclaimers, (e) apologies and (f) blame. The typology of each of the verbal strategies has been developed in great detail by Tedeschi and Riess (1981b). For example, their typology of excuses includes: accident, failure to foresee consequences (plea of ignorance), lack of information, distraction by others, lack of time, physical causes, psychological causes, lack of authority. Justifications are defined as verbal accounts used by people in an attempt to repair damaged identity. Justifications are classified into ten categories: appeal to higher authority, appeal to norms of self-defense, reputation building, appeal to loyalties, appeal to norms of justice, appeal to humanistic values, self-fulfillment, social comparisons, appeal to ideology.
A study conducted by Godfrey, Jones, and Lord (1986) is significant because it is the only study to be found in the reviewed literature that uses unstructured conversation as a basis for examining differences between two strategic self-presentations: ingratiation and self-promotion. Earlier studies of ingratiation reported by Jones, Gergen, and Davis (1962) did not distinguish between these two self-presentational strategies. The assumption underlying this study is that the ingratiator wants to be liked, and the self-promoter wants to be respected. The research attempted to find out: (a) whether people use conversational resources differently if they want to be liked than if they are more interested in being seen as competent; (b) whether the differences in use of language were sufficiently distinct and systematic to justify a conceptual discrimination between the two strategic self-presentations. Thirteen pairs of students participated in the study where unstructured conversations spaced one week apart were used to obtain data for analysis. In the second session, one participant of the pair was asked to play the role either of an ingratiator or of a self-promoter. Naïve target participants clearly distinguish between participants attempting to appear to be likeable or competent. The differences in language use were verified by the independent observers. Their final observations indicated that, ingratiators used reactive verbal and nonverbal behaviours, whereas promoters used proactive verbal behaviours. In the final analysis, the raters reported that simple frequency counts are not sufficient to fully assess approval-related activities. The sheer frequency of tactics does not appear to determine the degree of success. Although both successful and unsuccessful ingratiators attempted to question the partner and draw the partner out, the unsuccessful ingratiator was either excessive or insincere. Similarly, successful and unsuccessful promoters made similar efforts to comment on their achievements and successes. Somehow, the successful
promoters appear to be more natural and thus, more convincing. In the final
analysis, the researchers agreed that being liked and being judged competent are
interpersonal outcomes based on different kinds of evidence. In spite of some
problems with the design of the study, its overall findings are encouraging, mainly
because of the possibility of using conversation as a resource for examining
self-presentational phenomena in natural settings.

2.5 Patterns of strategic self-presentations

Patterns in strategic self-presentation have not been considered explicitly in
the literature, and few theorists have argued in favour of consistency in strategic
use of self-presentations. For example, Jones and Wortman (1973, p. 50) contend
that ingratiating behaviours "are rarely the result of conscious or deliberate
planning." These actions are well ingrained and habitual (Schlenker, 1980).
"Through a long complex socialization process, the average person develops deeply
imbedded reaction tendencies that are triggered by settings of differential
resources and power. Most of the time... the attraction-seeking response is
relatively automatic and unthinking. Alternatives of utter openness and candor
are not even considered as the depende' person nods, smiles, agrees, or
compliments" (Jones & Wortman, 1973, p. 51). On the other hand, Tetlock and
Manstead (1985) assert that the immaturity of the theoretical assumption about
impression management is detrimental to the development of research programs
which should be dealing with questions of consistency and patterns.

Although consistency of self-presentational strategies is still debatable
(Tetlock & Manstead, 1985), personality theorists posit that self-presentational
strategies can be consistently maintained over time. Mills and Hogan (1978) regard the self-presentation process as primarily automatic, reflexive, and unconscious; the habitual nature of self-presentation accounts for consistency in behaviour. Self-conscious self-presentations are seen as infrequent events that occur only under very specific circumstances. Furthermore, Hogan points out that self-conscious performances are awkward, stilted, exaggerated, unnatural, affected and unconvincing.

Because strategic self-presentations may occur with consistency in a person's behaviour, it may be possible to explore contextual patterns and patterns in the linguistic mechanisms employed in interpersonal interactions. Since it is possible to find similarities in human behaviour (Harre, 1976), verbal discourse seems to be indicative of certain similarities in the use of strategic self-presentations.

In summary, a review of the literature on strategic self-presentations indicates that there is a need to examine the phenomena of strategic self-presentations in naturally occurring interaction, and from the perspective of the participants of the interaction. Research on self-presentation conducted to date has focused mainly on examining or validating of externally established features or properties of the phenomenon in simulated contexts. It is evident that an in-depth investigation of counselling discourse is needed to determine how and what strategic self-presentations used by clients occur naturally in a counselling setting. Friedlander and Schwartz (1985) propose that future research should be concerned with the investigation of "operational definitions and examples from counselling situations" (p. 494). This study makes the initial steps in the direction proposed by Friedlander and Schwartz, to enhance the understanding of self-presentational phenomena from the perspective of language use.
CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research procedure

3.1.1 Setting

The data for this study were collected through the counselling services centre of a two-year college. College counselling services provide an opportunity for students to get professional assistance with any issues and concerns that could hinder a student's personal growth, development, or academic progress during the educational experience. From the content of the 20 analyzed counselling interviews, it is evident that students use the counselling service to get help with "normal," everyday life difficulties such as failed exams, dysfunctional relationships, loss and grief, career indecisions, educational expectations, interpersonal difficulties, concerns with finances, making academic progress and so on. Counselling interviews are socially organized occasions where persons who have a concern or difficulties meet with a professional counsellor, and they, together in face-to-face interaction and through discourse, work on finding ways through which the issue, concern or difficulty can be alleviated or resolved. It is under these circumstances and during face-to-face interaction that many clients present themselves strategically to their counsellors. This means that clients convey information about themselves using factual information or "invented" facts about themselves; and that some clients express themselves in a manner that induces the counsellor to attribute certain qualities to them.
3.1.2 Data collection

The data in this study consist of audiotaped recordings of naturally occurring counselling interviews. A total of 51 counselling sessions were tape-recorded as the counsellors performed their daily routine counselling work at the college counselling centre. Because the tape-recording at the college counselling centre took place naturally, that is, without prespecified conditions or time limits, the duration of the recorded interviews varied. Some counselling interviews lasted 30 minutes and others continued beyond the 45 minute length of the tape. This procedure is reflected in the transcribed data, where the length of the recorded counselling interviews varies between 30 and 45 minutes.

3.1.3 Data selection

Upon collection of 51 completed tape-recordings, the researcher listened to several randomly selected tapes. This process revealed that many tapes are substantially inaudible (loud background noise, or indistinct speech of the client or counsellor), and were not suitable for detailed transcription. During this activity it also became apparent that the content of some tapes was not suitable for the purpose of the study, mainly because some counselling interviews were devoted to information giving, for example, how to transfer from the college to the university. Some interviews consisted mainly of a monologal discourse of the client with minimal participation of the counsellor. The awareness that the recordings are of different quality required careful review of all of the collected tapes in order to determine their technical and content suitability for transcription. At the end of this procedure, 20 tapes were selected for the study. The selection of the 20 recordings was based on: (1) their technical condition and
the suitability of content of the counselling session. Furthermore, this procedure allowed the opportunity to carefully select those tape-recordings that represented a variety of counselling issues and contexts.

3.1.4 Transcription

All 20 tape-recorded counselling interviews were transcribed by the researcher directly into computer files by means of a pedal-operated dictaphone, following conventions of notation adapted from Jefferson (1978) (see Appendix A.1). Although immeasurably facilitated by the use of text-editing capabilities, the transcription process proved extremely taxing and time consuming. Other researchers working with tape-recorded data have reported a similar experience. For example, reported time estimates for transcription have ranged from 15 hours (Potter & Wetherell, 1981) to 20 hours (Scheflen, 1973) for every hour of tape. The 20 tapes were replayed as many times as was necessary to achieve an accurate transcription. After all the transcriptions were completed, a linguist-phonetician reviewed all the tapes to assure the accuracy of the transcriptions. Then, transcripts of the transcribed data were printed for analysis. The tapes were retained so as to permit checking by other researchers or by the researcher herself.

3.1.5 Participants

Counsellors. Two male and two female counsellors employed at Camosun College Counselling Services voluntarily participated in the study. All four counsellors hold graduate degrees in counselling and have many years of experience.
The location of data collection and the number of participating counsellors was decided on after an extensive search for willing volunteers (locations and counsellors) to audiotape counselling sessions. Obtaining tape-recordings of naturally occurring counselling interviews proved to be a difficult task. During the search for possible sources for data collection it was learned that many counsellors, especially those in private practice, were not comfortable with the idea of taping their counselling interviews, for a variety of reasons such as concerns about clients' discomfort, interruption of the therapeutic process, or simple discomfort at approaching clients with a request for permission to audiotape sessions. Of nine counsellors working for educational institutions, one straightforwardly declined to participate, two agreed to participate in the study but failed to make any recordings of their interviews, and two recorded one session each where the audiotapes were inaudible. Finally, four counsellors audiotaped several sessions each which were useable.

Each participating counsellor was provided with a certain number of cover letters to clients, consent forms and blank tapes to use for the recordings. The time given for completion of recordings was limited to six weeks. After two weeks from the date of distribution of the tapes, the counsellors participating in the study were contacted personally by the researcher to ascertain that the taping process was going well and without unforeseen difficulties. The tapes were collected at the end of the sixth week.

Clients. The clients were adult college students who agreed to participate in the study by signing the consent form. They came to counselling with personal issues dealing with life difficulties or practical troubles, and participated in the counselling with different degrees of intensity, urgency and involvement. Some of
the clients had never been in counselling before. Most of the clients, however, had been in counselling before and had returned to the same counsellor. All but two (out of 20) clients came to counselling voluntarily. These two clients indicated that they had been referred to counselling services. A brief description of the content of the 20 selected tape-recordings, with information about the gender of the participants and the general type of counselling interview (initial or follow-up), is summarized briefly below.

(a) Interview #1 records an interview between a male counsellor and a female client who has been seeing the counsellor for some time. The interview is devoted to issues related to the client's personal growth.

(b) Interview #4 records a follow-up interview between a male counsellor and a female client dealing with issues related to her low self-esteem.

(c) Interview #10 records a follow-up interview between a male counsellor and a female client working on issues related to her relationship with her mother and sister.

(d) Interview #11 records a follow-up interview between a male counsellor and a female client experiencing a frustrating relationship.

(e) Interview #23 records a follow-up interview between a female counsellor and a male client who has difficulties with decision-making and coping with life in general.

(f) Interview #24 records a follow-up interview between a female counsellor and a female client who is working on improving interpersonal skills in the nursing program.

(g) Interview #25 records an interview between a female counsellor and a female client who had been to counselling with the same counsellor some months ago.
The client is a single parent experiencing difficulties coping with her responsibilities as a mother and as a student.

(h) Interview #31 records a follow-up interview between a female counsellor and a female client who reports on her progress in the nursing program.

(i) Interview #33 records a follow-up interview between a female counsellor and a female client who is going through a process of separation from her companion.

(j) Interview #34 records a follow-up interview between a female counsellor and a female client who has concerns related to her relationship with a new boyfriend.

(k) Interview #36 records an initial interview between a female counsellor and a female client who failed an examination.

(l) Interview #37 records a follow-up interview between a female counsellor and a male client who lost his job.

(m) Interview #38 records a follow-up interview between a female counsellor and a female client who is a single parent and is experiencing a lot of difficulties related to poverty and her mother's terminal illness.

(n) Interview #43 records an initial interview between a female counsellor and a male client who is trying to establish a new career.

(o) Interview #45 records a follow-up interview between a female counsellor and a female client who was referred to the counsellor by a social assistance representative and college placement advisor. The client refuses to accept the placement test results which require her to enroll in a pre-college-level program.

(p) Interview #49 records an initial interview between a female counsellor and a female client who has been referred for counselling by an instructor. The client has difficulties in coping with the structure of a course she is taking.
(q) Interview #50 records an follow-up interview between a female counsellor and a female client who has going through a period of adjustment after separation from a boyfriend.

(r) Interview #51 records an initial interview between a male counsellor and a female client who is planning to return to college after 1f years.

(s) Interview #76 records an initial interview between a female counsellor and a female client who is returning to college and experiencing difficulties.

(t) Interview #78 records an initial interview between a female counsellor and a female client who is contemplating withdrawing from the college.

In summary, the data used in this study consist of seven (6) initial and fourteen (14) follow-up counselling interviews.

3.1.6 Specific procedure of data analysis

The main methodological premise on which this study was executed is that clients' strategic self-presentation is being constructed in and through talk (Atkinson & Heritage, 1984; Goffman, 1959, 1981; Sacks, 1984). With this in mind, the analysis was carried out by repeated observation of data, that is, listening to tape-recordings and reading the transcripts (Sacks, Schegloff & Jefferson, 1974). The reason for the multiple listening to recordings with the aid of transcripts is to understand how people accomplish actions through conversation (Schwartz & Jacobs, 1979). This process, according to Hopper, Koch & Mandelbaum (1996), cannot be described, it must be experienced. The "experiencing" of the data is crucial, since the data, not the theory, take precedence in ethnomethodological and conversational analytic studies (Pomerantz, 1988). It should be mentioned that the task of "experiencing" the data presents the researcher with a great
challenge. First, because such a study is an investigation of social events that are self-evident for the participants, the researcher who is a member of the same society finds the ordinariness of the occasion seemingly intractable at times. Initially, the analysis seems to have little to do with an analysis of the interaction because the interaction seems to be an overly familiar activity in the course of a counselling interview done by unique individuals. Only through the course of repeated observation does the ordinariness of the interaction begin to disappear and the fragility and tenuousness of the interaction become obvious. At times, the analysis resembles "chasing a fly." However, continuous attention to the data eventually results in a recognition of what is involved in the production of the clients' strategic self-presentation. Some of the methods used by the clients in the production and accomplishment of the phenomenon are obvious and self-evident; others are elusive and difficult to grasp.

The recordings and transcripts allow for repeated observations of the primary data resources and they ensure that the analysis reflects an accurate and detailed description of conversational activities (Erickson, 1986).

The guidelines used for this analysis have been established based on the information provided by ethnomethodological and conversational analytic studies (Heritage, 1988; Pomerantz, 1988; Psathas, 1990; Sacks, 1984; Schegloff, 1984b; Schenken, 1978; Speier, 1972). In order to enhance the efficiency of handling the amount of collected data (approximately 300 pages of transcription) and to adhere to the methodological assumptions of the ethnomethodology and conversational analytic research approach, the process of data analysis was conducted in three phases. The phases included the following activities: (1) establishment of initial hypotheses about conversational sequences that represented the activity of
clients' strategic self-presentation; (2) confirmation of clients' self-presentation strategic activities; (3) differentiation/systematization of self-presentational patterns (Schneider, 1988).

**Phase 1:** The analysis in the first phase proceeded in two steps. First, the purpose of the data observation was to get a "sense and feeling" (Mahler, 1988) of each interview, to learn what the participants of the counselling session talk about, and to obtain general information about the content and the process of each counselling interview. In the second step of this phase, using an inductive search procedure, the observation was focused on conversational activities that indicated how clients present themselves to counsellors. The crux of this task was to find out from the talk in the counselling interview what client and counsellor were doing, why they were doing it, and what were the salient circumstances of doing it in a given conversational sequence (Turner, 1972). Through repeated listening and reading of the transcript, it was possible to make hypotheses about the purpose of conversational activities, particularly about the sequences of turns that provided at least some of the methods by which clients produce and accomplish their self-presentation. Emphasis should be placed on the word "method," for repeated attention to the data suggested that the clients' strategic self-presentations consisted of these conventional devices or structures that are taken for granted, shared in common, but unnoticed when used by a client in "doing" strategic self-presentation in a counselling interview.

**Phase 2:** The second phase was devoted to a detailed analysis through which the initial hypothesis about evidence of clients' strategic self-presentation was confirmed. To determine whether or not the conversational sequences do in fact exhibit the phenomena of clients' strategic self-presentations, a systematic and
detailed conversational analytic procedure was applied with a great deal of precision to all sequences of talk that were selected from the corpus of data in phase 1 as possible evidence of clients' strategic self-presentation (Schegloff, 1984b; Psathas, 1990).

(a) In treating talk in counselling as an interactional, collaborative accomplishment, attention was focused on how a client's utterances are receptive to the counsellor, and the counsellor's to the client's previous utterance, because it is through the conversational structure used to link utterances that the participants make the sequence of their talk observable (Sacks, Schegloff & Jefferson, 1974; Levinson, 1983). More specifically, attention was paid to those clients' utterances within the selected conversational sequences that were followed by the counsellor's utterances expressing what the counsellor actually heard in the client's utterance. This procedure follows exactly Speier's (1972) suggestion

to look to what the speaker's utterance provides as possible determinate ways of being heard and to what the next utterance produces by way of hearing it as containing those possibilities rather than [to] ask psychological questions about the hearer's state of mind while processing the speech he hears.... In effect, all we care to "know" about his hearing is his subsequent conversational action that is a visible consequence of the other's speech (p. 410).

(b) Consideration was given to how transition points are managed and organized (Sacks, Schegloff & Jefferson, 1974; Schegloff, 1984b) because each turn-transition point is a choice point for how the participants develop the sequences of talk, and how they organize and provide for the transition.
(c) Attention was given to triads of utterances, for in the third utterance of three-utterance sequences speakers can indicate how they heard each other; that is, if speaker A speaks, and then speaker B, speaker A can then, in the third utterance, comment upon speaker B's just prior utterance, noting its appropriateness, relevance, irrelevance, and so on, for the ongoing talk (Heritage, 1984b).

(d) And finally, a great deal of attention was given to the smallest nuances of talk, like pauses, sighs, gaps, overlaps, in order to learn what was happening for each participant in a given sequence of conversational turns.

The data analysis procedure was conducted with a constant awareness that any claim about clients' strategic self-presentation talk has to be substantiated not only by the aspects of conversational procedure but also whether this procedure can be implicitly recognized by (or oriented by) participants. Lastly, these guidelines may be summarized by Sacks' (1984) directive to ask of each utterance, "Why that now?"

Phase 3: The final phase of the analytical procedure consisted of a systematic examination of the data (the selected examples) for the presence of significant pattern consistency and variation in clients' strategic self-presentations. Thus, all examples were first reviewed to determine their common structural and organizational features, as well as their functions and consequence (Bloor, 1978; Heritage, 1988; Potter & Wetherell, 1987). Then, the procedure was repeated to determine whether there are any "shared features" (Bloor, 1987) common to all the activities of strategic self-presentation under observation. The procedure revealed that clients' strategic self-presentations produced during the counselling
interviews do not share the same highly patterned activities. They are different in terms of form, organization, function and goals. It was also discovered that the differences are not mutually exclusive, and that how and when clients present themselves strategically depends to a large degree upon the client's goal and individualistic style. Based on these findings, the decision was made that the final description of the various strategic self-presentational activities will be accomplished through "analytic induction" (Jackson, 1983; Katz, 1988). The latter requires that the analysis begins with a small batch of data. A provisional analytic scheme was generated. The scheme was then compared to other data, and modifications were made in the scheme as needed. The provisional analytic scheme was constantly confronted by "negative" or "discrepant" cases until a small set of recursive features was established. The explication of findings will be presented in chapter 4.

3.2 Issues of validity and reliability

This study represents an ethnomethodological, qualitative and descriptive study of clients' strategic self-presentations in counselling interviews. The issues of reliability and validity for this study are problematic, because in ethnomethodological research, the method of assessing reliability and internal and external validity may differ from the definitions and methods typically used in experimental and survey studies (Bailey, 1989; Reed, 1988). The literature does not offer any substantial information about how the reliability of ethnomethodological and conversational studies should be treated. Basically, for ethnomethodologists, "the key issue ... is whether the results of inquiry fit, make sense, and are true to the understanding of ordinary actors in the everyday world"
Psathas, 1990, p. 13). Furthermore, one of the premises of the ethnomethodological and conversational analytic methods is that description (a descriptor or collection of descriptors), however detailed and extended, cannot exhaust the object, the setting, act or state of affairs described. That is, there are always further descriptors which may be added to the state of affairs. An informed reader may examine the same data as those available to the researcher and compare his/her own interpretation with that of the researcher. Therefore, any claims made by the researcher with regard to the structure of interaction can be corroborated by the reader by examining the data included in the report (Jackson, 1986).

The ethnomethodology and conversational analytic research methods have at least two points in common with the method called analytic induction. One common point is that with both methods, researchers are committed to treating their theories, proposals or explanations as provisional, and are prepared to make whatever revisions are appropriate as disconfirming cases are encountered. A second point is that the procedure used to do research provides for both discovering proposed features of social organization and testing the validity of the proposals.

In discussing how analytic research can be evaluated, Katz (1983) argues that the type of text produced by analytic researchers facilitates subsequent tests of findings by its readers.

Analytic field research also more democratically empowers readers to become subsequent testers.... Qualitative research reports properly may be regarded as good to the extent that readers test them in application to new data in the very process of reading. Underlying the
reader's experience in "recognizing" as valid or rejecting as "artificial" an analytic formulation in a qualitative text is an implicit application to phenomena within the reader's experience, the new data existing beyond the reach of the original research" (p. 145).

A look at how the issues of reliability and validity are dealt with in other types of qualitative studies may be useful. In other types of qualitative studies, alternative standards to the traditional conceptualization of reliability and validity are proposed. For example, Lincoln and Guba (1985) suggest that in qualitative studies based on naturalistic observation, questions of internal validity become questions of credibility, questions of external validity become questions of transferability, and questions of reliability become questions of dependability.

For this study, the findings are credible to the extent that co-informed readers can look at the data and agree with the researcher's conclusions (Pomerantz, 1988; Pomerantz & Atkinson, 1984). Such a "measure" of credibility stresses the intersubjective nature of empirical research (Heritage, 1984a).

The transferability of the findings of this study, as a measure of external validity, depends upon an empirical examination of other social contexts to determine whether they are similar to the social occasion of the interviews analyzed in this study (Lincoln & Guba, 1985). In this study, there was no attempt made to generalize beyond the counselling interviews examined here. It is possible that other clients' strategic self-presentations will be accomplished through a different conversational structure and through the use of different extralinguistic and other conversational mechanisms. However, from a number of studies that have examined the turn-taking systems, adjacency pairs and
formulations of social occasions (Heritage & Watson, 1979; Reed, 1988; Schegloff, 1984b), it would appear that clients' strategic self-presentations that are evidenced via the use of adjacency pairs and formulations have considerable transferability to other kinds of counselling interviews.

The dependability, or reliability, of the study remains problematic. However, it might be argued that establishing the credibility of the findings as a measure of internal validity might also be used to establish the reliability of the findings. Furthermore, this practical approach, that the reliability of the findings depends upon the credibility of the findings to co-informed readers, is consistent with the position of most ethnomethodologists (Psathas, 1990) and has been considered a "solution" in other conversational analytic studies (e.g., Sacks, Schegloff & Jefferson, 1974). This practical measure of credibility is also adopted in this study.

There is an obvious need for a clear conceptualization of the reliability of ethnomethodological studies, and until that is accomplished the issue of reliability will remain problematic (Heap, 1980; Reed, 1988), and possible to solve only through appeals to the credibility of the findings. This means that reliability will be assessed by those readers who have an understanding of how the analytic conclusions were achieved from the observation of the data.

An alternative method of validation of descriptive research finding has been proposed by Potter and Wetherell (1987). The method consists of assessing the findings according to their (a) coherence, (b) participants' orientation, (c) new problems, and (d) fruitfulness.
Coherence means that analysis should be presented in such a way that the reader can see how "discourse structure fits together and how the discursive structure produces effects and functions" (Potter & Wetherell, 1987, p. 170). In the present study, coherence is achieved through explication of the structure of clients' strategic self-presentations from a broad pattern to mini-sequences. Since there is no regular pattern of strategic self-presentations, the discussion has explicated the basic organization of the most frequently occurring strategic self-presentations as well as variations in the structure of strategic self-presentations.

Participants' orientation means that findings should not be reported in "abstract notions of meaning, but in distinctions participants actually make in their interactions" (Potter & Wetherell, 1987, p. 170). In the present study, the analysis has been conducted from the viewpoint of the client. The excerpts from the data have been explicated from the client's perspective and his/her orientation to the counsellor and the counselling situation.

New problems means that the research findings cannot be treated as the end product of the analysis (Potter and Wetherell, 1987). The present study has been treated as a basic investigation of three aspects of clients' strategic self-presentation phenomena: their occurrences in counselling interviews, the resources used in the production of clients' strategic self-presentations, and the patterns of occurrence and use of resources. The study has generated a variety of issues or "new problems" such as: since clients' strategic self-presentations do not have a systematic pattern or a "model," it appears that further investigation of each type of strategic self-presentation might be necessary in order to learn about possible patterns of clients' use of conversational resources within a given type of
counselling. For example, in this study, self-aggrandizement as a strategic self-presentation occurs in the involuntary counselling interview. It might be useful to investigate other involuntary counselling interviews to learn what strategic self-presentations are used and how they are accomplished.

Fruitfulness refers to whether the analysis and findings make sense of the data and generate novel solutions or explanations. The fruitfulness of the present study is evidenced, for example, in the discovery that different types of clients' strategic self-presentations occur in counselling interviews, that strategic self-presentations are not a single patterned activity, and that clients use a variety of conversational resources strategically in the production of their self-presentations.

As a final point in the discussion of reliability and validity issues, it needs to be mentioned that the method of analysis in any study should fit the phenomenon being studied. The purpose of the present study is to analyze and describe clients' strategic self-presentations in counselling interviews through the clients' use of conversational/interactional resources as grounds for further inference and action. The main point of interest is how clients' strategic self-presentations are accomplished. Ethnomethodology appears to be very useful in analyzing the phenomenon. The credibility of this study will depend upon whether informed readers can understand the analytic conclusions which the researcher developed and the interpretations leading to those conclusions.
CHAPTER 4

FINDINGS AND DISCUSSION

Spoken language such as we all use all the time seems to me not to be purely intellectual at all, but deeply affective and subjective in its method of expression and action.
— Charles Bally (1965)

4.1 The reporting of findings

The questions addressed by this study focus primarily on three aspects of clients' strategic self-presentation in counselling. These are the organization and structure, situation and audience (context), and commonalities or regularities (patterns). Considering the nature of the data, and the interrelationship of these three aspects, as well as recognizing that "the core of the problem is to link (inter)action and structure without reducing one to the other" (Di Tomasi, 1982, p. 15), the analysis and discussion of findings will be presented in the following order.

First, it will be demonstrated how the clients' strategic self-presentations are located within the context of the initial phase of the counselling interviews. Second, the sequential structure of clients' strategic self-presentations will be explicated and described. Third, variations of clients' strategic self-presentations will be presented. Finally, characteristic features and concrete devices used in the construction of strategic self-presentations will be discussed. In the interest of clarity and in an effort to avoid unnecessary repetition, points will be made and examples from the transcripts presented where they are thought to be the most informative. Whenever appropriate, the findings will be discussed in terms of the relevant literature.
4.1.1 The organization of the counselling interview

The counselling interview is a social occasion (Labov & Fanshel, 1977; Erickson & Schultz, 1982; Turner, 1972) that is structured in predictable ways and organized toward specific ends. The work of organizing and conducting the counselling interview is accomplished by and revealed in the spoken interaction between the participants. The counselling interviews analyzed for this study are generally organized into three phases: the initial phase, the middle phase, and the late phase (Cornell, 1986; Tracey & Ray, 1984; Tracey, 1986). The first or initial phase consists of interactional activities that relate to establishing rapport with the client and establishing the general purpose of the counselling interview. Following the initial stage, the counsellor and client engage in discussion of a "problem" and negotiation of the client's change of behaviour. The final stage of the interview consists of making practical decisions, or setting specific goals or tasks for the client to accomplish. More specifically, the counsellor and client's behaviour is organized into "interactional sequences" which perform distinctive functions in specific places in the organization of the counselling interview.

4.1.2 Starting the counselling interview

The analyses of the data reveal that there are two different ways of starting a counselling interview. Some counsellors begin the interview in a "conventional manner," that is, using a "greeting routine" (Erickson & Schultz, 1982) or a direct inquiry about the client's purpose or need for the counselling interview. This standard opening of the counselling interview normally leads to the client's "problem" and the "real" counselling activities.
The following are excerpts demonstrating the standard opening of the counselling interview:

**Interview #51.**

03 CO: ((cut in)) coming.
04 CL: that's ok.
05 CO: what is it that I can help you with?
06 CL: now- what I wanted to do is - I was looking into taking the t- (1.6)
07 CO: right.
08 CL: course, right?

**Interview #78.**

03 CO: you came here in 1985,? - and you did what. - tell me a little bit about your background.
04 CL: I had to take some prerequisites,? - for- social (background), ( . )
05 so I took some:-math and English courses-s to bring my-
06 standards to the academic (level) - and uhh ( . )
07 took some - first- and second year - psychology courses,?
08 CO: uh huh,?

**Interview #76.**

03 CO: this won't be necessary ((laughs)) - so- you are- Gxxx -
04 CL: yes. -
05 CO: and uh - I understand what happened here was you-
06 did the placement,? - and then: the placement- was good -
07 have you- enrolled in - something already. -
08 CL: yes.-
09 CO: okay,.- let's take a look at that.
10 CL: 'kay (3.0)

The formal relationships between turns are indicative of the functional relationship of the participants. The structure of these examples clearly defines the roles and status of the participants involved, i.e., who is requesting help, and who is providing it. The question, for example, in Interview #51 line 5 manifests the counsellor's manner through which he standardly elicits a statement of "the problem" without further preliminaries. Moreover, the counsellor's opening
utterance identifying the client such as "... so you are Gxxx" (Interview #76, line 03) clearly manifests the counsellor's institutional authority and puts the client in the asymmetrical position. The asymmetrical structure of the initial discourse of the counselling interview effects the relationship of the counsellor and client, and gives the "tone" to their interaction. These examples reflect the dominant discourse practices of medical doctors (Fisher & Todd, 1983; Frankel, 1983; Labov & Fanshel, 1977) and many counsellors who maintain unequal power in the interaction with their clients (Fairclough, 1989). The formal style of the interaction and the asymmetrical relationship between the participants in counselling have implications for clients' strategic self-presentation. This will be discussed later in this section.

Prevalent in the analyzed data are less formal ways of starting the interview, as demonstrated in the following excerpts:

**Interview #10.**

03 CO: -we got some extra time today,?
04 CL: yeah,- so am I! (.) so. - how have you been doing!
05 CO: well, - I- y'can tell- I've got a- cold. and
06 CL: [mmmm!]
07 CO: [((sniff)) stuffed up nose- an' I'll probably be blowing my
08 nose a few times through our-[ discussion]
09 CL: [oh! w- that - that's okay,-

**Interview #37.**

03 CL: need to do (an' it) - they grab it before it falls off
04 [the table]
05 CO: [oh,. God,- sakes, ((chuckle))
06 CL: 1-I don't like that.=
07 CO: =yeah,.=
08 CL: =that - that really -
09 CO: that's a little too uh=
10 CL: =yeah- that's a
11 bit-h it's=
12 CO: =uh huh, (.)
Interview #38.

03 CO: well you sound more like yourself! no:w , - God! you sounded
04 awful last week.,
05 CL: yeah I was really sick ( )
06 I've been on- um antibiotics for one- it's been one week, -
07 (and I just [ )]
08 CO: ( ) to your chest, -
09 CL: I have an
10 i-infection -
11 CO: (soft)mm,. -

The structure of these sequences manifests the less pedantic but more balanced participation of counsellors and clients in the evolving interaction. Although the discourse is initiated by the counsellor, it does not control client's behaviour. The participants interact reflexively, that is, the ways in which each talks and listens from moment to moment becomes an environment for the other. The most striking feature of these opening sequences, however, is the use of "everyday language." For example, in Interview #10, the sequence of question and answer (lines 3-4) reflects a mundane activity between two well-acquainted persons rather than a formal "greeting routine" in the counselling interview. The use of everyday expressions such as "oh, God sakes," exhibits not only the ordinariness of the discourse but also, in this context, indicates the counsellor's involvement in the client's story and the expression of her understanding about it. The implicit meaning of these utterances is not conveyed by their overt form because, as Hymes has put it, "one and the same set of words in the same syntactic relationship, may now be a request, now a command, now a complaint, now an insult, depending on tacit understanding within a community" (1972, p. xxviii).

The talk displays the working of interrelationships among social knowledge, social context, and the use of natural language as a vehicle for achieving interactional understanding of this conversation.
Another characteristic feature of these sequences of talk are their topics. They reflect some immediate but mundane concerns about each other's health, or events in the workplace. The topics are not relevant to the real issues that clients bring in to counselling. Rather, they provide a ground for informal interaction, such as chatting, that is usually done while people wait for a real social occasion (for example, a staff meeting). This informal activity of chatting carries a resemblance to Turner's (1972) observation about pre-therapy talk.

Starting the counselling interview as it is explicated here, is an activity done and oriented to by the participants. There are standard "markers" in the interview that indicate clearly that the participants are doing the "preliminary talk" before the "beginning" of the real counselling interview. The following excerpts demonstrate how the beginning of the "core" counselling interview, using Turner's (1972) term, is oriented to by the participants.

**Interview #50.**

19 CO: ((smothered giggle)) - that's part of what makes it
20 inte[resting! though I would think]
21 CL: [right. - yeah. - ( ]
22 CO: well,- it's okay.
23 CL: it's really light.- actually ( ]
24 CO: ((higher pitch))so how are you,. how was Chilliwack! -
25 CL: oh,.- um, - I learned a lot about myself. -

**Interview #4.**

81 CO: that looks good I actually think (that he did a) shorter
82 cuts ah quite uhh - becoming on you.
83 CL: oh!- thank you! - well
84 you've never seen! when it's lo:ng ('n curly. ,
85 CO: no, not really- really long ( ]
86 CL: no. (1.7)
87 CO: ((soft))so! how are thing's going!
88 CL: oohn, they've been
89 okay.,? I kind of mixed up as to what I was gonna talk
90 about today.,? - I guess it's just a wide vari:ety of r'ish
91 mash of things.,? -
Interview #43.

15 CO: oh yes,-
16 CL: uuhm -
17 CO: the women wear (silks)
18 CL: yeah., - so anyway.
19 - purpose here. -
20 CO: yes! -

Lines 24-25 in Interview #50, lines 87-91 in Interview #4, and lines 18-20 in Interview #43 demonstrate how the participants in the interview orient themselves to the activity of "doing" counselling.

This informal and relatively symmetrical structure of the pre-counselling discourse engages clients' participation in the interaction and provides an opportunity for the clients to expand on the topic or close it, reveal their identity or present themselves strategically to the counsellor. The analysis of the transcribed data reveals that a majority of instances of clients' strategic self-presentations occur within the initial phase of the interviews. It appears that the initial phase of these counselling interviews, characterized by informal discourse activities, provides a conducive environment for clients to present themselves strategically. On the other hand, in counselling interviews with formal openings, no strategic self-presentations occur. This observation concurs with Schlenker and Weigold's (1989) position that situations influence self-presentations "through their capacity to cue particular goals, scripts, and identity images (p. 266). Presenting oneself as the kind of a person that the client wants the counsellor to perceive, provides the client with a sense of prediction, security and control of the counselling outcome (Goffman, 1959; Schlenker, 1980, 1985). The data reveal that once clients accomplish their strategic self-presentation, they proceed to the counselling activity as if their image construction was a required
Figure 1: The basic organization of hierarchical activities in the counselling interview.

A: Basic sequence of counselling activities where strategic self-presentation phenomena do not occur.
B: Basic sequence of counselling activities where strategic self-presentation phenomena occur.
step in the sequence of counselling activities.

Thus, clients' strategic self-presentational activities do not occur randomly in the organization of the counselling interview. Rather, they appear to be placed in a hierarchical and sequential manner in the organization of the interview. Hierarchical organization refers to the assembly of the counselling occasion into its component parts. Sequential organization refers to the flow of the interview as it unfolds through time from beginning to end. Figure 1 portrays the organization of the hierarchical sequences of activities in the counselling interview. The location of the clients' self-presentation activity within the initial phase of the counselling interview appears to indicate that clients come to counselling with their own expectations of what should happen in the interview.

4.2 The structure of clients' strategic self-presentation

There are numerous instances in the transcribed counselling interviews which demonstrate clients' attempts to describe or characterize themselves as a particular type of a person by providing the counsellor with such information as:

**Interview #36.**

13 CL: [I - I passed - the dental assistant program with flying colours I won- three awards, 
14 CO: [yeah! - yeah right!] 
16 CL: [I - did very very well,? - 
17 CO: [yeah, yeah, yeah,- yeah just- black out.] 
18 CL: [a:nd studied really hard,- and then, the day- I got into the exam,? - I don't know what happened

**Interview #51.**

209 CL: I'm- I'm just confused! [-f [ d-]) 
210 CO: [yeah,. 
211 CL: - because I was out of the country for 15 years,. 

Interview #4.

66 CO: [(there's a lot of room at the) - little personal book mark
67 like that one, - that's great!
68 CL: that! i:s!. - 'specially if
69 you do a lot of reading and stuff! - which I do a lot of'
70 reading ( ) y'know I like that. -

Interview #25.

36 CL: on which I'm no- I'm not doing
37 as well- as I could be, - although in the respect I also know
38 I'm doing better than other people
39 CO: right,

A close examination of these excerpts indicates that clients' comments about themselves are usually done in a way that orients the counsellor towards making an evaluation or forming an opinion of the client. Although those comments or self-identifying information that clients share with counsellors may vary across interviews in specificity of meaning in the transcripts, from "I am a terrible person" to "I want to apologize," clients generally display in their talk that the activity of presenting information about self has an implicit goal, that is, to direct counsellors' impressions of clients and, subsequently, their manner of interacting with the client.

In the transcripts of counselling interviews analyzed for this study, clients provide information about themselves in two observable manners. First, some clients overtly talk about their qualities or other characteristics, or they indirectly report on someone else's observation of their qualities. The second type of information is presented by clients through various activities, such as reporting on an event. These general observations concur with Goffman's (1959) remarks on "two different kinds of sign activity: the expression that he gives, and the expression that he gives off" (p. 2). The first involves clients' self-identification,
which is considered to be a process or means of showing others to be a particular type of person (Schlenker, 1984, Schlenker & Weigold, 1989). The information that clients "give off" is more intricate because it is contained in a range of interactional activities through which clients convey and control the image that they want the counsellor to have of them.

The analysis of the data indicates that clients' strategic self-presentations are made observable through different interactional activities in the counselling interview. These activities are structured in such a manner that they engage the counsellor's participation. Moreover, the counsellor's engagement in these activities is essential for the successful accomplishment of the client's goals, that is, the construction and projection of certain images of themselves. The most frequently occurring self-presentational activity in the analyzed data is that of clients' reporting on an event or achievement. The sequential organization of this activity represents the basic framework of clients' strategic self-presentation in the counselling interview. The two main methods used in the sequential organization of self-presentational activities, adjacency pairs and formulation, will be described now.

4.2.1 Adjacency pairs

Ordinary conversation has a sequential structure (Sacks, Schegloff & Jefferson, 1974; Schegloff & Sacks, 1973) organized quite often into "adjacency pairs." Adjacency pairs (described on p. 22) are conversational forms related to one another, usually occurring side by side, and structured by a reciprocal relationship between them. The first pair-part in an adjacency pair constrains the
Figure 2: Adjacency pairs: Based on Sacks et al. (1974).
next utterance and is conditionally relevant to it. For instance, if a question is the first pair-part, the expected response is an answer. The question sets the stage for an answer, while the answer retrospectively confirms the appropriateness of the question. Thus, with the first pair-part a question, summons or initial greeting, the expected second pair-part is an answer, response, or a return greeting. If not forthcoming, the absence of the expected response is noticeable (Figure 2).

Although the notion of the adjacency pair appears to be rather simplistic, it is considered to be a very important and powerful method of structuring conversation. As a conversational structure, it is sensitive to the turn-taking organization of ongoing talk. The adjacency pair can be used to exert a powerful influence or constraint upon the talk. It can exert this influence because it allocates the turn to the second speaker, but is a turn in which the second speaker is expected to provide an utterance that should have relevance to the first one (Reed, 1988). Heritage and Watson (1979) claim that the first pair-part of adjacency pair is "the most sequentially constraining of all utterances" (p. 141).

The reciprocal relationship among adjacency pairs found in ordinary conversation is also a feature of many forms of institutional discourse, although in institutional settings the discourse is characterized by more elaborate sequential structure (Fisher, 1979; Labov & Fanshel, 1977; Todd, 1984). The presence of more elaborate structures in certain forms of institutional discourse indicates that the reflexive relationship among utterances is not limited to utterances that are next to each other. They also indicate that conversation is not only organized as conversational pairs, but that larger units also characterize the discourse (Fisher, 1984).
4.2.2 Formulation

Another conversational method, used extensively in counselling discourse is "formulation" (Patton, 1984; Reed, 1988). Garfinkel and Sacks (1969) note that the participants in a conversation may "treat some part of the conversation as an occasion to describe that conversation, to explain it, or characterize it, or explicate it, or translate, or summarize it, or furnish the gist of it, or take note of its accordance with rules, or remark on its departure from rules" (p. 350). Throughout such utterances, speakers formulate their conversation by "saying-in-so-many-words-what-we-are-doing" (or what we are talking about, or who is talking, who we are, or where we are)" (p. 351).

Patton (1984), in discussing the use of formulations in counselling talk, defines a formulation as follows:

A formulation in counseling is any occasion during which it can be observed that either the counselor and/or the client comment on their conversation itself. A formulation by one participant serves to express how the conversation, or any part of it, is being understood; it is an account of the conversation in one member's view. A formulative expression by one participant may, then, inform the other that what is being heard is congruent or incongruent with the first participant's perspective (p. 454).

This definition implies that formulations, by being comments on the talk so far, can be used in many ways in a conversation; they have a function in the talk. Although they seem always to display one participant's sense of the talk so far, they are also used when some portion of the talk is in need of repair; they may do
questioning work; they may be used to summarize a course of talk as a pre-closing of the talk; or they may be "primarily geared to the specific practical interactional tasks to be achieved in and through that occasion" (Heritage & Watson, 1979, p. 129), such as self-presentation. It is primarily this sense of formulation that is used in the basic structure of clients' strategic self-presentation.

4.3 Organizing clients' strategic self-presentation discourse

4.3.1 The basic sequences

Commonly in the analyzed data, clients' strategic self-presentation is accomplished through reporting on an event or an accomplishment. The basic structure of the discourse of reporting consists of two-part sequences, such as the following:

78 CL: the next thing - that I did in the personal growth department, 
78 CO:  
80 CO:  
81 CL:  
82 and - turned out really good,, but - I put personal ad in 
83 Monday Magazine - 
84 CO:  
85 ((louder))God! you're gutsy - [((shriek))whooo!]

In lines 81-83 the client reports on an interesting event - this is a first pair-part, and the counsellor's reaction to the client's news constitutes the second pair-part, as represented in Figure 3.

Similarly, in the following excerpt the client's news report (lines 14-15) represents the the first pair-part, and the reaction/evaluation the second pair-part sequence.
Client-initiated act  Counsellor reaction/evaluation act

**Figure 3:** The basic sequential structure used in clients' strategic self-presentation.
14 CL: =I did get into
15 CO: Mensa,? -
16 CL: ah! you did!
17 CO: and [I went-]
18 CL: [good for you!]
19 CO: =and I did it. -
20 CO: good girl.
21 CL: ((laughs))
22 CO: good girl, ha huh!
23 CO: well (I'm) [enjoy! it

The discourse of clients' self-presentation, however, is not limited to adjacency relationships. Frequently, the two part structure is extended to a larger unit as in the following examples:

21 CO: [how did you do I mean how did you do it. did you- 22 get tested by Jxxx? 23 CL: yeah.
24 CO: oh, good!

The counsellor verifies the credibility of the clients' assertion that she joined Mensa. The structure indicates that although the client initiates the discourse of the self-presentational activity, the counsellor is in charge, checking the credibility of the client's news.

77 CL: =and I did it. -
78 CO: good girl.
79 CL: ((laughs))
80 CO: good girl, ha huh!
81 well (I'm) [enjoy! it

When the client's reaction to an evaluation is not immediately forthcoming, the counsellor may repeat the evaluation and comment on how the client should be feeling (line 80-81). The presence of these extended sequences in the discourse indicates that the reflexive relationship among utterances is not limited to utterances which are next to each other. They also indicate that the activity of self-presentation is not composed of adjacency pairs only, but of extended units which characterize the discourse. Furthermore, the counsellor's evaluation
Figure 4: The extended two-pair structure.
constitutes the third part of the extended sequence. As an interactional sequence, this is a distinguishing feature of discourse in clients' accomplished self-presentation. The evaluative component reflects the counsellor's crucial role in acknowledging and supporting the client's projected image of a hard-working and accomplished person (see Figure 4).

4.3.2 The production of topic — self-enhancing, self-promoting strategic self-presentation

Normally, the activity of self-presentation is organized into interactional sequences comprised of two-part as well as extended discourse units. These discourse units comprise topics. Topic is defined here as "what a conversation is about at any given moment" (Crow, 1983, p. 137). The following excerpt, taken from the beginning few minutes of a rather lengthy interview, represents a topic of discourse that reflects the strategic self-presentation of the client.

Interview #34.

3 CO: so- how are ya.(hh) -
4 CL: o:h,.. it's [been an event- - =
5 CO: [ungh::::!]
6 CL: =eventful:=
7 CO: =month or so,?
8 CL: [yeah,]
9 CO: [couple months] [I think since-
10 [couple months] is]
11 "I've seen you really,?
12 yeah,.
13 yeah= I did get into
14 Mensa.,? -
15 "ah! you did!
16 and [I went-]
17 [good for you!]=
18 to one of their sir
19 lunches- [yesterday.,?] [how did you do I mean how did you do it. did you-
20 get tested by Jxxx?
21 yeah.
22 "oh, good!
23 and and
24 25 CL:
Although the counsellor initiates the counselling interview (line 3), the client takes an active role in introducing the topic of the self-presentation discourse. Once the client makes the self-enhancing news report, the counsellor participates in the topic through questions related to the client's testing for Mensa and the meeting the client attended. The topic is coherently organized into three parts: the clients' news report (lines 14-20), the counsellor's verification of the clients' assertion (lines 21-34), and the counsellor's formulation of the impression that the client made (line 35-38).

The discourse structure is of paramount importance in the understanding of clients' self-presentational activity. However, to have a better sense of how clients present themselves strategically, the interactional, less obvious features of the discourse must be explicaded. First of all, the client reports the event (lines 14-15) without providing any details or circumstances. This manner of reporting demonstrates that the client is not stating her official position with respect to her Mensa membership (Drew, 1984). Furthermore, by not stating her position, the client displays her working knowledge of the subtle factors influencing whether or not the counsellor approves or disapproves of a particular behaviour or action.
(Arkin, 1988). The counsellor's expression of interest and surprise ("ah! you did!", line 16) provides evidence that indeed the counsellor understands the importance and unusualness of the event and approves it, uttering "good for you" (line 18). Thus, the client gets the counsellor's interest by controlling the information about the event.

After securing the counsellor's interest and approval, the client provides information about testing for Mensa and her nearly missing the required scores (lines 28-32). The client does this in a childlike manner — giggling. The counsellor's utterance "it doesn't matter" (line 30) displays the commonly shared understanding of Mensa as an exclusive and selective organization of highly intelligent individuals, and that membership is a demonstration of one's unusual qualities. The counsellor supports the client by suggesting an excuse for poor performance (line 33). Thus, the consequences of the reported event are expressed by the counsellor's statement in lines 35-38. Being considered "the first Mensa person" is to be acknowledged as not only intelligent but also as a fairly rare individual.

The strategy that the client uses here can be summarized in the following manner: By just reporting the event, the client can get the counsellor to make proposals how the client should be perceived by the counsellor, hence avoiding making a proposal herself (Drew, 1984). The counsellor's formulation (line 35-38) indicates that the client's strategic self-presentation has been successfully achieved. Goffman observes that "society is organized on the principle that any individual who possesses certain characteristics has a moral right to expect that others will value and treat him in an appropriate way" (1959, p. 13).
The following excerpt demonstrates a similar structure of strategic self-presentation. That is, by reporting on an event or accomplishment, the client elicits a desired response from the counsellor.

**Interview #38.**

78 CL: the next thing - that I did in the personal *growth* department,
80 CO:  hmm,?
81 CL: was rather interesting, and amusing,,? -
82 and - turned out really good,, but - I put personal ad in
83 Monday *Magazine* -
84 CO: ((whisper))oh gee (how did you)
85 ((louder))God! you're gutsy - [((shriek))whooo!]

One of the important elements necessary for the construction of strategic self-presentation is the content of the client's news or event. The impact of the reported news on the counsellor's response seems to be essential to the strategic elicitation of the client's desired response (line 82-83). Also, shared knowledge about the news item plays a significant role in creating the impact. *Monday Magazine* is a local publication of social and political interest to the community. The counsellor's formulation of the impression that the client made (line 84-85) on the counsellor reflects the impact of the client's strategy.

**Interview #31.**

The impact of the reporting is not always achieved instantaneously. The following excerpt from the beginning few minutes of a lengthy counselling interview indicates the client's effort to impress the counsellor.

16 CL: [so came on Friday,? at ( . ) whatever time it
17 was in the morning,? - and - she's - really amazed with my
18 progress! ( . ) immensely - and - I mean,- we focused
19 on-n objective board the communication that we're
20 CO: yes:
21 CL: you and I have been [focusing on, - and objectified - um -=
22 CO: [yes]
23 CL: =teaching and learning she says: you're you're okay.,
you're satisfactory., but it's something to sort of-
[keep in mind., - and then as the-e- talk went on she says=
CO: [mm.,
yes,]
CL: =what I plan to do next week because you're not the only
one! - an' she says ( . ) you can be proud of yourself
because you're the only one that's really focused on it,?
by going to Nxxx,? and really- [focusing on- (what you ')
CO: [aha,.  aha,.]
CL: =because communication in nursin' is really really
important [{( )
CO: [((soft))oh yes,. -
...]

I feel pretty comfortable with my skills,. so I may
not have to come: on Monday or Wednes- or[ on: Tuesday or=
CO: [y'I know,,]
CL: =Wednesday whenever she decides to have the - the skill-s
workshop.? - I mean I will,. but- [it's it's nothing I've=
CO: [yeah,.]
CL: =really had to focus on,?
CO: =so it really must- feel Wxxx
like pfhew! - you know I made it. - I did it I've pulled it
off,,
CL: somebody who went in - [with a contract - and with=
CO: [yea:hs,? yea:h.?]
CL: =if I don't - if I don't make it - I will have
learned something and I'll have to start again I mean
that'll be a little disappointing, .
CO: =but there was really a
part of you that was preparing yourself [to not make it, =
CL: [I was!]
CO: =sure! as and [(it tells),?]
CL: [ye- yeah, [and - I thought I had to=
CO: [and you did,? it,]
CL: =and I did it. -
CO: good girl.,
CL: =good girl,. (laughs)
CO: good girl,. ha huh!
well (I'm) [enjoy! it
CO: [so I've be- I've been - [absolutely ( )
CO: ['cause you you have
worked hard. -

The structure of the discourse in this excerpt demonstrates the client's active role in introducing and developing the topic related to her qualities and achievements. Furthermore, in developing the topic, the client employs an interesting discourse strategy called "constructed dialogue" by Tannen (1989, p.
110), that is, the client frames accounts of her instructor's words (and opinions) as dialogue (line 17-28), thus accomplishing creative and enlivening discourse. Through employment of this conversational strategy (Bakhtin, [1975] 1981) the client was able to bring up tactfully her self-enhancing statements. For example:

17 was in the morning,? - and - she's - really amazed with my progress! ( . ) immensely - a:nd - I mea:n,-
18 - an' she says ( . ) you can be proud of yourself
28 because you're the only one that's really focused on it,?
29
56 CL: I feel pretty comfortable with my skills,."

Also, the client got the attention of the counsellor. Using frequent "continuers" (Schegloff, 1984a) such as "yes" and "aha" the counsellor not only manifests the interest in and understanding of what the client is talking about but also demonstrates the agreement with the client. The counsellor's use of formulation to express the understanding of the client's self-presentation (line 63-65) indicates the success of the strategy. Moreover, the counsellor's formulations indicate that the client's strategic self-presentation is a joint accomplishment. Heritage and Watson (1979) suggest that formulations have a "crucial" role for the corroborative assembly, maintenance, and transformation of the sense of a section of talk" (p. 159). The role of the counsellor's formulations in the talk described here is to evidence the understanding and support of the client's implicit talk. But mainly, the counsellor's formulations are the manifestations of the counsellor's participation in the client's impression management. The success of the client's strategic self-presentation lies in "legitimization" of the self-presentation by the counsellor's formulation of the client's image as it is projected through the discourse.
4.4 Variations in the organization of clients' strategic self-presentation

Although the phenomenon of strategic self-presentation occurs frequently in the counselling interview, its construction through discourse is not done uniformly. The construction of strategic self-presentation is dependent on the clients' individualistic goals (for example whether the client wants to perceived as likeable or intelligent) as well as their own unique style. The data analyzed for this study reveal several interesting constructions of clients' strategic self-presentation which will be briefly explicated and described.

4.4.1 Multi-strategic self-presentation

The following excerpt is taken from the first few minutes of an initial counselling interview. The overall topic of the interview is related to the client's search for a new career path. After a few turns of "pre-counselling talk," the client says:

Interview #43.

18 CL: yeah., - so anyway.
19 - purpose here. -
20 CO: yes! -
21 CL: ahhm - I spoke to one of the:
22 ladies out- in their little cubicles and she was the one
23 who trotted me over here. - uhhmm - I've I've pffff! - been
24 going to UVic for a while., - and not doing very well -
25 [frankly, I'm a crummy student. - aahm I shouldn't]
26 CO: [m hm.],? m hm, m hm.? crummy student,?
27 or you just haven't been doing much studying. -
28 CL: I haven't been doing much [studying.]
29 CO: [yeah,.- it's different isn't it.]
30 [(laughing)]
31 CL: [yeah! ((laughs)) this is anyway I guess I'm your-
32 typical jock.- I spend more [time in McKinnon Gym,]
33 CO: [((soft))yeah,. yeah- yeah,
34 CL: and- it se- hh!-it's been kinda funny because I've been
35 seeing oh a few of my, -
36 CO: (uh what,?)
37 CL: I've been s- running
38 into a few people, - hhm! - from UVic up here,. 
In initial counselling situations, a client who has never experienced counselling may be uncertain about the counsellor's understanding of her problem and of her as a person. To avoid a misunderstanding, and to preempt possible judgement by the counsellor, the client takes it upon herself to predict the likely behaviour of the counsellor towards her. That may indicate what the client feels about herself and what she expects the counsellor may think of her. Berger describes it this way:

When strangers meet, their primary concern is one of reducing the uncertainty about each other.... The problem in the initial interaction is one of predicting the likely behaviours of other person(s) in the situation so that one can select from his behavioural repertoire those
alternative modes of behaviour which are deemed most appropriate to the other person or persons in the situation. While the social context itself may aid in the prediction-making linguistic-selection process, the motives, attitude, and values attributed to each other in the situation also determine repertoire selection (Berger, 1979, p. 123-124).

In such a situation, the client resorts to an interactional strategy, that is, self-deprecation. In situations where interactions are unpredictable, people utter self-deprecations with the expectation that they are going to be denied (Goffman, 1967; Pomerantz, 1984). Denying or disagreeing with one's critical self-assessment in a conversation is considered a socially preferred response (Pomerantz, 1984) based on a principle of politeness (Brown & Levinson, 1987). Overtly agreeing or supporting a co-conversant's presented view of himself/herself is "viewed as impolite, hurtful, or wrong as a dispreferred action" (Pomerantz, 1984, p. 81).

In the excerpted example, the counsellor does not reject the client's negative self-presentation as a "crummy student" but rather she reformulates it, by asking the client to clarify whether she is "a crummy student" or, using a more positive image of the client, saying "you just haven't been doing much studying." The client readily agrees (line 28) with the counsellor's reformulation. The laughter initiated by the counsellor is followed by the client's (lines 30-32), thus demonstrating the collaborative agreement. The client obviously uses the self-put-down as a "fishing device" (Pomerantz, 1980) to elicit the counsellor's impression of him.
The "tag" question mechanism used by the counsellor (line 29) elicits the client's cooperative response (line 31). However, in the next utterance the client attempts to present himself as "a typical" and not "different" from students who transferred to Camosun from the university. This utterance was not clear to the counsellor (line 36). The clients' persistent concern with the counsellor's impression of him is evident in the following exchange:

46 should m-emphasize I used to be a very good student in high school.
47 CO: m hm,?
48 CL: aahmm, - I'm not anymore! -
50 CO: well you're not doing anything. -
51 CL: exactly.- ((sigh)) uh the Dean is as mad as hell at me,? - frankly,?

The counsellor's reiteration of the previously reformulated opinion about the student (line 50-51) triggers another attempt to indirectly impress the counsellor. The client's remark about the Dean represents his attempt to present an image of himself as worthy of the Dean's effort, and not as any student. This indirect self-presentational strategy is based mainly on the use of information about personal connections of the client with influential individuals.

4.4.2 Ingratiation as clients' strategic self-presentation

Another practical activity through which strategic self-presentation is constructed is client-initiated, direct evaluative assertions of the counsellor which are "designed" in such a way that they actually increase the client's attractiveness and power. The following excerpt is taken from the transcript of a follow-up counselling interview in which the client and counsellor continue working through the client's personal difficulties related to a lack of confidence and low
self-esteem. A good ten minutes into the counselling interview the following exchange takes place:

**Interview #1.**

542 CO: can you imagine where you'd be if you hadn't
543 had (determination)
544 CL: mm, hm! - an' I guess you're right I
545 didn't see it that way but when you said that - you know
546 that's why you're such a wonderful person to come to ( . )
547 because I know: - like I've said I've gone so many
548 people in my lifetime:- because I have had a lot of things
549 to deal with- and I have had to go to a lot professional
550 people- to work out my problems ( . ) most of them didn't
551 have your insight - or your compassion - and most of them
552 certainly didn't have your ability - to take what I see as
553 a negative - a negative incident - and turn it around to
554 a positive one - most most of them didn't do that - most of
555 them- would say to me well - I can see what you saying
556 you're right, ( . ) you didn't finish things - but you kn w
557 's you can change that now! ( . ) you can say okay I'm
558 aware of the fact that I've done that in the past- but
559 that's the past this is the present ( . ) so what you could
560 do now is just change that and say ( . ) I'm not gonna do
561 that now, - and most of them would've said that but you
562 didn't - you w-were able to look underneath it all- and
563 say ( . ) that's not negative?
564 CO: sure,
565 CL: she's just seeing it
566 negative there's positives there.
567 CO: and that's the way I
568 feel!
569 CL: mm hm! - and that's what makes you so special ( . )
570 that you're able ta: ( . )
571 you know you're - you're natural - I think that you'd be
572 just as good as you are if you didn't go to university:
573 because you just have the natural, ( . ) whatever it takes
574 to do what you do! ( . )
575 CO: I would say that I certainly
576 appreciate that feedback,.
577 CL: hhahuh!((laugh/giggle)) ( . )
578 well- it's true! - there's a lot of people - who go to
579 university to become something - and I would swear,- my
580 bottom dollar ( . ) that 9f: - of all these psychologists
581 and social workers, ( . ) ta me? - I usually don't like- to put people in categories - but- to make an example I'm
582 going to do that. ( . ) to me- there are two types - of psychologists and social workers ( . ) or a counsellor
583 ...)
The sequence shows a number of significant features. Most notably, the client introduces a highly positive direct evaluation of the counsellor in response to the counsellor's formulation (line 542) of the client's previous talk. The client's emphasis on the counsellor's personal and professional qualities is irrelevant to the topic in the counselling interview. In line 546, for example, the client utters "you are such a wonderful person to come to." By introducing these complimentary assertions, the client expresses a commonality in understanding of certain values, and creates at least a minimal amount of solidarity with the counsellor. Such a creation of solidarity by expressing appreciation or approval appears to be a basic
function of compliments in the society (Forgas, 1985). However, compliments are expected to appear spontaneously in order to be accepted as sincere expressions of approbation. Although the client's expressions appear genuine at first, there are indications later on of poor judgement and a lack of genuineness.

The discourse structure consists of several similar sequences. The client's multi-turn utterance constitutes the start of an "action chain" in this sequence of talk that resembles some characteristics of a "compliment and acceptance system" (Pomerantz, 1984). This "action chain" represents a type of organization in which two actions in sequence (action 1 and action 2) are linked in such a way that the performance of action 1 provides the possibility of performance of action 2 as an appropriate next action. Pomerantz (1984) differentiates this kind of "action chain" from "adjacency pairs" (Schegloff & Sacks, 1973) based on the fact that the basic rule for "adjacency pairs" requires that the second part of the pair "should be conditionally relevant," e.g., if the first part of the pair is a question, the second should be an answer. In "action chains," the "second pair-part" provides the possibility of choosing from several specifiable options, for example, action 1 -- the client praises the counsellor, and action 2 -- the counsellor may choose to accept, reject, agree or disagree with the praising.

As observed in the fragment shown above, the client's first multi-turn utterance (lines 544-563) containing several excessively high praises of the counsellor, for example, "most of them [professionals] didn't have your ability... or your compassion... your insight" is glossed over by the counsellor's utterances "sure" and "that's the way I feel" (lines 564, 567-568). These utterances exhibit the counsellor's choice of action, that is, not to hear and to dismiss the client's praising assertions. The counsellor's brief utterance is taken by the client as
permission to continue. The client's following utterance (lines 569-573) contains blunt flattery of the counsellor, which is accepted by the counsellor in a non-committal manner: "I would say that I certainly appreciate that feedback" (lines 575-576). The use of the word "feedback," however, indicates the counsellor's attempt to bring the clients' behaviour within the constraints of the formal context of counselling, where feedback is appropriate but compliments are not. But the counsellor's utterance, supporting the client's action, makes this sequence of talk organized into a chain of actions involving praising and acceptance. Goffman (1967) elaborates on some aspects of such supportive interchanges in the following manner:

When a ritual offering occurs, when that is, one individual provides a sign of involvement in and connectedness to another, it behooves the recipient to show that the message has been received, that its import has been appreciated, that the affirmed relationship actually exists as the performer implies, that the performer has worth as a person, and finally, that the recipient has an appreciative, grateful nature. ...the giving statement tends to be followed immediately by a show of gratitude (pp. 63-64).

Following the counsellor's acceptance action, the client's assertions manifest features of blunt flattery, for example: laughs/giggles (line 577) indicate the client's lack of sincerity with her own statements (Pomerantz, 1984), and utterances like "well - it's true!" demonstrate the client's assurance of her genuineness (line 578). The client "gushes" through uttering personal opinions and claims of experiences and knowledge, thus, shifting the focus from the counsellor-enhancement statement to self-enhancing statements (lines 580-594).
This shift of the client's focus of attention indicates that the client "designs" (Jones, 1964) the talk in such a manner that, indirectly, the client gets some of the benefits of the prasing that was so generously directed towards the counsellor. Thus, for example, the client utters, "I would honestly say I've seen it, and you know? the fact that I have gone to so many professionals and most of them have been that way" (line 594-596), presenting herself indirectly as an authority to judge the qualifications of helping professionals. This shift of the client's focus of attention from the counsellor to self is observed by the counsellor and manifested in the following formulation:

628 CO: (it shows you're) a very important person -
629 CL: and I feel the same[ about you?], (4.7)

The counsellor's utterance in line 628 is heard as a direct compliment, and the client returns the compliment using the same referent. Thus, using the action system of return compliments (Pomerantz, 1978), the client indicates the "mutuality of interest and solidarity" (Forgas, 1985) with the counsellor. That is, complimenting each other manifests that the counsellor and client share the same high opinion of each other. A prolonged pause (4.7 sec) after the client's utterance in line 629 indicates a degree of consternation by the counsellor with the client's formulation of the returned compliment. Pomerantz (1978) claims that normally the production of the final compliment response closes the "action chain."

There are other examples of using Pomerantz's formulation of "compliment systems" structures in the transcribed counselling interviews. For example:

Interview #10.

489 CO: that you hold life precious.
490 CL: yeah. - yeah., I guess you can
say that. (7.8) but anyway, I do feel a lot better about the issue that we just discussed because now I'm able to see things, - well you're good at doing that., ( . )

The counsellor's formulation (line 489) was uttered after a (lengthy) discussion of the client's outbursts of violent behaviour. It is the counsellor's summary of "what-was-said-up-to-that-point" as well as indirect checking whether the client is in any way thinking of turning the violence against herself. The client hears the utterance literally, and hesitantly agrees with the counsellor's observation. However, the unusually long pause 7.8 seconds demonstrates the client's serious consideration of the counsellor's reflective remark. Then, the client ends the utterance with a remark about the counsellor's ability to make "things" better -- "well you're good at doing that:;," This manner of returning positive feedback or a compliment to the counsellor has been this client's pattern throughout the transcribed counselling interview.

There is also evidence in the data that the client's "outbursts" of praise and compliments are triggered by the counsellor's positive feedback or supportive remarks. The client systematically attempts to "pay back" what she hears as the counsellor's praising remarks. The client attributes positive changes to the counsellor's kindness and ability. For example:

Interview #1.

CO: that's what I was feeling!
CL: I believe you an' I really appreciated that ( . ) you just made my day!- well you always make my day when I come in here - I feel like I'm always saying that you make my day but you do! ( . ) I mean you, - just the way you see things an' the feedback you give me - because it's so sincere - you know you just see things from such a different perspective - that it makes me see things differently -m I don't really know whether I'd walk out of here - feeling I'm on cloud nine practically.,
The language of the client's remarks and the use of common everyday expressions such as "you just made my day" or "feeling I'm on cloud nine," however, demonstrate that the client perceives the relationship with the counsellor as one of two equal acquaintances, rather than formal and asymmetrical. This client's interactional style is congruent with Jones' (1964) remarks about ingratiating behaviour that is evident in presenting oneself as kind and gracious to gain equality and power in a relationship.

4.4.3 Self-aggrandizement as strategic self-presentation

The following example has been taken from a transcript of an involuntary counselling interview. This interview differs from voluntary interviews in that the client has been asked to seek professional counselling for assistance in solving a predicament related to a requirement of the Unemployment Insurance Agency. The requirement of the agency is that the client obtain job training via the educational programs offered in the college in order to continue receiving unemployment benefits. The interview opens with the counsellor's verification of the referral:

Interview #45.
03 CO: you were aahh referred by Dxxx Cxxx
04 CL: Dxxx Cxxx yeah. I've been working with Dxxx and Mxxx since
05 .hh - August-
06 CO: uh [huh,? uh huh,?]
07 CL: [of last- year,? ( . ) and we finally go:t
08 - they v- had me assessed-.hh and [my IQ,- an' then they=
09 CO: [((cough))]
10 CL: =got me in here to do this placement [test.]
11 CO: [mm hm,. mm [hm!]
12 CL: [a:nd -
13 hhh.(sigh))
14 CO: ((whisper))(it's all computerized)
15 CL: I'm a
16 writer., - I am not- a computer operator - I am not a
17 waitress - I don't scrub floors - I don't even dust. I'm
18 really - umm ( . )
19 CO: (levels anything) -
20 CL: hh yes..- I feel- well- I don't know - how important
21 these other things are that people say - this is- this is
22 the Camosun College thing - they wrote it- giving me a- uhm
23 CO: ((soft))this - this is your placement. yeah,?
24 CL: yeah. - but
25 she told- I- I understood - her to say,? - 'n fact I wrote
26 it [on another piece of paper - the lady that I saw- when

There are a few noticeable features in this discourse that clearly demonstrate
the proactive behaviour of the client. Briefly, the client hears the counsellor's
inquiry about the referral as an invitation to tell how it happened. The client
starts by stating the duration of cooperative engagement with the college
placement officers by saying, "I've been working with Dxxx" and "we finally got." Then, there is an obvious shift in the middle of the utterance, via self-initiated
repair (line 7-8) and the client distances herself from the people she just claimed
to have worked with. By uttering that "they v- had me assessed... they got me in
here to do the placement test," the client exhibits her discontent with the
placement officers (line 8-10). Thus, the client places responsibility for her
perceived difficulties somewhere else and builds up the case for her
self-presentation.

The second distinct feature is the client's direct and unequivocal
self-identification (lines 15-18). The explicitness of this self-identification
demonstrates clearly that the client wishes to to be perceived as a person who
belongs to a special category of people. Claiming the identity of a writer in this
client's situation is not a self-enhancing strategy. The direct manner of the
identity claim by the client demonstrates an obvious manipulation of the situation,
not an attempt to be liked or respected. By presenting herself straightforwardly
as a member of a privileged social group, the client obviously uses an assertive
interactional ploy that is driven by the client's need to achieve certain goals in the
counselling interview. The client's behaviour exhibits clearly a self-aggrandizing
strategy through which the client attempts to bring the environment into line with
her wishes (Arkin & Baumgardner, 1986).

The client's uses an a conversational device called a "categorization device"
by ethnomethodologists. In his early writing, Sacks outlines some properties of
membership categories, that is, of "commonsense equivalence classes" for the
identification of persons. Sacks points out that these categorizations are
conventionally organized into "natural collections" which he terms a "membership
categorization device." The membership categorization device used by this client
is "a writer." Sacks also notes that various predicates can conventionally be
imputed on the basis of a given membership category, and although he restricts his
arguments mainly to the issue of category-bounded activities, it is clear that
members may claim various entitlements on a category basis -- including, of
course, the entitlements in terms of which "bound activities" are imputed
(category-bound entitlements, obligations, knowledge, etc.).

The following lines, excerpted from the same interview, demonstrate the
client's slowly evolving "real" identity. In an attempt to balance the skewed
interaction by the proactive behaviour of the client, the counsellor initiates the
following topic:

57 CO: [ I don't know but what- u what are you:-
58 what state w- let's back up a bit [where are you,]
59 CL: [((laugh)) - woohoh!
60 CO: who are you., - why're you he:re, ((laugh)) - what's goin'
61 on.=
62 CL: =uuhh, y- ( [ er worth going )]
63 CO: [so you're thinking o - going to school?
64 ( . )
65 CL: .hh yes. I have to - uuhh- go to school I'm concerned about
66 ( . ) I'm on welfare
The counsellor gains control of the interaction through the careful allocation of turns through questions and answers. The client's awareness of the counsellor's move to get the control of the floor is demonstrated by the laughter and utterance of "whoohoh!" Nevertheless, the client's cooperative behaviour is manifested by answering the questions and revealing some parts of her real identity.

It is assumed that all clients enter counselling with some expectations regarding what is to occur, what each person is to do, what are appropriate foci, and what topic should be discussed. These expectations can be both conscious or unconscious, as the client attempts to influence the counsellor into acting according to them in both subtle ways and in a direct manner. If the counsellor behaves according to these expectations, the client should feel understood and valued, appreciated and/or liked, because the counsellor is following the client's definition of what should happen. However, in the case of self-aggrandizing strategic self-presentation, the client is not concerned about being perceived as a specific type of a person. The self-aggrandizement is based on the conscious manipulation of the interaction in order to achieve desired gains.
4.5 Characteristic features and devices of clients' strategic self-presentations

The foregoing analysis has attempted to show some of the concrete features and devices that identify and distinguish clients' strategic self-presentation phenomena. The features that have been illustrated and discussed are, necessarily, only some of the mass of complex devices operating in the construction of strategic self-presentations in the counselling interaction. As Pittenger et al. (1960) note under the function they call "reinforcement," "the wise working assumption, then, is always that no matter how many possible contributing factors we have itemized, there may still be others that we have overlooked" (p. 242). Furthermore, these features are not discrete phenomena but rather dimensions along which the conversational and interactional mechanisms operate.

4.5.1 Conversational organization and structure

Everyday, informal structure of conversation is used predominantly. Two main conversational mechanisms are prevalent. These are adjacency pairs and formulations. The turn sequences used by clients vary from one utterance to multi-utterance turns. Clients' self-presentations are for the most part locally produced in the taking of practical action of the moment by the particular people who encounter each other in the immediate local face-to-face situation. (Note: The notion of "local" production and its meanings for participants is a key concept in the ethnomethodological approach (Garfinkel, 1967; Cicourel, 1980b; Mehan & Wood, 1975). It is through this local production and through distinctive local nuances that strategic self-presentations are produced and understood by the counsellor and by observers.
4.5.2 Personal topic focus

One of the noticeable features that distinguishes clients' self-enhancing presentation is the subject matter or topic that is used to get the counsellor's attention or cooperation. Reported events of unusual accomplishments or educational achievement, or adventurous behaviour elicit counsellors' responses that indicate the impression of the client. "Lightness" of the events used in self-presentations stands in contrast to the "core" of the interview discourse. From the strategic self-presentation viewpoint, the "unusualness" of topic or events affect the counsellor's reaction to the perception of the client. Strategic self-presentation is a display of oneself as conforming to a certain image of value, worth, etc. Images of value and worth are parts of social orders. A further advance in our understanding can be achieved when we look for the underlying moral orders from which the values displayed are drawn (Harré, 1985).

4.5.3 Interactive and ritualistic devices

Agreements are frequently used by clients in self-enhancing and ingratiating self-presentations. Agreements are recognized in the literature as establishing similarity -- the assumption of common ground as a basis for talk (Benoit & Follert, 1986). Ritualistic devices -- compliments, praising acts and flattery -- are employed excessively in the construction of gratitation. Self-derogation is used in self-presentational strategies as a "fishing device" in initial counselling situations.
4.5.4 Paralinguistic features

Noticeable and distinguishing devices used by both client and counsellor mainly in the construction of self-enhancing or self-promoting strategic self-presentations are paralinguistic features such as laughter and giggling. According to Jefferson (1984), laughter tends to occur in interactions where one or more participants are concerned to display, or elicit a display of, affiliation or alignment. In the data, the clients who presented themselves as funny and enjoyable person, elicited from their counsellors responses accompanied by laughter and amusement. At the same time, their expressive (e.g., aha, oh!) responses are warm and friendly, manifested through the modification of pitch. Paralinguistic features were also used in discourse which exhibited informality, indicating that the reported event was not serious "business" but rather a social interactional phenomenon that is impressive and enjoyable. It is also a manifestation of the client as skillful conversationalist and interactionalist, tactful and smooth in presenting herself strategically. The client manages to present herself as a funny, intelligent and likeable person. Phenomena like the particle "oh" and laughter tend to be commonly regarded, and to be referred to in dictionaries as "expressive" responses through which emotions, amusement, approval and the like are displayed (Heritage, 1984b).

4.6 Discussion

A number of details in the organization of clients' self-enhancing strategies suggests that they are sensitive to establishing certain relationships with the counsellor; sensitive, in that the clients' presentations are delivered in such a
manner that they make the counsellor happy/(laughing), and that they build or reinforce the relationship. This feature of clients' strategic self-presentation seems to be congruent with the goal of the initial stage of counselling, which is to establish that the client feels "comfortable" with the counselling relationship. So, initially it appears important for the counsellor to follow (to some extent) the client's definition of the relationship (both consciously and unconsciously expressed) for the purpose of "hooking the client" (Cashdan, 1973) into the relationship. This "following" of the client's relationship definition is reflected in the degree of the complementarity evidenced by both participants. For instance, in the above examples, the client initiates and maintains the conversation and the counsellor provides the support. There appears to be a tacit agreement reached on how each participant is to act with the other; each participant seems to follow the other's initiations to a high degree. Thus, in the initial stage of counselling, clients' strategic self-presentations demonstrate a high degree of complementarity representing an initial agreement of how the client wishes to be perceived and treated as a person.

Strategic self-presentation sequences are manifestations of various provisions in the organization of counselling interaction for the management of the counsellor's impression of the client. Such sequences revolve around the proposition: that clients, while in the interaction with a counsellor, make an attempt to influence the impression that counsellors form of them. The kinds of influence attempts observed in the data are implicit in the ways clients use conversational resources in the counselling situation -- strategically. Clients produce and maintain their strategic self-presentations through varieties of distinguishable conversational and interactional manoeuvres. Moreover, it is
presumed here that clients present themselves strategically in pursuit of their individualistic goals, and that these, whatever structure clients' strategic self-presentations in counselling may have, emerge from this process.
CHAPTER 5

CONCLUSIONS

5.1 Summary

The main intention of this study has been to discover how clients present themselves strategically to counsellors through discourse in counselling. The phenomena of strategic self-presentations have been defined as goal-oriented activities through which clients orient the counsellor how they want to be regarded; for example, as kind, witty, or helpless. In other words, clients manage the impressions counsellors have of them to obtain certain desired interpersonal or social outcomes, such as to be liked by the counsellor or to get power to control the outcome of the counselling session. The data on which this study is based consist of twenty naturally occurring counselling interviews, tape-recorded and transcribed. The methodology used in this study represents an adaptation of ethnomethodology, conversational analytic, and inductive analytic research approaches. The main characteristics of the methodology used in this study are: the focus of inquiry on conversation as an activity organized in terms of mutually held "procedures" for facilitating the coordinated action of the participants; (2) an emphasis on discovery-oriented research; (3) research based on careful examination of audiotapes of naturally occurring conversation; (4) a primary emphasis on the conversational structure and interactional aspects of discourse. Through multiple observations, listening to tapes and reading transcripts, instances of clients' strategic self-presentation were selected. The analysis of the data reveals that clients use the following types of strategic self-presentations:
self-enhancing or self-promoting, ingratiating, self-aggrandizing, and multi-strategic self-presentations. Self-enhancing and self-promoting strategic self-presentations are produced in a similar manner: they occur at the onset of the counselling interviews characterized by an unconventional start; they are initiated by clients through a two-pair sequence; and they are accomplished in collaboration with the counsellor, that is, the clients elicited the counsellor's acknowledgement, evaluation or comments. The production of these strategic self-presentations is distinguished by sequential organization of structures such as: two-pair sequences, and topics and/or formulations. These strategic self-presentations are also distinguished by clients' use of such devices as: paralinguistic features, agreements, and polite informal conversation style.

Additional to these two most commonly used types of strategic self-presentation, three other types of strategic self-presentation occurred sporadically in the analyzed data. These are: ingratiation, self-aggrandizement and multi-strategic self-presentations. Not all self-presentations have been used in a tactful and subtle manner. Ingatiation and self-aggrandizement strategies are obvious, although not treated openly as such by the counsellors. On the other hand, self-enhancing and self-promoting strategic self-presentations are subtle and less obvious in the course of the talk. These strategic self-presentations do not share common features, rather they represent the client's personal style, individual perception of, and expectation about the counselling interview.

Thus, in an initial counselling situation, when the client is uncertain how he/she will be perceived by the counsellor, a device such as self-deprecation is used by the client to find out the counsellor's perception of the client, thus giving the client a choice of another device through which he/she can control the
counsellor's perception of him/her. When the counsellor's perception of the client is elicited but does not match the client's desired image, the client uses an indirect strategy. These strategic self-presentations occur at the beginning of the counselling interview.

In situations of involuntary counselling, when the client is required to seek counselling by an agency or a person, the client designs a strategic self-presentation to control the counselling interaction, and effects the counsellor's perception of the client's predicament by obvious interactional manipulations, such as disagreements and the use of direct self-identification that attributes knowledge and abilities to the client.

Finally, one strategic self-presentation that is used sporadically is characterized by the client's excessive use of praising, complimenting and flattering the counsellor. The client appears to be overly dependent on the counsellor's kindness and help.

The majority of strategic self-presentations in this study are accomplished mainly through two conversational structures, adjacency pairs and formulation. Through the use of adjacency-pair structure, clients invite the counsellor to agree with or acknowledge the impression they attempt to project. The counsellor knowingly or unknowingly participates in the process of a client's strategic self-presentation by formulating, or reformulating, clients' images or identities revealed through discourse.

In general, however, the analyzed data reveal that, although strategic self-presentation is a ubiquitous social phenomenon, and is often used by clients in counselling, it is not produced through uniform, organized and structured
activities, or through uniform conversational or interactional means. Rather, the structure and organization of strategic self-presentation is related to each client's personal and conversational style, the counsellor's interviewing style, and the client's perception of the goal of the counselling interview, or practical reasoning about how to present oneself in a social occasion such as counselling.

Clients' strategic self-presentations do not occur as isolated acts. They occur in connected discourse, situated in the social context of counselling. The treatment of the phenomena of clients' strategic self-presentations as contextually based discourse reinforces the view that language is interactional. Strategic self-presentations are organized into units of talk of various size and complexity.

One of the useful and interesting insights gained from the study is that clients use a "categorization device" as a "method" of strategic self-presentation. According to Tajfel and Forgas (1981), social categorization lies at the heart of commonsense, everyday knowledge and understanding. The way an individual or culture identifies similarities and differences between persons and groups in their milieu is the foundation on which every social interaction is based.

The findings from this study support findings reported in the literature that people manage the impression that others form of them to obtain social outcomes such as support, or to sustain their existing self-conception. One of the basic principles guiding the use of strategic self-presentations in counselling reflects clients' concerns about assessment or evaluation by the counsellor.

Some types of strategic self-presentation discussed in the literature, such as self-enhancement and ingratiative, have been validated by the findings of this
study. However, a review and analysis of the transcripts necessitates the formulation of an additional type, that is, of a self-aggrandizing strategy.

5.2 Implications and recommendations

The findings of this study have both theoretical and practical implications. These findings: (1) enhance the understanding of how strategic self-presentations are constructed within and across counselling interviews; (2) contribute to an awareness of the complexity of the phenomena; (3) indicate the importance and need for further research on discourse in counselling; (4) clearly point out that clients' strategic self-presentations are unnoticed and/or taken-for-granted events within the counselling interview; (5) indicate that a counsellor's orientation toward the solution of a client's "problem," providing support and encouragement, tends to disregard the client's indirect attempts to control the counselling interview. For example, an ingratiating client's manipulation of the counsellor's feedback may be detrimental to the client's change. The findings also: (6) indicate that the counsellors' participation in a client's strategic self-presentation events may support the client's manipulative tendencies; and (7) indicate that clients' strategic self-presentations cannot be viewed as predictable, structured events in a counselling interview, but rather that they should be treated as phenomena that are related to individual and situational differences.

Further research is needed in the investigation of clients' strategic self-presentations -- research that contains a positive and a negative image of the client. These different images of self deserve investigation, because how the client sees or projects him/herself "may represent a threat to an individual's
self-theory when his initial impression of himself is predominantly negative" (Wegner & Vallacher, 1977, p. 264).

The influence process beyond the client's initial impression management is relatively unknown. Therefore, more research is needed to learn how counsellors are dealing with their clients' influence through strategic self-presentation to precipitate change in the counselling process.

Until recently, language has been treated as an unexamined background resource, rather than as a researchable topic in counselling. There is more research needed to study the structure and function of discourse in counselling interviews. The relationship between language and the counselling process and outcome appears to be pervasive but hardly addressed by the research.
BIBLIOGRAPHY


APPENDIX
A.1 Transcription conventions

The interactional data from the interview sessions are presented using a sequential transcription system, orthographic not phonetic, with a set of markers and parenthetic notes to indicate aspects of timing of the interaction, and another set of punctuation marks, italics, and parenthetic comments to represent prosodic features of intonation and stress to a limited extent. Rhythm, per se, is not transcribed, so that the thematic flow from topic to topic is left largely to the reader to interpret from the syntax.

Timing:

- (hyphen) Brief pause (between 0.5 and 1.0 sec; about the length of a rhythmic foot)

(a time, in seconds, in parentheses) Long pause (used for pauses over 1.0 sec in length), e.g., (1.3), (2.4), (6.5)

= (simultaneous equal signs)

= No break/pause between the two turns; run-on

[ (simultaneous left square brackets)

[ Overlapping turns (both speakers start at the same time)

[ ] (square brackets) Interrupting/overlapping turn (which finishes before the turn which continues)

(space/no mark) Sequential turns which maintain the established rhythm, which are neither slowed by a pause nor abruptly run on, are normally separated by a single space.

Prosodics:

: (colon) Length; a sustained consonant or vowel; double or more colons represent longer sustained sounds.

, (comma) Level pitch; a preceding tonic (usually the immediately preceding word) has a level (monotone) intonation contour.

. (period) Full falling pitch; a preceding tonic (usually the immediately preceding word) has a falling intonation contour.

? (question mark) High rising pitch; a preceding tonic (usually the immediately preceding word) has a rising intonation contour.

,, (comma, period) Half-falling pitch; a preceding tonic (usually the immediately preceding word) has a mid-falling or level-then-slightly-falling intonation contour.
(comma, question mark) Half-rising pitch; a preceding tonic (usually the immediately preceding word) has a mid-rising or level-then-slightly-rising intonation contour.

(exclamation mark) Rise-fall pitch; a preceding tonic (usually the immediately preceding word) has a full rising-falling intonation contour.

(period, question mark) Fall-rise pitch; a preceding tonic (usually the immediately preceding word) has a full falling-rising intonation contour.

(period, comma, question mark) Fall-half-rise pitch; a preceding tonic (usually the immediately preceding word) has a falling-half-rising intonation contour.

(period, comma) Fall-level pitch;

(exclamation mark, comma) Rise-fall-level pitch;

(question mark, comma) Rise-level pitch;

Examples of any pitch contour that finishes on a momentary level pitch (monotone).

(italics) Stressed; an item which is louder than any other(s) in the utterance or clause, e.g., she's got all this training.

(parentheses) Uncertain transcription; recording unclear; speech inaudible or masked.

(double parentheses) Commentary on pitch characteristics, usually of a following sequence or of paralinguistic or extralinguistic features, e.g., ((softly)), ((louder)), ((sigh)), ((laughter)), ((clears throat)).

(letter H) Breath; exhaling; aspiration.

(period, letter H) Ingressive breath; inhaling.

(letter, triple X) Names of persons are represented by a capital letter and three letter Xs.
A.2 Transcripts
Interview #1.

CO: ( . ) so - it's been a while!

CL: yeah! it sure has! -
what's been happening is - I'd make an appointment ( . ) an' my schedule is a little bit (aw--ry -) an' so I - kept getting called in at different times and I ended up having to cancel the appointment ( . ) so I was really quite impressed with - I was given the opp(hhh)unity to take this appointment ( . ) (I see) you got your hair cut?,

CL: yeah! - I needed it hahuh ( . ) ah I made two other appointments as well - so-

CO: did ya?,

CL: and nothing's gonna get in the way of them! let me tell ya,

CO: ((laugh))

CL: ((laugh))heheheehuh - huhuh ( . )

CO: so! ( . )

CL: {} {}

CO: {} {}

CL: (oh! ) me?

CO: n-uhhhmm,?, ( . ) actually ( . ) a few little things - have come up - that I hadn't realized - that I'd done'n I guess fer:- ah years! ( . ) that I guess uh-th-really; ( . ) came to my attention; last little while! - and it's something that I really need to work on ( . )

CL: because it was really very self-defeating, ( . ) and what I was doing was comparing myself to other people ( . ) an' I always felt that I came short ( . ) an'n that would make me lose my - confidence in myself, ( . )

CO: and I even found myself going to the point where ( . )

CL: to make myself feel better - about it - I started picking out their faults.? - to make myself look better? - and as a bb- as a rule I'm not like that, - but when I found myself doing - I mean I wouldn't do that out loud!

CO: (no- )=

CL: =I would just do it- in myself trying; tuh: ( . ) say okay ( . ) (I k- s- else ) ( . ) and I stop myself and say what am I doing? ( . ) that's not me.? - I'm not critical of other people I don't put other people down so why am I doing that now; ( . ) and I realized that I was doing that to make myself look better- in my own eyes!-

CO: ( . ) but I would find myself becoming better - towards these particular people, - I wouldn't say anything out loud because I wouldn't really know where to start., or what to say! ( . )

CL: well I guess- to give you a few examples umm ( . ) I y- either it's because I've gotten bored ( . ) or at the time when I was given opportunity: - I closed the door! because I didn't have the confidence - and to give a few examples ( . ) ahha ( . ) I'll start with my singing I guess ( . ) when I first started taking music lessons ( . ) the very first week I went there ( . ) my teacher was just wonderful - and he believed in me right from the start! - and he says you know - I would like to put you in the music festival - and I said no, - forget it ( . ) I won't do it because I didn't believe I had it -n (knew it,) - I didn't think I had it in me so I said no!- sorry I won't let you do that ( . ) and - there've been times in high school - when I've - sung in choirs?, - that I've had the teacher come- m- single me out and say you know I really like your singing will you please sing a solo - I said no! ( . ) again ( . ) I didn't believe in myself (I could see myself) going out there ( . ) and having (every- ) stand up and laugh at me - that's how little confidence I have in myself ( . )

CO: ( . )
but I didn't - believe in myself anyway

CO: { help understand ;

CL: oh I'm do believe you - and really - really

moves me - that you - you know - can feel that way ( . )

CO: { }

CL: and I appreciate that - and I have more

confidence in my singing now - than I ever have in fact

( . ) one of my goals for next year - like I (think of) the

choir now - and one of my goals next year,. to try and
do something - by myself - but anyway my past,. is the

where I've - I have had opportunities to do things ( . )
you know people will have said please do this but I've said
I'm sorry - I don't feel I'm competent ( . ) or I would go

for job interviews ( . ) and someone would say okay this is

what we expect! - and instantly ( . ) this is what you
expect? oh my God I don't think I could do it ( . ) so I

would make up some reason why I don't feel I could take the
job after all ( . ) and uhm ( . )

other examples - are when I've taken math courses in the
past - because I had such a fear of that - (. ) I felt

oh my God- and I never fe I took a couple of courses -

I took the (k) the:ri:m ( . ) 050 course - 4 times before

I finished it ( . ) and it's not because I'm no- I can't do
it - it's because I've:v didn't have the confidence

( . ) an that wa: that was the first time - I just
thought oh my God - math - no way I can't do it - so I
dropped out! - second time it - (is smak) same

reason! - I let myself be scared off .hh third reason - I
was bored - because by this time I got to the same point

every time ( . ) and I was bored seeing the same material -
an' instead of just pushing myself to go on - again- I
dropped the course ( . ) fourth time - I felt this is it,..

(. ) I'm doing it if it kills, me ( . ) and I didf. -

( . ) it didn't kill me either

(chuckle)({ } [ ])

CL: {[(laughs)] ( . )

an' it felt good? - that was one - first achievement - and
it felt just wonderful - an' - so I finished it ( . )

but-duuu: ( . ) then I took the 060 course

and when the pressure was on I said- my God I can't do it.

I'm too stupid I just - not smart enough - can't do it ( . )
and I put so much stress on myself that I'd walk out of
that classroom in pain? - my muscles were so tense! ( . )
that I just had a- one heck of a time! - you know I really-
put myself through a meat grinder - ( . ) an I- I said this
is not worth it- so I dropped that course as well! ( . )
ain' I don't wanna do that when I go back to high school -

I want that to be a different ball game ( . I wanna go
in there sayin' I can do it - and not only can I do it
I'm going to do it ( . ) and-dum that's really important
to me (pal). ( . ) to turn that attitude around ( . )
and now I'll let you in on something - I don't know how you
feel about this sort of thing ( . ) but it's- you might find it rather interesting anyway
(. ) when I was having- I think I may even have told you -
I was having real hard time deciding what career I wanted
'cause this math thing was really - really messing me up!
(. ) because I knew deep inside that science is what I
wanted?,

CO: { }

CL: and I y'know I- love science - but it's-
the most wohnderful thing in the world!

CO: do you have hopes of- going to get your doctorate?-

CL: mm hm! ( . )

yeah I always think that, - in fact I love to do all of
sciences ( . ) and-uhm but math just kept getting in the
way! I kept saying my God but I have to do math to do
science and that just - .hh - threw me off so finally ( . )
I got sick and tired of goin' around in this little circle
( . ) and I knew also that I need to be able to use my
imagination as well! ( . ) and- i also couldn't see any
way of doing that in science - so I finally said the heck
with it ( . ) I'm sick and tired of walking around in this
vicious circle - I'm- (need) an objective opinion or a
different! opinion ( . ) so I went to a (hhleee a Taro! card
reader ( . ) now I must admit there are a lot of hoaxy
people out there - who - claim to be- this and that - and
I'm very aware of that - but at the same time I was
d( hh)eprate ( . ) you know? an' so I decided well it
can't hurt., - I'll just see what - you know what they
have to say! - they might help me ta- see things a little
clearer!

CO: mm,

so-I went to this uhmm - Taro card reader,? and
she was just excellent,. ( . ) she didn't know me - but the
things that she came up - now I know that if- of a person
is good at reading people - I realize there's a lot that
they can pick up just from - from reading people - but a
lot of the things she told me there's no way she could've
got it just by pure observing my actions and my words!
( . ) you know maybe some of the psychological stuff she
could have - but some of the other stuff- I don't see how
she could have gotten that information unless she either-
- n-knew me and I told her ( . ) or if she was honestly
getting that - psychically - and I don't - you know she
didn't know me - she had to've - had some psychic ability
to've gotten that (.) anyway one of the things she said to me (.) an' this just blew me out of the water (.)

she said - you have these great talents - that you have a great talent for observation - which is something I didn't think I had? - looking back I guess I realize I'm not so bad at that but at the time I kind of thought what? - me? - I'm usually so busy living in my own little dream world that I'm not aware of the world around me- I'll give you a funny example in a minute (.)

so- when she told me that - I looked back on things that I'd done and I realized that when I want to be observant - I can be observant (.) she said that I have a great strength in empirical thinking as well - and says - you says I can see - that you'd be very good at going into science - and she doesn't know that she doesn't know that's what I wanted (.) an' I said to her well (.)

it's funny you should say that because I love the sciences and sh'says well you'd be very good at it (.)

and she gave me the (b-) but she said - you're not a technologist (.) she says you're the kind of person that needs to be able to use your creativity - an' I said (funny voice)you got that! right,

CO: (hu hah yeah,)

CL: (u(hhh)ant t(hh)o b(hh)ee an(hh)wayy! ((sniff)) - and-dum-

CO: uhhuh,

CL: (uh) she went on: an' she says I don't understand why I'm getting all these blocks from your past! (.)

and then when I told her that I was abused an' things like that as a child: she goes oh that explains it all (.)

and she says I see one particular stumbling block (.) that's really directly related to your: career! - and I said you mean my attitude, ( a- she says) well? - partly your attitude but I see it bein' a particular course - how are you at the- how are you at your courses (.) she says I sense that you are a very quick learner - but I see that-

this one particular course! - that's really biocicking! you - an' I knew that((laughing))(hh)(hh)t was mhhhy me[ch] =

CO: (huh,)

CL: =((sniff)) - huhhuh -

CO: (very quiet)math,

CL: there's no way she could've known that really- without

('er - I said yeah you got that right and I told her my situation how I love science and want to do science (.) but the math is (.) a real block for me.

CO: ((quiet))right,

CL: and she says- well I sense that you're much better at it than you think you are. ()

which made me feel good. ((sniff)) ( .)

and-[duh]

CO: [

CL: ([) feel good ( .)

and she went on and on and on!

(.) about (all this thing) and that's really what turned me around and gave me the courage to face the math,( .)

CO: (hu hah yeah,)

CL: an' dum I'll tell you the funny story - I know I'm going off on a tangent but - I feel you're gonna get a - laugh out of the story (.)

I was at the university with my Mum an' we were in the bookstore - and of course I headed straight for the astronomy department - and I was lookin' through the first year textbook - and I just got lost in the (m-) the concept - you know I was so wrapped up in - the concept was so, - um (. ) what's the word - odd - (by them) -

mh,

CL: - that I just wasn't thinking about anything else - (s-)

my Mum and me were walking towards theCurric Lab ( .)

and we're about halfway there - and n the meantime - I was mindlessly following her - but I really wasn't there - my mind was still: - back in the book ( .) an' I was daydreaming- about all these wonderful: concepts (. )

and she breaks into my reverie and says do you want to go back to the cafeteria and get ourselves a drink! ( .)

and I said where is that (.) an' she says we just came from that direction - and I said what direction((laugh)) ( .) (sniff) ( .)

(hhh((high whine)))I felt like a real idiot,, ((sniff))(laugh/whisper)huhuhuhuh, (. )

CO: (you weren't - you were)

CL: so involved an-

CL: [will yeah,]

CO: [strat( )]

CL: yeah. - that's okay, - well that's the that's the thing you know - because now- my I- my family think I have a really horrible sense of direction - but the reality is that I don't! ( .) I don't really! ( .) it's just that most of the time like if I'm driving with people or something ( .) I'm so busy daydreaming that I'm not looking where I'm going? ( .) an' they don't understand that - they just assume that I: have bad sense of direction - and to give you another funny: ex(hhh)ample ( .)

my friend told her parents - how (hhl'd gotten them onto Government Street going the wrong way! ( .)
of direction - and I went out Christmas light looking ( . )
at- the with them ( . ) and I said we were in the (Glen)
Lake area - and I said yeah down here somewhere - there is
a house that has a sled carried by a flamingo
( . ) and-dum ( . ) we looked all over - for it we were
going that way anyway we couldn't find it an' I said oh
they must have ( . )
moved ori - didn't have it up this year 'cause I've- last
year I remember seein' this house! - but I guess I (th- )
wasn't really aware of what area I was in when I saw it
(just some reason assumed) it was (Glen) Lake area ( . )
anyway - so we're driving down Tattersall an' there it was,
((laugh)) ( . )

CL: wh- what I'm getting here is ( . ) a bad sense
of direction (is s- ) so: - focused on what you're
thinking about ( . ) that you're not looking at other
things,. - well that's exactly it the thing is these people
aren't don't - understand that

CO: now they've tagged you with
bad sense [of direction ( . )]
[mm hm! - well my whole family has ( . ) because
I've done this all my life you know I've always been so
involved in other things - that I'm not looking where I'm
going ( . ) and- so - when I try to give directions - they
end up going (awree) - because I really don't know exactly
where to go - because I wasn't paying attention,. hhh
and I've got myself into some funny situations ( . )
but I do know this! - when I find a place - I never forget
where it is! - if I have to get there on my own steam? - I
never forget where it is. (. )

CO: so you actually have a good
sense of direction.

CL: yeah,. - I have to own I know with my
job 'cause I have to use the bus system, ( . ) so I have to
know how to f(hh)ind (hh)all these places! ( . ) but once I
find them ( . ) I can even remember the addresses right -
right (off th- ) before it stops,. - so it's not too too
bad ( . ) but ( . ) kind of funny anyway. ( . ) I'm not
sure how I got off on this tangent- oh I know what I was
ta- I was talking about achieving things,
right, ( . )

CO: huhuuuuummm,. -

CL: mm,. an' also I was getting a bit of a sense
of that ( . ) when you're talking about the sense of
direction some people - you're actually doing one thing but

people are reading it the wrong way,

CL: ( . )

CO: and making
assumptions about your actual ( )

CL: that's right,. - people have been don' that all my life,

CO: I found out another? thing,. ( . ) an' I guess there
really isn't a ha- - too much I can really do about it I
guess I have to learn to accept that ( . ) an that's my
personality,. - I'm t-m so much of a extremist n' I'm
afraid I scare most people off,. ( . ) and that's - you
know ( . ) I'm mean I'm not negative that way- like I
don't mean that I'm critical or I hurt people ( . ) it's
but when I really feel something - I feel it so strongly
an' I s- an' I express ( . )

CO: ahhh, uhhuh,. -

CL: afraid that ( . ) an' I really go out to great length to
explain myself or why I stay or feel a certain way!

CO: mhm,=

CL: an' I think I take a lot of people off guard! ( . )
an' I think a lot of people find me very uncomfortable t-
- comfortable - to be around ( . ) for that reason?, -

CO: because you explain yourself? - a-at great length?

CL: yeah,. - we- I guess -

CO: [

well I guess they're not used,. to that ( . ) it seems - people seem to be pushed off an' -
Mxx an' I have discussed that - an' she said that she
could - be but she understands me ( . ) an' so she is
obviously not pushed away by me but she says she can
understand why most people would be intimidated - because
I tend to come on way too strong ( . )

CO: before they're ready, - before they know you and all of a
sudden ( . ) you're really - saying what you think and how
you feel:,. -

CL: yeah,. -

CO: "m the way you feel
yeah."

CL: just a little - shaken by (th- )=

CL: "yay,. ( . )

and not just that - but even: - people who've - have been
around for a long time I'm just- such a:-m ( . )

CL: oh what's the word,. - I guess unpredictable is one word-
but it's not the word I'm looking for (. ) will when I'm
really happy about something- I'm the kind of person that
will jump up an' down and bing the roof down. ( . )

and hoot and ho:Her an' you know really go all out -
I tend to be very emotional - an' I express that to the extreme! - an' so people I guess (. .) prefer people who are very calm! - even when they're happy! (. .) I mean it's okay to say yeah I really like that that's wonderful! - but I don't leave it at that - when I'm laughing I'm going like this on the desk and jumping 'n kicking my feet an' you know a lot of people I guess are intimidated by that - but that's me!

CO: that's you!

CL: you've got some life- in you

CL: mm hm! you're right (. .) you're very right - I was (. .) depressed (. .) I felt very depressed in fact (. .) for a long time - I must admit I have a very overactive imagination (tr-) I can take things out of (ts-) - build little stories and stuff - and I know there're times when I've come out with (a-) kind of go what!? what planet are you from, - you know they don't really underst(hh)and!

CO: ahh, -

CL: and I can just get carried away there- people: - they don't mind,? (. .)

CL: exactly! (. .) exactly! - I sit there and I (K-

CL: sittin' there an' they seem to actually like it,) - and they accept me,- ya know they like who I am! (. .)

CL: an' that sort of a thing (. .) but I've had a lot of problems with people (. .) you know just - in a you know in society as itself (. .) they didn't understand (. .) they kinda thought that I had marbles up here! that were gone an' (. .) (yr know understand) (. .)

CL: I guess I feel: - because I 'ave- always started things - and then quit before they were finished and things like that, - a lot of people- who achieve a lot they don't! do that they start something and they see it to the end! (. .) so the problem with me is I get bored so quickly (. .) that it's hard to keep my interest for the whole time! (. .) that something is going on an' - an' if my interest isn't there it's hard to put my all into it., - an' I guess I find that a little frustrating - because now I've got a record of (. .) unfinished projects behind me (. .) like courses that I start an' drop an' (. .) things like that - it wasn't the course - like a science course I would agree with dropping - bu t I haven't taken a lot of science courses - just because I needed the math first

CL: math - first.

CL: right. (. .)

CL: math - first. right. (. .)

CL: right. (. .)

CL: right, (. .)

CL: good reason to do that ) an'

CL: I'm not trying to make it all rose-coloured [an']
CL: but - what struck me was that you were saying that you
saying I haven't accomplished it ( ) I was like)
sitting here going ( ) wow! - you went back four times!
times! - what determination!

CO: mm hm!

CL: (muffled laugh)

CO: Tha- that's- that I'm just trying to that was my feeling I
thought - it's the how many people have the determination to
go back four times - times - so I wasn't reading it as being
(I'm ) - I was reading it as being something you could
turn! now y- I understand what you're saying - it was
frustrating [before] and - it was getting ( ) - it was scary=

CL: that doesn't - that's true - an' I can't - make that go
away with a touch of - my hand

CO: oh no.

CL: to give you what I see and that's - what struck me was -
determination

CO: mm hm! (wha-)

CL: you know - how many of us in
our lives (look at this) bored or
struggling hey you're right. I'm certainly
not excluded ( )

CL: just chipping away at it

CO: you're chipping away at it - so I
read it - quite good comeback

CL: oh! - thank you very much! that- you're right I guess I've
should've seen that as well! - I guess I was just seeing
the fact that I didn't finish. ( ) an' I g-yah - I guess
that's a natural thing where we don't see the positive, at
times we just see the negative?

CO: yeah,

CL: and I guess I need

to see more positive - because I guess if I can say one
nice thing about myself - is that I know what - I
always go back - and try to finish like even some of these
projects - I may pick them up years later

CO: mmm

CL: an:

CO: eventually - finish them ( ) rather than just - okay
that's it that's history - it may take me a while to pick
them up again but I do pick them up again ( ) so I guess
when you look at it that way I guess I am very determined
person- but then I've had to be - really ( ) because
I've been fighting ( ) a lot of things! - throughout my
life to keep going - really my lack of self-confidence, -
an' I guess if I didn't have determination I would've gone
nowhere - I would've crawled into a hole somewhere and said
that's it! - can you imagine where you'd be if you hadn't
had (determination)

CL: mm mm! - an' I guess you're right I
didn't see it that way but when you said that - you know
that's w ) you're such a wonderful person to come to ( )
because I know: - like I've said I've gone to so many
people in my lifetime - because I have had a lot of things
deal with - and I have had to go to a lot professional
people to work out my problems ( ) most of them didn't
have your insight - or your compassion - and most of them
certainly didn't have your ability - to take what I see as
a negative - a negative incident - and turn it around to
a positive one - most most of them didn't do that - most of
them- would say to me well - I can see what you saying
you're right. ( ) you didn't finish things - but you know
't you can change that now! ( ) you can say okay I'm
aware of the fact that I've done that in the past - but
that's the past this is the present ( ) so what you could
do now is just change that and say ( ) I'm not gonna do
that now,. - and most of them would've said that but you
didn't - you were able to look underneath it all- and
say ( ) that's not negative,?

CO: sure,

CL: she's just seeing it

CO: negative there's positives there.

CL: ... and that's the way I

CO: feel!

CL: mm mm! - and that's what makes you so special ( )
that you're able ta: ( )

CO: you know you're - you're natural - I think that you'd be
just as good as you are if you didn't go to university:
because you just have the natural, ( ) whatever it takes
to do what you do! ( )

CL: I would say that - I certainly
appreciate that feedback,

CL: hhahhahhahhhhhhh((laugh/giggle)) ( )

CO: well- it's true! - there's a lot of people - who go to
university to become something - and I would swear - my
bottom dollar ( ) that 90% - of all these psychologists
and social workers ( ) to me? - I usually don't like to
put people in categories - but- to make an example I'm
going to do that ( ) to me- there are two types of
psychologists and social workers ( ) or a counselor
( ) etcetera etcetera - down the line! - doctors etc.
people who work with people. ( ) there are those? ( )
who don't have it in the beginning - but they learned it
from a textbook. - and I would say that 90% - I know that
sounds like a high percentage but I would say that, - 90% of them are textbook doctors textbook psychologists textbook counsellors - you know they sit there - and they think okay - here is this person's illnesses - what did the textbook tell me to say. ( . )
you know, - an! I would honestly say I've seen it - and- ya know,? the fact that I have gone to so many professionals and most of them have been that way - tells you the percentage has to be pretty high! -

uhuh,? -

CL: whereas coming to you, - I don't think you even think about what your textbook told you to do I think you say what comes from here! what that tells you what to do. ( . )
you know you're- you've got the natural! -

ability to know- how you see things and ( . )
ya know you didn't need any textbooks,? ( . )
too tell that,? -

I guess it's something again if you don't have something that you've felt like being treated a bit like - an object (that maybe you're just)
yeah.

very much so, very much so, ( . ) and most of them - even though inside, - they may think of oh my god- she dealt with that,? - they wouldn't express that.? - because to them that's unprofessional,? no we've got to be objective here we can't let her know we've got feelings ( . )

about what she went,? through - you're never like that,

( . ) you're so involved with what I'm saying - and you care you don't hesitate to let me know that ( . )

I walk out of here I feel like a person who's ( . )
been treated like a person. ( . ) when I've walked out of
their offices I've kinda thought,? ( . ) I did waste my
time in there,? er - did I? did I get something out of
tha-, I actually question that, - with here - there's no
question - there's no question whatsoever! ( . )

if there is a question it's when can I go back! (laughs)

huhuhuhuhuh (sniff) hahahah, (sniff) hahahah,

CO: ( you are a person ),

CL: oh, thank you.

CO: ( it shows you're) a very important person -

CL: and I feel the same{ about you}. (4.7)

CO: [because,]

(what we're talking about) I gave you what I was
hearing -s just because - .hhh - i just- had to tell you-
what I was feeling

CL: mr. [hm!]

CO: [for myself ( . ) and even though it
didn't - c-correspond- to- the way you were seeing it
- I thought well I can't- say ( . ) I can't say 'i see it it this way,

that way if I see it this way,

CL: no! of course not,. -

CO: and- that's the way you came through!

CL: that- I really do- because you made me see it differently

CO: - now I can look back and I can say- hey! - I was calling
myself a quitter - I was calling myself this an! that but I
wasn't seeing the oth. side,

CL: (ya can) tell! -

CL: I was too

CO: busy looking at the negative things,. - an! feeling low,. -

CL: about myself when I should be building myself up an! saying
hey! - so I did that ( . ) but then the fact is I did that

CL: (yes,.)

CO: so I really did quit - it may've taken me a lot
longer,. - because I didn't do it the first time! - but I
didn't stop? - I kept going back until I got it,. -

CL: I was sitting here i was thinking- how many

students have I met who have failed courses,. - thousands.

( . ) you'd have to agree with me,. ( . ) (cough) how

many have gone back once. - (maybe) - 20%,. - how many have
gone back twice,. - maybe - 5% - an! how many have gone
back three times maybe - half a percent,. -

CL: yea- I'm- an! I'm sure those figures are not too far off

CL: oh! I'm sure they're not!

CO: (laugh)

CL: so I was thinking ( . )

CO: you had the determination to go back again?,

CL: (laughs)

CO: again,? - and again,? (so you build),? ( . )

I just thought - now there's a woman - who really has a
strong character - who knows what she wants,. - who feels
all the things- that we all feel- the frustration, the
anger, - the boredom, - the fear the sense of - my God -
what's my world coming to,. - but - won't - give in to those
things ( . ) will go back, - [go back - go back - and - =

CL: =that's what I was feeling! -

CL: I believe! you an! I really

CO: appreciated that ( . ) you just made my day- well you
always make my day when I come in here I feel like I'm
always saying that you make my day but you do! ( . )

I mean you, - just the way you see things an! the feedback
you give me - because it's so sincere - you know you just
see things from such a different perspective - that it
makes me see things differently - I don't really know

whether I'd walk out of here - feeling I'm on cloud nine

practically,. ( . )
when you look at it that way you're right I didn't quit - mean! you keep givin' me examples of - what I'm saying - about you (smiling)) - no you're right!, - you know, - when you look at it that way you're right I didn't quit? an' I guess I have achieved; - in a sense that I've persevered and-dun; ( ) (louder))I guess in a way,. - what I've seen as achievement - is I've seen these people; ( ) who just went straight through - their university education - or they went straight through - and did exactly what it was they set out to do! - well - I guess I felt frustrated because I spent so many years - fighting for my self confidence - those people didn't know what it was like to have no self confidence; - I mean sure they felt it every now and then like everybody does - but I felt it all the time! (. ) and - I was too busy trying to do that! - an' get my confidence - that I wasn't even thinking about taking academics- or doing all these other things they just took for granted! - an' so I guess when I came out (. ) I had just finished working on my self confidence - they had a doctorate in physics or whatever! ( . ) but - what you're saying here is that (. ) everybody doesn't start - at the same starting - huhu,. yeah, I felt that I started so much further back from people - and I guess that's always fr(h)ustrated me,. ( ) I felt that there's nothin' I can do about it now (. . ) well, there's nothin' I can do about it now ( . . ) what - w-what you've done about it is you've taken - charge of the first - put it this way you can't - not many people can go ahead- and (debate) - quote unquote the big success of their life (you need to have some) self confidence,. mm hm,. so that- too often even a ( ) astrology and understanding concepts and they have no self confidence, mm hm! ( . ) talk about astronomy,- - and that's [okay,.] - because we can talk about astrology mm hm! [mm hm] [mm hm!] - astronomy - ah, - because I know that's what you're interested in is the hard sciences yeah,. - but to go in there and with no self confidence, - is almost ( self kind of thing - ) you'd never - tackle this kind of thing necessarily exactly,. - what you said is - Jxxx - I didn't start at the same place as some people ya know they started higher up that- that mountain that- ya know struggle to achieve - and some people ( started) ya know - here somewhere mm hm,. ( ) but I had to take care of the first - thing
first thing was work on my self confidence -

786

787 CL: mm hm,

788 CO: they didn't have to go through what I went through

789 as a child – which would have meant they didn't have to put them – I mean if we

could've put them in their home and then in your

790 home – where would they've been!

791 CO: wouldn't have been the

792 same – [( )]

793 CO: [yeah, yeah, ( . )]

794 CL: but the fact is they weren't in

795 my home and I wasn't in theirs – so I just have to accept

796 that, ( )

797 CO: that – pretty much ( ) my question – that there's a

sense of that it's not fair

799 CO: mm hm!

800 CO: right? [that- it's not=

801 CO: yeah,]

802 CL: -fair ( ) why is it they got – things – given to them –

803 when they were born and brought up - than I did

804 well I

805 CO: the thing that really frustrates me ( ) is that

806 really even my own home – my brothers and sisters went

807 through the same thing! – and yet I feel like I suffered

808 the most! - I mean my sisters ( ) they don't they never

809 seemed to have a problem with their self confidence, I they

810 always had tons of friends and – they had guys practically

811 knocking down the walls to get to them sort of thing –

812 whereas most guys won't even look twice at me walking down

813 the street! – sort of thing, – ( ) you could have

814 CO: that did knock at my door were jerks? ( ) I mean they

815 had some jerks too but most of the guys they had ( )

816 and that isn't material – yeah an- in a way: it's

817 material because I'm not really interested in this, -

818 but I mean they had guys who've given them the world

819 - who would've taken them to fancy places and buy them this

820 and that- and not that I want that, - no 'cause that's just

821 material- I want em- emotions

822 CO: sure,

823 CL: you know I don't care

824 about – someone giving me the money or – buying me this

825 or that that's ‘th- that's i.e. the picture. – but what I am

826 saying is that they did- they didn't seem to have to

827 struggle; – yet they were brought up the same way I was

828 brought up, ( )

829 CO: so there was a sense here that ( )

830 even they had the same – upbringing – that somehow they

831 didn't have to go through the same struggle,

832 CO: 

833 exactly, ( )

834 CO: so there was even some- inequity even in

835 your family. –

836 CL: well I was – what you'd call the black sheep

837 CO: I guess,

838 CO: mm. (3.8)

839 CL: an' I guess that's another thing that - I want to talk

840 about – and that is my relationship with my family ( )

841 and I've talked to them and talked to them about this,

842 andbourne and they're sick and tired of hearing it now! - and it's

843 certainly got me nowhere but frustrated, - so I try to

844 talk to them again about it with - with re- futile – so

845 it's a matter of learning how to accept that. that I need
to work on, - but I guess I fee:l – specially with my

846 mother – I know she cares about me, ya know I don't doubt

847 she cares about me

848 CO: uh huh,?

849 CL: but she sees me as her daughter

850 and nothing more, - whereas my younger sister ( ) she

851 sees her as her equal and her friend ( ) as well ( )

852 an' I guess I've always been a bit. ( . ) jealous of that.

853 and I’ve even talked to my mum about it – and it's gotten

854 me nowhere ( ) an' it's not so much that I think my mum

855 favours her – though I do suspect that she is my mum's

856 favourite. - but that's not really what I'm worried about,.

857 more what I'm worried about is I wish I had that

858 relationship. - I wish that my mum., - talked treated me

859 as an equal, - as a friend, someone that she could

860 confide in if she wanted to. ( ) but she doesn't ( )

861 I'm her daughter – I'm the one who she worries about, -

862 because I had no confidence and I went through this and

863 that and the other thing. - and I guess I needed – a lot

864 more attention – from her - and-d-dum, (2.6)

865 a lot more emotional support., - I mean I don't so much now

866 but I d- did for the longest time! - and maybe she's still

867 living in that mode!, - maybe it's hard for her to switch

868 over an' say ah haeh., - Dxxx is emotionally independent

869 now.,

870 CO: mm hm., ( )

871 CL: and I guess it's hard for her to:

872 switch on,. ( ) and the same time, ( )

873 CL: it's deep inside - I don't think that my sisters were - any

874 more emotionally independent as such!, ( )

875 CO: I think what it was was that I was more open about what I

876 was feeling - and that I expressed- even little thing that

877 I felt- whether it was positive or negative,.

878 CO: (yeah,?)

879 CL: where(else) they di'n't - so my parents don't know half
the struggles that they may've dealt with 'cause they just didn't express them whereas I was always expressing myself when, ( . ) so in that way they make a comparison that way I guess.?

it had to be a very big deal, - for them to really say this is that and that's this, - sort of thing. ( . )

CO: all right, well I guess I needed to declare( )

CL: for them to express - (that they're - that they're hurting)

CO: (what were your sisters.,)

CL: yeah (I know) okay.,

CO: all right, well I guess I needed to declare( )

CL: yeah, (I know) okay.,

CO: for them to: express - (that they're hurting ( . )

CL: you know,? uh 'cause most of the time my family wouldn't know when they're hurting ( . )

because I mean they were expressive - but they didn't express everything down to the end, - whereas I did., -

CO: mm hm., (right.,) - so you were much more art- - openly tell people ( how you'd grown,)

CL: yeah,,

CO: mm hm., ( . )

CL: and they were much more closed.,

CO: mm hm., ( . )

CL: aind-dum: - but I guess- sometimes I feel really left out.,

CO: aind-dum: - but I guess sometimes I feel really left out.,

CL: ( . ) because I'm feel I would like to have that kind of relationship with my family - where they see you: - equal

CO: ( . ) because I'm feel I would like to have that kind of relationship with my family - where they see you: - equal

CL: - I mean it's getting better., - u-uh not really with my mom. - I have a fairly good relationship with my step-

CO: - I mean it's getting better., - u-uh not really with my mom. - I have a fairly good relationship with my step-

CL: father., - but w- my mum. - I really don't mean we fight! - I mean we get along! - you know it's not like there's friction there or anything like that., - it's just that I wish,, ( . ) that she was more interested - and more involved with my life!, ( . ) she's only interested co-th - a degree - you know and she: um., ( . )

CO: aind-dum: - but I guess sometimes I feel really left out.,

CL: wants to know - like if- if I go away,. - she'll want to know - (oh how did it go!), ( . ) but when I start really going to the nth in details - she draws the line! ( . '

CO: going to the nth in details - she draws the line! ( . '

CL: she's not interested in that de- much detail - she just wants the top layer - and I guess that frustrates me. ( . )

CO: she's not interested in that de- much detail - she just wants the top layer - and I guess that frustrates me. ( . )

CL: but there's nothing I can do about that I can't change what she wants ( . ) and maybe I do: t- talk ad nauseum - you know I am quite a talker., - we've talked a lot?, ( . )

CO: is- there's a- sense that your sisters ()

CL: details of their lives? - is she as interested in? -

CL: a-aaahhhhhm?, ( . )

((Tape ends))
Interview #4.

CJ: ( )

CO: oh really! - great!

CL: yeah!, - I bet they're having them checking with me just to make sure that you're - that you're okay 'cause there's ( ) (3.5)
I believe Jxxx mentioned that you were doing an options workshop for (us) three thirty.

CO: right, an' since I wouldn't need to be here 'til three thirty I wasn't sure if that was going to be okay: or not,-

CL: mm hm,? -

CO: let me just have a quick look okay let me see if I can find them (14.0)

CL: here it is,? (16.0)

CO: let's see which which- what's the date on that,?

CL: okay. June 19th.,

CO: June 19th (  )

CL: and- June 26th July 2nd July

CO: [um- I'm not sure - no. that's not the one. the one the one I was thinking of uh- was: (3.0)

CL: next week,? maybe?

CO: yeah, that's the June 12th.

CL: um! - so June- which ones - do I have here that you're doing an options workshop I-

CL: June 26th,? -

CO: well I- uhh, - I don't know. 'cause there is one where you do an options workshop 'til 3:30., I'm trying to make sure- she did write me down in the book, so I- want to make sure it's okay for me to be here at 3:30.

CO: sure, - sure,- I usually finish at 3:30

CL: okay,. [I was just- just want to check that with you]

CO: [I- that's great, yeah

I thought it was the one that's coming next Monday and I know I had somebody- that I was seeing at 3:30. so-

CL: mmm! - yeah.

CO: okay,- now (you) got that [straightened away,?]

CL: [everything's straight, then. -

CO: (under breath) good

CL: oh! it's got your name on it.,

CO: yeah. it was given to me by my- mother. when she went to: - London and she came back and that's her little souvenir,- it's funny it's one of those little things that I've used for years. afterwards,- and- ya know. it's kinda neat.,

CL: that is neat,. - I like that. -

CO: so ( ) - actually it's a good idea- to give people -

CL: you know if you're thinking like what can I give so and so- because I'm- somewhere - that I can't spend a lot of money

CL: [mm hm,?]

CO: [(there's a lot of room at the) - little personal book mark like that one, - that's great!

CL: that! ixl! - 'specially if you do a lot of reading and stuff!- which I do a lot of reading ( ) y'know I like that. -

CL: [there's a lot of room at the] - little personal book mark like that one, - that's great!

CL: that! ixl! - 'specially if you do a lot of reading ( ) y'know I like that. -

CO: I guess, you got your hair cut. -

CL: I got my hair. cut, had my hair cut last time I was here.

CO: (high pitched)) a::hh! - and - th- somehow it's - maybe it's been bleached by the sun,? or somehow,- it looks a little different.

CL: it may've been- bleached by the sun! - yeah. - y'know it was cut last time but - yeah.,

CL: my hair does get fairly light in the sun (4.3)

CO: that looks good I actually think (that he did a) shorter cuts ah quite uhh - becoming on you.

CL: oh!- thank you! - well you've never seen! when it's long ( 'n curly.,)

CO: no, not really- really long ( )

CL: (soft) so! how are thing's going! ^

CO: oohh, they've been okay,? - I kind of mixed up as to what I was gonna talk about today,.? - I guess it's js. a wide variety of mish mash of things,.? -

CO: yeah.

CL: we'll get specific, an' I always end up going off on a tangent anyway, - so. (2.1) u::m - do you have any questions,- that you would like to, (2.4)

CO: questions to you: w- that I would like to ask! ^

CL: yeah! -
I don't have anything specific that I would like to ask you! I mean I just sort of have a sense that you've got a couple of uh - I items on your mind, for maybe you don't know which one to go for at first.,?

'I wasn't thinking about - uh things kind of saying me first me first! I'm gonna let you choose whatever you want to start with, yea.,

Yeah.,

*ahhhm! I don't have anything specific that I would like to ask you! I mean I just sort of have a sense that you've got a couple of uh - I items on your mind, for maybe you don't know which one to go for at first.,?

I'm noticing something I've been noticing a lot lately (. .) about myself. -

That's sort of -

I feel invisible - y'know I feel that no matter what I do, unless I point it out and say hey here I am, - people aren't gonna notice me or say anything - and I guess that's kinda (. .) bothering me.,

I always start to get- feel defensive and I say yeah! I can do this too!

An' I know that I shouldn't feel that way because I'm not talking about me! - but at the same time not putting me down by complementing someone else! either! - you know, they're not even thinkin' about me they're just saying I think this about that person., - yet I get defensive! I didn't I'll give - to you again an' this is gonna be real - this is really., - I actually feel a little bit tacky even saying this because I feel like I'm fishing for compliments an' I don't wanna come across that way.

You know, - I just want to be noticed for things that I can do as well.,

Yeah.,

But - uhhhm - well just what Bxxx's saying yeah. - well I guess what he said was s(h)omething about ([chuckle]) you said you had an example

Yeah., - well I guess I feel a little embarrassed to give you this example because it will se- it will come across the wrong way.,
CO: well - you give me the example - and I'll tell you exactly how it came across.

CL: okay, - sounds good. - okay there's this girl in my choir - and- - she's got a nice singing voice, - [ ( ) got a beautiful singing voice, - and - I think she's very well aware of that, - and she's using it to advantage. - and she's always flaunting it, - and she's always (2.2)

y'know. - even when the choir isn't singing, - she's always doing (something) with it, - you know, make herself noticed or whatever, - and people do notice. - you know they really:

then they compliment her: an' whatever. - and I guess I feel resentful and I certainly don't go out of my way to - to be noticed like she does, - but at the same time I feel a little bit resentful because I feel okay! I can sing too! Why are they always giving her the attention.

CO: uh huh, - and that's why I felt it would be - this is why I was embarrassed to say it because I didn't want to feel that I want anybody to give me the attention either - because I don't! - I don't want to be surrounded by people - giving me attention because that would re- that would embarrass me to the point of being uncomfortable.

CL: uh huh, - but I w- - but I do feel, - well maybe that is the difference - maybe some people just flaunt what they can do- whereas I don't I just do it - an' if people notice they do! - and if they don't they don't but I'm not gonna go around saying hey! I'm good at this do you wanna hear me a little louder? - ya know I'm not gonna wanna hear me a little louder! - ya know I'm not gonna be too embarrassed to do that I too modest anyway I think. - I don't think I have that kind of confidence either, - to do that- sort of thing, - but-dum,-

CO: so these people they don't have that much of trouble sort of - marketing themselves [kind of]

CL: [yeaah,] presenting themselves

CO: yeaah!, exactly.

CL: listen to me. I'm good.

CO: mm hm!

CL: and I think if they'd reap those kinds -

CO: [yeah, yeah, ]

CL: [( ) -

CO: and (sometimes) it's difficult to do)

CL: honestly I get a sense- that it doesn't sound tacky to me,- it sounds sort of like- I would like some credit for the things that I'm doing.

CO: mm hm!

CL: but this marketing yourself,

CO: I call it marketing yourself but, - it's kind of- pushing yourself

CL: yeah,-

CO: that the that- that's what they do,- and that's a big obstacle or or- maybe it's a problem I don't want to do it at all. -

CL: mm hm? (4.2)

CO: so I was saying that, - that u- you asked me how tha- would come across as tacky, and maybe I'm getting off your track about how you feel about it I'm just saying it doesn't come across as tacky what it comes across is - a difficult decision whether - you were planning to- (feel)
in the sense of - I'm not appreciated for a lot of the things I'm doing

CL: [mm [hm!]

CO: [things like you do - and - but- to get that appreciation - I'd have to push myself at people,- and that's very difficult for me to do.

CL: yeah. - (goes back to what I'm saying- ) (3.2)

CO: ( ) I sense that I cut you off there so-

CL: cut me off,? - no, you right, that's exactly what I'm saying... - I do have a hard time saying hey look at me.

CO: ah hah?

CL: I mean a lot of them may not realize that about me because I like to wear e-bright colours and that sort of thing, - and because of that people might think that I want attention- because obviously I would stand out if I'm wearing bright colours - but uuumm - the bottom line is is not why I don't want attention. - as far as the colours go I just happen to like the colours I don't care if they're in style or not I wear them because I like them,

CL: uh huh, -

CO: I just happen to like the colours I don't care if they're in style or not I wear them because I like them,

CL: uh huh, -

CO: and if they get me attention well, - that's certainly not my aim!

CL: [uh huh,]

CO: uh huh,

CL: but I just - those kind of things- tend to stand out; - but as far as uumm - marketing myself, - well I've never really had that kind of confidence where I felt it, - well the thing that's funny is this girl doesn't have a lot of confidence, -

CO: ((soft)) u-huh, in fact that's the irony of it, - is that she doesn't have any confidence and that's why she's doing it, - because she feels that's the only way she can get attention.

CL: uh huh, she's so
desperate for attention that she does — she does desperate,
I'm not saying that that in itself is desperate — because
she does a lot of desperate "dings to get attention,
CO: uh huh, uh huh, -
CL: "and-duh — and people who do — that tend to
lack confidence —
CO: (soft) hm, —
CL: at the same time she's still
getting appreciated.
CO: mm hm. (6.0)
CL: and that's just one example anyway — that's a very small
example. — it's just like with anything I'm doing I feel
unless I really advertise it — people aren't gonna know —
CO: ( ).
CL: (an' like I said sometimes I feel like I'm invisible-
'though I don't feel that people really understand me and I
do n't think they really know, — what I can do or — whatever
or — I don't know what it is. — I think I'm going around in
circles anyway. (2.3)
CO: y — you feel that a certain amount of it's kind of a-
fruitless: — uh pursuing here —
it doesn't seem to matter how hard I try —
it doesn't work out, — an' —
CL: yeah! well I'm just repeating
myself (laughs): — I'm not saying anything different from-
the same things over again —
CO: ( ) — the — there's a sense that
you're: not as — you're not appreciated, — you feel angry, —
you're not appreciated you resent that you're not
appreciated, — mm hm
( )
CL: and if you do have a lot to offer, —
CO: —
CL: yeah., —
CO: ( ) have a lot to offer an' — seems like
( ) — maybe they judge you — rather
superficially. —
CL: all of that stuff's just ( ) wrong —
the main problem is they do judge me superficially (2.5)
they're not interesting in looking into me or — looking
to see why I do this or why I do that, or — they aren't in-
they're not analytical enough they're: not interested in
really analyzing the situation. — it's just easier to judge
a person at face value an' that's what they do! — and maybe
at face value I don't have a lot to offer so they don't see
what I really have to offer, I don't know! — (giggles)
CO: well — you laugh at that but I think there's (something's) —
that's pretty critical. — you think of people — that a lot
of people just sort of look at you and try and evaluate

CO: ( consideration)

CO: ( ) pass — that initial — judgement —
CL: ( ) they don't see what you are ( ) help it

CL: ( ) — yeah., (2.5)
CO: I don't want to feel that I have to jump up an' down and
CO: advertise myself either. — because I don't feel a person
should have to do that! — I mean maybe you think about it —
you have to be pretty desperate: for attention to feel that
you have to jump up and clap your hands and say world look
at me. —
CO: um — open the window ( )
CL: it's getting ( ) warm [in here.]
CL: (sure. — go ahead that's fine
(9.3) (opens window)
CO: have you ev: have you ever — jumped up an' down an' said
w-world look at me? — I'm not saying you should do that I'm
(saying)
CL: (oh? yeah., —
CO: just that have you ever: done it? —

CO: uhhm? (2.5)
CL: I'm trying to think if I have or not! — I guess in some
ways I have, (1.3) not necessarily with that exact tactic
— but do I know how? when I've done something — I'll say
to my: for example: I wash my kitchen floor or something —
and my parents come home — I'll drag into the kitchen an'
say look at that doesn't that look much better. — or
something like that. — and inside I kinda think to myself
why am I doing this. — but I know down inside that if I
don't point it out they're not gonna notice —
CO: right, (1.3)
CL: out at the same time! I say to myself wh am doing this am
I that desperate for attention that I would, — that I feel
the need to go this far!— so I guess, yeah! I have in that
way. —

CO: ( ) I'm just not sure if there's a: if
there's a: there's a value in ( ) if there's
a value in — that it's wrong to: need attention. — like
you would say you're desperate for attention: that: people:
are so desperate for attention: that (we would) (1.8)
that people: do you think it is an' I an' I'm not saying
you're wrong I saying do you think it's wrong? — to need
attention, —

CL: ( ) — hh — I don't think it's wrong to need
attention. — but I think a: as a matter u: I guess if I
used the word wrong I apologize [because that's really—

CO: ( )
CL: =the wrong word to use (part of the problem)

440 want to be passed by all the time and I feel that I am
441 passed by- most of the time - except when I do s- like I
442 said to you about my parents - I dragged them into the
443 kitchen to say did you notice anything different in here. -
444 you know I'm not very subtle, - { (giggle) }
445 CL: { [ ] } (1.4)
446 CO: (loud continuous laughter) 
447 CL: I'm not subtle (alone) that's right. { (giggle) } [5.5]
448 
449 CO: { } what you're talking about is very interesting
450 an' I an' I've got some feedback for ya - y- you may want
451 to - look at it and think about it
452 mm hm! -
453 CO: a couple of
454 things a couple of specific examples - you weren't - pushy
455 or- - abrasive - when you came in an' told me about your
456 singing - - but you didn't mention - in a sense you
457 talked about - good things that you did,? and you told
458 me that you thought you did well.
459 mm hm! - did I say
460 that?
461 CL: yes you did!
462 CO: oh god!, how embarrassing
463 CL: yes you did!
464 CO: no, no I
465 (wouldn't ) embarrassed,? and you didn't say it {
466 CL: oh., good. {laugh) }
467 CO: what you said { }
468 CL: oh good. {laugh) }
469 CO: you weren't { }
470 CL: I { }
471 CO: you were you were not { } and I certainly
472 didn't feel- pushed, or anything like that - Dxxx came in-
473 you showed us some of your poetry, you sang- some music for
474 me and my feeling was that if you hadn't told me about your
475 singing it 
476 CL: mm hm. 
477 CO: an' what you can do,? and you md I think I have a
478 fairly good voice,? -
479 CL: k { }
480 CO: no (again ) it wasn't
481 pushy or aggressive it was simply a statement, yes I do a
482 lot of singing { } and I feel
483 (along the lines) that if you hadn't sort of told me about
484 yourself - I would have never thought about asking, now
485 maybe that's me -
486 CL: yeah.-
487 CO: but but why'd you do it because

490 CL = the wrong word to use (part of the problem)
I got a chance to see the things you could do

an' - I felt they were - really worthwhile to (me)

and- and I do understand what

you're saying about ( ) why if I'm good at something

why doesn't the world just say - she's good at it. -

but I - but I - I've met people here-

and I've experienced it myself (I've met people) that -

it - it may not be fair - I think what you're saying

you say well I can do something well, - that, should be

enough you know that should be it - but the irony of the

world! seems to be -

that (it isn't)

ya know,- and I'm not saying that that means that the

world is doing things right,- or -

[oh no, - no. -]

huh. - seems like so many good people - can do, - some

things so well- and yet- unless they're willing to- ya know

don't know how to assert themselves and say hey! come

don - at least give me a chance!

[tell me what you think!]

(type of thing, - the world isn't so offset) - you

said people sort of walked by you. - I guarantee you you're
certainly not alone. - in that area - I mean - most- maybe

not everyone maybe some people are blessed with something

that people are just attracted to but most, - feel.- that

they're kinda just - ignored by the world in a lot of ways.

- so when I said it was a tough decision you said to me

hey we're going in circles (around the same thing here) - I
didn't see it as we were going in circles (it's a) pretty
difficult decision here but, - you want some recognition.

[mm hm, -]

(as least I think) I need attention you need attention

[mm hm, -]

but the problem is - sometimes the world is just not very

quick in giving it, especially when we don't - I don't mean

we - I agree with you. I won't stand up and say I,- great

person look at me. I've got - {

[loud laughter])

[(laughing)] I don't picture

you doing that anyway (1.5)

but, - y'see I see that there's

quite a difference between standing up and saying I'm a

great person, or I'm a great singer, or I'm a great- ehmm -
college teacher or something like that, - as opposed to

saying - I think I can do this. - would you give me a

chance? - or I think I could do this, would you listen and
tell me what you think!

uh hm,

so- that's the way you

approach (the need for) poetry and music.- I didn't feel

you were pushy. - {

I would have never

cloed in to the ( )

yeah, - no. -

and I was happy to give you whatever recognition I could
give you

[mm hm, -]

because it - it moved me.

(yeah,- and I was moved by your - feelings, too! -)

so this isn't Juxxx telling you therefore Dxxx you go out

and you tell the world that you want a chance and you need
to take that solo part and- you can do it,- because you're
great! - and I'm saying this is where the tough- decisions
come in because- you're right!- that it's not (fun) - it's
not fair,- it makes us resentful,- the ( ) - even

with your talent and ability- and you know and I know that

you've got talent and ability you're a worthwhile person

all kinds of - {

[good things to offer-]

(and I find that there's a good chance)
it's quite possible I'm not saying it's going to happen -

I'm not saying you ( ) make you decide as you

wanted to - and I'm not saying you're not - plussed off at
her- 'cause I am when it happens to me! - but if - (you

make) that kinda - (develop callousness) - sometimes in

the world

[(mm hm, -)

so it's like, if you don't- do something

like like this. I want the chance. yeah.- can I have a

chance to say so ( ) could you at least listen to me audition- for this part. - 'cause I think I can do it

well?

[mm hm, -]

the best and do it) well!

[yeah,-

ahh, - and if you don't do that you think- they must've

heard me sing in the choir,- they must know I'm good-
because they asked me. - (is that what they're doing,?)

they don't,

they don't! ((giggle)) I mean - (quite) - so-

like they don't!

[yeah, -

{{(laughing}) ( )}}
637 CL: oh, yes! - (sometimes) experience a lot of it

638 (giggles)) - you always keep going back to my past.- I
639 wish I'd quit doing that.-

640 CO: (that you
641 experienced a lot of rejection when you were younger-
642
643 CL: mm hm! - well, I did experience a lot of rejection when I
644 was younger - well I guess that's a large part of it - is
645 because I tend to live in the past sometimes -
646 CO: even though the past isn't happening now'. - I mean I've
647 come a long way since the time I think I tend to forget
648 that, - I think I tend to see myself as I was then., - and
649 I see my life as it was then, - I see how people treated me
650 then - and I just assume that that's always gonna be! (2.0)
651 I don't always assume that only when I get in moods like
652 this I assume that- I'm in my low confidence moods in case
653 you hadn't noticed (giggle)) - but uh I don't mean that
654 sarcastically either: I was working on it myself - but -
655 when I am (well you know) most of the time I'm okay., - and
656 I'm not rooted in the past (2.0) and - I don't expect to be
657 treated the- now the way I was then! because I'm not
658 treated that way now as a rule! - people respect me now
659 usually and - that sort of thing - may not appreciate me
660 for what I like to be appreciated but they respect me
661 anyway.

662 CO: ( they don't walk over you anymore
663)
664 yeah!, (2.5)
665
666 CO: (no they don't -
667)
668 CO: (they don't because - you did something
669 about it -
670)
671 CL: mm hm., (2.5) I've - had got confidence - is
672 what happened. (3.0)
673 CO: { - I I was interested I'm gonna try
674 something and you: (can say ) are you interested
675 in a little - fantasy here?
676 CL: you're into fantasies (then)
677 CO: I sure am
678
679 CL: I like fantasies (giggle)
680 CO: (laugh)
681
682 CO: okay.- ehmm - w- - what do you
683 think - if you were - if you were imagining ( 
684 that life ( ) in some life that doesn't
685 exist- make it Hollywood, or- 2000 years from now.
686
687 CL: m hm?,
688
689 CL: this again may sound really (3.0) I know I always say this
690 but it never comes across that way anyway., - my
691 intelligence., (1.5)
okay, (so) being a brain person...

CO: yeaaah...

CO: intelligent person.

LO: i think that part is - and i think that's a soft spot with me actually my intelligence. - because ( - ) has a very spot with me for a very good reason, - uhhmm- an' again it goes back to my past! - because that's the only thing that i was put down the most about, - people didn't think i was intelligent. - they thought i was really stupid they thought i was missing things you know what i mean? an' - you know they really ( ) people always talked down to me. - even my Hum still does quite a bit talk down to me. (2.5)

an' i don't think she means to. like i don't think she thinks i'm stupid. because she knows i'm not. - but i think that she just does that anyway - ( ) - w no i used to be called mental or- or you can think of the names i used to be called - you know how kids are.-

CO: they're very cruel.

CL: oh yeah. - and the reason i used to be called that (1.5) is because - when i was growing up!, well i still have this actually - it's not a learning disability. - not by any means. - i'm very hyperactive. - but i have it under control now- when i was a child i didn't. - i couldn't sit still long enough to learn anything i do i didn't lack ( ) i thought i locked the intelligence yeah! - but i didn't lack the intelligence, - but back then hyperactivity wasn't very well very well understood! i don't think it is even now really to be honest with you but it's much better now than it was then. - but anyway people didn't know what my problem was?. - they'd just assume maybe she's slow, -

CO: ( )

CL: when it had nothing to do with being slow!, ( ) and i literally could not sit down long enough - to do anything except read!, - you know that's really weird. - 'cause i'd just sit down for hours and hours reading, - reading really stimulated me an' it still does. - you know it really got my brain going - nothing else did. nothing else interested me. - everything- the only thing i found interesting i think back then. - i found spelling interesting, - and reading, - an' i remember uhhmm - (it sounded) kinda funny. - so i remember how- my grade 5 class. - where um teacher used to tell us?, - to- pick out our own spelling words? words that we found we had problems with? mm hm?,

CO: ( )

CL: 'cause she wanted us to try and learn on our own,? sort of i: a, which i thought was a good idea.,?

CO: m hm?

LO: and unfortunately i couldn't think of a words that i couldn't spell on my own so i would go to the dictionary - an' i would pick out the longest words i could find!, and i'd use those! - the teacher none- nonetheless, i don't know if she was all that impressed with my doing that.,? - but i didn't know what else to do! - i mean : needed the challenge, and that's the only thing (giggle!) that gave me a challenge! - so that's what i would do! - i would go an' i would pick out the biggest words an' - i think the reason she didn't like me doing that, - was because so a lot of the words i picked up seemed to have negative connotations. - like cata-, words like catastrophe, an' marijuana an' things like that! - an' back then i didn't know what they meant!,

CL: (mm,)

CL: (i just knew that they had a lot or um letters in them - so they were a challenge - but - so that's why i don't think she appreciated me picking words like that but i didn't purposely pick new: ve words,-

CO: ( )

were you picking words for ( )

CL: (yes., (1.5) but uh well i knew what cata:chy meant. - but i didn't know what marijuana was- back then i guess i was very naive then - in that sense. - but-tum (2.5) i don't know,? - teachers had a lot of problems with me. - well the school had a hard time with me - think that i spent more time out in the hall than i did in the classroom. - unfortunately ' was very disruptive an' i didn't mean to be disruptive as much! - but i felt very frustrated- i knew!. - i knew i wasn't stupid but i knew i couldn't prove it to anybody! - they already had that: heart set on the fact that i was stupid an' slow an' so they put me in the special classes with the with the people who were honestly slow - no offense to them!-
of proportion but I did see it that at the time, but at the same time I felt frustrated - that people picked on me, - really putting down my intelligence it got to the point where I didn't believe in my own intelligence. (1.5)
you know I couldn't see it in front of my face! (1.5)
y'know come to think of it I did achieve a few things

CO: uh huh?

CL: when I was in elementary school - and if you don't mind I can tell you (that [ ])

CD: that I didn't see it at the time - all I could see was the people calling me stupid stuff and I believed it. - I believed that I was a real stupid idiot an' - and in fact it's really funny because - y'know the luck of the draw! - my parents found me really hard to handle. - not because I was a troublemaker I was never a troublemaker - but I was just so hyper that they really had a hard time - keeping a leash on me - which is what they literally needed to do practically - because I didn't know what I was gonna to do next ( ) - but - you know they were saying this is why I spent so much time talking to psychologists and people like that! - and it was really iron: because one - well I don't know if he was a psychiatrist come to think yeah he was a psychiatrist. - this one psychiatrist they sent me to - they had no idea what my problem was. - they just thought - well there's something wrong there she's got some kind of learning problem deal with her. - an' they happened to send me to this a-a-gu- a person - who happened to know a lot about hyperactivity in fact he wrote a book on somebody

CO: hm;

CL: about the subject - and he was able to pinpoint that's what it was! - and he put me on a special diet and it was like I was a totally different person on this diet - and - but the thing is the damage had already been done!, -

CO: { [ ] }

CL: mm hm! - before they found out I was hyperactive. - and it's kinda funny because before they found out I was hyperactive. - when the psychiatrist had ordered th-an IQ test for me they wanted to see just how - moronic I was! - and - according to my Mum - my test turned out quite good.,

CO: mm,

CL: I have no- { } - details but she was - quite impressed with it anyway they were quite impressed with it

CO: okay?

CL: and she says to me you gu- according to the test you've got the ability to do anything you want! so what's your problem.

CO: (quiet chuckling) - I laugh because I think well w-what could you know what would you know. - I mean I'm not saying you wouldn't know - that you're intelligent I'm saying well I wouldn't say to a young person what's your problem. - if they knew what the problem was they wouldn't do ([this] [(chuckle)])

CL: exactly!

CD: well I guess - i- in a way it frustrated me 'cause in a way I lived with that label too! - my Mum used to say stuff to me like, - out of all the people in my family you have the ability to go furthest an' things like that! - and I kinda thought well i- that's the case then why aren't I going anywhere,- why am I stuck in this rut?!

CO: uh huh,

CL: why is it that my sister's ahead of me at university and she's so much younger. - why am I still struggling down here when people are way up there when I'm supposed to be so intelligent. - now that frustrated me

CO: sure

CL: that she would say things like that to me and she says to me because you lack one thing! - confidence - you don't have the confidence to use what you've got!

CL: m hm,

CL: and I guess that's true! I didn't have the confidence to use anything. - to be honest with you. -

CO: so maybe in that case you mother was right on that one

CL: oh yeah., well she was!, - but I guess I've always felt frustrated because I felt if I'm supposed to so intelligent where is my a- list of achievements. - maybe you said you did that you did have some achievements.

CL: I've done a few minor achievements., -

CO: in elementary school you're talking about,

CL: yeah., - there was one s- oh it was a long time ago. (1.6) uh huh - there was one achievement- I didn't- I didn't really feel it was much to be honest with you - I guess I do now., - I didn't then - then I didn't just kinda felt what big deal- so what!, - but I guess looking back I am a little bit proud of what my achievement

CO: mm hm,

CL: - uh huh - one achievement I have - and this one I wouldn't say I'm overly proud of. this one I can kinda say - I mean that's nice!, - but I'm sure others could do the same if really wanted to. well I guess any
achievement I can say, that about. I don't feel I have
anything out of ordinary - b : t: - well I: ( )
sort of an award for reading, -

uh huh,

13 in our school,
(1.8) I was in- think I was in grade 6, at the time, - and
there was a contest going on at the school in the library, -
that the person who could read the most - words, - in a
short period of time got a prize! - and being a bookworm
anyway, - that was no problem for me, I mean I could u-w hiz
through books like nothing. (1.8) but I didn't really think
much of it. I mean I didn't think it was anything special, -

I just wanna so I read a lot, -

so you were- probably one
of the best readers in the school!

I guess; - but I didn't
see it that way, I just kinda thought well, -
(high pitched) I guess I took it for (lower) granted
that I could read that way - I guess I didn't really- see:
it as anything real - real big deal; - ( )

I mean I wasn't really as good as that in school, -

but I kinda felt well if anyone wants to
sit down and read a book, they can do it too! - which is

why I happen to like doing this -

then; I'll bet you were

(elementary school reading )
even now at our age. we can read but the skill we have=

yeah, -

but you had mastered- that's skill better and-

( )
school, -

( - eh, -)

I CO: ( )

and they are) pretty- pretty primarily,

important skill! -

y:ehh, ? - I guess ( )

looking

back I can see that, - in fact it's kind of funny because I
don't remember ever learning how to read, -

uh huh, -

I mean I- obviously I did learn at one point but I don't
remember that. -

( )

ya know so obviously I must have
learned pretty young! - I've always read, - as far I can
remember I've always read - books (1.5) but I guess uhhmm

(2.0) the achievement that I guess I am a little bit proud
of - even though it's really not that big, big a deal. - but it's still, - a little bit of an
achievement,

mm hm?,

and that was- had to do with spelling,

- I was when I was in this is when I was in grade 5! - our
district had a spelling bee. - and I won throughout the
district.

oh really,?! -

and they said that, in grade 5,, -

my spelling, - was first year university level -

at grade 5! -

so I was a little bit proud of that

( that you didn't give up hope - proud of that)

but the only reason I feel I can spell like that though is

because I read a lot. -

but let's say- the only reason: a
great athlete is a great athlete because they train= 20 -
hours a day or- 10 a day now - first of all you have to
have the innate ability to be able to do it- 'cause some
people can't spell anyways - and the fact that you read a
lot is just like saying that an athlete is great because-
the practice running a lot.

yeah, - I guess that's true.

- well I guess I do have a - not the brain but I do have
fairly good memory too,

[( )]

and I remember words -

uhuh,

you know: when I come across specially when I read science
fiction and stuff and there's a lot of pretty big and
technical words in those books - and I remember them and- I
know what they mean and, - that sort of thing- but I guess
I take that for granted,? though.

well- I don't know I mean
the fact that you read a lot of science fiction,? and you
know a lot you have to do it, - but I guess
that's not that- usual I'm not saying it's absolutely rare-
but it's certainly not anything that usual. and I would=

[no!]

say it's something that you've accomplished that most-
particularly females - don't have, - don't do.-

well, I guess,

nor can!

( .

mm.- well to be totally honest
with you I've never really been female oriented in that
way anyway I've always been a tomboy, - practically; to the
extreme - I mean I spent my childhood dazed and swamped!, -
and things like that and climbing trees!, - I didn't play
house, I didn't play with - the only time I ever played

with dolls was to tear the arms and the legs off- from them

((laughter/sniff)) - that's the only time, - other than
that I was wading through the swamps collecting: um-
salamanders and frogs, and - I used to co- I used to
collect spiders and snakes and - can you picture me doing
this [\(\) 

CD: \[((soft))sure sure -

CL: I would come home soaking wet,? -

I was in the swamp with all my clothes on. - and I'd come
home soaking wet and my Mum bawled me out - the next day
I'd come home the same way, - she gets to the point where
she can't bawl me out anymore. (1.6) well I didn't do it to
disobey her. - you know I just got carried away/ - and I
felt well the frogs aren't gonna come to me so \((giggling))
( gotta go swamp!;) \((laughs))
and-duh- so - so I did do that I was a tomboy - so I guess
in that way - you know when you said especially female- and
that's when I pointed that out,- that I really wasn't very
female oriented in- in that sense!, - I hated wearing
dresses., - my Mum would have to kill me first before she
ever got \((chuckling)) a dress on me to go to school.,
there was no way!, (1.7)

CO: yeah I:- y- I was saying.- I
understand what you're saying, but I-I was also pointing
out that that's an accomplishment and uh the fact that
you're - that you're well read- that you have a large
technical vocabulary - { said that} you don't
want to brag but I- I mean - I would see it as being
different. I mean I didn't sense that you were - bragging.
i sensed that you were - telling me- about something that-
and I would think that-

((tape ends))
Interview #10.

CO: -we got some extra time today,?

CL: yeaaah, - so am I  ( . ) so. - how have you been doing!

CO: well, - I- y'can tell- I've got a- cold and

CL: [mmmm!]

CO: [((sniff)) stuffed up nose- an' I'll probably be blowing my

CL: [mmrn]

CO: nose a few times through our-[ discussion] 

CL: have you found out yet whether you will be able to stay- at

CO: uuuhhh- they told - in fact I'll let you read it. (. ) let you read the absolute - authentic letter.

CL: [mmrn]

CO: well y- i-l- it's not it's not definitive yet. it

CL: just tells me what's going to happen. (3.2)

CO: (blows nose)) (13.3)

CL: excellent.- I hope my letter helped! ( . ) excellent. -

CO: you - you wrote a letter to:

CL: [guy,]

CO: to that [guy,]

CL: yeah.

CO: I never he never showed me what it what it said- or

CL: anything but I do I'm sure it must've made a difference.

CO: ( )

CL: did he tell,? you - that I wrote a letter,?

CO: no he never did - which I wish he had.

CL: oooooh!

CO: well y- i-i-it's not it's not definitive yet. it

CL: just tells me what's going to happen. (3.2)

CO: (blows nose) (3.3)

CL: excellent.- I hope my letter helped! ( . ) excellent. -

CO: you - you wrote a letter to: -

CL: []

CO: []

CL: [guy,]

CL: yeah.

CO: I never he never showed me what it what it said- or

CL: anything but I do I'm sure it must've made a difference.

CO: ( )

CL: did he tell,? you - that I wrote a letter,?

CO: no he never did - which I wish he had.

CL: mmm!

CO: k- would have liked to- (say that) no I really- ah again I

CL: probably haven't responded (appropriately ) as well! 

CO: - see he never told me ( . ) to which he should -

CL: you mean he didn't you didn't respond properly to him. -

CO: well, I didn't know that you had written a letter- 'cause

CL: he never told me. yeah,?

CO: - so I couldn't say thank you.

CO: oohh! I'm t- I wasn't worried about it I was just l- I just

CL: well I thi- I kinda wish he had - because it would've been

CO: nice to: - [ ] 

CL: [well,, that's okay,

CO: much! 

CL: oh you're welcome,,

CO: [I don't know what you said- but I appreciate

CL: [that was really kind])

CL: [any major - I don't consider it a major thing! I mean - I

CL: just hope it made a difference,

CL: (that's o(kay ))

CO: [no I'd like to

CL: see you stay!,

CO: well, - yeah - so would I. - so I'll know

CL: probably - the- July the eighth I guess it would be about

CO: I guess it extends from- Tuesday or Wednesday- an' they'll

CL: said that they'll inform me on- Thursday or Friday.-

CO: yeah,- well I have an appointment with you on the 10th,-

CO: so you'll I'll know by then

CL: yehheh! - that's right (sounds)

CL: great -

CO: ah yeah you'll come in an' you'll either see me

CL: or you'll see boxes all over the place heheh! ( . )

CO: I'm sure I'll see you,,

CL: [(laughs loudly)] ([ ]

CO: [I can feel that

CL: you - I think you'll be in - kept on, - because I don't- I

CL: can't see anyone being that foolish - to let you go(hhh)! (laughter) anyway,,? heheh! - enough of this [I guess,?]

CL: [right. mhm

CO: aahh, - so how are you doing.

CL: [well, I'm doing okay,? -

CL: actually I wanted to apologize., -

CL: for,-

CL: time I was in here I didn't really have it together,, - an' I

CL: felt that I came across as being well I was really

CL: frustrated with things and - I didn't really talk about

CL: what I wanted to talk about 'cause I was so confused I

CL: didn't know what I wanted to talk about,, an' I was worried

CL: that I may have taken that out on you. - so if I - did- I

CL: apologize. -

CL: you know what I thought it was,? - to be hon-

CL: well- let me tell you what I thought 't was.

CL: go ahead!

CL: I thought you were - looking very anxious, I thought you

CL: were looking very- nervous (. ) and- you seemed

CL: uncom-rtable an' I thought- oh, is she uncomfortable

CL: because- I had the tape recorder on. - that's what I

CL: thought [then I-]

CL: [aahhh! -

CL: that's why I asked you when you came in- a minute ago whether y- you minded if we- we did one last
CO: yeah, - the only thing that crossed my mind- is- and I wonder should all of a sudden you become- usually people don't!- but- you know it could happen?,
CL: mm!
CO: and - the fact that you were anxious or- feeling a little - at loose ends or whatever you want to say ( . ) didn't bother me at all because I think- basically w-what better place to come!
CL: yeah - well I agree., - it wasn't that I was feeling bad because I expressed that - I was worried that I may have taken it out on you, - an! it's one thing to talk to you about what I'm ( ) it's another thing to take it out on you - an' I didn't want to do that an' when I left here - I felt really uncomfortable thinking oh my God! did I- take out my frustrations on- on him! - because I certainly hadn't meant to - but that's what I was worried I had done, -
CO: no,- no [I didn't feel that you did it]
CL: [an' so-] okay, [good.]
CO: ([didn't-])
take anything out on me
CL: good- I just wanted to make sure.,
CO: ((very soft))yeah you certainly didn't ( )
CL: good, - and the reason I was feelin' all frustrated and angry I was just (. ) just one of those days that I didn't have it together - I'm not sure exactly why! I guess there was a lot of things a lot of insecurities going on around me at that moment, an' ( . ) I guess they'd just built up!
CO: yeah - they do tend to build up at times
CL: mm hm!, - an' that was one of the my days I guess,- as far as being uncomfortable with the tape!,- w-once I've started talking- I forget that it's even going an' I don't really,
CO: yeah, - same with me I-I forget (that I've even got this) but
CL: yeah,- an' (it throws me off if you are ) one of those kind of people - that doesn't really care- if other' - one other people know what I'm- what I'm feeling or- - talking about because I don't think when I talk about in here- it's any different than what most people talk about. I may express it differently than other people because we all have our our individual ways of expressing it or whatever - but as far as it being confidential an' that sort of thing- I feel- so what!- so someone knows that I have problems in my life so what!- I'm honest enough to admit that I've got problems- an' if people have a problem with that that's th(hhh)eir problem not mine!
CO: [ ]
CL: so I (don't worry) - you know as far as-
CO: [(chuckling)]
CL: [ ] well I see I didn't really know why you were feeling sort of anxious an' that I was just making you know how you make a guess [{ }]
CL: [oh yeah. - no that's fine!- that's fine and - that's no problem - well I'm glad that I- hadn't taken it out on you anyway.
CO: [ ]
CL: I had to make sure - I do realize now though what it was I really hadn't wanted to talk about- now it's! - uuuuu (. ) an' that's (. ) I feel that I still have things going on in me - that are related to the past - an' I guess I feel afraid!,- because sometimes when I look at then kinda think I don't like that part of me but I don't know how to get rid of that,-
CO: mhm.
CL: and that's my violent streak., - well I don't know that it's so much that I have a violent streak- see that's the thing is I don't know how to interpret it.,
CO: [ ]
CL: but I do know uuhm - I believe I told you what I used to be like.,
CO: so it's- let me see if I I'm remembering correctly
CL: okay.
CO: {( ) were kids w- some kids would torment you and- you get tired of it an' you- would get off your bike or- chased them [down and- you'd (smacks fist)) pummel]}
CL: [yeah.]
CO: them a bit [and- they (wouldn't hit) you anymore
CL: [yeah. - well]
CO: [ah the's one way of putting it- uhm - well I did that to my brothers and sisters too!- I'm not proud of it but I did! - you know I was mindlessly following the pattern that was set i- that was instilled in me. - and- until I turned it around and realized I don't want to do this-
CL: [m hm]
CO: [ ]
CL: [ ]
CO: [ ]
CL: [ ]
CO: [ ]
245 I I 
244 CO: right. ( . ) and what you say abcuc
243
242 CL: yeah! ( . ) because that seems to be the- when I
241
240 got really angry at somebody,-? I mean it really depends.,
239 I don't get i- I don't get- that angry that often ( . )
238 you know whereas before it seemed that everything- set me
237 off to be noti: angry.- whereelse now,- now I tend to get
236 hurt more than I get angry as far as that- but the fact is
235 when I do get angry - I do! feel- like I'd like to tear
234 that person ap(hh)art! - and it doesn't matter that I know
233 I wouldn't do it.- you know I wouldn't hurt anybody.-
232 CO: when you say it doesn't matter maybe it matters quite a bit
231 CL: well, what I what I mean- when I say it doesn't
230 matter- is the fact that I know I wouldn't actually carry
229 out the feeling.
228 CO: right -
227 CL: that's what I meant - I guess it
226 bothers me that I even feel that -
225 CO: yeah,- but I like the
224 way that I don't like it in a sense but whe- I'm looking
223 at your face when you say that. your your- your face all
222 winces up like (hahah) like ooo i can't believe this - um
221 CL: [oh!]
220 CO: [first why don't we just give you a little bit of feedback
219 {}
218 CL: [yeah okay.,? - sure -
217 CO: (the fact that) you did it- when
216 you were a child - you know- that you got off your bike and
215 you finally- bopped some kid that'd been bugging (. )
214 an' what you're saying: to me there! is basically- as a f-
213 as in some cases a tormented and frustrated child - as you
212 were at some times
211 CL: mm hm.,?
210 CO: you responded- as a tormented
209 and frustrated child- which is- not to say that that we-
208 approve or disapprove it's that [ch- children respond=
207 CL: [no]!
206 CO: [differently than adults.-
205 m hm,-
204 CL: I know it's just like if you pull a- dog's tail long enough-
203 he's gonna respond like a dog [he's gonna - bite you
202 CL: [exactly he's gonna bite me-
201 yeah.
200 CO: right. ( . ) and what you say abruc now is you know
202 I know you weren't- m-meaning specifically but also I
201 heard you say well I get angry and I get frustrated an' I'd
200 like to ( . ) bop - somebody right in the- in the nose
200 ( ) and you say y'know you: wouldnt'-
200 well first of all let me tell you there is (a warning)- you
200 get angry,- you still get frustrated every so often- as you get older you don't- get as frustrated as often
200 ( ) - but the difference is- you don't
200 respond like a child anymore -
200 CL: yeah[hu]
200 CO: [you don't bop them
200 CO: (in the middle)
200 CO: you do[hh]n't ((giggling))
200 CL: CO: even though
200 there is a certain- tasty- vicarious pleasure about that
200 CL: ((loud laughter))
200 CO: I mean ( ) and I know exactly
200 keep on working for-) every other day I think
200 {}
200 CO: [i]
200 CO: [(loud laughter)) .hhhh- oh goodness
200 CL: oh it's funny hm.,
200 CO: and then I know what you did say
200 ( )
200 CL: (that's what you said to me )
200 CO: have these feelings
200 CL: well I guess the reason
200 that bothers me ((sniff)) is because- I'm afraid that that
200 puts me in a category of being a violent person. - an' I
200 guess that scares me- 'cause I don't want to see myself as
200 being a violent person.- I wanna see myself- well I guess
200 I'd like to see myself as being a very caring person, who
200 wouldn't hurt any body - and as a rule I mean even when I
200 was a child I can honestly say that- that after- beating
200 someone up I was- or whatever I always felt bad! - I didn't
200 feel y'know I didn't feel good about that- I just lost
200 control of my temper. - like I must admit at- the kids at
200 school - I didn't feel as bad losing my temper with them-
200 as did with my brothers and sisters. whenever I- lost my
200 temper like that with my brothers and sisters I always felt
200 horrible.- an' I always went back to them an' I said
200 look,- I realise that what I did was wrong,- I mean you
200 did frustrate me- you did make me angry- but I really
200 shouldn't have responded that way! - because with them- I
200 was in a position of responsibility- with them- just like
200 my father was in a position of responsibility with me-an'
200 that's how he,- withheld his responsibility. - so I did
200 that and I didn't like that,-
200 CO: you mean your father had some
200 violence: -
200 CL: aw! yeah.- well that's putting it very mildly
200 CO: your father was a violent man.
341 that way. y'know it makes me feel a lot better. an' I
guess that's the only reason why I felt uncomfortable
having the feelings, because I thought - I was still
comparing myself to what I used to be like when I used to
act on the feelings - and - so I guess I wasn't really
making the break from the past in that aspect. - I wasn't
seeing where you draw the line
342 CO: mm hm,
343 CL: because I used to be
344 violent, I mean I used to act on the feeling I wouldn't
just feel them I acted on them. - so, - and I guess that
is the difference isn't it,
345 346 CO: well I mean again.
347 348 I said you - you responded as a child - the way a child would
349 respond
350 CL: mm hm.
351 CO: aahm- and if I ev- if I saw you so that in
352 the school yard and you were six I would say- that's a
child that needs to learn how to control. his or her-
behaviour
353 CL: mm hm?
354 355 CO: but I wouldn't be angry because I'd think
356 well - that how a child responds
357 CL: mm hm?
358 359 CO: but if you walked
360 into my offi- e today and somebody said hey - y'know I like
361 your, - clothes! and you went ((pow!))
362 CL: ((loud laughter))
363 CO: ((laugh/chuckling))
364 CL: oh! I've got a picture of me doin' that ( )
365 CO: I'd say- huhx, I think we got a real- behaviour problem
366 CL: ((laughter))
367 CO: if somebody said hey I don't like your clothes
368 an' you ( ) well it's- tough ( )
369 370 I'd like to, ( . ) I'd like to bop you but I won't.
371 CL: mm hm.
372 CO: that's a big difference.
373 CL: mm hm. - okay, when you
374 put it that way when it's out in the open like that where I
can see it - for what it is - that makes me feel much
better because you're ( )
375 CO: you another example so like let's say you got a man., - ehh
I'm not- trying to
376 CL: no, - oh no no. - [no no.]
377 CO: [you've got a man and
378 let's say he's a normal, an' attractive, and healthy, an'
sees lots of good looking- women- and if they're good
looking- he likes them- and is attracted to them. - and he
CO: dates them and all the things that- people do!

CL: and so he gets married.- he probably is going to have the
same feelings. about looking at women as he walks by!

CO: well, women are looking at men as they [walk by]

CL: m hm, ?

CO: he's gonna still be a- physically attracted to other women when
he's-

CO: when he's w- when he's married.- he probably is going to have the

CL: mm hm,?

CO: when he's married.- he's
to follow the behaviour paradigms of being married.

CL: mm hm,?

CO: and- even though he isn't say attracted- y'know he's still
attracted to other women really isn't it. -

CL: mm hm,?

CO: when he wasn't married or does he
follow the behaviour patterns of when he wasn't married.

CL: mm hm,?

CO: he's not gonna
be physically attracted to other women.

CL: mm hm,?

CO: he no longer finds any other woman good looking.

CL: mm hm,?

CO: I was just comparing myself to how I used to react. - and

CL: mm hm,?

CO: I mean he's a hateful man! - I don't

CL: mm hm,?

CO: I don't think he deserves to live! really! -

CL: mm hm,?

CO: in fact- i- it wouldn't be kind of funny if he said well he got married
and he no longer finds any other woman good looking.

CL: mm hm,?

CO: that would sound kinda:

CL: mm hm,?

CO: you wouldn't believe it.

CL: mm hm,?

CO: no. you [wouldn't.]

CL: mm hm,?

CO: [yeah.- yeah- i see what you're saying. - that

CL: mm hm,?

CO: I don't know if that makes it- feel right for you or not

CL: mm hm,?

CO: i'm just i just thought i'd like to give you some- because
you made some statements i thought i wanted to,

CL: mm hm

CO: to- give you some feedback.-

CL: mm hm

CO: to- give you some feedback.-

CL: mm hm

CO: I was just comparing myself to how I used to react. - and

CL: mm hm

CO: I was just looking at how I would look now if I wasn't looking
at th- the fine line between acting and- and feeling. ( . )

CL: mm hm

CO: I couldn't kill a-a bug! an' whe- what can i say!, (giggle)).

CO: to- kill a an a- a bug! an' whe- what can i say!, (giggle))

CO: that you hold life precious.

CL: yeah. - yeah., I guess you can.
CO: okay.

CL: ((soft)) okay.

CO: let's start with jealous and go up.

CL: um... sometimes I have to...

CL: mm hm, mhm.

CO: they may never (reach ) zero

CL: they never (reach ) zero

CL: bigger

CO: mm hm, they may never (reach ) zero

CL: yeah!

CO: they may never (reach ) zero

CL: bigger

CO: mm hm, they may never (reach ) zero

CL: bigger

CO: mm hm, they may never (reach ) zero

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CO: mm hm, they may never (reach ) zero

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CO: mm hm, they may never (reach ) zero

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CO: mm hm, they may never (reach ) zero

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CO: mm hm, they may never (reach ) zero

CL: bigger
632 CO: if you'd been two strangers [or-]
633 CL: she would stay as clear of me as she could, - an' that
634 CO: [mm hm.] - no. I don't - I think
635 CL: sounds like I'm putting myself down! - but we're that
different that I really- don't think I could fit in to her
world. - well I don't feel I fit into her world even now!- so- I can imagine what it'd be like if we were two
strangers, (2.0)
637 CO: so your sister and your mother - are not only daughter and
mother but- are friends or close
638 CL: mm [hm.]
639 CO: [confidantes]
640 CL: yeah.
641 CO: share things,
642 CL: mm hm. exactly- exactly (2.1)
644 CO: and- my sense is- you: like that an' you look at it and
want it - and yet- you can see it's a thousand miles away!
645 CL: yeah., - light years away ((giggles)) (3.0)
646 CO: an' even though you know - intellectually why.,
648 CL: yeah.,
649 CO: it doesn't change those ( [ of being])
650 CL: [yeah! no, it doesn't
651 CO: excluded from this [relationship]
652 CL: [no it doesn't.-] it does hurt.
653 CO: right,
654 (6.0) Do you get a sense (that the suffering's) bothered
you for a long [time]
655 CL: [oh! yeah., - y- years an' year an' year
an' years. - and I must admit I used to get really angry -
an' I used to yell and scream at Mother saying you love
Dxxx more than me an' - you don't love me an' - you know
the whole- you can imagine the things I used to say about
her - didn't get me very far,
657 CO: your mother didn't respond to
658 CL: you, -
659 CO: well, she would say that's not true you know that's
not true! - you know she'd just deny that she loved her
more - and I don't think it's a matter of her loving her
more anyway I don't think it's so much that she loves her
more - w-I used to think that it was - but logically I know
that my Mum loves me just as much! - it's just that she-
660 CL: our relationship is different that's all -
661 CO: mm hm. - mm hm.,
663 CL: and there's not a thing I can really do about it - because
for me to accept her personality I'd have to change mine
an' I don't want to change mine I like who I am - I may not
fit in with most people but I like who I am because the
666 people who do like me like me a lot. - I tend to be - one
of those kind of people that you either like me a lot!, -
or you can't stand to be around me. not necessarily dislik
me- but you just find me too much to be around because I'm
such an extremist - ((laughter))
668 CO: know what they're missing -
670 CL: that may be true, (giggles)
671 CO: but - I think I intimidate a lot of people because I do
come on pretty strong - in every aspect I mean- that's just
me I am an extremist so, - that person has to either like
me a lot! - and just say yeh it's just Dxxx- and accept
that, - or else, (. .) they just prefer to steer clear of
me ((giggle)) - and that's fine, and that hurts.,?- but
that's fine I mean - I have to accept that so I might as
well!
674 CO: like, - either have to accept that or change who you
are!
676 CL: exactly and I don't intend to do the latter 'cause I
like who I am (high pitch)I never used to (2.2)
677 CO: I used to hate who I was - I use to think I was the most
(impossible thing on this earth - but I don't now -
679 CL: you y- you really dislik yourself that much
680 CO: oh!- I don't
682 CO: [think that]
683 CL: {[}
684 CO: I hated myself ( . ) I hated myself I
685 really did! - mind you - I think I also didn't really know
myself I mean I think I did:), - know myself- more than a
lot of people know themselves - but at the same time - I
hated myself - I only knew myself from how others were
perceiving me,- because this was the time when I was going
through- when people always put me down an' - you know made
me feel terrible.
688 CL: mm hm, then you just took that as being-
689 CO: [reality]
690 CL: mm hm., then you just took that as being-
691 CL: [that's]
692 CO: mm hm, - mm hm.
693 CL: [reality]
694 CO: mm hm - exactly,. I'm also very sensitive so-
695 CL: I tend to take things very much to heart,. - but - but
696 CO: [((coughing))]
697 CL: [I did think I was repulsive because I felt, - if
698 that many people hate me- and that's how I perceived it -
then th- there can't be anything good about me, an' it took me a long time to realize that I'm a good person an' I do have good qualities an' talents an' that sort of thing. ( . ) so um - but it took me a long time to realize that, - actually to be totally honest with you I'm 25 now it's only been - it's only the last 6 years - to be honest with you that I've really learned to like myself. ( . )

CO: so - since you've been about 19.

CL: [mm hm.]

CO: [you started to get enough]

CL: yeah. - exactly regardless of what

CO: of what mm hm.

CL: u-u i-ex- input output you're getting from some others.

CO: mm hm. - 'cause I h- I have sensed a real strength in you,-

CL: oh!, thank you.

CO: just saying that to be flattering an' an' I'm not

CL: mm hm!

CO: so like you said - if I, you know. if I could change- to please my mother I wouldn't change because I don't want to change me!

CL: mm hm!

CO: even though I would really like to have that closeness with her- and I think that takes a lot of strength to say that 'cause I sense a real desire! of of being close to your mother- and knowing that it's - it's not likely to happen. mm hm!, -

CL: hurt any easier

CO: n:o., - no it doesn't - and I guess uuuuh -

CL: I guess in a way before- I look at it different now an' how I looked on it before- because- before I wasn't looking at it logically - in fact I guess I was very uh lookin' at it in a very immature way - by saying you don't love me:

CL: an' you love her more than me an' - you know that sort of thing that's how I was looking at it - and so - but now I guess I've grown up an' - I'm able to see the logic in it right. I can see the logic in things even if it hurts!, - I can still see it. - and so I can understand - but, no! it doesn't make it any easier to accept!, - but I don't think I have accepted it an' I think that's my major problem, an'

CL: yeah!,

CO: you don't want that pain

CL: u- the feeling of- of sure but we can't have a love relationship.

CL: yeah! an' I don't know how to get rid of that - I want to go because I don't want to feel like every time I see them together I'm gonna start getting moody and irritable an' I know I do it 'cause I see myself doing that - I can even feel it coming on! and that's usually when I make an excuse to leave! - because if I hang around!

CL: mm, hm?,

CO: mm, hm?

CL: two things are gonna happen - first of all - it's gonna get worse,? -

CO: so you're gonna get -

CL: spiralling down into a state of depression. - second thing that's gonna happen is I'm gonna start taking it out on them! -

CL: sort of,- sniping at them,

CL: yeah. (. )

CO: so- soon as I feel it's staring to come on. I leave! -

CL: I usually make up an excuse that I have to go to work now, or, - I got things to do downstairs- or whatever. (. )

CL: so yo- you withdraw from the situation)

CL: [yeah., -]

CO: which- pulls you out of it., but you still withdraw out of a feeling of -

CL: yeah!, - sadness depression,

CL: yeah., -

CL: all those things, ( . ) longing, -

CL: [yeah., (7.5)]

CO: (don't think we're feeling) a few of those feelings today,?
CO: (whisper under breath) it's not bad - feel them here you know,

CL: yes, - well I feel comfortable - I'm not afraid

CO: you're gonna judge me: if I share how I feel,

CL: no, no - in fact - probably the fact that you feel

CO: comfortable with your feelings - is a very-refreshing

CL: quality in - people.

CO: oh! - thank you.

CL: I won't say it-

CO: I won't s- I won't show you how I feel I won't show you how

CL: how I feel. (I think it's crazy) you can show people. ( )

CO: oh! thank you - maybe I'm too expressive with them -

CL: yeah!, (2.2)

CO: so it irri- t-

CL: Mum - is aware that she's not - you know, - comfortable -

CO: mm hm? -

CL: uhhhm (4.0) but the thing is - I don't think they see it -

CO: not the same, - I have talked to my Mum about it - an' I s-

CL: I try and talk to my younger sister about it too but it just

CO: don't think they see it. - they don't honestly see - that

CL: I'm left out - or whatever they just don't see it -

CO: they just say, - what do they say- can you I don't mean

CL: it- to say - no no no! not w- that's okay, - I don't mind

CO: brush it off, - because I just honestly don't think she

CL: understands, - that simple, my Mum. - I think that my Mum,

CO: is more aware in a sense, I don't think she's aware to

CL: the extent that obviously I'm aware, - but - I think my

CO: Mum - is aware that she's - you know, - comfortable

CL: being around me for long periods of time - I wanted her

CO: views and she says that I talk too loud, -

CL: so it irri- t-

CO: the volume of your voice kinda agitates her.

CL: yeah!, (2.2)

CO: an' I find that frustrating because- maybe I do talk too

CL: loud and I am (been) trying to work on that, - and not to

CO: talk so loud. (4.0)

CL: ((whisper under breath))
have ever, - done what she just did with you - she said
that, I agree. I'm not saying that this is the whole thing
no, - but she said, Dxxx - one reason I'm uncomfortable
is your volume is too loud and I feel our privacy is
invaded. - I think that's pr- that's what you're sort of getting at.
- yeah. -
mhm - have you ever said - Mnm - I would feel- more involved,?- if you did - this,- - and this.
in other words - she gave you a specific.
mhm, - so if I gave her a specific - yeah. I'm I'm and
again I'm not trying to pretend this would make everything
perfect.
ok no,-
but have you ever- considered giving her
closer (2.0) maybe not as close but if it were closer (1.5)
would that feel,?- better, (2.3)
uuhhhm - yeah,-? maybe maybe have a little than, (3.5)
maybe better- than I have now,-
okay, - so even to work it
closer - if you want if you were thinking that you wanted
to be closer. - an' I don't want to make wild promises
no, no.- of course not -
it might- it might pay - w- if you never decided you wanna - reveal, how you feel. which I think is excellent,- to say y'know I feel little left out,-
or I feel sad, or I- I feel that - we don't have the
closeness I see with you and - I don't know what your
sister's name is )
that's okay, -
uhm - to give her- something to work- with:
'cause she might- like Dxxx says I don't know what you're talking about, your mother says, - I do- but you speak too loud - it (2.0) it might really help ( - ) if you were willing to say,- not just I don't feel close enough, - if you were willing to say,- if you did - this. behaviour- it would make me feel better.

they've found - when you're working with a counsellor and
group counsellors - people - people don't want to look-
they really don't know,.- exactly- [what it- ]
[what it is,]
( ) - you might say to me Dxxx, - I wish you were, - nicer.- I would say, well I am nice.- what are you talking about. wrawrawa! - and so probably a lot of my defensiveness would come from the fact that even if I agreed with you. - ( ) Dxxx you're right- I should be nicer. - I really don't know, -
what to do,-
mm hm,?
as simple as that sounds! - it's been- shown! -
many times, especially as I said when you get into
groups where people can sort of test each other's
assumptions an' - what do you mean when you say this, -
'cause it's amazing how many people- would be willing to
do uh some things- but really don't know what it is- the
other person wants, but to you!- and to me- it's obvious
want I want you to do
mm hm, -

and they come up an' can't
see it's obvious.

yeah, -
but they don't know it.

mm hm, - yeah. I see what you're saying - 's'worth a try! -
just for ( - ) you know, 'just between you and I:
[oh yeah, -]
[you walk out the door and you- never think about it again-]
if you were gonna say that to Dxxx,?- or your Mum, - and
you're gonna say Mum,? - or Dxxx I feel a left out I don't have that closeness - and they were to say okay,?- you're right. - ( there!) - what would you do now! - what would you tell them, -

I would just, I would tell them: -
that, I would like to feel free: to - join in their
conversations,? - but then their reaction ( ) you are free,- 'cept I don't feel free. - I mean they seem to - talk - that seems very natural for them- to just have a conversation, - whereas with my Mum or with Dxxx I don't- I never really know!- what to talk about. - because I'm not a small talk person. - and we don't really have anything in common that we could talk deep about an' even if we did! they're not interested in that kind of conversation ( ) anyway. - I mean once in a while - you know I don't mean they're- completely shallow. - and I don't mean
that I'm completely the deepest person in the world!
either. - but-dum - a- a rule most of their conversation
that's another thing that my Mum finds uncomfortable with
me- is that I get in too deep! - an' that's really not
anything I can change!, because that's me!

CO: that's right.
CL: you know I can't- I can't change that an' I guess it makes
' er- uncomfortable because she says I tire her out!,-
that's how she puts it - I make her tired because I make
her think! ((giggling)) - and half the time - you know, she
doesn't want to be made to think- as a rule!, - not because
she doesn't like to think!- but because she's got so much

CO: does your mother have any- specific
interests
CL: gardening-
CO: are you interested in gardening,?
CL: I don't know anything about gardening - I'm interested in

CO: the biology behind it - but I'm not interested in like

CL: mm hm,.-

CO: so like I could be interested in

CL: botany 'cause it's a science.- so I can say here if she was
interested an' I if I knew a little more!, - I could sit
here an' and- you know talk that way with her. but again
that's too deep for her. that wouldn't interest her to do

CO: she' d just like to tell you how big a - petunia
CL: yeah!- exactly. -

CO: the fact that
CL: ( ) with a certain biological fertilizer and all

CL: (giggle)) no, she wouldn't ((giggle)) I mean she is
interested in science ( ) that she'd want to
become a botanist, but she, - as far as she's concerned -
she wants to get deep on her own terms. - whereas I want to
be deep all the t ime. - you know I'm an extremist, what can
I say!-, - I can't really choose her terms., - and - so it
makes her uncomfortable to talk with me because she knows
every time I would drag her deep! -

CO: I have this fantasy ( ) image of you and her just

CL: dragging in)=

CO: =((chuckling/laughter))

CO: [and when I do!,

CL: [((loud laughter))]
CO: (a very nice person)

CL: yeah, she's really nice, yeah yeah- yeah I was just talking to her actually before coming here- a friend of mine-, just got offered this well she's been trying to find a job for I guess about seven years- and then (she's) four years of training and now she finds out (she)

CO: oh brother.

CL: (Txxx well she's my cousin Txxx ) six years now) - she was just really struggling because she wants to move! - she's - been living on her own some time but she's gonna be away from everybody else and - alone, - so I have it - got it worked out that she gets into her apartment.- and I thought it would be kinda nice if we took her out for a drive and that 'cause things are so (mushed) that I ( ) ((laughs)) - I'm never going to do it.

CO: [right,]

CL: [not- y'know not an act!-

CO: [right.

CL: and-dum - I started thinking like, - from last week and um - I came up with a- a list of things,? (laughs))

CO: [I'll let you read which have been going - through my mind ever since then.]

CL: so basically you're saying number one is (1.4) you feel more comfortable with males as friends, - but you can't deny that you have feelings that are stronger than just friendship.

CO: I find myself right now, - not even- like me! - uhm - I guess because- well I know how I feel when I'm (different)- and now ( ) you know - whereas- I'd been - (it's not so much) that I deny - that I'm in love with him - but- I- again to the point completely - when- I- literally- - feel more comfortable - now that the uni... is part of my life. - ehm - which is- untrue he is but- I feel - safer that way.

CL: (19.5)

CO: ( )

CL: ( )
- and because I'm doing that with him! - I'm starting - I'm
getting out there and - definitely not - excluding people.

(who- men but- finally I'm meeting men
now? - I'm very, very safe, - as far as - chose of them
who are disguised as - as great friends. ( ) be
different ( ) - but I never see - the
possibility. - of anything else! and I specifically limit
myself. - and I think it's a security trap. right now-
because I'm just not willing: to face, - um- feeling
something for someone else and Axx,?

CO: mm hm,

CL: and - getting into that- again

CO: mm hm. -

CL: but - the thing that bothers me about that, - is I'm

CO: [(coughs)]

CL: [(real nervous) (my body) - ( )

myself I'm - probably - probably honest - y'know the most
honest - person. - to myself ( ) and everything and
sometimes that really ((giggling)) angers me - and I can

think really bad) things about myself and I hate it. and
then I can't - literally - get rid of them - you know,? -
but I'm - bitterly honest with (them who are) - you know I

reach )] (laughter) - and one of the
things that bothers me I- you know is - in a lot r. i. ways
find it easier to lie - right now. - I find it easier- to
say - it's not that big of a deal. - I can forget about it.
- I really don't want anything like friendship. - I've got
more important things to do anyways. - I want to get an
education. - I want to - go out and explore. - I want to
c travel around and - ( and ) - yeah I do want to
do those things. - but - you're lying, if you say

[(laughs)] you don't want the other. -

CO: [(coughs)]

CL: and I do- do that. I've almost got myself convinced.

CO: when you say you want- the other - can you clarify for me
what you mean by the other,?

CL: well I want I want someone

significant in my life- to share it with.

[you know. in a relationship],)

CO: [not - not necessarily - I mean A. it's obviously -

carl, - Axx's i guess the person,- because of the fact
that - that I have,- such intense feelings.

CL: (right,)

CI: he'd be the ((giggle)) first person but- not necessarily -

in other words there's more to the fact that you want
someone ( )

CL: yeah - exactly. it's - the meaning. I
mean - it's- it's I kept trying- to tell him something
you still need - that - without it, - 'hat I, - I

wouldn't be losing anything- I would- ( )
differently - that's not a real good trait because I need
to. - because- the fact is is I I like- to show- my tender
feelings- and I like to share myself with someone and I -
really n I'm always been a person- that has never
depended (on anyone) - and I've never - wanted I guess
you could say I haven't really (thinking) of have- having a
relationship. - I still want one.

CO: (mm hm) -

CL: you know. uh- and i-it's not - and it's not
that I want one - so much- I mean (I have)- impressions,-
but- it's just a fact that - despite the fact I keep trying
to tell myself- that- I'm just going to be casual and
just be patient,- and if it happens it will happen, - I I
think though that for now

((whisper)) (I sexual)

CO: (loud cough) but actually you are not that casual about

it. [( ]

CL: [no, - I'm not that ((giggling)) casual about it at

all! - but I've got myself - sort of psyched up

( )

well let me- let me just give you
some feedback on that - Mxxx,- and again., you can ! me
if it seems correct or - doesn't.

CL: sure. - maybe - s not
so much- the words you use like lying, and being bad, and
not being honest. 'cause those are pretty heavy words

CL: [yeah]

CO: and one is good and one is not good.

CL: yeah -

CL: yeah - and the way I-

hear them. it's more- a sense of- protecting-

CO: yeah

CL: yourself and not protecting yourself. - okay it's a little
different than being good or not being good.

CL: yeah. -

CO: because - nobody knows if they're gonna (meet) anybody.

CL: nobody knows if they're gonna have happy relationships.

CL: I don't, you don't, Txxx doesn't.

CL: ((sigh/laugh)) yeah.

CO: we could have a- twenty happy relationships.. we could have

a life empty and alone. we don't know those things,- we
hope and we expect,- but we don't know'

CL: mm hm,

CL: and I think we can say- uh - you know., you've been
brutally honest with yourselves. - and yet now it's
sometimes easier not - to think that. - maybe it's not so
much feeling bad. - 'r those good and bad words that you
were using, you get the sense of - well what did you say.
I recently really did this. This really is important to me. Yes, I really do! And then of course you understand yourself. You don't know! I know if it could come tomorrow.

It could come next year. M hm.

A: So I-I'm not trying to say you're wrong. I'm just (simply) who I am, when I hear you. It's not this - one is a good way of acting and one is a bad way of acting. - And it's like, what do you mean. It's going to happen. - And it's painful. - And there is - I'm not saying it's right or wrong!

M hm.

But maybe there's something in you, your way you are reacting, it's like let's protect ourselves. - So you just don't leave yourself open and [you know,]

M hm. - You need to have some protection and (I do recognize that. I guess)

Yeah.

And that's what I am having trouble with. I know why I'm doing it and still feel like I need to hear it right now. - Because with me, (when I'm) generally honest with myself, I admit my feelings... I expect too much.

When I go in - go out with each other - and I-ex. I don't want him to be in. - And I tend to create images.

M hm.

In my mind - of things that are happening, what we talk about, everything, and somehow I always come home disappointed. - We know what we've missed.

M hm.

Right. - You had this - because your mind is so much more creative than reality.

Exactly. - And it's not his fault. - And it's not my fault. - And it always comes when I start feeling forced. - Because I (just away)

And I - I don't - (I don't think)

Just go. - And the problem - the thing I am trying to do now is - to do that, o' course.

Maybe course.

So that I can accept the fun times that we have as fun times. - And not as what we didn't do this I mean what (we didn't do this or) - he didn't say it - but I wonder (if I'd ask her. [ ])

M hm.

You have this movie played out in your mind of how it's going to feel. - Yeah! - And I've al - I was always, having it. - I guess when it - when it comes (for real), - And because I am such a (romantic) - and I'm very spontaneous. And I'm [created at] I'm always - All the time! I don't know why! - But when I went out with him an - um - in this it's - in a weird way (I'm the one who's pulling back) and then apologizing.

M hm.

Now I think you know (if he left) because ( )

Communication.

Even though I'm disappointed - so by the try. I'm trying in some ways to improve that, - and if I try to be more casual. - I don't get quite as devastated? - When something wasn't happen, and I don't expect anything to happen... - But because it is such a little - it is little. ( ) and that because it is a slightly - good relations, ( )

In this sort of a world, - Encountering it. - ( )

Adjusting.)

And - don't get me wrong M XXX, I'm not saying one is right, - or one is [yeah.]

M hm. - You shouldn't deviate or should deviate. - I was just saying it didn't sound like - to me it was good versus evil. It sounded like protection versus, yeah, -

Now I maybe you don't-

Maybe you want to say okay I want to choose no matter how much it hurts.

M hm.

In my mind - of things that are happening, what we talk about, everything, - and somehow I always come home disappointed. - We know what we've missed.

M hm. - You need to have some protection and (I do recognize that. I guess)

Yeah. - No I - in any - I guess that (2.2) I guess one of the problems. - That I've had so many experiences in the past with no - without knowing why. - And - ((chuckling))

I can smell the pull a mile away now but - the thing was that - now. - Because of that I - guess you either have ( ) (your own sleep) or - the other. - And because of ([I've only coming out of) time - with the fact that I wasn't, - I thought I wasn't being)

((Cloud cough))

I am completely honest with my- myself. - But I think now, - now that I'm sort of confident, I think I am really, honestly being honest with myself. - I'm
being honest to know better. (laughing) than to be honest
- so - I guess you could say, - a- coding mechanism so
that, - I don't - uh - even the pain is um lighter than it
used to be. -

y - I think you said something very profound
there. 'cause I think what you said to me- and it was - I
am being honest not - just about my feelings for him. an' -
but I being honest about my own needs,

or how much pain I'm in=

sense to you

yeah - no - I am (being )- but I -

having a difficult time saying - honestly,- or lying. -
and I guess because he - he hasn't - he is an honest
person,- don't get me wrong. he - he doesn't- lie or -
hide things - and he doesn't- share them. - you know he
might be honest with himself. - but he - communication is-

real important ( )- 'cause that's what he talks
about. ( ) and part of it is important. -
and because of that, - sometimes, - I almost feel that -
I didn't protect me or something,, but even saying -
completely. exactly, what's going on here. - but I'm being
just like he is. - because I'm not being completely honest. -
with what's going on, some ways- right now,. (1.2) I think
that - it's- it's going of - difficult, but I think that by
being completely honest. (1.8) you know it would be like a
bulldozer- effect right now - which wouldn't work at all! -
and on the other hand, - I almost- in this I don't know.,

and what needs to be - happening there.- in spite of his
actions and ( )- and the first- time
I met him- which was less than a year ago,. - I
did most of the talking., - ( ) so - you know

I am very shy cn the inside- but I

meets some ways I almost - feel like- "am waiting for him to give
me more. - before I'm going to give him more back. - as far
as - the really important stuff,. - just because - I guess I
get tired of dishing it out!'

mm hm? ( )

you - m- you make it

sound- to me. - I mean I'm not - you know i- it- it's- not
you being ( ) - fair in this situation I

think you're being extremely fair. - it sounds like what
you're saying to me is - again if you disagree say Jxxx no
that's not it. but what I hear

yeah,)

way street,-

[wich it can't be traffic all one way

and not the other way. -

yeah,. - it is and - yeah,- I must
admit that up until about five months ago. - I'm not going
to be the first one to admit this. - I'm- I've always been
a go getter. - and I've always been,- the type of person
that if I want something,- I'm not able to listen to that
or anything,- I might do (less) - than that,- or I never
would've got to know him -. -

right,
you know- and - and the

other thing is, is. - I am very shy on the inside- but I

move along pretty good) if that was not going to get me
anywhere.

because you just- don't make things
happen when you're shy.,

you just - the more shy and

more isolated and- don't- meet anybody. -

right.

unless they happen to somehow seek you out and - then
maybe, so I started - actively - starting to overcome the
shyness., and most of my shyness was- insecurity,. ('cause
if you ) - what's going on with- part of it.

sure, um; - but - I've s- since then,. - gotten to the
point where I work for the (act- ).. - I will do
most of the time that I will - do things with him to get my
point across. - I can be silent, I can be direct depending
on what needs to be - happening there. - in spite of his
actions and ( )- - and the first- time
I met him- which was less than a year ago,. - I did

( )- I- pretty much did all the phoning

pretty much ( ) asking him out. - umh- I did a

lot of (really aggressiveness) as far as- focusing the
conversation and what we talked about,- I did most of the
talking,. - ( ) so - you know
obviously if I didn't we would've just sat there looking at
each other and I never would have found out what was going
on! - umh- which- I can (giggling) only take for so
long! - and, - but then- it got to the point where - I I
got tired of doing that.

it just is - I don't
want that in my relationship and that's not really me
want to talk together.

CO: mm hm.

CL: you know and I don't - I want - mutualness.

CO: mm hm.

CL: and then we, I guess we had an explosion, one (month) - and -
somehow we just talked about - everything, and I really come out but I think it was because ( ) would be worse - and - since then it's gotten - better, - but it's still not - right, - and - it has gotten to the point where if I - if he doesn't, you know, - at least attempt - fifty fifty. - I won't hold back, - I won't - just be right there and - pick up. (use- a) telephone. - you say if okay you didn't phone so I have to phone. - you know I - I wait, if I do, - I wait - a while longer. - I don't do it right away, - just so he knows that it's - you know and I've made a point several times with it. - just the ( ) you don't do that. - it's it works the same way. I'm not is- I'm just as uncomfortable as he is at phoning and ( ) and - saying let's go out! - but I do it, mm,

CL: and so he should! -uhm - so it has gotten better but the communication- problems - are still- there,

(2.0) I'm not really sure what to do - about that exactly but he is getting more open,.

CO: mm hm,

CL: and he does know he - has difficulty doing it and he is better as a whole being, - with most people but it's still (2.0) still noticeable at times,- okay.

CO: mm hm,

CL: there are still times when I sit there half asleep, - quiet, - for 15 minutes or something - waiting, hoping.

CO: right,

CL: usually what happens is that I end up asking him the questions ((giggle)) - because um he won't - start talking - and (1.2) there has been a few times when um - he started ( ) to break the silence right, - just like- as usual - although ( ) happening (giggling) you know I - (sort of hoped) getting that, ( ) over. - but - uhm - but,- it is improving so it's-

CL: it's not a - ( ) now.

CO: mm hm?

CL: he has to be honest when he isn't- being a jerk, - uhm- I'm just it is sort of (balancing with other people) ( ) - the relation - and when I was ( ) doing, - uhm - (which) - in hopes of- just doing anything - part of this um - (in return ( ) uhm - he makes it worse. ( ) - and also, - his parents don't talk to each other at all. - they're very separate. - as a couple. - and- you know barely say I think five words to each other all day,. - and - you know the whole family doesn't really communicate. at all.- they do their own separate things,- and not many- families are like my family in the sense that we're all together and - loving ( ) we talk and have dinner conversations - and I know that he really appreciates that about me but - he doesn't have that sort of thing, - having (it- had much influence). - growing up! - it's just not as- easy for him to sort of - doing how old is Axxx-

CL: well he's still - relatively young,- twenty three,. -

CO: people are still - learning social graces at [twenty three]

CL: yeah,- my mom said that - not to worry about him 'til he's twenty five (yet) ((Laughing)) (mom's always -) - so I- I don't know about that, but - I feel that I'm ( ) in a sense- that was sort of- bothering me ( ) because I'm- like I said I'm - having so much problems with people it isn't lying, - and it's really important to me - to realize- that I guess I'm (waiting)- I mean for some reason I thought I'd lie ( ) - or sort of - n you know tryin' to avoid the issue. - but I- I think I know it better than ( )

CL: (it's certainly a sign of truth) ( )

CO: [(yeah it is) - yeah, - okay, - I feel better about that.

CL: [(loud cough)] (11.0)

CO: a lot of these are actually interconnected ((laughs); (39.0)

I must admit right now, I'm a majority of the theme that's going through my head is complete,- and absolute fear,. ((giggle)) - now,. - uhm - i guess because - I don't know what he wants to talk about.- and that worries me, - and secondly, - ahm, - I don't really want to cool anything. - when I see him more and more I'm going through everything,. -

CO: mm hm,

CL: ahm - and the thought of having to face that really doesn't - do much for me. - because I've
been trying so hard to deal with it, - but you have to -
sort of really deal with it- completely - sort of at square
corne, -
\textit{CO:} sure, um - as we're talking I just - I mean I can
\textit{CL:} do it, but I don't do any, -
\textit{CO:} it's not something you're, -
\textit{CL:} (chuckling) looking for- not looking forward to it at
all, - yeah. - the other thing is- that I do have a hard
time with it now - (I mentioned that I was- adding)
my hostility,..
\textit{CO:} am hm,?
\textit{CL:} right now - about him, - about
what happened, - uhm - just - just- so much hostility still
inside me, and I don't really want to feel it. - you know
despite everything I really care- and I love the guy - but-
I really, - there's times when I just - ooooh! I can't
\textit{CO:} (hm,)
\textit{CL:} you know it's all right let's not
about it,. - it's not important. - I'm really meant to feel
don't really, - I mean I was ( ) when he
\textit{CO:} are you mad at him.
\textit{CL:} (somewhat girlfriend)
\textit{CL:} yeah!- (chuckling) - we got her name through the
\textit{CO:} (anybody said well look running)
onto her.
\textit{CO:} yeah,. - (it's not her fault,;)
\textit{CL:} (called off the relationship. - you
know and - it pissed me off because it was so damned
casual. -)
\textit{CO:} (chortle)
\textit{CL:} that's why- the whole business about (!
\textit{CO:} (coughs))
\textit{CL:} (that's why- the whole business about}
\textit{CL:} - you know an? - then he was so sappy about the fact that
you know - nothing was going to affect us,. and - you
know- it all did affect us. I mean it was just- so, yeah!
it was very ( ) him I was - he was- well I
\textit{CO:} know he's so sexual ( ) - as far as
relationships. - and - I respect that. but then I think in
a lot of ways I'd rather leave that with him, - have
someone that - ( ) know about (caring) relationships -
and- he's all head and- you know and hear himself talk and-everything else. - you know at least I know enough where
he's coming from. - you know you- ( ) take a
relationship seriously - she's probably so serious that
they won't get involved with 'em ((chuckel)- but - I
respect that- but on the other, wind of it,. - it's just
the fact that- she had no rest periods ( )
- you know - and that frustrates me.
\textit{CO:} m hm, because he
doesn't recognize it then we go through these cycles. -
what frustrates me is that I'll (act ) about it -
but it was so casual, - the relationship, - you know it
was nothing like what we have - and- he even went so far
as to say that it would help our relation- that really blew
my mind, - I couldn't understand why he'd be having a
relation to he- help ours! - you know it's great- it hurts
me but it's helping us, - yeah, - right, - you know, and
the fact that ehm - we're supposed to have the same
relationship? I'm not gonna talk about half the things I
talked about with him before, - there's just no way! - you
know,?- he's gonna go and maybe some girlfriends oh! I
went and talked with s- about sex with Mxxx this weekend,
what? - you know?,-
[74x411]598 there's just no
relationship? I'm not gonna talk about
me but it's helping us. - yeah, - right, - you know, and
relation to he- help
[74x435]596 what frustrates me is that I'll (art ) about it -
[75x387]602
[75x427]597 the fact that ehm - we're supposed to have the same
[75x452]595 what frustrates me is that I'll (art ) about it -
[75x468]591 but it was 30 casual,. - the relationship. - you know it
doesn't recognize It then we go through these cycles. -
[75x476]590 doesn't recognize It then we go through these cycles. -
[75x51]626 makes me so mad - you know when I am (over hostility)
[75x131]625 and give him a piece
[75x115]624 and I'd just like to
[75x123]621 pissed me off - but the frustrating thing though - she- she
makes me so sad - you know when I am (over hostility)
and I'd just like to shake him. -
[75x236]636 CL: you know we've talked about it an' e overreacts
an' the fact remains he- just will not- face us. - he
doesn't want to end it. - but he just will not- face us. -
[75x252]634 CO: just for the- the sake of, - of argument, - I'm not
I'm not saying this is going to happen,. but just- you know
there are all kinds of possible
(1chuckling) [yeah,] [scenarios that
[74x220]631 CO: and give him a piece
[74x204]630 CO: mm,.
[74x331]609 we didn't have fun would we be together,? nah, - I don't
was le's completely serious about double dating,? and - if
[75x347]607 CO: you know,?- I mean he's serious - and he
[75x355]606 CL: ((scoff)) he's just not going to do
[75x379]605 CO: [right,.
[75x371]603 CL: m hm,.
[75x252]612 CO: you know and it just went on!- and- the fact that this
happened twice. - this was the second- time-. It
happened to me. - just as we were getting to the point
where he was finally starting to - going ( ) it,,
- or at least to recognize that there was something
there, - because we had been dating - well for him say, -
about twice a month or something, - for about four months -
then all of a sudden - there goes- the wall again, - and
he- he goes back to- you know so it was definitely him that
missed me off - but the frustrating thing though - she- she
makes me so sad - you know when I am (over hostility)
and I'd just like to shake him. -
[75x220]627 CO: ((cough))
[75x21]626 of my mind, - but I've told him that (in is face)

[75x84]608 CO: mm hm,. -
[75x76]604 CL: ((chuckle)) he's just not going to do
that.
605 CO: right,, -

[75x51]625 CO: m hm,. - (high pitch)but (can he ever-)
do y'know,? - and he continually comes back to me and we go
through the whole mess with each other end with this
relationship and - I just want to wring his bloody neck.
because - time and time again,. - he goes for people with
two characteristics,- one they're shy and two they can't
communicate. - you know. - It's consistent,. ((chuckling))
- absolutely consistent. - or thirdly,. - it's almost like-
he knows that the relationship isn't going to work! - and
it's almost like he even - (that's a- you know (one of the)
most - ((giggling)) characteristics you have to have! - and
- it just totally ticks me off because - the ironic thing
about it is that- not only do I have pain and I don’t get to spend time with him and I’m worried sick about what’s going to happen. - you know because I can see that the compatibility is just not there from the beginning.

and for what he needs emotionally, - depending on what he wants- from- a girlfriend. - that- I get I get sick of seeing him in pain, - going through this so called relationship, - but I’m in pain because I’m not with him.

pick up the pieces again- and that’s ( ) because we’ve lost those - three months or four months or whenever I’ve had to play- side kick. -

for someone who- never did make it right. - you know because we’ve lost those- three months or four months or whenever I’ve had to play- side kick. -

individual - in a lot of ways and I respect the fact that he’s having a change (I guess) that I wanted to- change and I’m certainly not going to change unless I want the change.

either- so- we’re not going to change for each other.;

unless we s- unless we decide to- and if for some reason those- lack of changes do get in the way, - and we weren’t compatible, - for whatever reason, - and there was somebody- that could make him happy, - that’s really what I want.

[ (m hm, )]

[ (it’s just that for several years now- we’ve been going through all this history with Axxx, and there’s been- ’xuse me. there’s been several times- when I have felt that- it would work between us- and there was something there.]

- that there was only one person stopping us- and that was him. - and it’s consistently come back to him. - and the other ironic thing is that at several times I have- come- very close. - to- going out with somebody else, - and at the last possible minute. - of uh like say maybe two days before he asks what’s going on with- you know in one breath Axxx’s encouraging- and the next minute he’s so jealous that he won’t admit it. -( )

always- turn around and say that’s it, - we’re just friends. - and he’ll switch. - and it’ll won’t make that much difference to him. - and that’s all he has to say. - but he, - on one hand he’s doing one thing. - and on the other he’s doing the other! - you know and it’s- it’s- I., - you know to say that I’ve gone- through the wringer in these things - is putting it mildly. -

how many times has he gone away and come back. - twice. - well- yeah. - within a period of I guess, - well we’ve the first time he went away and came back it- he wasn’t with anybody.

[ (m hm, )]

well I guess he did date one girl. - he dated her once and that was enough for him. - but- the first time, - I had gone for surgery, - and- he was supposed to phone me ( ) and came back (and over)- and he never talked to me for two years. - the only time I’d see him was when I purposely went away and worked - and that’s ’cause my parents (sent) me out and so I went [(chuckling)] there. -? - well I- we- bumped into him at the shopping mall or whatever - or something like that or my grandma spotted him in a bingo place whatever- and she told me and I [(chuckling)] went there the next week - and um- things like that. but we were seeing each other for two years and he- told me that he was just too scared to phone me. -? - and he didn’t think that I’s want to talk to him and I- just really- I- (split my cookie) ( ) - we were so close for six months- and all of a sudden you say I won’t want to talk to you, and you- give me a break! - you- you- you should have phoned me. - and- so - that really frustrated me for about two years. without really seeing each other. ’cause I really missed him. - and I went through some really horrid- used relations. - well so called relationships, -

[ (m hm, )]

[ (chuckling)] there. -? - well I- we- bumped into him at the shopping mall or whatever - or something like that or my grandma spotted him in a bingo place whatever- and she told me and I [(chuckling)] went there the next week - and um- things like that. but we were seeing each other for two years and he- told me that he was just too scared to phone me. -? - and he didn’t think that I’s want to talk to him and I- just really- I- (split my cookie) ( ) - we were so close for six months- and all of a sudden you say I won’t want to talk to you, and you- give me a break! - you- you- you should have phoned me. - and- so - that really frustrated me for about two years. without really seeing each other. ’cause I really missed him. - and I went through some really horrid- used relations. - well so called relationships,

[(Loud cough) ]

during that time! - because I was - I wanted attention. - I was trying to forget.?- ( ) so I went- everything that wasn’t him? right. -

but- when I came to- Camosun - and- sh was in my class. - fate had a li- a lot of help with us. - I walked into his- first person ( ) in my class. - and um- then three weeks later, - yeah.- for three weeks ( ) well- we were really close. - and then a month later - he started saying he was interested in somebody in the class/- just- wow! - this went on for about a year- and I’m playing - three- third muskeeter, - when- this girl- would only be
two. - and she- really hated me from the first day.- she
w asn't- pretty plain about it - and
CO:  [[(coughs)]]
CL:  [(that really used to]
784 pliss me off because he looked like he was condoning. - the
fact that she didn't like me. and ( ) -I thought me
785 was paying more attention- to her, than to me. most of the
786 time.- and I didn't (feel like
787) and it
788 really was fed up to here (((laughing)) with him.
789 CO:  uh huh?
790 CL:  and then - April came, - and- he: just went from - the Axxx
791 really was fed up to here ((laughing)) with him.
792 time.- and I didn't (feel like )  and it
793 was paying more attention- to
794 fact that she didn't
795 CO:  ((coughs))
796 wasn't- pretty
two. - and she- really hated me from the first day.- she
797 I know to some basket case, he was just (  )  -
798 and then - April came, - and- he: just went from - the Axxx
799 really was fed up to here ((laughing)) with him.
800 time.- and I didn't (feel like )  and it
801 was paying more attention- to
802 fact that she didn't
803 CO:  ((coughs)) (  what) you
804 for a drink and I
805 me for about two months, I think it was his way of
806 going really well - then- he wouldn't- phone me or talk to
807 me for about two months, I think it was his way of
808 withdrawing to sort of get back the - control,- so I (1.8)
809 tracked him down (giggling) so to speak - and we went out
810 for a drink and I made him (give me the) line - and I just
811 told him- to - smarten up, and- you're not phoning or
812 anything,- you don't really care about me, what's going
813 on,- he (practically) exploded. and then things went
814 really well again,, - and- I guess from about (3.0)
815 well- they went well for - a couple of months and then -
816 I guess in November,. - (things )  went really well
817 again. - and then January, (he's been)- like I  mean it's
818 I guess in November,. - (things )  went really well
819 for - a couple of months and then-
820 and so he might try to pretend it doesn't exist
821 - at all,- than - to let it grow!-
822 CO:  uh. -
823 CL:  I am being used ( sometimes) -
824 CO:  m hm,. -
825 CL:  you know and - the frustrating thing about right now is the
826 fact that, - I do feel so much hostility towards him still.
827 (1.8) and - I have to face him,. - but mostly would like to
828 avoid him,-
829 CO:  [right.]
830 CL:  [completely.-
831 CO:  [[(coughs)] ( what) you
832 are saying, - it's pretty hard to be treated this way and
833 not
834 m hm,.- m hm,]
CL: mm hm. -

CO: it could be it may not be it might partially be, but- pretty hard to resolve those years of hopes and dreams and prayers and wishes and wants and efforts and -

CL: mm hm.,

CO: yeah. - no it isn't. and this is- this is not like that. - savings account. you don't [get any fees out of this.]

CL: ((laughter)) yeah! - yeah. - well I did know that when I- you know got into this. I knew- I knew enough of Axxx and knew about this and - I didn't think it was gonna be worth it, but quite frankly I didn't think it was gonna (laughter) take this long - you know ((giggles)) - five years. - is- is just not exactly what I had in mind., I kinda thought two, but- five. you know. - (there goes) my lifetime ((laughing)) it's better you find those things out after five years rather than at the beginning 'cause you've ( ) five ( )

CL: (laughter)- yeah. - but I guess - I'm just concerned about - you know, - when he- I- I really believed it unfortunately. - I guess it's addicting because I am always telling him why don't you phone me and- you know- ( ) and - and I have a strong suspicion that he will phone me.- like I said (it will come up to Thursday ) promise he would phone ( ) work on getting together - and I have a strong suspicion that he will phone on Thursday and'll want to go out on the weekend. - most ( not like) to be home on Thursday night. - but- I- I really do want to see him. - you know I do want to face it. I- don't want to avoid it ( )

CO: mm hm. in some ways -

CL: I'm just scared what's going to come out of his mouth and - having to sort of - react on the spot. -

CO: you know when you say you're scared of what might come out of his mouth. - there is an implication there that you have some - perhaps, - hidden fears of what might come out of his mouth, do you have any ideas. - if you had to guess, - what do you think might come out of his mouth,. - what would be the best thing he could say,. and what would be the worst thing he could say.

CL: (I don't know) the problem with that is I don't even know how I'd react ( ). if he told me - anyways, this and then- there's that and just ( ) about how she wasn't. - I don't even think I could act right,. - you n- re- rea- well appropriately I guess is the right- you know we have to work- appropriately. I think I'd probably be so stunned - because I wouldn't want to sound like a (weird one),. (right,) like how can you know ((giggling)) ( politely) I'd probably go - oh. - you know (I don't want to say) oh that's nice- or sit there--

CO: (tape ends)
CO: how about you! ((laughing))
CL: ((soft))I don't know! - ummm ( . )
CO: ((laughs)) ((soft))today you mean,?
CL: I don't know! - wll, - about anything actually,?
CO: ((soft))mhm? - mmm, - how come. hm,?
CL: mm mm, -
CO: ((laughter))bh! hh he.heh! you still struggling with that
aren't you? [like I should know what I want- an' I should?
CO: =make a decision an' I should do it right now., -
CL: [(hand clap)] - and- it realistically then- this is the=
CO: =last time you should do- ( be going) through -
CL: [(struggling relationships) ( . ) =
CO: = (try me wouldn't be) - (made your) decisions right now.
CL: yeah,=
CO: = (too much turn on.) -
CL: wll, I did feel. - uhhmm u-uh
CO: what decisions have you made.- let's take a bigger tack on
this. - you come in every time- and you say .hh I don't
know what I w- want to do. - an' yet. - let's look it in
fact what you are doing. -
CL: I'm jus- I'm still maintaining
what I'm doing. - I'm- sort of plugging away at - at school
but. - half heartedly but still maintaining [a- ya know= [m hm,?]
CO: =reasonable
CL: m hm,?
CO: = sort of doing- B work., thing.
CL: mm. -
CL: aind-d - ahh - that's it. and, sort of keeping my - my
family (life) - together and trying - trying to - organize
some friend, - friendships but- not being too successful
with that [actually.]
CO: = down here?, or up there?, -
CL: [m hm.,] down here,? or up there?, -
CO: [down here,] uhmm, -
CO: ['cause the reality is, is that you're e- betwixt and
between (soft))isn't it. - and -
CO: (normal voice)that's one of the reasons for feeling so
unsettled. -
CL: I guess so., [I-I=]
CO: = (it's not - rooted. -
CL: yeahah, I have- uh { [for like what] - ten
years!
CO: = ah [hm! m hm! m hm!]
CL: [it's like- my sister- called, this, -
CO: so there's nothing new a(bout it., - in other words,]
CL: [(laughs)] no., it's nothing new.
CO: it's tiring- it's getting to the point where you know an'
I'm trying - tried a lot of new stuff- it- seemed to me
CL: { [right!- so it's like I 'm experimenting and - I'm
seeing that I don't want to continue on living
((soft))the way I'm
CL: m hm,=
CO: = (in this faith) .hh an' I- try a
few thing:s and hav- I haven't tried ten yars worth yet,.?
CL: [[(laughter)].hh uh and I get discouraged I- can't=
CL: [(laughter)]
CO: =find an instant cuis: an instant route out of this., or -
or the ones I find I don't like! [and so I reject it.]
CL: yeah, yeah,
CO: = (try me wouldn't be) - (made your) decisions right now.
CL: yeah,=
CO: but you also said like I'm trying to maintain my-
what do you mean by that. .
CL: well,- this - this you know
putting enough energy and so that - the,'re happy too. like
sort of -
CL: who,- the they being your parents,?
CL: = parents - brothers an' sisters and that kind of stuff yeah -
CL: and is that something that's- [that's a-satisfying to you?]
CL: [takes energy,?]
CL: =is that something you want- to be doing? -
CL: [aahm,]
CO: = (falling into a - (soft))pattern here.,
CL: I don't find anything to be very satisfying.,?=
CO: =m hm! m hm! m hm!-
CL: that's the disturbing thing.,
CO: = and a very natural thing. - a-at this stage. - I mean one
of the stages of separation, - and maybe what I'll do is
give you the handout we have - on separations so that
you'll begin to recognize (things - )- is that initial.,
it's sort of like- well all right! I'm just going to get on
with my life, I am' go for it,
CL: [m hm,]
CL: [an that sort of initial:]
CO: = burst of energy and then often - s- subsiding into a
:mm sort of sense of mild depression an' flatness an'
((co't))an' now is a poi:nt and- and there's a kind of lack
of motivation right now, - an' it's something: that- that
happens and it's natural and it also passes.
CL: it's not something that you can necessarily- make pass.
CO: yeahhh. (sniff) - just uh seems that this- this
CL: particular feeling - has been with me for years!
CO: yeahh, [(very soft)]
CL: in some ways I think
that's - part of the reason why; - m-m-m-m-
CO:=((soft)) (so really in) many senses (that could count) - m-
CL: [(I would think no.) depressed for years. yeah-]
CO: flattened (
CL: [just really
CO: always looking for something (that would pull) - somehow-
you know change this. but-
CO: yeah - but never- sort of-
CL: really dealing with it - internally-
CO: trying to but it
doesn't seem th- I don't know how to deal with it.=
CL: =yeah,- yeah.
CL: m hm,
CO: mm,-
CL: an' is that some of-
you know you mentioned- that- this fall planning: to
really - connect with someone an' engage in some therapy. -
CL: yeah?,
CO: is that that part of- your thinking of recognizing
CL: (very soft)that this is something (that's going to ).
CL: hhahh. hh - yeah, i- there is- logistics: - to that too.
CO: like there's=
CL: kind of pulling away from that one,
CL: no?, no?, no?, not at all. - but the there's the financial
- financial - reasons for difficulties there! - uuwww - I
CL: was trying to set up something in Victoria but I don't know
if I'm goin' to be here in Victoria (to do the )
CL: m hm, - m hm, - m hm -
CL: but - uuunh an' then I want-
CL: and the ACLA, - meetings there - you know they're certainly
very- important and very useful. they're not real therapy
though -
CL: yeah, - I've been to one and it was like- I-I-
CO: recognize (everything that was!) sort of there: and we all
had common problems but - it i-e- uwm ( ) aaooh! it
just didn't seem to umm ( . ) it was nice to- sort of- like
when you really need to talk to someone.,
CL: yeah.
CL: it was [nice to have- yeah., but,-]
CO: [it's a support group. - it's a support jroup.
CL: yeahh.. - didn't seem to really. - do that much,- ya know?
CL: [(what I mean,? that level,)]
CO: [yeah. - I mean it's not- .hh and you know and I think
that's- that's important to sort of jus' know what - what
are- realistic expectations., (in something like that!)]
CO: (very soft)you know,- you're not gonna get intense -
individual psychotherapy=
CL: =mhhhhm!-
CL: in an ACLA program
CL: right
CO: and - if- if you want that,- and- you know knowing that -
aahhh - you know you come ( ) here: an'-
and [I'm not gonna to be here, you know but]-
(grunt)!!
CO: u- I certainly have made the choice! to not engage in that-
- with you.,
CL: yeah. -
CO: and-dum- but- i- you know if you are
going to be in Victoria there are resources available to
you, we're- connected with the - the: health services up at
Uvic- so - (we've been) connected with psychiatrists up
there ( )
CL: right,
CO: [(y- ) - but you know
CL: again it'll be more, - your decision of, - do I really want
- to do this yet. or would I rather s't',. in this kind of-
haze, and- gray area of- not - moving. - which -
CL: mhh!
CL: on one hand is not gonna ( )
CO: are you ready. (((chuckle)]]
CL: (very soft) be he huh! - uwwmm - I think
so but it's like ( .) yeah,- I just- you know. (. )
CL: I-I guess - some ways I feel like,- uuuumm - I wonder how-
much - how much benefit'll- come out of it? ya know,?
CL: y- and- you know my sense is that's always how you stop
yourself- b'cause until I have proof that this is right,- - I'm not gonna do it.
CL: well,- I do, - do like. I
CL: sort of like- jump,.. from one thing to the next I do try
things and that an! (I can do .hat)
nn! mhm
CO: and - you know and ( )
CL: and - you know and ( )
CO: then how much - chance,.. do
CL: you get with these things..
CL: I- I can- you know it's- that's [all I can say.]
CL: (do you think that's good ) [( } ) comfortable for you,]
CL: [yeah, -
CO: and you know that may be,-
CL: [mhhm!]
CO: [one of the pieces, - one of the
200 gross steps - am I willing, - to stick with something
even if I don't know, -
CL: mhm -
CO: am I willing to st- m-
205 now,?
CL: yeah, -
CO: do something and do it.. - even if I don't know if it's the
210 right route. - at this stage,
CL: yeah, -
CO: -follow it through the completion so that I can find out,-
CL: yeah, -
CO: the end it was really horrible -
CL: [m hm,? - m hm,?=
CO: but - uhmm
216 CL: (chuckle) hhhh huh! - I'm finding that the uhm - courses
218 I'm doing right now which are - that isn't -n isn't]
220 CO: [it's not horrible.
221 CL: i well, - it's almost horrible actually it's
222 like- it's not any- that much more satisfying- for me
223 CO: m hm
224 CL: so I'm wondering if I should just sort of
225 CO: go back
226 CL: to where I was: [{ ]
227 CO: m hm, -
228 CL: pulling on me.- but you - you're saying maybe I don't wanna
229 just- spend (it-) - (. ) maybe I'm not sure if [this is all-]
230 CL: [oh ye-]
231 CL: what's it's- cranked up to be
232 CL: yeah, - well it's - one
233 CO: thing I'm - [definitely going through]
234 CO: [{ ]
235 CO: yeah!
236 CL: see and- on - on the one hand I'm sort of afraid to give it
237 up because it's sort of the only sorts tangible - part of
238 society that I'm still. - ahn hh! operating in at some
239 level- you know that's the way I feel about it anyhow.
240 CO: well. I mean it's- it currently is [the o-o- where you're=
241 CL: [(laughs)] yeah.
242 CO: operating it's not the only one that you can operate in- [yeah.
243 CL: well ( - )]
244 CO: ={ [you are a student right now,?]
245 CL: [that's true. - yeah - but like
246 it's like I feel -
247 CO: don't want to give it up without
248 something to { [for,?]
249 CL: [yeah, - m hm,?]
250 CO: yeah, - yeah it's like
252 I don't know, (. )
253 CO: what do you keep hoping will make the decision for you. -
254 you keep coming back with this hope of- something magical's
255 gonna happen. hh! (. ) without wanting to make that happen.
256 CO: It,
257 CL: what are you waiting for.
258 CO: I'm waiting for, (. . , I
259 guess a clear, (. . ) like I guess - evidence that- that
260 one - decision will be better than another- and that - the
261 course of action will be s- a successful course of action
262 or something [like it.]
264 CO: (?), ( . )
265 CL: yeah,? (. )
266 CO: yeah.- I'm waiting to know, - if it's gonna
267 be right or
268 CO: m hm, -
269 CO: and what if - what would be the sign!
270 ( . ) how would you know if something was going to be
271 successful.
273 CL: - doing it- that (. )
274 CO: have you ever felt comfortable? - in your life,?
275 CL: on occasion yeah. uh huh?,
276 CO: yeah, - what were you doing.
277 at the time (so that you felt) comfortable, -
278 CL: well, (. (. ) I was working harvest )
279 fairly comfortable because it was very- an easy job
280 CO: m hm,?
281 CL: it was a little-
282 CO: m hm,?
283 CL: u-uhn
284 CL: where else, -
285 CL: in high school- probably and - specially junior high - ahh
286 again I guess it was- just sort of a lack of
287 responsibility
289 CO: mm,
290 CL: you've jus- going through and- going
291 through the bases - am! I can almost - you know I guess -
292 sort of- u-uhn- my parents have offered me - to stay
293 there next year an' do- courses and that kinda thing -
295 CL: [it's quite-]
296 CO: just kind of cruise through
297 CL: like it's a very tempting for me to do that. - [somehow]
298 CO: mea- it sounds like I- like in terms of looking at all the
299 different factors that - play a part in- choosing a career
300 ( ) for life or - certainly - the- level of
301 responsibility - that we all take on is a big part. an' some people want to be - prime minister. ((giggle))
302 CL: yeah, (hh)and- others of us don't!
303 CO: yeah right!,
304 CL: yeah right!,
305 CO: yeah, and it
306 CL: well it- it cuts it in your mind- but not when you -
307 CL: well it-
308 CO: you- you're not comfortable with it. well I'm not
309 CO: comfortable with it [that's for sure.]
310 CO: [yeah. yeah! you'd like,] [you'd-
311 benefits being.- - a-aah,- I guess the status (and the
312 fun- and so on and) things
313 CO: yeah.- I mean it sounds like I
314 CO: want- I want people to see me.- as being. - [responsible.]
315 CL: [bright.]
316 mm hm, u- so are you putting brightness and responsibility
317 together,? ( )
318 CL: [aaahmm u-u- I- - guess, - just in my university- degree-
319 so forth,] so;- for me,- the reason for taking a
320 university degree is- how people would perceive me as a
321 result of that- people would see me as being respon-ible. if I get a university degree. - a large part of it. it's
322 another part of it this, - which is (wanton) on me for the
323 (rapid - it's) self-interest.
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339 CO: comfortable with it [that's for sure.]
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342 fun- and so on and) things
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364 CL: yeah right!,
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366 CL: well it- it cuts it in your mind- but not when you -
367 CL: well it-
368 CO: you- you're not comfortable with it. well I'm not
369 CO: comfortable with it [that's for sure.]
370 CO: [yeah. yeah! you'd like,] [you'd-
371 benefits being.- - a-aah,- I guess the status (and the
372 fun- and so on and) things
373 CO: yeah.- I mean it sounds like I
374 CO: want- I want people to see me.- as being. - [responsible.]
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376 mm hm, u- so are you putting brightness and responsibility
377 together,? ( )
378 CL: [aaahmm u-u- I- - guess, - just in my university- degree-
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380 university degree is- how people would perceive me as a
381 result of that- people would see me as being respon-ible. if I get a university degree. - a large part of it. it's
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390 ( ) for life or - certainly - the- level of
391 responsibility - that we all take on is a big part. an' some people want to be - prime minister. ((giggle))
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394 CL: yeah right!,
395 CO: yeah, and it
396 CL: well it- it cuts it in your mind- but not when you -
397 CL: well it-
398 CO: you- you're not comfortable with it. well I'm not
399 CO: comfortable with it [that's for sure.]
400 CO: [yeah. yeah! you'd like,] [you'd-
401 benefits being.- - a-aah,- I guess the status (and the
402 fun- and so on and) things
403 CO: yeah.- I mean it sounds like I
404 CO: want- I want people to see me.- as being. - [responsible.]
405 CL: [bright.]
406 mm hm, u- so are you putting brightness and responsibility
407 together,? ( )
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428 CO: you- you're not comfortable with it. well I'm not
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439 so forth,] so;- for me,- the reason for taking a
440 university degree is- how people would perceive me as a
441 result of that- people would see me as being respon-ible. if I get a university degree. - a large part of it. it's
442 another part of it this, - which is (wanton) on me for the
443 (rapid - it's) self-interest.
444 CO: mm hm,
CL: yeah,

CO: stuck to

CL: the grin- whatever it is [that you put to a grindstone]

CL: [yea-ah- ah]

CO: shoulder to the grindstone .hhh hhh- but why! - I mean that's-

CL: [yeah,]

CO: [that's the question wha- why should I.- why sh-

CL: what's in it- for me... mm,?

CO: ((whisper)) why should I do it. - does anything come to

CL: mind? - (think of this important question.)

CL: [w- why should I do all this.] [wull, it's-]

CO: [yeah, uhhh!(laugh) the money

CL: there seems to be a little more money in it. uuhhm- (1.5) the only get-u- I think sometimes wuill I might,- - money that would peop- getting associated with people that I can: get along with a little more easily or - like a little better or [whatever - aahhm-]

CO: [m hm! so meet more ( colleagues)

CL: yea-ah, yea-.

CO: maybe,

CL: [yeah, .]

CO: ya don't know!

CL: yeah, I don't know, - aahhm, ((snicker)) [hhh]

CO: uhh- there is,- I guess- the uh (2.2) go back an' forth on it but - things like (1.5) uu-uhhm- woman.,- u-u-hh

CL: and that is- still appealing? because- it's hard to survive sort of wha- the money I was making so [I'm not alone]

CL: [mm hm? mm hm,]

CO: that was surviving on two incomes right,?

CL: [yeah, oh i- it's still.- you know. the option of having- having a wife eventually down the road is is- it does appeal to me somewhat.- (more)]

CL: [yeah, - so it's like a - a ( head)

CL: I do see myself eventually (wanting to)

CL: [may- I haven't [y'know I haven't but (laughing)]

CO: [yeh. yeah. certainly not- ruling it out.- an' I think that's real smart. I mean- so many times people would come out of a separation and they that's it, im/hway, no how,?, I'm amazed that you usu-

CL: that's usually the (t)h(lack [you (t)h(ake (Txxx (laughing)]

CL: ((laughing)) ((laughing))

CL: congraculations. ((chuckling))
every time you've been going through all these things that I
you've succeeded at, you've been saying gee I wonder if I
can do this.

oh... man... — any [thing — every day.]
[right. and — and so
there's no data... — absolutely no data that says you can't.
that's the ac- we've talked about that before.
that's that old, — pattern, of thinking, it's a habit. —
it's got nothing to do with reality. — and, — you like that
habit...? you hold on to it you hold it dear. —
not (when) I'm sure when you went to ACOA meetings you
recognized that habit...? [.hhh ]
[yeah, I-
(yeah- and — hhh u-
when you- are ready you're gonna make a choice,?— an'
saying — (that's a bunch o' cracker jack) { b u t the other one— the financial one. —
yeah! if my if heart's not in it. — an' I am just plugging
along. — — is that a good financial investment. { }

or should I - stop, an' wait. — — [and to-]
[well I — yeah, I-
(what comes up)
oh I wouldn't hav- I won't go
back — I know I won't-
how do you know.

I can't prove it, but like —
[(very soft)](never can't)
prove { }

the reason I- quit my job last time, (2.5)
was like I forced myself to go - at this point- was like I
— jumped — yeah, —
yeah, an' that's: — it's looking like
maybe wasn't a good decision. —

forcing yourself,? — (soft) (means that we can go when I
want) — and- what I hear you saying is I am making the decision that I will never go
back to school again. — it's now or never. —

((mumbling)){}

((sigh))hhhh, hh... it doesn't help me that's for sure, —

how is it — see:m — it doesn't help you ( {}

 doesn't have some appearance {} }

I guess it's because, — I always — u-uhm (4.0)
I have a hard time sort of maintaining — one course of

action at some level — jus' become difficult after a while

(yeahp, yep)

((very soft))hm. (do you want to-)

must be something that I always- I always thought it was
the: — situation I was in— wasn't me, { }

[(burst of laughter)]

[( )] yeah! I, — I don't, stick with
something that doesn't hold my attention. (3.0)
(high pitched)who have you stuck with in your life. (6.5)

[well, — I guess ( ) - too abusive an'
alcoholic ( ) — and used drugs ( )
- short periods of time ( )

— yeah. — so you've stuck-
with a- a certain life style. a- health conscious life
style.

w. don't think so.

mm, —

stuck with that! (1.5)

hehehhe(laughs) why,? —

why.

Yeah.

what do you do-

I wanted to— you know— have the energy to keep things — keep
pushing for — my goals (were — true) (2.6) I guess to be
free., of a lot of pressures. — from ( ) I seem to be
putting myself. —

(soft)a lot of pressure

mm! — so: u- and and — that goal of staying free of
pressures is that a consistent theme that you've stuck
with? — 'till now? -(3.5)
yeah but I always seem to put
myself in a situation where I can { challenge myself}

(soft)right,? right,?

and then what do you do— when you get into too much
pressure. (6.5)

quit, —

m- hm — so that's somehow saying hey but— the way
I want to live life, — is relatively stressful. — (2.0) and
I seem to be (wouldn't you say) I haven't abused myself in
terms of addictions to alcohol or drugs { }

but maybe my addiction— (in a sense) was putting constantly
(1.5)

[( )]

[putting myself- into a situation that is not, — for
me — and then, — abusing yself in terms of stress!,
CL: I've wondered about that like I thought about that - the same thing, it's like - yeah, an - you know,
CO: it's like where's the e - i - in- I don't know if I talked to you about it in the meeting ( ) where's the addictive pattern - what do I keep doing over and over again
CL: yeah, that would be (4.0) becoming dependent on people I think is - ( )
CO: well, an' then the same - thing would - I mean you come to school because (of the)
CL: mmhm,
CO: yeah, u- i - I just - you know I- I almost feel that's sort of (2.8) so where is that now I don't know if I wanna - hhh!
CL: mm h m - a: s, - stressed out as I have in the past - (but I used to feel pretty - )
CO: 'kay an' then an' what've you done - such that you want
CL: well, (hh)I mean(hh) the reason we- the reason being here it is the fact that- all my greatest fears (that I got) sort of occurred - and it's frightening, ( ) so there I am! here I am! you know?
CO: right,? - still alive,? (2.7) do you:, -
CL: mm, I'll survive: without,- you know like I'll survive,
CO: well then having someone there,, - but- it's easier looking at like. well what am I gonna do! - ( want to inside)
CL: - I don't know! -
CO: (whisper) yeah, - { many time
CL: raising this ) this- this period of time
CO: is the first time (you've asked )
CL: yeah, - I've always asked myself what I wanted but I never
CO: - I don't I've asked but I don't think I've ever- realized
CL: you're asking it differently this time
CO: [right,? - yeah,.- this time I really am - asking it- not
CL: just wondering it.
CO: y'know - wull, hh hh you know w- that's
CL: obvious you know- becoming rather rather blatant that's - that's something that a-ahng (4.0)
CO: well, it's like a lot of my reasons for doing things,, -
CL: have vanished. (1.7) or- no longer carry - weight,.
CO: yeah, I still have this sorta family thing I have to - it's like - u-u-ng th- I can I- can anyway- (work it out
CL: and still - the family,?- ya know,
CO: what do you mean,- the family.
CL: well, - you know,,
CO: ( ) you're staying with yourself,
CL: [it's like -]
CO: [what are you doing here.
CL: wull, (hh)I mean(hh) the reason
CO: we- the reason being here it is the fact that- all my
CL: greatest fears (that I got) sort of occurred - and it's
CL: frightening,, ( ) so there I am! here I am! you know,
CO: right,?- still alive,? (2.7) do you:
CL: =still functioning
CO: right,?- still alive,? (2.7) do you:
CL: yeah, - yeah but,
CO: still alive,, it's a lot=
CL: mm, I guess
CL: mm, I guess
CO: yeah,. -
CL: but
CL: an' that wouldn't be particularly nice if

I don't think what do y- what do you know about being
abandoned.

CL: ummm,? it's a- it's an un- sort of a scary
feeling,

CO: mm hm,? what actually happens
hm, (it's my )!

CL: hm, th- m- = [anyway]

and - do you have any proof that - if I- fall
through and do what they expect - I will not be abandoned
and I will not be lonely?

CL: no, I'm I'm (3.0) sort of coming
to th’realization that - you know - I hope- this one
(guarantees my )  ((chuckle))  - and- and
that's sort of a hard thing for me to accept ( )
((whisper))  [anyway]  - but you know there can also- there's a
guarantee: in that? - I mean there's the guarantee that
there's no guarantees!  ((snigger))

CL: which means!: that

CO: anything - carries equal risk of guarantee and no guarantee
hm, -

CL: hm,? - I'm mean everything- carries the equal chance of
either - being a success or failure. -

CL: I just keep thinking
to myself, wull, - if I put myself in this situation where-
I can operate on my- 20% an' still be functioning - you
know,? - I have a higher level - in terms of the success
rate. - (muffled chuckle )

CO: (guarantees my ) (chuckle) - and- and

(CL: (whisper))

CL: sounds like - as
much as I desperately - would like to guarantee -
( ) - but you know there can also- there's a

guarantee: in that? - I mean there's the guarantee that
there's no guarantees!  ((snigger))

CL: (giggles))

CO: «good night!», so what d'ya think,. - you lost
me there,.? so if I put myself in the situation where like I
can operate on like 20% [of my-]

CL: ('key but what do you mean by
operate on 20%.

CL: null, like,.? you know like this- u-u-uh-
be dead tired- just you know- just you know-

CO: [mm hm,? - hm hm,?

CL: yeah,? = mm hm,?

CL: [jus' to get the 'job done an' ]

CO: more:

CL: so it's like you got an 80% reserve
there,.? - that can work towards success but if I'm -
operating at some place where I have to put 80% out - then

I have only 20% to fall back on?

CL: and what if I need 30% to fall back on ( )

CO: (that is,?) so do you want to work some place where you
only need to put out 20%?

CL: I don't know,.? - I have to- have
to decide that

CO: (do you like that,?) what do you putti- what
do you put what-a: what was that's the percentage right
now. in [school]?

CL: [here you are at- [school. ( w- yo- )]

CL: I'm going half time- so I'm - [I'm-]

CO: [how much are you putting out right now.]

CL: [right. ]

CO: [(for) interest- [(loud)if you use that system.

CL: okay,.

CO: ( )

CL: uuuhmm = right now!- I'm putting
out about (2.0) towards school maybe: 40%- y'know - then

CL: I'm goin' half time-

CO: (do you like that,?) what do you putti- what
CO: what was what's the percentage right
now.

CL: ((muffled chuckle ))

CO: in 

CL: well- wull I'm only going hal-

CO: (for) interest- ((loud))if you use that system.

CL: [well- wull I'm only going hal-

CL: o:kay,.

CO: ( )

CL: uuuhmm = right now!- I'm putting
out about (2.0) towards school maybe: 40%- y'know - then

CL: I'm goin' half time-

CO: [how does it feel. -

CL: ( )

CO: wull, I 'm 't's like

CL: I-I'm up in the air right now,. like I'm- whoa! it's like

CL: I I'd sort of did this on=

CO: meaning: overwhelmed?

CL: overwhelmed.. with like all the- all the possibilities what
else I'm doing -

CL: m hm,? - and you got 60% in there,?

CL: retained - reserved -

CO: m hm,? - and you got 60% in there,?

CL: -I'm still (runnin')- I know I can -

CL: I I'm still cruisin'

CO: yeah,? - but does it feel comfortable.

CL: - I mean do you like working at 40% or 60%? or are you
wanting to work with 50 or 60,? or- go down to 20 or 80.

CL: (smirk)) I don't mind,- I was really bored I mean it was

intense- and it- an' I worked, well it was like a-
situation where ya had 10 - 15 or 20% early- afternoon,

CL: McKenzie for a government job it was like- hoopf! it war

INTENSE- like-. it was like- I was probably a low

point in my life! actually,- (that level) -

CL: so- working where you're at -

CL: at I'm,

CO: you're working at
which has nothing to get like it's at the point where I don't know if it's like - if I everything seems really easy, an' this is - it's just I really blow it out of proportion feel easy, is simply an indication of - of - the fact that we're doing things that come naturally to us.

things that 20% with 80% reserve - was too intense, - - feel easy, is simply an indication of - of - the fact that we're doing things that come naturally to us.

CO: mm,

CL: I mean easy and hard are false words in a sense.

CO: yeah, ( )

CL: what do you wanna do!

CO: (sigh) (chuckling)

CL: mm! I see you - checking the clock,?

CO: (chuckle)

CL: geez this'is gonna be another hour where I

CL: haven't come up with a magic solution.

CL: yeah,

CO: what're you gonna do.

CL: ( ) uuhmm

CO: mm hm,?- mm hm, -

CL: - u-u-umm - I left all my options open -

today

CL: mm hm,? - Txxx you always leave your options open -

CL: m hm, (8.0)

CO: ( )

CL: you've got- 15 minutes

CL: [(loud laugh)])

CL: [left here- how are we gonna spend that time. - what would be something that would - where- when you left here ( )] what you wanted to do. (3.0)

CL: uuh -

CO: ( ) trying to understand - keep trying to understand getting down to the process of trying to understand -

CL: there's no such [thing as trying to understand]

CL: ( ) sm

CL: I just - whole thing seems, - um,-

CL: - what do you want, - I mean, trying to understand is is a nice phrase, - you are-you've got lots o' understanding,- what do you wanna do. (4.2)

CL: [thought (well- )]

CL: what you wanted to do. (3.0)

CL: ( )

CL: you go and-

CO: ( ) maybe I just want to sit and - go around understanding. [( )] mm I see you- checking the clock,?

CO: ( ) (7.0)

CL: (the rest of the tape contains guided imagery and both the CO and CL speak very softly))

CL: just close your eyes for a moment - and just - see if you can have some picture of yourself - somewhere on this road that you're travelling (3.5) see if you have some sense of
- (you are and uh-)
- (lots of things around - a strange (river) - (what's this) imagine yourself
- ( ) - (rolling (country road
- ( )
- just stay with it (just pretend)

CL:

CO:

CL: (I got my)

CO: (see ) - a wooded area

CL: (just ( ) here on this country road (2.8) just

spend a few minutes (quietly going back)

CO: (some talking by CO, then silence) (54.0)

CL: (rolling around the road for a while ((giggle))

CO: mmmm,? what d'you see.

CL: ooh, (it's very peaceful place,?-

CO: what dl- d- describe what you see,- what kind of terrain -

CL: uuuhhhmm (2.0) an area 'at's - very: wooded- m hmm,? -

CO: m hhm,? - m hmm,?

CL: th'only person there- is- me.,

CO: mmmm,? now as you walk down,, what (are you looking at.)

CL: I'm always thinking what am I gonna do. what am I gonna do!

((chuckle))

CL: what you see. -

more ( )

CO: m mm?,? - is it a- straight road or- curved or is it wide,?

CL: or narrow,? or (9.5)

CO: mostly straight ( )

CL: m hmm,? -

CO: ( ) walking,? or running, or ( how are you)

travelling ( )

CL: just strollin' along

CO: m hmm,- you're just kinda strolling along this road and - no

uhng- side roads or exit points ( )? -

what happens if you turn around,, (4.0)

CL: m mm,- (no exit points ) -

CO: mmm,? straight road again,? - come - along a straight road,?

CL: (vegetation

CO: hmm, what kind of vegetation

CL: null, (it's ) (3.0) same - {

small ( ) trees,?

CL: m hmm,? - m hm,?

CL: how far can you see each direction.

CO: how far can you see,. (2.5)

CL: can't see very far at all!

CO: mm hm,? (and would you like to run,?)

CL: just- the regular forest a big thick forest ( ) -

CO: (see )

CL: K-ort of walking around the road for a while ((giggle))

CO: mum.,? what d'you see.

CL: ooh, (it's ) (3.0) same -

CO: mmm,? - m hm,?

CL: that's quite a hesitation! ((giggles))

CO; ((some talking by CO, then silence)) (54.0)

CO: always feel distracted.

CO: no,, ( ) ((sputters}) ( thoughts)

CO: (okay),- moving along the lane but not a lot

of tension (coming through ) (3.5) keep going,? (14.5)

pay attention to how you feel on that (5.0)

CL: slightly bored

CO: slightly bored. - mm hm,hm, m- (3.5)

and - you're looking around ( )

CO: (soft speaking by CO - not possible to hear) (14.0)

CO: (stop working )

CO: (soft speaking by CO - not possible to hear) (29.0)

CL: m- I can see farther ahead - ( )

CO: mm hmm,? but more- more distant, ( )

CO: (soft speaking - mainly CO - difficult to hear)
Interview #24.

CO: put my water here, - so how are you doing.
CL: really good,. I'm really s-sorry for missing that last one
I had last - meeting with you but - i'm actually doing
really, really well.-
CO: (you're makin' it,.)
CL: yeah -
CO: (very soft))oh good,. uhm- little problems
with my - communication [skills. - and]
CL: [mm hm,? that's right,. the
last time we- talked,. you were looking at- objective four.
(and { }) I
wrote up (pieces of) communication and
I- handed them to her, - she
wants me to do more,. - so
that's why I had my ( )
CO: and- feeling like
you're getting- from - her some ideas
CL: [yeah,]
CO: [i mean what you
nee' do differently,]
CL: yeah, she she really umm (2.0)
pointed out a- a major error that I tend to do, - and
that's getting to the meat or the problem,? before really
- i- u- getting the - the client to umh- express their
feelings,? (2.5)
CO: something, okay,? (claps) - let's go,. eh?, - so when
you try, to step back and let them-
CL: I really haven't had a
pure- opportunity to - ahm- like you have to ( )
when you sit down and have a real deep- conversation with
somebody and their problems and this and that - but umh - I
think what I'm gonna do,- and I don't know how she'll take
this and hopefully she won't find out is - is tape a couple
of conversations,? that are taken from the same person,?
mm hm,?
CO: and sort of- integrate them- into one, -
CL: so they- l- snatches,. through[out.]
CO: [yeah,,]
CL: [yeah,. yeah! because I
think that -
CO: I think that's okay!,
CL: it's not- I mean
nursing is not like counselling where you sit down and say
okay ((claps)) let's talk!,-
yeah, -
CO: the- the talking -
CL: yeah,,
CO: it's no less valid. -
mm hm, -
CO: - and- really umh -
CL: my sense is that a lot of what objective four is around is-
saying okay- when there are those moments,. (2.0) how do I
make the most of it.-
mm hm,. (2.2) I walked in on one-
one, - patient., - she was- she had her breakfast in front
of her and she wasn't eating,. - and it- i- she had an
() half an hour and I went up to her and she
said are you finished with this and she locked up at me and
she started to cry- so I started to cry,. i had no idea
why we were crying!, ((giggles))
mm hm.
CL: m hm,? but were you okay with that.
CO: I was okay with that,. - I I- closed the curtain- y'know so we could have some
privacy - and-dum - i- I messed up again I went in and said
- you know why are you crying,. I mean is that wrong,. -
CL: aahm- it's not- - wrong.,- it can be better but it's not
bad.,
CO: yeah. -
CL: yeah. -
CO: I mean that's at [least sort of saying.]
[y- you see my- I mean u- it's
CL: [yeah.]
CL: [al- it was almost silly for me to say well you seem upset.
mm., you know. - course she's upset. she's crying,. -
CO: yeah again,- the wh- are you crying is a - can be, well
just because. -
mm hm,. - [closed in depression.]
CL: [you know ra-
yeah., it's
it's sort of a - i- 's a half opened, - you know that -
doesn't uh- but- but again sort of- that- e- being able to
say why are you crying,.? or tell me why you're crying.-
what's- tell me what happened.-
CO: [it's that's not it's not ( ]
CL: [mm. well anyway,. ( ]
CO: I didn't like how I said it but we got [(along )]
CL: [yeah.,
CL: and um
CL: I think that the,- the hesitancy we often have
around why is it takes a kinda well just what,- what- the
hell's wrong with you.,- why are you crying, you know that-
kind of connotation. ((soft))so it's how you say it, - too.
CL: well I was- I was mu- she could almost see it in me too.,
now I- really got close to this lady and I-- I like I said I
almost started to cry --

CL: (m hm., um - my first thought
is, oh she's not feeling well. - 'cause she didn't eat her 
breakfast.

CO: (m hm., but that was totally wrong. and- and I

did observe

CL: and again, there's that you jumping to a

CO: conclusion, right,?

CL: I did it silently and I did- you

CO: know., - w- why are you crying., and- she just kept

CL: crying a bit and - I sat beside her and- touched her and- comforted her and stuff - and she looked up at me and she

CO: says I'm still in the hospital and my brother's coming - out - from back east to see us and I want to be home. - you know., so, (3.0)

CL: so then what did you say,--

CL: (um,)

CO: (what did you do, (2.0)

CL: they'd be sad and upset (3.2) that they can't be a part of

CO: the fun that's going on at home., - ( )

CL: angry,? - so um, - what did I say to her, (2.0)

CO: (you're gonna hit me over the head with) what I said to her

CL: - do you think they'll come up and visit you,?

CO: (?)

CL: she said she didn't know. (2.2) and- a few other topics came up and- before I left

CL: (what did you do, (2.0)

CO: ( )

CL: ( )

CO: ( )

CL: ( )

CO: ( )

CL: ( )

CO: ( )

CL: ( )

CO: [mhm,]

CL: ([sigh]) - that's jumping to

CO: the- to the- to a - to um, - dealing with it, - you know,?

CL: okay,? - so what would have been a better thing to say, -

CL: I'd um - focus it all on her, hap-

CL: you know,? - what would you like to happen or- how would

CL: you (1.5) like for this to happen,? sort of thing

CL: again you're jumping ahead. - happening is ahead, right.?

CL: okay., what's happening right now, - [( )]

CL: [focus on her feelings.]

CO: yeah - yeah so - so if she says well, you know

CL: ( ) still in the hospital and my brother's coming out ()

CL: what could you say to help her.,

CO: you must feel, (.0) really sad and lonely., - and-

CL: ( )

CO: (I that you might listen

CL: probably would have nodded her head and (3.5) and said I

don't like being here. I wish I was at home ( ) family

CO: just being able to express some feelings (3.5) (so, )

CL: then I got my progress notes back after that and I - and I

CO: thought to myself, - she didn't express her feelings and if

CL: I'd ( didn't - encourage her to express her feelings (at

CO: you see I- I understand your frustration right now!, -

CL: but also one of the good things is you're- you're now

CO: recognizing, - what you say when you blow it, or-

CL: when you should get hit. (giggles) [(giggling)]

CO: [or I should - ball

CL: you out over whatever it was you said, - but you're

CO: recognizing very quickly, - whoops?, that wasn't right.

CL: yeah, - mm hm, - but you know, - it's really funny I was

CO: at work last night - at my totally different work and I was

CL: doing it, - practicing you know and I thought oh, boy.

CO: (laughter) you're getting really good at this. you know-

CL: I was practicing on -

CO: [(on )]

CL: [on- staff and residents. yeah yeah-

CO: well that's a good idea. I mean you- you feel much less

CL: mm hm.,

CO: it's easier to take the risk- you
don't have to write progress notes (after buying coffee)

CL: it was, - I ( - [ ] one this particular fellow who

CO: was just- so psychotic.

CL: mm hm,

CO: and uh - I really - played

CL: [{

CO: [how do you how do you stop yourself., - when you're on the

CL: ward - from doing [all sorts of other] work.]

CL: [I don't know

CO: what's the - as you walk in- to the- whatever you had on

CL: Friday,-

CL: mm hm, - I don't think, (2.0) anything is scaring

CO: me from doing it., it's just - {

CO: [well not being scared- I

CO: how are you stopping you[ ]

CL: [yeah, - my opportunities

CL: (2.3) I mean I was sitting down at - at work yesterday and

CL: had nothing to do whereas- I've got - (a lot) - to do on

CL: the floor at the hospital.-

CO: and if I've got a lot to do,
then I can't do this,? -

198 because - I can make time, -

199 it's also one of the things

200 to do.

201 CL: yeah. -

202 CO: how could you make time, - to ensure,

203 (1.5) that you give time to the clients. -

204 CL: well - I am -

205 setting up myself a time - management sheet.

206 CO: mm hm,?

207 CL: if I gave myself half an hour here just to talk-and half

208 an hour in the later part of the day to talk. (2.0)

209 CO: yeah,.

210 CL: but I had these boo- mm - lined up and we had

211 visitors in and (they'd be sleeping in) and- unfortunately

212 the- w. didn't have any - (hit) - so -

213 [and I had a whole]

214 CO: [all right,- so what do you do with the two weeks ahead of

215 you. (2.5)

216 CL: I had a - a great,, time, - having a conversation with one

217 of my - patients taking stitches out of him. - you know?,

218 'an' it - and I did stop - doing it, -? - because the

219 conversation really got - a little heavy ((chuckle))

220 (that) you know [he needs my full attention.]

221 CO: [[{ ]

222 what do you call a heavy (?)

223 CL: he was talking

224 about- uhm - his wife having to be put in a nursing home,-?

225 CO: mm hm,?-

226 CL: and - I - sensed (3.2) ahm - he was getting really

227 upset and I thought well I'll- I'm gonna stop and give him

228 my full attention. -

229 CO: [(very soft)]this is really important

230 CL: [getting stitches removed ( ]

231 CO: [mm hm.]

232 I thought

233 I did - really well at- in the heat of the moment- uhm -

234 as I- looked back on it- just after I did it.- I thought-

235 well that wasn't bad., ((giggle)) you know., - then I

236 handed it in and again I had jumped- to (conclusion) - to

237 help him rather than help him help himself. this was- to

238 [[ ]

239 CL: [still rescuing,-]

240 CO: yeah.- I'm still rescuing. -

241 CL: what happens for you,- if you don't rescue (him), -

242 CO: the only time I don't think I've ever really rescued was

243 last night at work and I felt really good I- u- mind you I

244 don't think (2.0) I ( }

245 to accomplish anything- or was I out- just to practice,

246 as terrible as that sounds,, but -

247 CO: { perhaps other skills }

248 CL: yeah., ahm- this woman was- super super psychotic. so - I

249 think I was just out for the practice. she was really

250 annoying. too she was real- being a real bar and I guess I

251 was - sort of - helping her - you know. while she was being

252 such an annoyance to everybody else by asking her the

253 questions I asked her., - but - at the end of it I really

254 really felt good,, -

255 CO: how come., -

256 CL: I really believed I? -

257 CO: did a good job of helping her., - I guess- she did sort of

258 help herself because she says you know it's not good to be

259 an annoyance to the - ( ) little kid., and

260 she was - really being annoying to the ( ) and-

261 by the end of the conversation she says, well I don't want

262 to be like that anymore. I said well that's good,- because

263 you know it's not right and I know it's not right and so-

264 (talked like that an') - and throughout

265 my, - my asking her ( ) questions and why an'-

266 CO: so- in that particular situation you saw your role as -

267 CL: getting her to realize.]

268 CO: [yeah. -

269 CL: mm hm., - it was [funny,-]

270 CO: [with the man,- and the stitches,]

271 CL: yeah.

272 CO: what's your role,. (2.3)

273 CL: he was talking about his

274 CO: and I had all the- (material) - the same - help him

275 help himself.

276 CO: but at the moment when,- m- 'cause my sense

277 is that it's like when- y- when you feel like I've gotta

278 do something,- we talked about this before! and then I've

279 gotta do something,. - other than listen.,? - you don't

280 count- 1-listening as doing.,?

281 CL: mm hm, (3.5)

282 CO: it's your sole - primary role at that point,. (is )

283 ( ) (3.0)

284 (it depends on)

285 CL: [you're asking. aren't you. ((laughing))

286 CO: uhmm - I'm not quite sure what you're asking me.

287 CO: well, (2.8) you're saying yesterday, aren't you that the

288 only thing,. - that this guy, that this woman was psychotic,

289 there's not much I am going to be able to do.-

290 CL: mm hm, -

291 CO: I might as well just get her,
Talking to him I - in the heat of the moment I thought well I (your own; you know (giggling)) yea me.

I really felt for him. (I really sort of thought- and I wrote it in my - my (notes. as I was writing I (I) don't know if this is right or not but I'm going to write her a little note. that my intentions were- really sincere for this (problem). -

what were - what were your intentions,. (I) well,. - he was really really upset and I thought - I could do for him (chuckles) you know - you want to do for him, mm hm, you know mm hm, - yeah,. - your intention, the part that's getting me into trouble here is your intention is to do - more, mm hm, - that's really not helpful. - for either, -

and until you start to recognize. - the best thing I can do for him is- to just let him, - well to- to be able to struggle, to express, to sort out- on his own, either- the best thing I can do for him is to not- do. that's right. -

ya need to- plaster that across your note pad. in the morning (5.0) but that's a real hard one isn't it

it really goes - deep inside. - I've got to do (for him) (3.0)

I (over)think- (}
can't go see her until he goes and sees the doctor and I
guess - apologizes or - the doctor looks him over and sees
that he's okay, he's an alcoholic and ( ) - so he
was really apprehensive about having to do that - and he
was taking a friend from the - Salvation Army from Nanaimo
to go with him. - I just- you know

CO: yeah., [what- what was]

CL: didn't think of it ( [ ] )

CO: [well what were you dying to do

CL: though. - I mean there again is like what you really want
to do is.,

CL: get his wife better and out of the hospital.-

CO: [how are you - how are you gonna do that.]

CL: I mean that was - the down- that's-

CO: [totally being unrealistic, totally being
unrealistic. - she's- she's- in a
home.

CL: mm, (3.0) so when you recognize that I can't make it
to do you,. -

CL: mm hm, what starts happening for you,. -

CL: I don't think I've ever really - asked myself that
question ( ) to begin with. -

CO: {{(very soft))it's a good question to start asking
ourselves - you know {{(louder)outside the heat of the
moment as you call it. - and when you recognize as you're
beginning to recognize that there's a lot of things that I
can't fix. (3.0)

CL: I can't., - but what I can do is help him - express his
feelings., - and that's-

CO: there are some things you can't
do. -

CL: that's all you can do., (3.0) is help him express his
feeling,? - basically,? -

CO: are you asking or telling,.?

CL: asking. - ( )

CO: would you say, (3.0)

CL: that's what - I should be focusing on. (7.0)

CL: is that right? (giggles) -

CO: do you want to be rescued

CL: I- I believe I m- almost sort of have-, my communication
skills., - down pat and I'm just- verifying- to make sure
I'm right., - and so with helping a - patient - in
circumstances like the ones I've discussed with you - uhm -
sort of just help them build their feelings because -
realistically I can't help them with- their problems. (it's
beyond) - so just- ( ) their feelings basically.

CO: - there's two people in the ( ) communication

CL: mm hm,

CO: ( ) and you know- intellectually

CL: that is the right thing to do! - the other person
involved in this whole thing is ( )

CL: mm hm, -

CO: and maybe we need to look at that piece of it too. -

CL: okay.,?

CO: and what happens. - ( ) yes intellectually

CL: you know.,? but- gee! all I need to do is- stop taking

CL: ( ) - explore.

CL: and it's done. - all I have to do is help. all I have to do

CL: is help them explore,-

CL: and that's real difficult. -

CL: mm hm, -

CO: and- that's what I'm interested in looking at and I think

CL: ( ) how come it's difficult (for ) to look

CL: at - what happens for you!, - when you get in that heat of

CL: the moment,. -

CL: m hm, -

CO: what's - what's the feelings for

CO: you! (7.0)

CL: I don't know! - nothing major don't think?, -

CO: well- that's why we need to do some exploring! right?

CL: (chuckling))

CO: um-

CL: it's not just his feelings that need to

CL: (giggling) he looked at,. (4.8)

CL: I'm not going to get - sincerely,- well I shouldn't say
that,. I mean I do but - I'm not going to go home and- and
cry for weeks about it.- you know - so it's not - life
threatening to me or whatever,. but uhm - in the heat of
the moment,. - you know I don't like seeing people down

CL: and- and hurt,? -

CO: what happens when you sit somewhere- by

CO: yourself,.? - what comes to mind as you ( )

CO: (soft))I want to help ( ) help themselves

CL: (giggle) no., - ( )

CO: what do you feel in that,.?

CO: ( ) joke about that ( ) (3.0)

CO: let's just go back to that one, - maybe just close your
eyes and then just describe what's ( )

CL: (I don't think like that) I don't- ( )

CL: just sort of uh - uhm - (wants to talk so)- doing a
procedure (here talk) (2.3) I don't-

CL: remember my feelings I don't- think they were really that -
CO: ((very soft)) (starts to talk.

CL:

CO: he said- he said to me - I guess you heard at the night nurse. (2.8)

CL: ((very soft)) the conversations - I those two conversations I did the same with them I took - bits- and put them together. (5.5) that way - I can't get back to it.

CO: what's going on. (4.7)

CL: ((chortle)) - I'm getting them mixed up here. - what's going on. (4.7)

CO: go back. (2.0) to the last conversations and (4.0) bet you've tried to do that a million times. (5.0) not much (3.2)

CL: hh you said. (how)

CO: (have we got) questions. - and (how) let's focus on that. let's figure out what I gotta do.

CL: here. yeah.- meanwhile they're right, they're gone

CL: [and that's part of - when I said how do you stop yourself.-(smacks fist) that's part of how you stop yourself.-(smacks fist)

CL: - you start going on that list. -

CL: steps - yet, - I think. - (to up any) - I wasn't in that - that- position last night. - (you know I wasn't.)

CO: [mm, mm, mm, well]

CL: what- what [position ]

CL: [I was hearing what she was saying, - and it was a lot of jibbering and - (

CL: [mm hm,]

CL: I I - I sort of knew what I was going to say next,?- and they just- s-sort of- came out,? and came out,? - for some reason I'm not doin' that in the hospital and I just don't know why, -

CO: well I think what you are doing is that you're - uhm critiquing before you say it. - you try and figure out if it's right.,

CL: mm hm. (4.0)

CO: you know we've talked about - the danger of jumping so quickly to the judging,? mm hm. -

CL: either with other people.?- and the doing.?- and the okay here's- I've sized this all up and figured out what to do and away I go., - or on yourself. - it's a real hamper. -

CL: mm hm! ()

CL: I don't even have to say anything. (4.5)

CL: I've tried to s-sort of- stay away from that. you know ( clinic) when - the times get too silent- you know - for too long. -

CL: what happens [when you're doing that]

CL: [she's waiting for me to say something.

CO: no. - you think she's waiting.-

CL: I'm - I'm thinking oh what can I say now- what would be an appropriate thing to say no:w. [((giggling))]

CL: [who says there is anything that you have to say.]

CL: the silence goes on for so long and she's like- looking at me.-

CL: [she's waiting for me to say something. how do you know. -

CL: just the look in her eye. how do you know. -

CO: you conclude - about her. (3.5)

CL: I don't understand what you mean by that.

CO: mm,? did she say

CL: I'm waiting for you to say something? no. - [no,?]

CO: [no,? - so who decided- that she was waiting [for you to say something.] [well you get that feeling of]

CO: of- between two [people.]

CL: [you get it. - you make it. - you don't necessarily (know).- but that's what's happening- right,?

CO: it's that - you start real quickly feeling I've gotta do,

CO: mething here,- it's getting too looing., - it's too silent., mm hm,

CL: mm hm,

CO: what would happen if you wouldn't say
anything. -
590 CL: we would've sat there. - (chuckle) for days.
591 CO: [how do you know, - um I don't know, but, -
592 CL: well what if you had, (2.0)
593 CL: just sat there?
594 CO: yeah,. (13.0)
595 CL: it- it was - a feeling I- sort of knew I had to say
596 something. I- I can normally feel pretty comfortable in
597 silence. - but-
598 CO: [there's a point,]
599 CL: [that there is a point,]
600 CO: [at which you feel that]
601 CL: I've got to jump in.
602 CO: [that there is a point,]
603 CL: I think - she was pretty, well not that I know for sure,-
604 but-
605 CO: right,. (4.0)
606 CL: as human beings you can sort of feel it though, - don't you
607 think so? (2.5)
608 CO: you create how you feel,- and you create it - through
609 what you- assess- the situation to be,. - (I have this)
610 CL: [I don't know if it was- for my comfort ( only)- but-
611 I think - she was pretty, well not that I know for sure,-
612 but-
613 CO: just sat there?
614 CL: yeah,. (13.0)
615 CO: do with her, but for my own comfort. - (I have this)
616 [feeling too]
617 CO: [I don't know if it was- for my comfort ( only)- but-
618 I think - she was pretty, well not that I know for sure,-
619 but-
620 CL: it's -
621 CO: we- from what we've talked about, often we sense what for
622 you is, - this calls for action, - mm hm, - I know that,-
623 CL: [(giggling)]
624 CO: yeah,. - yeah.
625 CL: and then I understand and
626 I believe it now that it's wrong.- so
627 CO: there's that lag time,
628 CL: [((giggling))]
629 CO: [where I still do it,-] yeah,-
630 CL: because- it's uncomfortable for me- to not do it. - it's
631 uncomfortable for me to not ( )
632 CL: yeah,- [( )]
633 CO: or to not do it. - it's got nothing to do with the ( )- and
634 that's the part where we say let's look at what's in it for
635 CL: [mm!]
636 CO: you! - you know- where is that discomfort, - and what can
637 you do when you feel uncomfortable.
638 CO: what's a way of helping you - feel more comfortable - so
639 that you don't - (jumping - into ) (2.4)
640 CL: just knowing that - it's not gonna to help them,. - has
641 helped a lot.- (I mean,) - you know I'm- feeling we
642 should really - review that. because it
643 CO: [mm hm- mm hm!]
644 CL: 
645 CO: [mm hm, -
646 CL: in the blood,. ((giggle))
647 CO: [mm, no,. it's not in the blood.
648 CL: [((giggle))]
649 CL: [(groan)] blood we have less
650 CO: chance of doing something about- let's let's imagine that
651 you're sitting there with this person. and it's real quiet.
652 (4.0) it's really quiet (5.2) she may start to cry,. -
653 (and you)
654 CL: do you have to say something,? - you don't have to,. -
655 CO: oh it's okay to cry, - you can cry,-
656 CO: (every soft))what happens if you just sit there. -
657 CL: I'll start to cry? ((giggles)) I know,. - and-
658 CO: just in just- u- in fact let's just- just sit,, here. -
659 and just- watch what goes on.,
660 CL: m hm.
661 CL: mm ( ) - (she's )
662 CO: mm ( ) - (she's )
663 CO: she wants- to be silent,? - what's happening. ( ) -
664 CL: I'll be silent,.? - ( )
665 CL: it's time to be silent,.? -
666 CO: ( explains ) -
667 CL: I get thinking to myself - I wonder what she's thinking.
668 (10.4)
669 I (5.2) I don't know - look at her,.? - I don't stare at
670 her,? - I look at her -
671 CO: mm (2.6)
672 CL: [em (3.1)
673 CO: I wonder what she's thinking. (13.0)
674 CL: I wonder how she's feeling now,. (15.4)
675 mm (2.0) ( quite sure ) - I often-
676 think- when we're in silence that um (3.8)
677 (I makes me) - this uncomfortable for her,? -
678 CO: ( ) uncomfortable. (3.5)
679 CL: I don't feel I'm uncomfortable,
CO: (a friend),? - is she still
CL: (a little). (3.2)
CO: maybe a little.,? -
yeah, (7.0)
CL: (3.4 mmm, (chuckle)) I ( ) that's what I'm
thinking: and feeling: when I'm sitting there silently-
I hope this is (working) - ( )
(4.0)
CO: ( )
CL: pardon,?
CO: (what's happening with ) (8.0)
CL: (a point) I stop thinking,. (24.6)
CO: I find this - sitting in silence maybe - a little tiring,?-
CL: (to thank you) (4.0)
CO: (save your efforts ) ((chuckling))
CL: (can I think) for a minute?
CO: m hm! - yeah, 'cause you sit in silence and you're going like crazy
CL: (mm hm,]
CO: (y'know like this is really ( - and at the same time holding) yourself back (5.0) (this likes me,,) (2.1)
CL: (and keeping)
CL: ((sigh)) (15.0)
CO: just - ( mention you sit) (3.0)
CL: (8.0)
CO: I find when I sit in silence. - I focus on - things (that are here?) -
CL: m hm- okay. so - you dress her.,?
CL: (something I'm not) - (standing)
CO: (makes you think) ( )
CL: really feeling uncomfortable ( )
CL: m mm,? - mm (4.0) that I'm taking it for granted that everybody feels uncomfortable,? (laughs)
CO: okay, - alrighty - ( )
CL: course not. ((giggles))
CO: yes you are:- y- you're assuming that everybody feels uncomfortable. ( ) (5.5) if you feel as uncomfortable as you stated,, -
CL: (I don't feel uncomfortable)
CO: ( I just don't like staying with other people -
CL: 'cause what's gonna happen first of all.. (5.0)
CO: we- at the moment what do you -
CL: well, what do you
CO: think's gonna happen. - ( stare ) (5.0)
CL: ( happen) (3.5)
CO: m my mother used to say- it's not nice to stare!, (laugh)
CL: well if you stare- what's gonna happen. - what was the- the follow-up sentence [on that,]
CL: [(giggling)]I don't remember.
CO: ( )
CL: ( )
CO: (very soft)) ( ) (3.0)
CO: (if you listen to stories). (12.0)
CL: ( )
CO: ( ) (4.0)
CO: if you could see- inside her - what is she thinking- and what does she feel,. (3.7) { } (unintelligible)
CL: (what are your thoughts ) when I stare at Mrs. Jxxx ( ) ( ) (she's)
CL: uncomfortable, ( ) ( )
CL: if Mrs. Jxxx gets uncomfortable (3.5)
CL: she'll develop anxiety,-? - when she develops anxiety -
CL: ( ) - then (8.0)
CO: Mrs. Jxxx gets anxious ( )
CL: (unintelligible)
CO: hold back.
CL: it's not my problem.
CO: what happens (to you) if Mrs. Jxxx gets anxious. what's
CL: she's - ( ) (11.0)
CO: she's - ( )
CL: (it's very hard isn't it,. it's very hard to pull that back to yourself. and look at what's going on [ ( )]
CL: (it's not going to bother me. - ( up tight) -
CL: she gets anxious. -
CO: this is just if I stare at Mrs. Jxxx
CL: and she gets anxious then that means, uh, (7.0)
CL: (unintelligible)
CO: hmm, - I mean it just strikes me today you know it i- it just when the ( ) come together to me - that that's part of what's- what's real hard in looking at- at feelings.- it's often hard to - to (chew on) yourself rather than the other person,-? (that I wanted) - how you frame yourself has a relation to the other person.
CL: mm hm,?
CO: so then - to switch it around! - and not see that other person framing themselves in terms of you is really hard.
- I must be real integral to those other people. - when in fact you're not. - I don't - quite understand why you said that - well, - and let me see if that - 'cause it's just - coming ( ) but what I observe in you Wxxx is that whenever I asked you - you know what are you experiencing - (right.)

CL: I don't - quite understand why you said that - CO: well, - and let me see if that one - 'cause it's just - coming ( ) but what I observe in you Wxxx is that whenever I asked you - you know what are you experiencing -

804 CO: you know would you - in the same way, - when you stay silent, - what happens to Mrs. Jxxx!

811 CO: I'm the only person who ( ) unfortunately we don't have - the ability to effect that we - arrogantly think we do. - mm hm. (7.0)

851 CL: mm hm. (7.0)

860 CO: I'm not - mm hm. (7.0)

861 CO: I'm not e-e-e entire.

862 CO: yeah, - mm hm. (7.0)

863 CO: I think that's something to just observe here -

864 CO: that - uh - my sense of what you saying ( )

865 CO: the same sort of dimension is I go in there, - someone starts expressing either uh verbally or nonverbally (4.3)

866 CO: I start feeling something, -

867 CL: mm hm?

868 CL: mm hm?

869 CO: mm hm?

870 CO: mm hm,? -

871 CL: mm hm,? -

872 CO: mm hm,? -

873 CO: mm hm,? -

874 CO: mm hm,? -

875 CO: mm hm,? -

876 CO: mm hm,? -

877 keep going,?

878 CO: mm hm,? -

879 CO: mm hm,? -

880 CO: mm hm,? -

881 CO: mm hm,? -

882 CO: mm hm,? -

883 CO: mm hm,? -

884 CO: mm hm,? -

885 CO: mm hm,? -

886 CO: mm hm,? -

887 CO: mm hm,? -

888 CO: mm hm,? -

889 CO: mm hm,? -

890 CO: mm hm,? -

891 CO: mm hm,? -

892 CO: mm hm,? -

893 CO: mm hm,? -

894 CO: mm hm,? -

895 CO: mm hm,? -

896 CO: mm hm,? -

897 CO: mm hm,? -

898 CO: mm hm,? -

899 CO: mm hm,? -

900 CO: mm hm,? -

901 CO: mm hm,? -

902 CO: mm hm,? -

903 CO: mm hm,? -

904 CO: mm hm,? -

905 CO: mm hm,? -

906 CO: mm hm,? -

907 CO: mm hm,? -

908 CO: mm hm,? -

909 CO: mm hm,? -
if you can catch, yourself, and just simply say, - boy

I feel really uncomfortable- but I'm just gonna stay

hm.

I'm not gonna rescue myself,-

m hm.. (4.5)

I'm not gonna - put some words into this silence., so it
doesn't

tape ends))
Interview #25.

CO: {say anything} you're having a - a period as well
4 CL: it's just been building up- and do you remember I was
talking [at the time before, - okay that was about-]
5 CO: [yeah. yeah.
7 CL: marriage breaking up and-
9 CL: [fine. that was resolved, - and
that was gonna happen. - you know -
it happened.- sort of thing - right.-
12 CO: [it's been left ( ) yes I remember running
into you at some point [(and you said that. ) ]
14 CL: [right. you know and u- and
that- that was okay but then since then.,? - it's just been
one thing after another after another and I'm startin' to
think -
17 CO: [( like this.)]
19 CL: [am I:, - making mountains out of molehills, and
then I think noi;? - [because: ( ) ]
21 CO: [these are mountains. (chuckles)]
22 CL: there have been some mountains. and then - am I being
silly with respect to - uhum - am I making it mo:re, (1.6)
than I think it is.,?
25 CO: [yes:]
26 CL: [and then I think - no.,? - it- I
mean there have been a lot of things happen which I I like
to think yes they've happened in the past, - but then as
29 CO: [{they've happened,}]
30 CL: [soon as I resolved that an' okay- now we can get on to
life again - something else has [happened! - and it's just-
32 CO: [{yeah, - yeah, - mm.}]
33 CL: =like - now- now the major think is is- I've got 12 days
up to my clinical.
34 CO: mh hm?,=
35 CL: [on which I'm no- I'm not doing
as well- as I could be, - although in the respect I also
know I'm doing better than other people
right,]
39 CO: but my
41 CL: absenteeism - has been- yes! I u- I wouldn't have been
particularly good - if I'd gone to th- school the days I've
missed [{ }]
44 CO: [yeah.,
45 CL: in this practicun I've missed two
days., and I had to leave early last week 'cause -
47 CO: [my son got sick,]
48 CL: [your son got sick - yeah.,
and then today - Mxxx phones up
last night- I ( ) the night - and so it's-
50 CO: {son. } my {grand}son. yeah.
52 CL: [yeah,- yeah, - yeah.,
54 CL: so I've missed two full days and -
55 CO: and
56 CL: right,- and so it's like how do I - keep going and at the
same time deal with a lot of the things that I n-now have
to [do!]
59 CL: [yeah!]
60 CO: and u- Mxxx you were saying also that your
father was very ill? that he'd had surgery,?, is it -
62 CL: can I uh- tell you what's happened since -
63 CO: {
64 CL: [well yeah. even just in
65 CO: the last few weeks 'll do?,
66 CL: well, it's it's just like.
68 CL: just a l- I mean I know I can do it- under normal
circumstances but since
70 CO: [ ]
71 CL: January February in what is absolutely - uumm - uumm
72 CO: ([whispered])distraught -
74 CL: totally,- and I was just- I
phoned all- sorts of counsellors and all of them said well
we can help you Mxxx get over your - separation so that was
f- - u -
76 CO: [{ yea:}
77 CO: [I could deal with that. there was a problem. Mxxx
80 CO: [yeah,]
81 CL: [how am I getting overly aggressive.- uhhm -
crying for his Dadda,- just being a horrible little boy!- -
and - so that was that - and then January 23rd my mother-
got taken to the hospital my father and my - sister,
because- they found her- literally crawling around-
rolling her eyes- on the floor it turns out that she: -
had uumm - a (valium) alcohol abuse
88
89 CO: mm hm?, -
90 CL: [yeah,]
91 CO: [in the first stages of cirrhosis and- she'd kinda mixed the
two of them together and- with bad results. - that is more
or less resolved now. - okay. but that was a start.- then -
a week after that- Mxxx was - that's my son.,?
95 CL: mm hm, m mm, m mm,
96 CL: was poking- my dog!- in the wrong spot with a poker saying
bad bad bad bad, - he got bit., - and we had to spend time
missed a clinical day because of that -
CO: ((whispered)) actually
(normal volume) he got bit, - stitches then he had an
operation the next week to get the stitches out put his

CL: ((normal volume)) he got pneumonia - uuhhh - at the same
time

CO: so it is it's just like next, it next, -

CL: exactly, -

CO: next, -

CL: you know, then there was school and catching up in school
and Sxxx came back and Mxxx had been - u-u- okay little boy
and then he went really awful again, and then it- I've
missed so much from being sick and Mxxx in a- January
and February - in school like biology and stuff I've had-

CO: got way behind so - it was uhm -

CL: trying to catch up - and then my car blew up on the-

CO: but you made it -

CL: I made it so far- everything is - I made it.

CO: made it - you've made it - yeah, - but it's a feeling
like I- you're cutting it closer and closer and closer to
the line, -

CL: yes:.

CO: and so it's sort of like- gee, maybe-

CL: there's some other things I need to be maybe I need to look
at this and how am I gonna manage. if it keeps gettin'
closer and closer to the line! - (something's gonna happen)

CO: close.. I mean it's gettin' to the point where I'm waking
up in the morning thinking geez if I just - bury myself
under the covers then I'm- people will forget I here I'm
here an' they won't miss me at the hospital an' - ( -

CL: (that's [ ]

CO: [Mxxx, - really does it kinda wears you down, and-

CL: makes you wonder whether I- wanna bother going? -

CO: yeah, - but once I get there I do thoroughly enjoy it and

CL: I very much wanna do it I very much wanna complete it, -

CO: so it's like if I can- develop some strategies for managing
at home- managing with Mxxx - and crisis managing (1.?)

CL: [yeah,]

CO: [then I- then I feel if I could continue on- that I'd like
to - {[ ] there's only three weeks! I'm so close and-

CL: ( ) it's getting so close an' oh it's almost over so

CO: I start to relax and I can't relax yet.

CL: yeah, - yeah, -

CL: (well, ? - uhh) -

CO: does it feel- Mxxx that right now it's

CL: it's it's even- yew!, - just that bit if I car make it
time the next three weeks then I'll be okay but by the

CO: time September roles around,-

CL: I cannot foresee another-

CO: things

CL: five months like these last five months so- {[ ]

CO: can't foresee it- but is there anything that's gonna be different? -

CL: aahhh (sigh)! well. - Mxxx will be older. hopefully- yeah,-

CO: so - so it sounds like the- the ongoing issues are - Mxxx's
clearly troubled by the separation.

CL: yeah.

CO: ar: is acting up.

CL: yeah. - and he's starting again

CO: yes,, - and you said like

CO: you know he was being an okay little boy then Sxxx came
back- and you finding, I mean is that under control? have
you got - separation or acce- you know wha-

CL: [(it's his Mum)]

CO: [what is happening with your separation.]

CL: well I- I've
tried to explain I've- finally resolved myself to the fact

CO: I could not do anything with Sxxx- I have tried, and I know

CL: I've tried everything possible - to: get him to realize
what he does to Mxxx by his- very infrequent visits - and-

CO: [yeah,]

CL: Mxxx just adores his father.

CL: yeah, -

CL: and - I've tried

CL: tried and tried and he comes up with - oh, well, I've

CL: got my own life to lead,- and uh - uhm,

CL: so what would you

CL: prefer.- would you prefer no access,? -

CL: tried down to see Mxxx again.- because of- [ ( )

CO: [but is that- is that

CL: leg- is that set up legally do you have a s- [a separation-

CL: [I don't want]

CL: agreement or anything,?

CL: uhhh - I've got- total custody of

CL: Mxxx-

CO: you have. [yeah,]

CL: [that's- no worry, - uhh- and I know Sxxx

CO: would never,- - attempt anything like that because - well he

CL: just doesn't- care! -

CO: [yeah, - yeah, -]

CL: enough to, - and too- he's up in

CL: Nanaimo now living on base- and he just doesn't have the
CO: home or the money- or the time or [doesn't want to.]

you can look ahead and see: that it's your r- i-it's your right.

definitely not -s no: intervene- interference. or

anything [{ }] {n-no I will not allow it- if I had to take

to court - I know I'd have the financial backing

from my parents - they agree with me totally- give him -

give him [ ]

[soft][yeah, yeah,]

and so - umm - that bothers me immensely, - but in the same respect I know can say when

Mxxx's older where's, you know he says where's Daddy,- I can look him in the face and say honestly- Mxxx I have tried everything.

yeah, [{ you know }]

and [I will be- I don't feel]

[and I will feel-]

[so-]

[yeah,- you know that you went]

through every possible - scenario right!,

[but when Mxxx screams in

the middle of the night.-] -

well it's just- what can I do!

th-then every night- well be we saw Sxxx three weeks

ago- tomorrow is the last time! - and that time even

though I'd asked Sxxx not to - uhhm- because I'd found out from my own experience Mxxx doesn't like either one of us at this moment - being with another person.

[mm hm, so he should! - absolutely,]

[he's still young { },- and most people oh he's only two and a half- he- doesn't understand that.-

crock. - you know? - he knows and I've seen him, -

personal experience,- he is very upset when I am w- when

I've been with a guy! - so I m-e very sure that outside of the house,- that's fine,- when he's- ya know when Mxxx's not around, - that's fine,- but nobody.- will ever.- stay over again,?- unless it's absolutely permanent.

yeah, .

CO: that sort of thing- and I would explain this to Sxxx,? -

and so he came down - three weekends ago,?- and- like I

say he's living up in Nanaimo he's got a - I would call her

a ditch pig - did you get that,- dich pig,?

[chuckles]

umh- 'cause she is- I've known her for five

years. and I know that she is not particularly - a nice

CL: [{ excited upsetting too }]

person ( ) and that was ( ) any jealousy

CO: could get in. - but. - he snuck her down - came- to my

house- without her.- and then picked her up- wherever he
dropped her.- went to the park- and it happens my- uhm-
girlfriend upstairs - uhm- saw them. - and- Mxxx- sure

he had a great time!, - during the day- but he came home at

six o'clock that evening,,- and also Sxxx had been an

hour late getting there, - which upset Mxxx,? - and Mxxx-

was just horrible was clawing scratching pulling hair-
temper tantrums throwing himself on the ground.,

and what happens for you when he starts acting up.- what
do you what are you concerned .about).

uuuhm - I suppose

(2.0) most of all because I-I (I'm sorry) I do realize., -

I know it's Sxxx and don't think it. my first concern is

Mxxx and oh Mxxx - Mummy loves you, Grampa loves you,

Mama loves you,. hh uuhm (1.7) that- I you know I try to-

[that you ] - yeah,-)

[to reassure him console him but -

but it's hard,,-]

(people ( )

[and I can't do anything more that I'm doing.,]

[yeah!]

[excited upsetting too)

[yeah,- or I'm doing all I can]
right! - ain' and- that is yes a real bother to me ( )

[and that it's - it's me and me alone that I don't have any
back up. support!]

[so it's a game it's like - w- I've got to figure out ways
of- continuing my own life!,- and- and accounting for those
emergencies so that I can -

((hoarse))yeah.,

how do I -- Jw do I now- as a single mother - going to
school!,- and 1-in essence working. right.-

child's needs as well

exactly. an' and

I mean what are you needing right now ( ) what do
you need for the- to get through the next three weeks.

((S.o))

I don't know - uuhhh-

and what would make the

biggest - difference for you. ( ? )

(is ?) but that's- I a; that's - no,. that-

that's impossible.

are you taking- courses (from him),?

no,.? that's just the [progress notes and stuff. an' - uum=
[ ] yeah, - yeah,]

I'm really trying to do - better at them so I am- finding

I'm reading a lot more not necessarily writing a lot more,-

but. I yes I'm putting more [effort into it?]

(( ) yeah,,

ain-dum - that's - time consuming. I feel, the time I get

off at 2:30 I pick up Mxxx,? go home yes I do have a cup
of coffee (and actually)[

[ sure,]

but then right off

the hat!,- making Mxxx's lunch- getting Mxxx's clothes
ready for tomorrow get my uniform ready for tomorrow - then

it's supper time make supper - lo up the dishes - uum- play
with Mxxx then I mean I I (lose Mxxx, that luxury)

[yeah,, - ? is - yeah!, - yeah,]

[that's no luxury - that's a necessity.]

[an hour actu- actually about two hours.,? - playing with
Mxxx then it's Mxxx's bathtime then, - get him ready for
bed and readin' hi. a h- - and then it's 9 o'clock or
9:30, - (and-]

[(soft)can't wait to get to bed -

and - 1- oh

I'm not through then it's- it's time to finish off the meal
and between [times I've been- doing the laundry,,? and-

[yeah,,]
414 pass., that's it. everybody
416 CO: [that'll be
415 - I'll be a stereotype single- welfare mother.]
419 nurse I mean I've-
403 CL: [uh
402 CO: and- and you know. I guess two questions come up!, - whether
404 and- presumably there were- visits in th.re and- that sort
407 of thing - and Mxxx - struggling - do you feel that it's
410 work - a solid day,-
418 CL: [yes!, - oh I me-
405 — uuhh-
411 CO: and- and you know. I guess two questions come up!,- whether
409 CL: (clears throat))
399 CO: [so it's like- there's a lot of things there,- there's an
408 CL: ((clears throat))
407 of thing - and Mxxx - struggling - do you feel that it's
412 CL: [I know that - mm,
411 CO: yeah, [I'm not arguing
410 CL: wull,- th- exactly - mm,
409 CO: make sure I make the days. -
408 CL: yes!, - oh I me-
407 of thing - and Mxxx - struggling - do you feel that it's
405 — uuhh-
404 and- presumably there were- visits in th.re and- that sort
403 CL: [I know that - mm,
402 CO: yeah, [I'm not arguing
401 CL: wull,- th- exactly - mm,
400 work - a solid day,-
419 nurse I mean I've-
418 CL: [yes!, - oh I me-
417 your choice.- Nxxx- that would be your choice]
416 CO: [that'll be be
415 - I'll be a stereotype single- welfare mother.]
414 pass., that's it. everybody
413 CO: [that'll be be
412 CL: [I know that - mm,
411 CO: yeah, [I'm not arguing
410 CL: wull,- th- exactly - mm,
409 CO: make sure I make the days. -
408 CL: yes!, - oh I me-
407 of thing - and Mxxx - struggling - do you feel that it's
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404 and- presumably there were- visits in th.re and- that sort
403 CL: [I know that - mm,
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401 CL: wull,- th- exactly - mm,
400 work - a solid day,-
419 nurse I mean I've-
418 CL: [yes!, - oh I me-
417 your choice.- Nxxx- that would be your choice]
416 CO: [that'll be be
415 - I'll be a stereotype single- welfare mother.]
414 pass., that's it. everybody
413 CO: [that'll be be
412 CL: [I know that - mm,
411 CO: yeah, [I'm not arguing
410 CL: wull,- th- exactly - mm,
409 CO: make sure I make the days. -
408 CL: yes!, - oh I me-
407 of thing - and Mxxx - struggling - do you feel that it's
405 — uuhh-
404 and- presumably there were- visits in th.re and- that sort
403 CL: [I know that - mm,
402 CO: yeah, [I'm not arguing
401 CL: wull,- th- exactly - mm,
CO: an' my support system - it sounds like for you - [and it was that close].
CL: [and it was that close].
CO: as long as Dad's around thing isn't going to be terrible.
CL: [you know, have any memory or you know what if I-
CO: [when Dad's not around!],
CL: [you hadn't-] [hadn't done this an']:
CO: yeah,-
CL: [I could retain my memories - he wouldn't-t -]
CO: [I know,-]
CL: [you know, - have any]
CO: yeah..
CL: [I see!- I've seen how bad it can get]
CO: [yeah, yeah,-]
CL: [what was going on - he knew what was going on I've- you've ever seen a wild animal - just before it's gonna get shot]
CL: [that's- how bad it looked, and for you,?]
CL: [that's-]
CO: [temporarily - relief - you need that. - it's just (breathy)]
CL: [hh ((breathy))] yeah, I know but it's really scary., -
CO: [yeah, - what- what images come up for you when you're]
CL: [like for him and also for you (5.0)]
CO: [finding- both it- scary both in terms of what it would be]
CL: [worse for him, - actually that almost looks like he would-]
CO: [if anything did happen- then would he- still has a mind]
CO: [yeah, -]
CL: [he still has a mind- and that's (what counts)]
CO: [yeah, -]
CL: [that's and- him knowing,]
CO: [what was going on- he knew what was going on I've- you've ever seen a wild animal - just before it's gonna get shot]
CL: [for me [it was ]
CO: [((soft))]
CL: [uhuhhm (2.0)]
CO: [I mean- as you sit there right now,-]
CL: [just it's not my]
CO: [Dad! - you know it's um- that can't happen to my- I don't]
CL: [know! it's just- it can't happen to my Dad!]
CO: [yeah, yeah,]
CL: [you can't really conceive of the-]
CO: [no! I do- I don't wanna even]
CL: [think of it. you know, like um - uhh a lot for me yes,? a]
CO: [lot for my- my Dad's but more so - oh my bad would die]
CL: [anyways.- I mean he would curl up and he would die. - you]
CO: [know and - just his dignity,, - and he he's he's really a]
CL: [very proud,- dignified man sorta- thing- no him]
CO: [knowing.-]
CL: [mm [hm,?]
CO: [that he was wetting himself [[]]]
CL: [so it's like the]
CO: [cruelty of that.-]
CL: [yeah!]
CO: [really touches you-]
CO: [yes! [[]]]
CO: [you just don't]
CL: [do that to [people,..]
CO: [you don't do that to no!- don't. -]
CL: [and that becomes like a whole different thing- a whole]
CO: [different issue- rather then just hey,- it'll be sad but-]
CL: [Mosk can't phone his Grampa or something like that! - w-]
CO: [just- that real human issue. -]
CO: [oh yeah!, it's a it u-]
CL: [awful that's well it's worth]
didn't I look that up or- I could [have done this better,] sounds like you need to calm down,- and do you do that,-?— do you work like right up to the minute you crawl into | a sort of thing,?

CL: no.- I allow myself - most nig...— uh uh- hot tub with a book.

CL: [(soft)]yeah., a.d-duh

CL: (whisper))guess that allows you-

CL: yeah (do a lot of it)

CL: yeah,-

CL: - but- uh- then when I'm reading the book I forget and it's when I get back into bed that- oh!- geez why didn't I do that. sort of thing so I'd start working again and if you felt like you got - you actually slept and slept well the hours that you were in bed - would you - then - be- able to- get up and get

CL: mmm. -

CL: can't do it if you're not here!- but - when she said that, what happened for you. -

CL: [it was just - ooh, shit. Nxxx you go:ne, too far.- because I know [(I can.)]

CL: [no, you haven't]

CL: gone too far,, yet.-

CL: well that's just I been that's what you're saying. -

CL: let's say - I mean by the way I'd- slipped too far. because I have.- I've just been - sliding through.

CL: [(soft):]right let me slide through this semester- and I-

CL: promise.

CL: but [you gotta be there (to survive) -yeah,;]
CO: let's imagine that it's tomorrow morning.?

CL: so let's imagine that it's [Tuesday morning,?]

CO: let's imagine that it's [Tuesday morning,? (1.5)]

CL: actually Tuesdays and Wednesdays are never any problem.

CO: so it's Thursday

CL: [it's Thursday and Friday,?]

CO: [Tuesday morning,? (like that)]

CL: [Tuesday morning it's - okay for this particular - week. - sort of thing - Tuesday it was the first time with those- new patients.

CO: (mm hm, ?) m hm, ?

CL: and-

CO: that you don't toss and turn Monday night,?

CL: [that's okay,?]

CO: [it's on Tuesday mornings [like that]]

CL: [Tuesday morning it's - okay for this particular - week. - sort of thing - Tuesday it was the first time with those- new patients.

CL: uuhhm- before that, it was it was okay so it was two days - missed by my Dad it was okay 'cause I was seeing patients and [they were pretty easy really. - Tuesday, - was a new-

CO: [mm hm,? - m hm,?]

CL: new patients - sicker patients. -

CO: m hm,?

CL: now I've dealt with - sicker patients since April.

CO: mm hm,?

CL: and I liked it. it was real- you know- much more [of a challenge.]

CO: [so you're - charged [{ }]

CL: [I'm charged- oh yeah!]

CO: all right so

CL: Tuesday night-

CO: Tuesday night I start clickin' an'- okay

CL: this is happening,.. this is happening,- [{ }]

CO: and all - all - nurse stuff.

CL: yeah.- [yeah,?]

CO: [yeah.- okay,?-

CL: a little bit of research.- but then, - on- no actually on Thursday, it was Wednesday,- I'm I'm a day a-head of myself.- but that was Wednesday okay Tuesday was fine

CO: [but the thing to look at is what do I need to do differently,- if if: - Thursday and Friday mornings are the times when I just don't have it in me - to get there. -

CL: I don't know! because- [wha-]

CO: [well what what do you know from the past!]- helps you to get to - to school.- to work.- to hospital.- it's knowing I'm very well prepared-

CL: [but- what I-I was - trying [to say.- you cut me short in-

CO: (mm hm,?]

CL: =the middle.- um, - I've found out more information about my patients.- stuff other comes up,?

CL: mm hm,?

CL: tests are done or whatever,

CO: m hm,?

CL: and I've got more information.- and I find it so frustrating.- not being able to, - yes I know what's happening- but I don't know how to prove it. or I don't know how to find out

CO: [more about it.]

CL: [{ at all}.]

CL: yeah!

CO: [do you have to know it all?]

CL: no, but we have to know

CO: (a good bit) I- I was talking to Wxxx about that today as a matter of fact when she says no: Nxxx if it's in the (technical ) forget it. all you have to know about-

CL: {(soft)that's right!}

CL: but it doesn't satisfy me. -

CO: well,?- [which do you want:]

CL: {{ have to,}

CL: yeah.-

CO: and[ then,]

CL: [it's gonna have to do that.]

CO: I was just gonna say- which do you want more- to pass your practicum,- to get to-

CL: [{ }

CO: [get to practicum - or-

CL: per[sonal- growth and- intellectual satisfaction.]}

CO: [mm hm. - m hm. um - uuh

CL: another thing I find,- {(}
CL: I know, I know that’s [what I don’t want]
[so what would you be]
willing to do. -
well,? - I want to go buy the textbook now.
CO: ( so I-) I will research in the textbook and that’s it. -
CL: yeah.
CO: I won’t look up anything else.
CL: and, yes { }
if it’s a really important question { }
fine ask me. - you know,? she doesn’t { }
if it’s really bugging me fine she’ll find { }
material for me. - so that’s kind of been [resolved,]
CL: [is that- does that feel comfortable to you? - for the next three [weeks,?]
yeah! - but- in
the same respect I was - yeah.- actually it was (good enough for her)
isn’t that what was [{ }
[an it’s- it was just
nice to have - uuhhm, - no i-it’s nice to have the teacher see that.
aha. [{whisper]}okay],
[yes- if it’s in the textbook that’s all
you have to [learn about. - y’know,?]
differently is connect with (when you read),? -
CL: aahh- ye-es,?, - think so. just double check (what I’m reading more.)- which yes I have been doing- but now she’s given the okay.
great.
that’s okay. [anytime. ya know,?]
Uhh, which is kinda nice. - uhm -
so- if you were to only
research the textbook,? would you get to bed earlier? -
CO: (very soft)or more [{ }
[(whisper)](){ }
CL: (soft)ooaahh I guess there’s a good possibility, -
CO: that, - [what about - ]
CL: [{ }
ah um um um
{ }
{ }
CL: [do you want to get- do you want,? to get to bed early, -
no].
CL: mm. - all right,?
[no,]
[so no! I don’t want to. I want to]
continue { } do you want to make any changes. -
CL: because last night and the night before actually for the last three weeks since Mxxx saw Sxxx last Mxxx kept calling his Daddy waking up and crying and last night what I think started it off last night was uh we got up stairs and his brother came from wherever he lives brother looks somewhat like Sxxx he drives the same truck it was just so much worse last night made me more tired [and then]

CO: [and so it was like a decision like I just-

CL: I'm too tired to go

CO: [I need a couple of m- hours more]

CL: sleep myself and [Mxxx needs ( )]

CO: [all right, and what what do you need to do I mean what can happen at that moment when you wake up at 6:15 and you're just bone tired and you just know that I just just don't want go right now and yet the reality is if I don't go I risk flunking the practicum (3.0)

CL: so what you asking me

CO: what do you need at that moment to get you out I mean it's one thing to sit here

CL: [oh!]

CO: =Mxxx and say yeah well I just know I've got to go work and yet what I'm wondering is how are you going to do how are you going to ensure that (6.0)

CL: well I [just think ( )]

CO: [if you if you really getting [out-]

CL: [(reality) is getting out of a bed so aahm two things right off the bat which actually sound like a pretty good ideas ts really is gettin' out an alarm o'clock get it out in the hallway and make sure it doesn't shut off]

CO: and so like

CL: m hm?

CO: another one

CL: could be to get one of the girls in the ( ) to give me a call and there's the phone each one is

CO: phone's outside the bedroom

CL: oh it's just getting out of bed

CO: yeah and so like

CL: it's just getting out of bed

CO: it's- that actual act.

CL: [yeah!]

CO: [that - 10 seconds and ( )]
mean is a lot of that relaxing, or does it
CL: [no.]
CO: [feel like]
CL: [those are chores.]
CO: [it's work. - playing with Mxxx no, even playing
with Mxxx on the weekends is work. sure,
uhm,
CO: [so what do
you need. (1.8)
CL: fun! ((chuckle)) ( )
CO: but would the - I mean what
CL: would in other words get you, - charged. enough. - that you
can make it through the next three weeks. (1.8)
CL: that's [not long,?]
CO: [and you say fun. ((chuckle)) -
CL: well- even that-at-
CO: well, let's n- no buts yet let's get
them out and then we'll look [at them. - (let's )]
CL: [I would give my eye, teeth.-
CO: [yeah,? -
CL: if I could just- keep diving - an' the only thing stopping
me., - is,? - [not having - mm,?]
((soft))( a buddy,?)
CL: [no, - I don't-
CO: [no what,?-
CL: [oh no., my [sisters- I've got- =
CO: [oh.]
CL: quite a few [b-buddies- and- I've got-]
CO: [yeah,? -
CL: uh- [everything else is okay,]
CO: [so why are you stopping yourself.
CL: want a babysitter.- because it's an all day-
CO: [yeah, - yeah,?]
CL: [adventure Saturday,? - aind-duh - and this is what I'm-
unreasonable fear in most respects 'cause I know I'm very
safe but- I just keep ( ) diving something
happened- to M-Mxxx - and you know I love diving, - I
would love! to go:.-
CL: [like if you went diving for a day,-
CO: [that would just - replenish you- [no end.]
CL: [oh! - God, that'd be
CO: [almost better than sex! - that'd be another thing but
that's not exactly an alternative right now.,-
CL: [well, yeah.,
CL: ((chuckle))
and-
CO: given the two probably the d(hh)iving is
CL: [right! - yeah.,- yeah well that's just it-
CL: the diving is safer but-
CO: [all [right,?]
CL: [uhm - well that would be an
CL: [idea.,?]
CL: [well - let's- let's look at that.- now could you get a
babysit- if you had a babysitter.,?- and then the other
stuff can- you've got the equipment and you're: up to date
and all that [stuff you could- go, -]
CO: [yeah, yeah, - mm,?
CL: [who do you know who would love to spend the day with Mxxx!
CO: [yeah,? yeah-
CL: [oh! - God, that'd be
CL: [safer too ((chuckle))
CL: [right! - yeah.,- yeah well that's just it-
CL: the diving is safer but-
CO: [uhm - well that would be an
CL: [idea.,?]
CL: [well - let's- let's look at that.- now could you get a
babysit- if you had a babysitter.,?- and then the other
stuff can- you've got the equipment and you're: up to date
and all that [stuff you could- go, -]
CO: [yeah, yeah, - mm,?
CL: [who do you know who would love to spend the day with Mxxx!
CL: bet my sister would ( ) [see that's another th-]
CO: [or even- or even uh- is it-
CL: [worth enough- to you- to pay for it. -
CO: well that's- right
CL: now I've got no [money coming in- at all- I've got- bills=
CO: [yeah yeah yeah yeah I know!]
CL: [piled up
CO: [yeah
CL: [money- is- ( ) right now=
CO: [so why are you stopping yourself.
CL: [well my sisters might!, - (or I w-) my
CO: [little sister might., - and my girlfriend might but that's-
CL: I'm so afraid to ask,? -
CO: [what's going to happen if
CL: you ask your sister if she'd like to have Mxxx for a day,
CL: oh it might,- she she might say yes.,- but in the same
CL: respect she hold it over my head until I do her a favour
CL: back! -
CL: [is it worth. it? (1.6) an' an'
CL: [balances]
CL: [do you know that
CO: [absolutely that she'll- come keep coming back saying but I
looked after Mxxx I looked after Mxxx? - or is that
CO: [well balances]
CO: [just let- you assume that - do you have data? -
CL: [she- she's
done it with her own. -
CO: [that doesn't mean that she'll do
CL: it this time. but that's the [fear,]
CL: [yeah,-- that's-
CL: [well, maybe
CL: she's not the right person.
how to manage better next thing! - for you in your life that could napster. in the next got weeks.- didn't do the well I ' ve done that!?,

preparation for next mm,. - that's the only serious three weeks.- baring illnesses, you know.

you absolutely have to do,. (3.8)

you have a 12 alarm clocks,? -

that's not [very much at all.]

I think that would be a good idea-'cause I know that would- and it's - I guess two weekends or three weekends ( ) - where you have a chance!, - to do what you need to do!, - to make up your lab time.

I mean it's important for you [to play]

I mean it's all [it's a four letter word though. - mm hm!- and like all four letter words is very important.

thing that could happen.

mill hm! - three weeks of grass just

looks - lush. - ((chuckle)) - m- w-when you think it's only three weeks ( [ ] )

- 12 alarm clocks,? -

12 phone calls -

[12! -

[that's not very much]

I think that would be a good idea-'cause I know that would-

and it's - I guess two weekends or three weekends ( ) - where you have a chance!, - to do what you need to do!, - to make up your lab time.

mm hm!- and like all four letter words is very important.

thing that could happen.

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looks - lush. - ((chuckle)) - m- w-when you think it's only three weeks ( [ ] )

- 12 alarm clocks,? -

12 phone calls -

[12! -

[that's not very much]

I think that would be a good idea-'cause I know that would-

and it's - I guess two weekends or three weekends ( ) - where you have a chance!, - to do what you need to do!, - to make up your lab time.

mm hm!- and like all four letter words is very important.

thing that could happen.

mill hm! - three weeks of grass just

looks - lush. - ((chuckle)) - m- w-when you think it's only three weeks ( [ ] )

- 12 alarm clocks,? -

12 phone calls -

[12! -

[that's not very much]

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mm hm!- and like all four letter words is very important.

thing that could happen.
CL: three weeks. (2.6)
CO: [you know,]
CL: okay.
CO: okay.
CL: (soft) I'll try to help you. -
CL: (whisper) well fine I'll try to help you. -
CO: (whisper) ya-ah.
CL: no one else is looking out for you. (8.5)
CL: (very soft)
CO: [no one seems]
CL: they don't understand. - that.
CL: family included. -
CL: they don't understand. -
CO: (whisper) mm, -
CL: (soft) mm, -
CL: (soft) mm, -
CL: (soft)
Hxxx and Nxxx Hxxx comes to you and says oh I just- I'm-
totally exhausted, I've gotta make it through the next
three weeks. (2.6)
CL: ((soft)) mm, -
CL: (soft) mm, -
CL: (soft) mm, -
1275 CO: (do you think they'll make a difference. -)
1276 do they have to understand, I before you can ask them? (1.5)
1277 CL: in some respects- yes,- because they think I'm makin' a
1278 big deal out of nothing.
1279 CO: \[that. -
1280 CL: \[I know. - that most of my- girlfriends that are
1281 taking this course, - and I do know-
1282 m hm,?
1283 CO: \[some- girls-
1284 CL: they're- Nxxx was phoning me last night crying. -
1285 CO: that's right!
1286 CL: Nxxx I can't \[handle it.
1287 CO: \[so what do you saying about
1288 yourself. but - I will not ask until - people understand
1289 exactly what it's like. (2.5)
1290 CL: \[well no! I- I do- like this I there have been times when
1291 I have asked, -
1292 CO: \[mm hm,?
1293 CL: \[not necessarily \[my parents.]
1294 CO: \[right! - exactly.
1295 CL: \[[uuhm, - but they say oh! come on now
1296 CO: \[what do you know
1297 CL: \[well,? \[so what if they do!
1298 CO: \[[that's not so bad.?, -
1299 CL: \[so then what do you need to do, if someone says ach come on
1300 you can do it it's not \[so bad]-
1301 CO: \[oh I've said! I've said- well let's
1302 CL: \[see you do it. -
1303 CO: \[well,? \[does that get you what you need,?-
1304 CL: \[no! -
1305 CO: \[so [what d'ya need to do.]
1306 CL: \[but what can I say. -
1307 CO: \[so you ask someone - hey.-
1308 CL: \[will you take care of Nxxx today I need some time. - and
1309 they say och come on it's not that bad.?, - and then what do
1310 you do! -
1311 1274 CL: ( ) yes it is,? now a lot - depending
1312 on who the person is I might (ramble off) - you do the you
1313 try doing this an' this an' this an' this an'
1314 CL: \[(we'll see you in the morning.)
1315 CO: \[(what do you get - what happens for yourself.- do you end
1316 up [getting what you want?]
1317 CL: \[I always get.- pissed off! (1.5)
1318 CO: \[{}
1319 CL: \[doesn't accomplish anything.
1320 CO: \[(what do you get - what happens for yourself,- do you end
1321 up [getting what you want?]
1322 CL: \[that's not a good
1323 CO: \[strategy.-
1324 CL: \[so what if they say,- uuhh- hey. it's not so
1325 bad,? - what would be an actual true statement about
1326 yourself., not about hey, try this try that try the other
1327 one. -
1328 CO: \[I feel it is,?
1329 CL: \[mm!
1330 CO: \[]
1331 CL: \[yeah. -
1332 CO: \[but what can I say. -
1333 CL: \[yes it is.-
1334 CO: \[I'm finding it tough maybe you wouldn't - but I am?-
1335 CL: \[I'm finding it tough and I'd really
1336 appreciate some help! (4.4)
1337 CO: \[(soft)now what would actually happen if you said that- to
1338 somebody. (4.0)
1339 CL: \[normal voice]that's a hard one- for you to \[say now-
1340 CO: \[[uuhm]
1341 CL: \[isn't it. -
1342 CO: \[yeah.. - mm. - I know,- okay I did try it
1343 on my Dad before he got sick I tried it with Nxxx- Nxxx and
1344 I are good friends.
1345 CO: \[mm hm,?
1346 CL: \[mm hm,?
1347 CO: \[but she's also a lot younger
1348 CL: \[than I am.
1349 CO: \[mm hm,?
1350 CL: \[and she feels she's got problems of her
1351 own though she,-
1352 CO: \[I'm sure she does! ( [)
1353 CL: \[she does- they're
1354 CO: \[all her problems yes.
1355 CL: \[and when you see someone., - feeling
1356 CO: \[like they have problems what do you do. - about yourself.-
1357 and your problems.- and your needs. -
1358 CL: \[oh, I will quite
1359 CO: \[often just. - oh I don't know ( ) what's your
1360 problem, - but I didn't \[say to Nxxx,]
1361 CL: \[I shut off myself.- completely- b.
I don't attend to myself. - and that's a choice you can keep making. - you can - do everything [for everybody else]

[well, - it's it's -

or you can make it nice, hey, I too - have a right - to sit down. - I go around and help everybody else, - I have a right to some (help),

(you can do everything)

[but I have to ask for it, - and]

I have to acknowledge that it's okay for me to ask for it.

. . .

yeah that's a hard one,

I did try that with Nxxx- kind of- in a round about way...

(what's that)

uhm, an' I'd say- you know,?- come on over for coffee I wouldn't mind talking a sort of thing ((what's that))

[does that tell- does that tell you what you need,? (4.2)]

I feel like talking I didn't say it exactly what I want her-

sort of- maybe,? -

maybe it's kinda ify- I feel like talking - uhhmm - before...? - that has been enough for her to say oh yeap. - you know,? and she'll come over - but that might not be enough [for you.]

[what are you willing to do! (2.0)]

for yourself - you're gliding away here, - {{chuckles}} -

((chuckle)) yeah right. {{(laugh)}} {{chuckle}} (2.0)

it's a question of what are you prepared to do to get some light relief! if you need- peace and quiet- and tranquility - and a break,? - what are you prepared to do. (4.5)

I guess I have to try out something (3.3)

(they borrow money.,)

geez- that hurts too-

mm hm,-

borrow mon- see I do have a babysitter who's available- most of the time, - it's a matter of money though. -

Yeah,? I can, -

- I can always ask my Mum ((sigh))-

[to borrow more money.,]

which would you- which would you rather do.-

borrow- some money,? - to pay - in other words- what's worth it to you. - [is it worth it?- I mean let's just-]

(yeah, - which one's got {)}
Interview #31.

CO: ( ) week
CL: so since I saw you I really haven't - had the opportunity
to um - (soft) to practice
CO: to practice - mind you -
CL: Thursday w-we all came up here as a group,
[uh huh,?]
10 CO: [there was -
CL: several groups of us that came up to the college and -
11 after that meeting on Thursday we were told to come in and
meet with our um - instructors individually ( . ) about our
progress.
12 CO: [mm hm,?]
13 CL: [so came on Friday, at ( . ) whatever time it
14 was in the morning,? - and - she's - really amazed with my
progress! ( . ) immensely - and - I mean; we focused
on an objective board the communication that we're
15 you and I have been focusing on, - and objectified - um -
16 you - [yes]
17 CO: [yes]
18 CL: teaching and learning she says: you're you're okay,
19 you're satisfactory,. - but - it's something to: sort of-
[keep in mind,. - and - then as the-e talk went on she says=
20 CO: [mm,.]
21 CL: [so what do I plan to do next week because you're the only
one! - an' she says (. ) you can be proud of yourself
because you're the only one that's really focused on it,?
by going to Nxxx,? and really- [focusing on- (what you )=
22 CO: [ahah, aha.]
23 CL: because communication in nurses' is really really
important [ ( )]
24 CO: ((soft)oh yes,. -
25 CL: and um - ( . ) she says that
26 she's going set up - little workshops,? because we're
27 not finished,. -
[no:- I know,. - I know,.]
28 CO: [we are out in the hospital but we're
29 having - too full- carry out too fully in ( )
30 CO: [yeaah,. y'have to put in your - hours for (all this),
31 CO: so we're going to set up - little ( . )
32 ( ) workshops)
33 CO: [little workshop with mini - scenarios and -
34 CL: role plays [n' stuff - the whole bit - so I'm really=
35 role plays (soft)ooohh!]
36 CL: looking [forward to that,=)
37 CO: [(soft)good! uuhh! good! is - just Lxxx doing
38 that,? or is tha-at- going be happening for all the -
39 CL: they're [all - they all thought,. about it and it was -
40 CO: [ ( )
41 CL: basically up to the little- groups,? like we 'sd decided
42 on it in [the little group - that would be helpful for us,]
43 CO: [yeah,. yeah,. (soft))yeah
44 good.
45 CL: I feel pretty comfortable with my skills,. so I may
46 not have to come: on Monday or Wednesday- or[ on Tuesday or=
[y'know,=]
47 CO: =Wednesday whenever she decides to have the - the skill-s
48 workshop,? - I mean I will,. but- [it's it's nothing I've=
[yeah,.]
49 CL: you know - if I don't - if I don't make it- I will have
50 learned something and I'll have to start again I mean
51 that'll be a little disappointing,-
52 CO: =but there was really a
53 CL: part of you that was preparing yourself [to not make it,=]
54 CO: [I was!]
55 CO: =sure! as and ([it tells),=]
56 CL: [ye- yeah, an.i - I thought I had to=
57 CO: [and you did,? it,]
58 CL: and I did it. -
59 CO: =good girl,. (laughs)
60 CO: =good girl,. ha hah!
61 well (I'm) [enjoy! it
62 CL: [so I've be- I've been - [absolutely ( )
63 CO: ['cause you you have
64 worked hard. -
65 CL: =I've do- I've done absolutely nothing all
66 weekend
67 CO: good.
68 CL: except my [-my job.?]
69 CO: [except- yeah,. but enjoy=
70 CL: =[it yourself
71 CO: =an' I'll look - forward to our little - workshops an' =
72 [next weekend,.]
73 CO: =[yeah,. yeah,. yeah,. - .hhh well,. an'- and you know I
74 mean again - y -y-you know whe- we talked about listening
to what's not being said the very fact- that .hh you know
you're not - A, (? . ) I mean you made it - you know you're
not - you're not being told that there's gonna(hhh) the- be
336
(arbitration) or anything like that! it's just (. ) keep
on trucking!
I was telling (. ) all through high school
the one that - the most improvement if I was to get
an [award it was the most improvement. 'n-I thought="
[yes,]."
=/o-o-hh {(laughing/high pitch) things haven't =- some=
=things never change. h hehahhah!{(high-pitched laugh)}.
(. ) but I mean is that something to
***

what you know to. you have to kind of really - see the nee- I mean the
need has to be glaring you in the face,.?

to really knuckle - to really - focus in on it.,
and - maybe that's something to think about in terms of
into next year. - you know, .hh what can I do to - kinda
get that need in front of me: whatever it is,. (. )
before - I'm really - u-up - up the creek. (. )
hh doing some of the things that you've been doing -
through practicum - checking in, (. ) asking, (. )
get the feeling,. yeah,. (soft) yeah,. yeah,. (soft)
and- I really feel - more organized to - [have it - within=
[mm hm,].

I really feel - more organized to - [have it - within=
[mhmhm].

mm hm, - yeah,. ( .)

I - yeah - I often thought
you know am I really: reaching out to everyone: you know
at the beginning of the practicum- an' I was! - I didn't
really know if I was or not -

but I was,,

yeah,. - yeah,. .hh I mean that often happens for students
that takes - the just the day to day grind of it (. )
to [- to set it (. ) to really feel like you're - you're=
[mm hm,].

immersed in it (. ) and - [living it,.]
[real- yeah,. - it - I

really really took it one day at a time -

yeah,=

you know -

and that's what - I really think - helped me.

one day i- - that day's done right,?

[(soft)yeah.]

okay,?

that's ( )
tomorrow (. ) you know, I didn't look next week - or

[next month only tommorow.]

[yeah,? yeah,? mm, .hhh and how do you do-

okay then the question becomes okay so - next fall!? (. )

there you are- taking it one day at a time,. and at the
same time needing to pace yourself out - make sure you get
all the [studying done,. (. ) look ahead!, - at the same=

"time - as- taking it one day at a time!"

and had to do that- then we'd - transfer some what you've
done this - (tapes) - into the fall.-

m hm,. ( .)

(O: yah,. -

be - we - do that- then we'd - transfer some what you've

well er- i- I mean that- sounds like - when you - you've
been focused like this and had some real specifics

[mm hm,].

but ( .)

what were you thinking of just
then you look like you- kind [of: went off someplace.

[ahm,]

m- when you were saying that I was thinking well I'm a
concrete sequential: and - you know I came into this
program knowing it was self directed and thought (. )
well we'll give it a go-o. (hhhh)[haha! ya know.]

[yeah right,. yeah right!

and now?{(laughing)}

it's i- - I really: like I've wanted
to be self directed I think you know somebody who is self
directed is- sort of, -

.hhh now what's your understanding
of that now. 'cause I r'member when we looked at the
contract you were saying you know what does this mean.
I (was wondered if) - the contract,. -

yeah,. what does
that- what's your- co- what do you mean. now when (. )
((whispered))you say self directed,.

floor I feel - really self directed I'm not running to
the instructor for everything

mm hm,?

I know where to go
for resources,? ( . . ) you know there's a policy procedure
book if I don't know how to do is- procedure,? there's the
policy procedure book ( . . ) and if I've gone through all
my resources - the policy procedure book or to my textbook
that I've taken with me in the whole time,? ( . . ) I a-ahh
go! and I'll ask my fellow student.? =

CL: =and if I'm not
feeling totally comfortable with 'cause we're a team,?

CO: =Yeah,? -

CL: =cause I'm - I'm thinking of one incident - where I wanted
to know about something ( . . ) an! I went to my book it
wasn't in my book it was a very new disease ( . . )
my patient had- and I just wanted to know what I should
be looking,? for[ because I had no idea what to look for. =

CL: [hm! mm hm!]

CO: =so I asked one of the fellow students who's had no problem
throughout the whole time,? an' ( . . ) she was a stra!ht A
student in the biology part an' that an! you have heard of
it, an! she said no, - so I went to my nurse and she said
no,? and then I went to lxxxan - and she said I don't know -

CL: [hm! mm hm!]

CO: =You know - wh... the ( . . ) the hierarchy (feel like)=

CL: =the ladder, ( to call them)

CO: =the ladder - t...yeah,? yeah, umm ( . . )

CL: =an! that the sounds like m-more com-fortable asking?

CL: =the ladder, top

CO: =Oh, yeah,.

CL: =not feeling like you're ( . . ) being stupid because you're
asking, ( . . )

CL: =mm, I-I'd - given it a lot of thought -

CL: =first I'd- taken it home ...d slept on it- for a week,

CL: [hm! mm hm!]

CL: before I went ( . . ) to the

CL: ([laughing]) =and I- looked through my medical book and

CO: =I have a very (useful) ( . . ) book! - an! it wasn't there!? =

CO: =oh, yeah. an? then on from there

CL: ((laugh)) .hhh - ((soft again)) it's a dummy! ((giggling))

CL: =J just don't get better! ((laughing))

CL: =I'm gonna be -p-patient one day and- n-nurse the next, -

CO: =if it'll be fun? - will it be fun? - for you?

CL: (=it'll be fun,)

CO: =Yeah, - oh yeah, -

CL: =oh! yeah! ( - oh! yeah! ((laughing)))

CO: =((laughing))) they nev- you can't

CL: =((loud))) just don't get better! ((laughs))

CO: =yeah,? right,..

CL: =and I don't respond to nothing! ((laughing))=

CL: =((hearty laugh'eer))

CL: =((quietly again)) and so it's like if you can learn .hhh

CL: =31= with your fellow students then - ( . . ) and it

CL: =is the same skills! I mean - .hh people often will say oh

CL: =it's just a role play but (it's not )

CL: =((whisper)) still the same - ( . . )

CL: =I remember when the first-t - time ( . . ) we started -

CL: =the ladder ( . . ) it was really really difficult

CL: =the ladder - t...yeah,? yeah, umm ( . . )

CL: =an! that the sounds like m-more com-fortable asking?

CL: =the ladder, top

CO: =no,? because ( . . ) I wasn't experienced enough - u-uh it

CL: =was really really difficult for me to treat this [dummy,?]

CL: =((loud))dummy! [it's a dummy! - it's a doll! - I can -

CL: =((giggling)))

CO: =t-turn it over and bang its head it's not gonna get hurt,?

CL: =((laugh))

CL: =((laugh)) .hhn - ((soft again)) but no it's going to

CO: =be different now I'm concerned - u-uh, especially if we

238
295 play with each other, an' not dummies,?
296 CO: ye:5., - yeah,.
297 CL: which I hope we do: I'll [- suggest it,]
298 CO: [yeah, - well - ye- I was just -
299 gonna say! if that's what you wanna do
300 CL: make make suggestions and that (. .)
301 CO: all right?! - so you've done it.? you've cruised.? - you
302 you can see your way through,? - .hh any thought around
303 u-u-uh- what ya need in terms of -. s- aah third semester?
304 (. .)
305 CL: well I:(hhh)((sigh)) - put all my books away - (n)except my
textbooks and my: um (. .) (smack). .hh required reading
306 for the- the year - and I've started in- on the reading-
307 everything again (. .) I'm starting in - biology because
308 it's the one I want to focus on the most - and I've - kept
309 my nur[sing (modules)],
310 CO: and this is rereading - ti's year's.
311 CL: mm [hm,]
312 CO: so we can-
313 CL: sort of reviewing o(very the summer.
314 CO: [yeah. m hm,? ( . .)
315 and I know in the biology textbook (. .) there's a few
problems where I (. .) it just didn't - didn't come to me
316 [er I-
317 CO: [m hm,? m hm,]
318 CL: =it was left, ( . .) I
319 CO: it was left, right. yeah, (laugh).)
320 CL: ((laugh)) so I - there was a few of those an' I really
321 want to know them,? before I [go in the next year and -]
322 CO: [((soft))yeah, yeah,. yeah,
323 CL: I have a handy little brother at home that's - always (kid)
324 CO: [(whisper)](yeah that's something else isn't it - yeah,.hh
325 and you may find that= now (going back). - .hh you ma=
326 CL: [in my (clique)]
327 CO: "you've got more experience,. you've got more parameters.,
that (whisper)"
328 (loud) and - maybe if something isn't clicking - go at it
329 in a different fashion. (. .)
330 (soft) whatever that might be.
331 CL: mm hm,. ( . .)
332 and I highly recommend
333 going into the counselling [field] - and I told Lxxx that=
334 CO: [[(thing)]
335 CL: .hhh - { believe it [ . .) you're held- I mean I really see you as having come in an'
336 just - at some level saying look - this is something I gotta
do,? an' you know there's where some real strength for
337 you is [like- when you do target in on something .hh an' =
338 CL: [a hm,]
339 CO: =when you got -' clear. (. .) then you just ( . .)
340 just did it.
341 CL: yeah,
342 CO: just sort o' start[ed]
343 CL: [the hardest part was
344 getting it clear. and that's[ where the counsellor comes=
345 CO: [yes,.]
346 CL: =in han(dy,. - you would pick up things that ( . .)
347 CL: =I was sort of -
348 CO: [(soft)mm hm,? -
349 CL: not focusing on but they
350 were [there,? - sort of: - fluttering around and then you=
351 CO: [(fluttering around,. year,.)
352 CL: =zeroed it in and it [r- ] - that's it ya know,?
353 CO: yeah, bingo.=
354 CL: =work on it now - 'n' then it's worked done an'
355 CL: [that one -)
356 CO: [( ) was done.
357 CL: yeah
358 CO: .hh so again- you know in terms
359 CL: of looking at next year- if you start to have (hhhh!) this
360 CL: [yeah.)
361 CL: =you've got more experience., you've got more parameters.,
that ((whisper))
362 CL: oh definitely!
363 CO: to: make a habit of coming in ( . .)
364 CO: { a night there} couple of ) you know
365 CO: just[ as you - as needed but - but befo:re it gets --
366 CL: [m hm,]
367 CL: [overwhelming,. yeah,. yeah,
368 CO: [okay,
369 CO: but you do have
370 that working now, ( . .) it isn't often as big as it - feels
371 CL: [(very soft)]m mm,. ( . .) changing the subject a bit -
372 CO: [aha, ]
373 CL: you know my l:. - I'm a - whatever I am,
374 I- and I was very close to an E and an I? -
375 CO: yeah, -
376 CL: and my teacher was say= Lxxx was saying to me - I don't if
377 you're an E or an I Wxxx I - I-e you're- I see a lot o' E!?
378 - you know,
379 CO: [(laughing)]
380 CL: I see some I,. but I also see a
381 CO: [(chuckle)].hh - so did [you tell her,?]
382 CL: [the other day,.? -
the other day we were all as a big group - the teachers were up talking to us ( . ) and - how they were saying it was a very frustrating situation they were as - as instructors trying to make the best out of a bad situation as much as they could. - hh and the talk went on and on an' on an' - it was coming to an end, - and i put my hand up, ( ) an' I'd been talking with my group before this big discussion of all of us and I had said = CO: [yes, -] CL: [them ( . ) you know I think it's really great that the teachers are really trying to - you know even though there's a (straight) (the dir-) bringing us here I've probably - you know (theory) ohhh! she's very good, - she - knows her stuff. -] CO: [mm hm., mm hm.,?] CL: [yeah.,] CO: [they learn a lot from her (an' yet=] CL: [=on the other hand - I want to say that - it's good to get a variety. -] CO: [mm.,?] CL: [soft] CO: [the woman - knows her stuff= -mm hm.,?] CL: [yeah.,] CO: [I just- admire her] CL: [yeah.,] CO: [you know- she's jus'-] CL: [good role model. -] CO: [(whisper)ohhhh! -] CL: [nothing- like to be like her?] CL: [yeah., -] CL: [that woman is married to her job.,] CL: [I've had ahm ( . ) my mum: has:- couple of nur- RNs: that worked under her that had = Lxxx as [an instructor and=] CO: [mm hm.,] CL: [then we were at Saint Joe. =] CO: [Saint Joe's. ( . )] CL: [she's always been Lxxx Mcxx - -mm hm.,?] CO: [mm hm.,?] CL: [mm hm., ?] CO: [mm hm.,?] CL: [mm hm.,?]
CL: you know - i-l-
CO: so [good (challenge),
CL: [i-l: if th: if: the: - (base - rolls)
CO: the right way I might get her: (in), and it would be "but
CL: wonderful! - even though I'd sort of have it in the back of
CO: my mind Friday's good but =
CL: "that's right! - yeah, and -
CO: mean I think it i- it will - be the important thing is if
CL: you don't get her ( . ) what have you learned about what
CO: you need - to make sure you're getting from [an instructor-
CL: [yeah,,
CO: - you know what do you need to ask for.- what was it about
CO: Lxxx that worked so well for you. (. )
CL: (whisper)ahhhh,
CO: I thought about that,? an' it was- kinda funny because -
CL: L-Lxxx could almost read me,? - you know and I'd only have
to say - this is overexaggerated a bit but - half of what I
CO: ( . ) meant to say is she she got it. whereas - other-
CL: instructors - I'd really have to sit down and explain to
CO: 'em over 'n' over 'n' over - whereas Lxxx went - Lxxx and=
CL: [yes, yes yeah,
CO: you know, - an' [our progress,]
CL: last term I- I mean I had a lot of discussions with her
CO: mm hm! -
CL: and - if you're not getting that next year,. (. )
CO: to ask for it
CL: yeah,=
CO: =you know I mean that's some what
CO: you buy!
CL: I am- I've wanted u-u-h - I've always been like
CO: that I can-n - tell you better than write it down,? - sort
of thing,? - an' I- - last term-m when [I did it -]
CO: [it's also an E
CL: characteristic by the way,?
CO: (laughing).- is it,? .hhh!
CL: ([ loud sigh])huh[hhhhhhh!]
CO: [last term when I did it - I got (. )
CL: nailed with being: too dependent on my instructor. (. )
CO: you know,? so I- I really [want to b-]
CO: but was there a difference in
CL: the way you were taught-. (4.5)
CL: probably because then - I wasn't talking after she sort of
CL: failed me midterm saying (they're) depending on me to
CL: (crunch) so - then I did,-
(loud) food for thought- for the summer. (anyway)

because - the o-other instructors I've hard- are wonderful - [ I mean I ( ]

they're all wonderful

they really are - they're all very-

an' they're all different

they're all different - yes. ( . )

Awxx - is an incredibly- smart lady

you know.,

and I - I learned a lot from her- but ( . ) I wasn't - confident within myself I don't think, and she took me

(over it) a bit and really tried to ( . ) ( )

and the other thing- that you're forgetting is that - ya know- you're a different person

going on to third semester

( first semester second semester ) =

[mm mm, .  that's right. ]

( you're going to have to (quit ) (6.3)

it'll be (a training)- I'm looking forward to it, -

looking forward to the break,? as well,? or are you

ready! - [you're kind of on a roll aren't you. you'd like= [ah! - I'm on a roll, ]

to go right on. -

(mm mm,? (soft)yay, yeah,

uhm, - what gets me thinking is- I do need the break- mind you it's not going to be much of a break it's gonna be my making my money [- so I can u- I can -]

(yay., and ya

know something around that Wxxx I think that you know some of what - the adjustment to self directed learning - ([smack]) - you know and the whole sort of - m-method of thinking - in the department- is an adjustment away from -

the way it is at work.

(mm mm,.

and to just - either be

aware of that as you go in to not, - slide, - it's gonna be tough! - I mean you have to obviously ( . ) do what's

required at work and in the way that's - required but to try to see if you know in some way you can be at work as a

nursing student rather than as an E,? -

yeah. ( . )

I'll be working at my mum's medical office too. - an'=

([ ]she

does a lot of counselling and

mm mm,= people ( . )

really rely on -

mum's - e- mum's a RN and I'll be [working with an RN-=

[yeah.,]

=but- they're all going on holidays at some time during

the summer,? and [I'll be filling in,? -

and uh- it'll be wonderful experience - (hopefully)

[mm mm,? mm mm,? -

hh but again!- you know if you can keep alive ( . )

[that o-]

[good old- framework- and all this stuff., - and -

and a-see each day as another practicum day mm mm, -

then that again would keep you relieved. ( . )

[would have been] in the framework of the program.

((whisper))okay ( ) (4.0)

((whisper))be interesting,

((whisper))mm mm! - yeah!

((whisper))okay ( )

((whisper))mm mm! - yeah!

((whisper))mm mm! -

ーム, ((soft))and the clinic!

([Glendale) - Glendale - and

the Brentwood Medical [Clinic].

[Glendale, Glendale, (soft)] and the clinic!

([ ]) eleven 'til two at the clinic,? and three to eleven

at Glendale, -

(whistle!))

huhuh - but I am taking some
time off- again,

eya-ah,

(I ) running down to San Diego
to visit a friend,

ah., good for you. hm.- take a bit of
time just before you get into [school]

[yeah. ( ) about it),

ye-hy, ( . )

do it kid,? ( . ) well go enjoy! - you've
done it kid? ( . ) [well done - well done. ( )]

([ )]

but I'd like to

keep on with the meetings - starting in the fall again,

al' right?, hh now- it won't be me. - in the fall -

(tsk!) .hh!

I'm going back to school.

((soft))really.,

(soft), really.,

(yes,.)
CO: • hh but - e- we're in the process of hiring right
now.,
CL: ((whisper)) yea- hm, -
CO: we would probably be able to
hire - some of the people that we have- already - .hh so
what I will do: I-I would suggest u-u-uhh (  .  )
the person I would most suggest - if she's here ( . )
- is Sxxx Sxxx - who's been - one of the others she's (moved
over from last year) (with these other two ) -
she's a lot like me,
CL: k-hhh!
CO: that's why, heheh, (  .  )
re[commend her.] -
CL: [m hm,? ummm (  .  )
CO: yeah.
CL: start in,? on her,=
CO: =yeah! o-oh-,
((muffled chortle)) yeah.- start in on her ((loud laughs))
CL: as[k Jxxx to look at the file.]
CO: (ask Jxxx,? okay,
CL: (h)okay,? - but - you know- also just to:- i-if you're not
pleased with whoever it is, then; - a-a-ask to see one of
the others that'[s- that's perfectly - legitimate.]
CL: (that-) so,
CO: are you going in for your doctorate are you?
CL: m hm, (2.6)
CO: (i'm gonna go) down to San Francisco for a year (  .  )
CL: hh., (3.4)
CO: I've had lots of empathy for all you folks rec(hh)entl(hh)y
((laughing))[(h)and so I start thinking about go'ng back=
CL: (mmhm!)
CO: =to schoo:::l, an'. hh
CL: is it only a year for you now. -
CO: well I've got a year's leave ( . ) and u-uh - after I was
granted a year I said to the director uh - so how do you
feel about two? .hh - he said oh w'e'll talk about it later
CL: mm hm, ( . )
CL: m hm, ( . )
CL: family counselling an' sexual counselling an' the whole-bit,?
CO: whole gamut.
CL: you know depending - I mean there's- the yes I can in terms of - registration an'
that
and then there's - the - yes I can because I've got experience [in that an' training an' so ( )
m hm,.
right]
but I say - I ca[m do it I mean that ( .) B.C.
[oh I see]
P=Psychologist-s- say I can do it
m hm,
but I've uh - for instance I would never do: drug and alcohol ( .) 'cause it's a dependency,
'y-okay,, 'cause I just don't have the
to do ( .) severe cases of abuse, (4.5)
I like this sort of thing developmental
[ba[ssom,?]
so as so as a psychologist in a college do you sometimes get involved with people's family,? problems,
mm hm? m hm? yeah, the students - hh and - up until-
recently - faculty an' staff. - we now - have the college
have what's called the employee assistance
m hm,
which is available ( .) because uh- with the increase in
students we (prefer ) - but sure- any
thing th- family issues marriage counselling - hhhhh -
the reason I am asking [is because my boyfriend is um-]
hm,.
m hm,.
hm,?
is he's s-separated he's not divorced [{ ] basically=
Dr. Mxxx?]
[uh huh, uh huh,?
and has been for um - a year
[and I ( .) I don't ( .) see- progression,?]
yeah, ( .)
and um - I thought well what about a psychologist an' I -
m hm,?
know that - they're not on medical record,? - they're not, th'ye're not - covered by medical services -
(co) a friend of mine that was able to pay for
it went to a doctor - oh the Jewish fellow - in town -
probably covers about 90% ((laughing))of the psychologists
[in town .hhh (well no - )]
I can't think of his name-
but he was just wonderful. yeah, (Jxxx )?
no,
he said the name was Bxxx - something ( .) his first name
was Bxxx -
(not Bxxx Wxxx)
ocouple of friends an' - acquaintances only actually -
m hm?
yeah,]
went to him an' - it was just in-credible
(yes),
yeah,
you see often ( .)
they're a 100 bucks an
hour. 75 bucks an hour. ( .)
((soft))m hm,? - mhm,
if you had the money., - I- I mean I'm not going ha- he's
got to do [it himself. that's one thing I've learned it's-
[yeah, .]
not [my - problem an'-]
and he's not a student,. - here at the college
I've often - thought about him taking a course and he could
come and get some help,? -
he'd be getting a course!- 
ya know- because he'd-
that's less than two sessions ( .)
so um - a psychology course. - ya know. [because I know-
sure!]
- he's interested [in it an' it'd be killing two birds with-
[hey sure!]
=one stone!
((laughing))ho hoh .hhh ((loud))I think you
just went into rescuing my dear.,? ((laugh/chuckle))
no -
no -
h he doesn't-

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rescuing you're caring.

CL: he's (some things he-s) a volunteer fireman an' he's got a really - demanding job but ( . ) trying to get '[im to=

CL: =think that - his life is falling ap- -part around him-

why don't you - focus on yourself for a little bit an'- do something for yourself,? { . }

(so-).

CL: ((loud))well? - yeah? - tell him- that if he's an enrolled

- if he's a student enrolled in credit courses at - Camosun College he's - { }

CO: 

CL: yeah. ( . ) do people do

that,? I mean I- I don't want to - jip the [system,] 

[no. ( that)

- I dunno well, - I I mean I have suggested it sometimes,?

CL: m hm,? - m hm,?

CO: .hph - you know. I wouldn't suggest it- if

someone had - absolutely no thought prior to that of -

education - [because - if they don't then they end up=

CL: [mm hm,]

CO: =probably failing,? (2.5)

CL: that's sort of - added.

yeah. yeah. (he's a) - failure an':

who needs it yeah ( . )

CL: 'cause I've often thought ( . ) you know {{ }}

what you pay when you pay i- I mean you've paid for my services - you bought me .hh when you paid your fees!? 

CL: mm hm, ( . )

CO: forget what percentage of your- - fees go into student services ( . )

CL: okay., well I'll give it some thought.,?

CO: mm hm! { . }

all right.,?

CL: ( )

((tape off))
CO: care of him. (7.0)  
CL: I feel!?, -  
CO: you feel!?, -  
CL: except for ( ) all day (that)  
CO: (sigh)- ( ) go again,?  
CL: - yeah,- but then Wednesday- and Thursday came,? - and I just (2.0) on the go too much. -  
CO: the - the balance point,- with - it's really trying to find  
CL: so I was [trying to-]  
CO: of yours,-  
CL: and I was- uhm - it was always running through  
CO: my mind the business about running water - .hh - and I was trying to get -  
CL: settle,? - { } sit still,? - (chuckle) let the silt  
CO:  
CL: (uhm - as - uhm) ((sigh)) I got involved with another  
CO: massage therapy group yesterday- and it was kind of like I  
CL: had to do it yesterday- or I wouldn't be able to get in for  
CO: two weeks,- and I felt quite good after that.  
CO: mm,- mm. - I mean that's- I think one of the things that's  
CL: awfully tricky, is that sometimes you do have to move -  
CO: faster in the moment, than you might - otherwise like!, in  
CL: order - to catch some of the other- things in ( )  
CO: in life!  
CL: [mm hmm]  
CO: (mm mm,- mm mm!- mm!,- you also sound a  
CL: little more settled than when it sounded like you were kind  
CO: of shaken by - what Mxxx said { } kind of let  
CL: that in more,-  
CO: yeah,. - I'd- I um,. (8.0)  
CL: are you blanking out or reading. { (}  
CO: [oh,. - I'm rea- I'm  
CL: reading. -  
CO: is this something there you want to-  
CL: yeah,. I was just' - uhm. - when you were- used the word  
CO: pledge last time,. that kind of, - I really heard that,-  
CO: tell me what I said. I obviously didn't.  
CL: [((laughing))]  
CO: [((laughter)) oh- some  
CL: what did I say,. ((giggling))  
CL: something about- somewhat - ahm - or - sort of -  
CO: pledged yourself- to- him.- [until he dies.]  
CL: [yeah,. ] yeah,-  
CO: because I said something about the easiest thing would be  
CL: for him to [die.]  
CO: [well, or what you have to do- what has to  
CL: happen,- is. that he has to die,.  
CL: (pardon me but) what did you hear. ((chuckling))  
CL: well, - it - it struck a chord,. I didn't quite understand  
CL: what it was about,- I know,- that at one point. -  
CO: actually when- near the beginning in where I used to work  
CL: for him - .hh - I felt that I could have died for him,.  
CL: mm,- - if someone was trying to harm him,. I would have  
CL: leapt in the way!  
CL: (that's the end of it). - [yeah - yeah]  
CL: [I- I really  
CL: consciously felt that. - I, don't know if I feel that -  
CL: now,. that I would do that- but I almost feel like I  
CL: would- uhm, (2.9) if he had a fatal illness,. - I would  
CL: stick with him til the end!  
CL: yeah - yeah.  
CL: and that I- I just couldn't,-  
CL: so some of the- the hearing,  
CL: is kind of a really,- an- acknowledgement - of that,- that  
CL: sense of commitment.  
CL: mm hmm!  
CL: I (4.0) if I don't know if,. (3.0) some of this is tied up  
CL: with like father - business,?  
CL: mm hm. -  
CL: aahm (2.1) so that's-  
CL: that's not clear to me,. I (phoned)- he had some friends,.  
CL: - guy h. was in the army with - in israel. - and they came  
CL: and stayed ( ) - and they,.? - knew  
CL: I wasn't living with Mxxx- but I had met their sister and  
CL: they wanted to meet me,. and ( ) house for dinner.  
CL: mm hm,?  
CL: and they were absolutely delightful couple,.  
CL: and they were really warm,.? - and (they'd even listen,?) -  
CL: they live in England  
CL: uh huh -  
CL: and- near Stonehenge.  
CL: [((laughs))]  
CO: [u- uh well,]? - it's - (down the road) (chuckle)
and they said to me, - they said, - you know, when I think you, you know I'm sitting there, and I'm just sort of trying to - you know, be really nice, etcetera, - and they talked about oh ( ) I'm sure you'd like our daughters and - ahh - you know, and they had pictures and this is probably the room you'd stay in if you came and visited us in England, and it's like - they were - being i- really open about accepting me and like my little brain's going, - people should not do this, because I am not with Nxxx any more.-

I don't belong, - and these people still ( )

right! - and they were ( )

kind of confusing. -

I know,- I could feel this warmth,?

pour out of them? - and-

that warmth, -

I could not act on it that night,- I kind of- I was just aware of this happening - and when I got home, - ahhm- and my- and then Nxxx drove me home so we had our little talk and then - after ( ) when I was talking to a friend- and - the warmth was - it was like I wanted to sink- into the warmth,? - I wanted to fe-

and- I felt almost like this incredible ( ) child who had just, -

wrapped up in your - comforter,, maybe -

yeah, - and I sort of thought., whoa whoa whoa, wait a minute - how much of this ( ) are you [battling. -

yeah, - - and - anyways, it turned out., that they went away for a day and then th- Nxxx phoned and said they wanted to take us out to dinner (so I went out on the weekend and )

at the end of the evening I came down - from the- (ceiling)

mmm,? .hhh ((sigh)) and- was easier about taking - in., -

( ) that's Nxxx'ss, -

other half?

([Laughter])

or - whatever occu-

right,,

occurs ( )

yeah,- I don't know. - and-

so what do you figure they could - discover. -

( ) - we go through these little battles,. and then,
CL: (sigh) - um - uhh - it's okay.. - [it's okay.]

CO: [it's questionable.

CL: yeah. - I'll go and do it. - it's okay.

CO: but it's okay.

CL: yea;h. - I'll go and do it. - it almost

feels, as though, (2.8) it no longer matters what

response they have to me, - it's more like - I'm starting
to feel I'm going for me: - and I'm, as Xxxx Dxxx and-
(a program).

CO: right. - and it's a very good community

CL: isn't it though).

CO: [Clargest craft fair in - the islands,? -

CL: oh), - yeah. - I hadn't thought - oh, well the

other thing is my friend,? - Txxx who was working for Xxxx Xxxx for a while.,? -

CL: so- lives on Hornby.,? about -

CO: fifteen minutes from

CL: Denman Island,? - she doesn't live there any more.- I found

out.- she lives in Cumberland. and she six months

pregnant. -

CO: (be sure and tell me all the story about it)

CL: she is- she's a bit younger than I am.=

CO: kay but what

CL: meaning-

CO: [oh.]

CL: [I'm not sure what meaning you're putting to that

then.-

CL: okay. -

CO: when you say okay, - [( )]

CL: [she was real glad to

hear from me.]

CO: uh huh just you, - [not from Xxxx]

CL: [just me, - just me.]

CL: [isn't it.]

CL: [yeah, - and well I- she's my friend. I know her past,

CO: 'kay, - so that's legit. -

CL: 'yeah!- and she was saying- put

some of your art work in a box and bring it I want to see
it. - (soft)(bring

) and she sounded real enthusiastic to see me,? - I sometimes

think when I can't reach people on the phone?,? they're

{(giggling)}avoiding me,?- mm hm, - so a lot of it, - is

like here you have a whole sort of sequence of the week, -
of Xxxx saying oh well- sure I want to be back together, -
and yet- all these people, - even though there's a -
potential rejection there, - an awful lot of extensions. -
it sounds like you're paying attention to it.-

CL: yeah., - I am.- I'm really not, -

CO: but that's what you're

CL: choosing. - very consciously. - to listen to, - rather than-
yeah! someone didn't answer the phone, - Xxxx doesn't love, me, - da da dah, - things like that -

CO: people won't. - he

CL: interested ( ) - and I just have to -

reach out.

CO: and when you stay with that, (3.0) how are

your feelings. -

CL: well it feels good., - I don't feel

anything. - but it's good - (I feel)

CO: ( )

CL: yeah., - and- I don't feel so needy. - I don't feel the

kind of hunger.

CO: yes., - desperation-

CL: yeah., - (they weren't)

CO: I have no idea what- I feel like this

is my last- planned weekend and after this I've used up all

my friends( (chuckling)) hhh- and I don't want {[ }]

CO: [now is that

true? -

CL: no., - and- another part of me., - also says well

I'll find something to do.,

CO: mm [hm]

CL: [and in a way it'll be

CO: easier for me,?

CL: mm hm! - [mm hm! ( ]

CO: I think I (count to him) (4.2)

CO: well. sort of really,- literally hearing.. - and this is

not true, that I'm using up all my friends, mm hm.,

CO: and in fact the more I do, it's the more practiced I

become and therefore we - mm hm, -

CO: reach- reach out, - and-

CO: respond to people's - given

mm hm., - mm hm, -

CO: it's quite curious. - I mean is it any, - is it just

accident that these people live on Denman Island,? -

(to have) a large artist community.? (4.0)

something you're supposed to be at? -
CL: oh! - possibly, - possibly, - possibly.

CL: ( )

CL: ( )

CL: ( )

CO: oh cats,

CL: ( )

CL: ( )

CL: ((whisper))cat-

CO: great- big- cat.

CL: ( )

CO: and you want to feed them,

CL: ( )

CO: ((laughter))

CL: I don't know- their cats are called-

CL: -so again you start to now see, - the potential for you.

CL: (in this,)

CO: ( )- ( ) - 'kay - it's quite different.- you know you ( )

CL: it's a - longer than really tense for a short period ((laughing)).

CO: ((laughter)) yeah,. - .hh just can't

CL: carry it anymore. right?

CL: ( )- uh-

CL: like- oh kids, keep trying to be mad. ((laughing)) -

CL: he's letting me have the car.

CO: what do you know! - ( )

CL: I'm waiting to be pushed out.

CL: be pushed out right now. - and ((sigh))- umh, -

CO: where are you,

CL: well- you see I don't- I didn't know it that's not clear to me. it's like - he ended up, - he phoned me the next - oh no,. I stopped,. and I wasn't,. - I stopped off to get something,. (1.8) at the house,. - on my way back- somewhere,. - and - uh- he said that this couple wanted us to go out for dinner that night. - and it (4.0)

CL: it was like we weren't cold with each other. which was nice too,. because he's still ( )

CL: hm!

CL: (this one it kind of throws me a little bit.- sometimes I want more,)

CL: [we keep expect- I mean-

CL: many ((giggling)) I mean this is like the black and white-

CL: right? - you're not getting it anywhere else so you have to get it in your clothing,

CO: [(chuckling)]

CL: [(laughter)]

CL: [ ]

CL: [ ( )]

CO: [that's right,. - yeah,]

CO: [calculating and not want to have anything to do with you. - and that's not true. - and,. (2.5) my sense is some of the confusion for you. what do I do with this,. it doesn't fit,. - my rules.

CL: mm hm,.-

CO: it doesn't fit my rules! but I also don't particularly like my rules. -

CL: [yeah,]

CO: 'cause I don't want him to be cold and calculating.

CO: yeah,. - and also I can't,. (4.0)

CL: you're not playing by your rules.

CL: (been like this so long). -

CO: different.- you know you ( )

CL: [the super dialog),]

CO: [( )- it's a - longer than really tense for a short period of time ((laughing)).]

CO: (((laughter)) yeah,. - .hh just can't

CL: carry it anymore. right?

CL: ( )- uh-

CL: like- oh kids, keep trying to be mad. ((laughing)) -

CL: he's letting me have the car.

CO: wel- ( )

CL: I want the car.

CO: well ou could've said I don't want the car?,. (3.1)

CL: I know,. I want the car.

CL: ( )

CO: it gives me more independence. - ((sigh))- ahhm, -

CL: so,. - it's a battle between,. - hey,. - you know,. if I just accept what's going on,. - and. - enjoy our enjoyable moments,. and- and acknowledge that- things are different.

CO: there's a battle between,. - hey,. - you know,. if I just accept what's going on,. - and- enjoy our enjoyable moments,. and- and acknowledge that- things are different.

CL: - it's really quite - (blank)

CO: mh hm,. - [hhh]

CL: but when I keep thinking that it-. it should be a certain way,. (2.6)

CL: ( ) (4.0) I don't,. - he um (2.0) I remember I said- I said to him,. (5.3) somehow,. like- I have this
sort of pressure well... okay, so I want, uh, I'm not
gonna be with Nxxx 'n I want to get out there and explore,
- but I haven't,
[which you do, -
yeah, - okay explore men. -
and, -]

CL: ah..., okay.

CL: as - as as as there's all this other exploring
going on too. (1.5) ahm, -

just teaching- (the better

CL:)

CL: yeah..., and I just- always had this thing

well (1.5) I had to get involved with someone real quick,-

CO: who says,-

CL: I know, - but see it's in my head, - and I-. hh

CL: who says,

CL: yeah,. - okay

CL: just- really.

CL: no, - let's- I was

[just- really,]

CL: [well I was- not- involved with him.

CL: no,- I mean that's

just not how you operate. - and, - that you do care,-

there's a big part of you involved in Nxxx and even -
even if you reach the point of severely severing in
some kind of complete fashion,?, - but you're still gonna
be involved with him. - and- even if you're not involved
with him, that doesn't really matter { you get
involved with someone else. -

CL: if he (think that) like I

mm [hm,?]

[and he heard that. -

CL: what was- what were you wanting, - in having him hear that.

CL: ((sigh)) ahm,

CO: ((sigh)) as far as- him [being that important to you,]

CO: (oooh.

well, I felt he was - he was pushin' me. -

CO: sort of

CL: (and)

CL: (and- and you wanted to say don't- expect me to,-

CL: youh:, - and

CL: (to)

CL: as - as the- and then now I

feel I sort of want- to do this ( - want) a baby

and,- ( -)

(sigh) (3.3) and if it I cannot
do it. at that speed,- and- if I can let en- I want a
recognition that it's okay for me to do it at my own speed.

CL: (from whom do you want the recognition.) (6.5)

CL: well there's- all the people that- who I feel, are - are
pushing me and pulling me ( -)

CL: (who are the other persons),. ((chuckle); - go ahead and
ask for it. - tell me what recognition you want. (2.0)

CL: I- I feel- bet- I feel that when I'm me I have to sit in
this chair.,?

CL: mm okay,.? this is fair enough,.?

CL: 'ause just from last time.="

CL: -"yeah right, keep it - keep it

CL: straight. right,?

CL: [{(laughter)})

CL: (let's keep the system right, - that's

CL: fair enough,.? okay.,? so.,? - make some - requests,- -

CL: I just want you to let me- to do - in my own way. - I want
to feel. it's okay for me to do whatever way I want to do
it,- even if it doesn't fall in with people's preconceived
ideas.

CL: your- preconceived ideas.-

CL: ideas. - I just want to be able to do at my own pace,- and

not feel there is something wrong with me. - I want you to
- ((sigh)) - and I want you to let me do it- I want you to
say it's okay for me to do this.

CL: ((soft))say that again,-

CL: I want you to say,.? It's okay. for me to do this. - I want
you to say it's okay for me to do this at my own speed, -

anyway I want,. - and that there's nothing- wrong with me
for doing this. (3.0)

CL: ((soft))so there's your

CL: ((sigh)) (5.0) ((sigh)) (2.5) euhh.,- ((giggle))

CL: if feeling,- -

CL: I- I'm surprised. it feels easy

for me to say this to you now. I think- -

CL: try it out.- try it out.-
491 CL: ((sigh)) - it's okay, you can do whatever you want at your
492 own pace, at your own speed, - within your own space, -
493 there's nothing - wrong with me for doing that, - I still-
494 hhh. - I feel a little uneasy about it, but it also it's
495 been times it feels easier for me to say this.-
496 CO: - mm hm. -
497 CL: ((sigh)) -
498 CO: as you say that? (2.8)
499 CL: .hhh- I fee- I- like ( ) -
500 CO: ( )
501 CL: ((laughs))
502 CO: ( you),, ((chuckle))
503 CL: it's okay ((giggling))
504 CO: you can do it at your own space, - at your own speed, and in your own space,-
505 CL: okay. - ((sigh))
506 (4.0) (breathy sigh) (6.0) ((sigh)) - (you know all) -
507 CO: mm [hm],
508 CL: [ ( )] in my body- ahm-
509 CO: ( )
510 CL: ((sigh)) [oohhh,]
511 CO: [the reaction.,? (6.0)]
512 CL: [ ( ) uhm, - ((sigh)) - ( )
513 CL: I want a ( ) too,? [ ( )]
514 CO: [mm hm,- m hm,? ( )
515 CL: ((sigh)) - ohh, - ( ) at last.,? -
516 CO: (soft)mm- just say it,-
517 CL: ((sigh)) - at last- okay at last-
518 CL: ((sniff)) I don't- at last I don't have to struggle,? -
519 CO: what do you ( ) -
520 CL: (wanting it with )
521 CL: (wanting it with )
522 CO: how are you feeling
523 CL: towards her now. (4.5)
524 CL: I feel quite warm. I can almost let her in,? hhh!
525 CO: I can almost let you in. I can almost let you, in,? (3.0)
526 CL: ((sigh)) I- I uhm., (3.2) ((sigh)) I- I feel I want to sink
527 that maybe you, hold me,? (3.2)
528 CL: ((sigh)) I- I uhm., (3.2) ((sigh)) I- I feel I want to sink
529 CO: ( ) -
530 CL: ((sigh)) (3.5) ohh,- I- I
531 CO: ( ) - it's funny you stop sinking,? -
532 CO: (soft)let yourself,-
533 CL: m hm (3.3) ohh,. -
534 CL: just shut up. Bxxxx?, ((chuckle))
535 CL: [(chuckle)]
536 CL: [((chuckle)) (3.5) ( ) (2.0)]
537 CL: ((sigh)) (20.5)
538 CO: ( just bring feels ) (19.0)
539 CO: we also have to ( ) (4.0) so;
540 CO: mm hm? - okay.,? (2.5) well don't try to think about it,. just i- just let yourself, - struggle and- you're trying
541 CL: to do it right here. (sigh) (9.0) (sigh)
542 CO: ( the violin stuff). -
543 CL: is you ask for some approval,? you give yourself some
544 approval. - ( ) (43.5)
545 CO: (you think ) - ( )
546 CL: ((sigh)) (9.0) (sigh)
547 CO: ( )
548 CO: ( mm hm,? - ( ) (10.5)
549 CO: ( )
550 CL: ((sigh)) - (sigh)) -
551 CO: ( ( ) mm hm! m hm,? (3.0)
552 CL: (mm hm! m hm,? (3.0)
553 CL: ((sigh)) - (sigh)) -
554 CO: so- (where do you ) ( ) (sigh) - (sigh))
555 CO: ()
556 CO: ()
557 CO: ()
558 CO: ()
559 CO: ()
560 CO: ()
561 CO: ()
562 CL: ( (wall))oh, ((sigh)) (4.5)
563 CO: resolved- is the word ((giggling)) for the feeling. (2.5)
564 CL: mm hm. ( (sigh))- it uhm (2.2) I felt- a strange combination
565 CL: of (6.5) sinking in and - giving up the struggle. (4.1)
566 CL: and, - not as much as it would be but over here, just- a
567 CL: little fear of being taken over,.? -
568 CO: ( )
569 CO: ( mm hm- mm hm - m- on
570 CO: guard,. (2.0) ( ) (4.0)
571 CO: I don't feel like I just did,-
572 CL: ((sigh)) (3.5) (sigh)
573 CO: wel- uhh ((sigh)) (5.5) I think it's - I think it's
574 CO: ( )
575 CO: ( )
576 CO: ( )
577 CO: ( )
578 CO: ( )
579 CO: ( )
580 CO: ( )
581 CL: I,- ( )
582 CL: I,- I-
583 CO: ( )
584 CO: ( )
585 CO: ( )
586 CO: ( )
587 CO: um ((laughter)) - okay,? (giggling) all right,-
588 CL: I - I think it's good to stand you over there watching and
589 protecting her. - looking - looking out. - thank you.
590 (lot harder to do it) - watching. - protecting me
591 CO: not interfering.? -
592 CL: no ( )
593 CO: cramping your style
594 CL: ( ) (5.0) (you can try) ( )
595 CO: [([loud laughter])]
596 CL: [([chuckling)]) - ( ) ( )
597 ((sigh)) - golly
598 CO: ( )
599 CL: ((sigh)) if it- I know, -
600 I know I'm on that road, ((sigh)) - and - I there's
601 nothing to stop. - I mean- I will not stop myself. -
602 CO: and it's- what- strikes me in terms of this last week- is
603 that- what's not happening anymore! - is you get- you know
604 trucking along- and then you get a knock. - and you
605 stumble. - you get knocked off (to your road) - you didn't
606 stay there very long at all.
607 CL: no.,
608 CO: you just got right back
609 on and just kept on moving. - and that's- that's a real
610 strength. - 'cause we can prevent ourselves from getting
611 knocked off. - ut it's getting back on again- and that's
612 the real that's the strength. ( ) doing that
613 more and more!,
614 CL: I've,- well.
615 CO: and- quicker and quicker.
616 CL: yeah, - and you know, - what?- I was like I was thinking
617 yesterday. - I phoned a friend and- I won't be able to s-
618 she won't be able to see me.-
619 CL: ( ) mm hm. -
620 CO: potential for disaster.?, right [there,]
621 CL: [right. - but it was almost
622 as though I just wished- I had more time. - teh to sook
623 let the feelings I had about it sook in. - it was like- it
didn't matter what the feelings were,- I was just really
624 aware I had that feeling. - and I wanted to enjoy,? it.-
625 no matter, -
626 CL: whatever it was.
627 CO: yeah,- even if it was - like
628 CL: I know I had my kind of- sense of rejection - stuff. - but
629 it was almost as though - I just wanted to be aware? of
630 that- I know there's a certain pleasure in awareness. - so
631 it's like,
632 CO: I know that I- no longer. - feel the need to deny feelings
633 or run away from them and in fact,. - I'm realizing that
634 regardless of what they are,. - there's something really
635 alive and- about it- allowing yourself to experience it. to
636 not run away - to put this in it. - whatever the feeling
637 there's energy there. -
638 CL: yeah,. - I just,
639 CO: (soft)yeah! yeah!- I do! - and I could- I could- see
640 that I could- get myself into trouble. - but - I elen,.
641 CO: uh you're assuming you could get yourself into -
642 CL: right like, well I could fall into my old patterns. -
643 CO: mm hm. -
644 CL: 'kay though I didn't want to do that but I wanted-
645 CO: yeah,- yeah,- well but that's not a ( ). -
646 CL: no,. not [the feeling of ( )]
647 CO: [no,. yeah! that sort of- uh -
648 the wallowing in - in fake feelings. of ( )
649 CL: yeah,-
650 CO: rejection,. when in fact I'm not feeling rejected.?
651 CO: I'm just -. - I
652 CL: I know but - (yawning) I just - oohh. - I know you said
653 something about when I yawn,. - uhm, -
654 CO: how do you feel when you yawn,. - I'm not getting enough
655 CL: air. - ah-it also feels nice when I yawn too,- yawning
656 ( ) meant spontaneous stretching ).
657 CO: no! - breaking the rules. (3.0)
658 CL: I was too busy,. yesterday to enjoy everything that
659 happened. - and I was sort of annoyed about that,. (2.3)
660 ( ) the fullest.) -
661 CO: life is coming fast and
662 CL: furious. (chuckle) -
663 CL: yeah!
664 CO: uh hng! - and I realli
665 wanted, - it's sort of - it's like being at a really good
666 meal and knowing you have to leave early. or something like
667 that I really want to taste it.- ( )
668 CL: (yeah, (yawns)) - mmh.
669 CO: and that doesn't mean,- that it has to be a one time taste
670 only,. - sort of if you start to feel that. like-
671 CL: yeah.
672 CO: um I'm missing the full p'lasure. - you have to stop and
673 ( ) - ( ) - stave on in
674 that one space there. -
675 CL: yeah,
676 CO: um I'm missing the full p'lasure. - you have to stop and
677 ( ) - ( ) - stave on in
678 that one space there. -
679 CL: yeah,
680 CO: and that that was actually quite ( )
681 CO: ((soft)) mm hm?-. oh- yeah! - and- sometimes you could stop
682 and be going. - ((sniffing))
700 CL: a.-nd, - for my other, - I go to the chiropractor then too,. and I wanted to- I was going to get there early 'cause I was half (hearted)-

709 CO: it's okay,, those- are some of the skills,, that you're starting to remember (  )-

718 CO: (  )  you-use that. -

727 CO: (nothing) not specifically,- I know you've often,, - yeah,, - and that - ()

736 CL: I felt good about that. - and- uhm (3.5)

737 CO: so I don't think- you know you say,, like I really do want to do this.- as if this was some future project,? - and I really do want to face my fear and turn this around,- it's not future. - what you are just saying is I'm starting to do that now, it's not something in the future that I'm planning on doing. - I am doing it now! and recognizing that I'm surviving,- I'm strengthening,- I'm getting clearer,- that all of that comes out. - a lot of that stuff (we need ) -

746 CL: (soft)hm,, m hm,, - hm?, -

747 I used to feel- I, - it was really hard to show fear,- and to feel - we can help them? - you don't really have anything to be afraid of. there's nothing really to be afraid of here.- and - being weak was just I mean, (3.0)

756 CL: I'm accepting more and more in myself., - that it's all right for me to be weak., - it's all right for me to be absolutely terrified and not want go out of the house. - ((sigh)) - and- it's- absolutely all right for me to be terrified of men! -

765 CO: sure!- and then,- doing,. (3.3)

774 CO: because when you look at what actually is happening,. - a lot of what you're doing is,. - yes I'm,- first of all,- you know it's all right for me to be weak., - one of the things that I'd encourage you to look on that,- is - how often you call yourself weak., - when in fact., - you're just unknowing. - you know it's a new area that you [don't know anything about.]

783 CL: [oohh!-, - yeah., - yeah,. (3.0)

788 CO: ( )

797 CO: I'll think about that one more time

798 CO: I'm weak in terms of,- selling my beans, - and I'm weak in terms of- how I'm going to lead this- new life I've got. -

807 CL: - right., - .hhh - I can't (remember ) -

816 CO: ( ) -

825 yeah,, - it it's like- yes, -

834 CL: I can feel scared,- I can feel confused- and - uhh - not belonging,- and- go to
dinner with these people. and — what happens.

CL: hm, (1.5) my fee—like i—this is real common with the art— program, my theory was that—i would get scarred or—really really intensely—before the actual event—(in my —) —i mean that's our—our body's reaction to—potential threat. and—you have a mind that can create such wonderful

CO: well,—the thing is you get sea—we get scared. and the anxiety is what happens to us in the face of the —i mean that's our—body's reaction to—potential threat. and—you have a mind that can create such wonderful

CL: (((loud laughter)))

CO: (potential ((laughing))threats. —i mean that's our—body's reaction to—potential threat. and—you have a mind that can create such wonderful

CL: it feels [really—real—].

CO: [that—and the feelings are real. —the feeling of the fear is real. —what is triggering the fear, what gets the fear started is—a thing of fright. —i know and—you know. —i know the—that the fear is real. —i have been in therapy for—at least two years before i—ever acknowledged i had any fear,—and it must have been—more years after that before i—was able to say i feel—changing a lot! —is a thing of fright. —i have to do it. —i was put out too soon. —i have to do it. —i was put out too soon. —i have to do it. —i was put out too soon. —i have to do it. —i was put out too soon. —i have to do it. —i was put out too soon. —i have to do it. —i was put out too soon. —i have to do it. —i was put out too soon. —i have to do it. —i was put out too soon. —i have to do it. —i was put out too soon. —i have to do it. —i was put out too soon. —i have to do it. —i was put out too soon.
CO: yeah, well, I guess I gotta go out and
(to her then) I'm gonna fall apart when I let down
my guard, so the first thing I have to do is let down my
guard.

CL: yeah, you see now you see the trick
is. I'd have to do this, in such a way I prove you
wrong but. I still, (laugh)'

CO: 'kay, you're on.

CL: (I need a hug.) ({(sigh)})

CO: all right, go do it, you going up to Denman this
weekend?

CL: yeah it's time, ( ) I hope so.

CO: there are you aware, of what an artist community
Denman and Hornby are? -

CL: yes. yes and there's a fair in Courtenay.

CO: well there's a Courtenay fair,?

CL: yeah.

CO: but there's also Denman Island each year. that has a big -

CL: ( )

CO: great.

CL: yeah, I hope ( )

CO: this weekend -

CL: I know and in fact - it's usually, you know when it is, it's
usually real late November or something. sort of
pre Christmas?

CL: ahh really!

CO: I'm just trying I remember being up there once,? I think it was
(towards the end of November, (2.0)

CL: enjoy!

CO: well, it'll be beautiful up there, have you ever been to Denman before?

CO: yeah yeah a long long long time ago.

CL: (chuckle) (guffaw) in another life, did you say?

CL: e- no, it's an island (laugh)

(tape ends)
Interview #34.

CO: so- how are ya. (hh) -
CL: o:h,. — it's [been an event- - =
CL: =eventful:=-
CO: =month or so?,
CL: [couple of months] [I think since=
CO: [ungh::::!]
CL: =eventful:=
CO: =month or so, ?
CL: [yeah,]
CO: [couple months]
CL: [yeah,] [I think since since=
CO: [yeah,]
CL: [yeah,]
CO: [I've seen you really,v)
CL: yeah.
CO: [I've seen you really,]
CL: =i did get into
CO: [good for you/=
CL: =to one of their
CO: [lunches- [yesterday,?,]
CL: [how did you do I mean how did you do it. did you-
CO: [get tested by Jxxx?]
CL: yeah. [I went]-
CO: [good for you!=
CL: yeah. [I went]-
CO: [good for you!=
CL: =I did get into
CO: =the Sahara, I know it's not in A(hh)isia ((laughing))
CL: [smiling]) I said the Sahara
CO: [was you nervous,?]
CL: [voice quivering]ye-a-sh. -
CO: [well good for you!:= well!-
CL: [I'm not a matter,? =
CL: [smiling])I said the Sahara
CO: [i did! and -
CL: [I just barely squeaked by ((giggling))]
CO: [nasal))doesn't matter,? -
CL: [smiling])I said the Sahara
CO: [were you nervous,?]
CL: [voice quivering]ye-a-sh. -
CO: [well good for you!:= well!-
CL: [I'm not a matter,? =
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CO: [was you nervous,?]
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CL: [I'm not a matter,? =
CL: [smiling])I said the Sahara
he travels a round he's pretty infatuated with me but some things are coming hard - to stay: in that - that period uh- I mean like my weekend and so it's gonna be really kind of ( ) uuhmm he's an officer in the military. so yeah, out with about four of them. and then I met one that is higher stuff - but was dated from - before we met so - y'know most of it is - I think he's in Vancouver. he goes away a lot.

Island and they made arrangements for her to come up one weekend and so it's gonna be really kind of ( ) and - I feel really uncomfortable about the whole thing - because - well basically I - uummm - I can be openly curious so (giggling) at times - and uummm - curiosity killed the cat,? - a:nd he went downstairs to do - his laundry ((giggling)) a letter from her was sitting on the table and he said she's coming up! I of course know he said she's coming up.

so that's:- good except - I don't we're kinda deting each other and - I'm pretty infatuated with him and that's okay he's pretty infatuated with me but some things are coming out - that I think are gonna be problems. ( clear)

yeah, - yeah!,- so it's sort of a game. it's like - it's hard - to stay: in that - that period uh- I mean like my sen- I mean if you say problems of sort of recognizing that you know this may not be a life long commitment here.-

no,- no,. I'm - pretty sure it's not,- but what,

uuuhmm - he's an - he's an officer in the military,- so he travels around a lot. and before we ever met or anything - he uummm (2.0) uummm - met this girl who lives on Whidby Island and they made arrangements for her to come up one weekend and so it's gonna be really kind of ( ) - a:nd - I feel really uncomfortable about the whole thing - because - well basically I - uummm - I can be openly inquisitive so (giggling) at times - and uummm - curiosity killed the cat,? - a:nd= his apartment and he went downstairs to do - his laundry ((giggling)) a letter from her was sitting on the table and u= (giggling)) a letter from her was sitting on the table and u-

your eyes just happened [to glance at-]

[oh! yeah, I just happened to like totally read and memorize (giggling)] the whole thing - a:nd-duh well you're paying for that. [right?] found it really threatening I found the tone of the letter really threatening - [a:nd-] [what you didn't read - is how he responded to it,.?]

well I know that- he's invited her up - mm h-!

a:nd- I don't really have a problem with that because I think most of th- the letter was dated from - before we met so - y'know most of it is - higher stuff - but I am concerned about how I'm,? gonna fit into this whole thing,- he hasn't told me which weekend she's coming up! I of course know - he said she's coming up.

[and that I can't wait ( ) (giggles)]

[(it's a- )]

[(so again we're into one of these situations that hasn't happened yet where you're catastrophizing - and imaginig: and gettin' freaked out about it.] - yeah,. - and I'm okay now because he's in Vancouver. he goes away a lot.

right. -

what do you wanna do! - here's another opportunity to do., instead of to worry. the best, -

what would work best for me,. - would just be - to- kinda lay low- not mention it - and then - after (2.5) you know this weekend - ha- thing has transpired just- ask him if now that he's had a chance to spend some time with her if that changes things - between us at all.

[mhm,] and - so I'm quite relaxed about it now ( )

what do you wanna do? - what do you wanna do! - here's another opportunity to do., instead of to worry. the best, -

what do you wanna do? - what do you wanna do! - here's another opportunity to do., instead of to worry. the best, -

what's your impulse? what are your impulses saying.

what's your impulses saying.

what are your impulses saying.

what's your impulse? what are your impulses saying.

what are your impulses saying.

what are your impulses saying.

what are your impulses saying.

what are your impulses saying.

what are your impulses saying.

what do you wanna do? what do you wanna do? -

what are your impulses saying.

what do you wanna do? what do you wanna do? -

what are your impulses saying.

what are your impulses saying.

what do you wanna do? what do you wanna do? -

what are your impulses saying.

what do you wanna do? what do you wanna do? -

what are your impulses saying.

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what are your impulses saying.

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what are your impulses saying.

what do you wanna do? what do you wanna do? -

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what do you wanna do? what do you wanna do? -

what are your impulses saying.

what do you wanna do? what do you wanna do? -

what are your impulses saying.

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what do you wanna do? what do you wanna do? -

what are your impulses saying.

what do you wanna do? what do you wanna do? -

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what do you wanna do? what do you wanna do? -

what are your impulses saying.

what do you wanna do? what do you wanna do? -

what are your impulses saying.

what do you wanna do? what do you wanna do? -

what are your impulses saying.

what do you wanna do? what do you wanna do? -

what are your impulses saying.

what do you wanna do? what do you wanna do? -

what are your impulses saying.
CO: do you know that?, - do you have any data
to support that [statement? ]

CL: [nnnoo,? no,? -

CO: but - what - what
information do you have around him and how he relates to
you being emotional or not. -

CL: very little. - because- I mean
we're pretty compatible,? - we've always- had fun together
we - haven't really had any sex- this is the first- sort of
serious issue that's come up.

CO: m hm! - it is risky in that
sense like I don't know., if he's just - cruising along!,
or whether -

CL: mm mm,-

CO: whether I mean something, to him. -

CL: yeah, - and he sends really mixed messages that way. - I
mean - ummm (3.0) like he said (2.0) ummmm th- this was
very early on! I was suprised he even said this to me.

CO: (because ) first date ((giggling)) you know
and- I'm crunching away on my caesar salad an'((tittering))
then he'd say you know I can't offer anything permanent but
we'll see. - and, to me that's saying two com- sort of
completely opposite things! [because-]

CO: (what do you think it's saying.

CL: it's saying- that he can't offer me anything permanent -
but we'll see,- and I know [that (he said that)]

CO: [well- what - what're what
meaning do you draw from that.

CL: what meaning do I draw from that? - that- basically if if we turn out- to be fairly
compatible we'll date each other for a while. - and -

CO: what do you think he's saying about himself from that.,

CL: ([under breath])I don't know.- I can't figure it out at
a:ll! -

CO: I mean I'll just give you my [my [ ]

CL: [like men are

CO: ambiguous but this one ((giggling)) takes the cake -

CL: well, - but n-also I think it's its's- you know, an' we've
talked about this before that it's hard for you so-times
to - you know seize on one but you - my first reaction
to that was - you know the reality of the situation which
is- is he doesn't know what's going on,? and there - and
that there's obviously some thoughts there that he'd like.,

CO: (whisper)yes,- see I didn't - get that.

CL: you didn't get that one [did you.]

CO: [nnnoi:.,

CL: which is correct!
the bullet thing.,

is it's got nothing to do with his reaction. - to my being
((whispered)) a bitch - he hasn't ( )

on this stage of mine - [it's if I get scared ( )]

I'm really insecure and uncomfortable with the whole thing,

umm (1.5) that- he's going to: - feel very threatened
by that, he's going to feel this is a woman that can't
handle me having female friends,- this is a woman that
can't handle me going away, and meeting fun people th-
go it any data,? (2.2)

no, no ((mocking wall)) no, hh!

let's change the- let's change the scenery. - mm hm,

you and Jxxx are going out together ( )

a::n::d - a long time male friend of yours- comes up an'

mm hm - and staying at your apartment.

and staying at your apartment,? - and Jxxx says to you -

I dunno Jxxx,? I feel real uncomfortable about this. -

makes me feel real insecure. (3.0) what would your
impression be. - ohmm - I'd appreciate his honesty,? - I
might be mildly irritated,? - that- uhm- something that

didn't seem like a problem to me was - goin' to be a

problem for him!, - but I'll try an' reassure him that

he'd be included in whatever activities were happening- and

(2.0) that uhmm- there wouldn't be - he be anything that

should affect ) - (3.3) I think, (4.5)

and yet- do you assume that that kind- of reaction would

never even occur to Jeff if need be to tell him that

(instead of) wishy-washy ( ) bitch

((muffled snort)) - yeah, (4.0)

(t)

well, - and that this girl: isn't old friend of his I mean -

[she's just someone that-]

previous- it but it's an arrangement that had

been set up right,?

yeah, - but- it's not like they're

old school children, they mean- he probably would have
dated her - or gotten some way entangled with her, (2.0)
aahmm - judging by the tone of the letter I would think, -

well, her she would've gotten I mean you don't know what what

he would've done { } - you have no- information-

how he responded (to her) -

no?,? that's true,. - he shoulda left his response to the

[letter ((loud))]

[yeah i know. ((loud))]

make Xerox copies of his return letters.

if there's even been a return letter.

the other thing that

-came up- was- u-u he had whole bunch of stuff on his
dining room table an' one of them was a list of girls' phone numbers. well- three girls. - which I felt
uncomfortable with too but I felt they were also probably
for you- know - t minus four weeks or whatever and they had
just been sitting in his briefcase for - for [ages,. ]

what's on [your desk.]

[(and didn't, - hh!!! hh! oh a:hh!hh!hh! hh!hu:hh!hh!hh! ]

((sustained tittering giggle)) all those guys who are
answering my ad. - ((chuckling)) -

((high pitched)) here we have a little system of uh double
standard [here- right,?]

((laughing)) -

including the ones that you're
still keeping in case this doesn't work out,, ri-right,?

instead of asking him about it though, - I did something
that - was - I don't know - I wanted [to see his reaction=
[copied down,.]

=no I didn't copy 'em

try and call

them ((laughter))

I um-

see I'm even sneaker than you are

((laughs))- I was sitting at the table reading a magazine,

and I just let my hand fall on his list,(hh) and just

kind of played with the corner of it and stuff like that -

and he saw me, - doing that. and I wanted to see what his
reaction would be but he was just completely bland about
the whole thing.

and because he was completely bland., what

did you therefore assume. -

that there was nothing to the
whole thing., - and it was probably from some time back,

mm! - that's not what I expected you to say.

oh!

that's good!

okay,((chuckling))

mm! (all right,,?) - so

you're doing testing., you're testing again.
CL: you're testing and - and recognizing these old behaviours, of how I'd get real sneaky and (you're ) suspicious, - [and it doesn't feel very good for you.] CL: [and generally] - it doesn't feel very good for me: - and it surely couldn't feel that great- if Jxxx really knew what was going on-

CO: (chuckle) - but he still how come what's the difference- what's the difference between the female roommate and female visitor. - ummm - she doesn't, - she just doesn't, - will she has a boyfriend (for one thing,?)

CL: do you know if this other woman has a boyfriend, - judging from the tone of her letter I would ((giggling)) say th(hh)at she doesn't, - ((giggles)) oh, my God,.

CO: mm hm, - he has a female roommate that doesn't bother me - but he still how come what's the difference- what's the difference between the female roommate and female visitor. - ummm - she doesn't, - she just doesn't, - will she has a boyfriend (for one thing,?)

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CL: do you know if this other woman has a boyfriend, - judging from the tone of her letter I would ((giggling)) say th(hh)at she doesn't, - ((giggles)) oh, my God,.
you know I might [add,] [mayo I'm not a good example.

CO: heheheh! ([chuckle])

CO: uh, h-

CL: but it- well if one of my friends

said that I might ask a little bit, - [more about them] [what would you ask.

((very quiet)) what would you ask. -

CL: why did you invite them

((tittering giggles)) up for the weekend ([anxiously])

CO: would you? - would you ask that of a girlfriend like a

girlfriend [right,?]

CL: [yeah, - just because I want to find out - umm

is this going to be their next big romantic interest,? - or-

is this just someon e that they think would be fun,? - or

did they invite themselves,? an' - she's just putting up

with it,? or: - I wouldn't say it in that-

inquisitional- tone or anything]

CO: [no, - yeah, , yeah! yeah! the- sort of the-

like well ho- how did that happen if this person is coming

up! -

CL: yeah, -

CO: could you see yourself saying that to Jxxx?

CL: well, he told me that!, -

CO: umm! (2.0)

CL: that he met her and he'd invited her to come up sometime -

she wrote back a letter and- he describes the letter- just

a wee bit differently 'han my judging it,?

CO: u hmmm!

CL: how- and I didn't get to that part in the letter so I don't

know .hh but apparently -

[how did- he decr-]

CL: [he: she wrote- he- okay. he

described the letter- as being - that- uh- she wrote me

this letter that uh - was kinda funny- because she-
thanked me for not trying anything with her (heheheh)

((giggles)) and- and I kinda laughed at that I thought it

was funny. right,?

CO: [what was he saying,

CL: he was saying that

he was too shy - quite often to approach women or - and

very often - h- he would let - them make the first- move-
in a lot of ways, -

and how you're choosing to interpret

that, -

CL: that- she was grateful that he didn't try anything

then: but coming up to: - stay with him for a weekend might be a different- thing! - all together.,

CO: mm, does that

logically track,-

CO: yes. it does.- (I was-) well,-

CL: hhh! - she's trying to make herself look totally virtuous

and wonderful. - hhh- when in actual fact she's [probably]

that's what I would do if I was being sneaky. -

CL: 'aah! -

CO: right, and- if I'm sneaky so must be everybody else be. -

CL: well, to a degree.,? (2.4) I don't know, -

CO: if - was trying to make it with somebody. I would do what

she's doing,. -

CL: I honestly don't know, - I don't have

enough information.,

CO: [I know exactly,. - but you sure make up

CL: wise,. [right,? ]

CL: (ooh, yeah,. [1.8]

CO: and again { ) what do you wanna do,. do you wanna

CO: torture yourself,? -

CL: [noo,]

CL: {or do you wanna get some real,

information about the situation with Jxxx,. (2.8)

CL: I'd probably have to do the real information,. (2.0)

CO: well- you don't have to,. but it would probably feel a lot

more, well it'd be kind of anticlimactic but you would feel -

CL: calm, ([laughs]) - maybe that's better,. -

CO: mm, - and the fear,? around that,-? if I ask- if I start

asking him.,(7.0)

CL: I don't know,. I just don't want to look clingy or

possessive -

CO: { ) now - 'cause if I look clingy or

possessive. if he finds out that I'm clingy or possessive.

what's gonna happen. -

CL: it would probably make- dating other

people look very (hhh) ([chuckle]) attractive to him

CO: hm, - (something)

CL: yeah,- then again he

may leave anyway. -

CO: m hh,? - or he may stay (3.5) are you

clingy and possessive? -

CL: sometimes. -

CL: all the time?

CL: { no) -

CL: and how does clingy and possessive fit with the statement

oh but I'm sure glad he's not around all the time. (3.0)

CL: I guess it's just ([form of ) (5.0)

CL: CO: clinging and possessive,? or,? are we- just saying,- you

know,- I need you. -

((soft)) right,- right,-
CO: (very soft) need to feel close to someone, and here
you're startin' to feel close to this guy, ( )
CL: yeah, that's -
CO: ( )
CL: 'cause this is the first sort of element of reality that's-
come into things (chuckle)
CO: (and it came in- to me) - you
CL: mm hm!
CO: don't you know people aren't all that different,-
( I  mean- if can you- well- I mean if the tables were turned-
and Jxxx said to you!, - you know I am feeling a little
funny and a little nervous, I'm really attracted to you -
CL: mm hm!
CO: (  )  - you
CO: don't you know people aren't all that different.-
I  mean- if can you- well- I mean if the tables were turned-
and Jxxx said to you!, - you know I am feeling a little
funny and a little nervous, I'm really attracted to you -
CL: mm hm!
CO: (  )  - you
CL: I'd appreciate the fact- that he had been so open and
(  )  mm, - m hm., - there's another thing-
CL: mm! - yeah! - hm! - what are you doing ( )
CL: well It's, on the nursing floor with another nurses ( )
CO: oh really great! [how won- ]
CL: [yeah - and it's- going really well! -
CL: tonight's my first night shift that they're- all by myself
CL: I've had a night orientation ( )
CO: God., why didn't I- ya know Mxxx Exxx asked me if I knew of
people -
CL: [((giggle))hehehe (giggles/laughter)]
CO: [and she s- and I said, - I know ( )
CL: [well- obviously I wasn't needed, you got it anyway.
CL: yeah, -
CO: great!,= -but-
CL: [oh good! -
CL: [so uuhm
CL: [so little- um,
CL: [will it was- kinda scary to be you know this is the first
time (I've )
CL: [immediately]
CL: [themeditely, right- right but-
CL: [how (available )
CL: [her supervisor-
CL: [Axxx - lives upstairs - she ( )
CO: [there is someone upstairs,
CL: [yeah., right., - and (1.6)
CL: [and- it's also not ar acute- floor, -
CL: [no., - that's true.
CL: [(1.5) the job is great,= um they're kind of letting me go
beyond what a nurse's aid - would do ( )
CO: [yeah!, - well that's what- that's what M-Mxxx Exxx said to
CO: [cause originally she sh- I said- well what about the -
long term caring, will it continue
CO: [((whispered))]

are you also still working at the deli though?
upsetting year for first year students
gonna take 10% [credit for ( )]
charge — yeah, yeah
gonna take 10% [credit for ( )]

don't get into Patho. - another year? - is

right. - so it's it's uh but is it it's it's scared ah is it scary or excited. -

both, - it will be kinda neat to be in

charge - yeah, yeah,

and again as you say you know

just sort of recognizing - I mean I'm only in charge of the floor. - upstairs is - [another] person.

[yeah., yeah, - and um -
are you also still working at the deli though?

[not, ,]

[or is this a full time,]

I quit at the deli. and- right

now this is full time vacation only and I work the weekends

straight through - the bad news is (I got only

in Patho. ) there are only 12 seats left

right now and u-

bottom of the heap - [three-]

[more] people

do n't register until August (2.2) and that's really

[scary.,]

[okay, you don't know,]

[mmmm -

(mock cry)] 12 seats left,

I don't know it's- really nerve wracking (5.0)

that's - so Patho means- so it's people finishing this

year, -

yeah, I mean you don't know.- it's been an

upsetting year for first year students

(whispered) (practicum)

(animated overlapped exchange)

[ooohh,]

[I was thinking {]

[[I was kinda glad that I went]{{}}

thinking about you then I thought - I-I did think of you

and I thought you know;? - there is always - silver

[heheheheh,]

[some silver lining still cl- every cloud has a silver
lining or something {]

stress [stress for me hahahah]

[for me,? and it's not been a very um-
satis-fac- you know a lot of- people just- so-

yeah.. - it's too [late ]

well,? - what if you
don't get into Patho. - another year? - is

[yeah.,]

[that - what h- what happens then,?]

I'll only be working weekends until I find another job! and

might lose my daycare subsidy and (or I might

in the)
daycare [which s- just started three days ago,]

[or you might find a job! ( )]

([

])

((soft)) [yeah, - she's adjusting fine!,

and you {]

I think it's [find your own

[soft]) you again - look what you're doing. (2.0) and

don't (hi-) - catastrophize it.

[yeah.,]

what do you know,

about your ability-,? - of finding jobs.,? ( a job,?)

[ohh, - that- usually works out.,

yea- well you've found

more jobs in the last- three months

[[chuckle!!] I know (hh)ow]

than most people have

in the last three years! -

[yeahhh-, nihnuhhuh! -

could be: it was really very disappointing.-

[(soft)] (and um ) - it's not- being (2.0)

[no, - but I really want it to,]

mm,

(you know)

[soft]) yeah! - and you don't know that you'd like it. -

[no,]

you're assuming [(you might not!)]

[don't know the whole thing is sort

of a worse case scenario- that I'll get wait listed and if

I go to classes for the first two weeks., - someone will

drop.. and 'cause I mean that happens a lot of years

they'll drop in the first [two weeks of classes,]

[that's right., possible, - and

even if that doesn't happen., - you know if one of the

concerns is My God another year I'll be real rusty., - you

could still continue to sit in,, - you know

(every soft) you were ( )

[me hm! - how are ya gonna- like h-help with tutoring first

year [students]?

[sure,? - sure,? sure!- so that't you know. again.

there's a lot of different - possibilities. none of them-
CL: yeah.

CO: as nice and neat.

CL: as you would like.

CO: I can't help but to sort of think- woe is me,- this is the first year there haven't been enough seats in class now.

CL: I don't even know that

CO: (high pitched/loud)good for you!, - hey! progress is being made.

CL: I know people who had trouble getting into 161.

CO: sure - lot of people have trouble getting into that.

CL: [hehehe ((laughter))

CO: [heheheh ((laughter))

CL: heheheh! -

CL: [hehehe ((laughter))

CO: I'm trying not to say that because it's not exactly what I mean - my response when you said [that which I didn't voice is- oh yeah.,- here we go-]

CL: [heheheh ((laughter))

CO: ((loud laughter/talking))yeah! - (  )

CL: ((loud))I'm trying not to say that because it's not exactly it was something -

CO: ((loud laughter/talking)) if that doesn't happen what do I do,? - to make this interview with Mxxx - as attractive as possible,?

CL: mm hm!

CO: and at the same time., don't yet go into the- the fa-

CL: (laughter)

CO: yeah, (4.2)

CL: we know it's always the time being that mid (line). - I mean yeah look at the possibility and have - plan B C D E heh X Y Z!

CL: mm hm!

CO: and at the same time., don't yet go into the- the fa-

CL: (laughter)

CO: yeah, (4.2)

CL: we know it's always the time being that mid (line). - I mean yeah look at the possibility and have - plan B C D E heh X Y Z!

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CL: (laughter)

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CL: (laughter)

CO: yeah, (4.2)

CL: we know it's always the time being that mid (line). - I mean yeah look at the possibility and have - plan B C D E heh X Y Z!

CO: mm hm!

CL: and at the same time., don't yet go into the- the fa-

CL: (laughter)

CO: yeah, (4.2)

CL: we know it's always the time being that mid (line). - I mean yeah look at the possibility and have - plan B C D E heh X Y Z!

CO: mm hm!

CL: and at the same time., don't yet go into the- the fa-

CL: (laughter)

CO: yeah, (4.2)

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CO: mm hm!

CL: and at the same time., don't yet go into the- the fa-

CL: (laughter)

CO: yeah, (4.2)

CL: we know it's always the time being that mid (line). - I mean yeah look at the possibility and have - plan B C D E heh X Y Z!
(7.0)

CO: d- y- I don't know! (3.0)

CL: just - done?

CO: hm! - maybe, {{(laughter)}} ( )

CL: - yeah. again it's one of those times where - um u- y-e-

CO: I sense I'm beginning to catch your pattern.

CL: heheh..

CO: which is (2.0) you're very resourceful and you're going to
do a bunch of stuff. - and first of all's the new job th-
then there's this kind of: w-ow.

CL: [yeah,]

CO: {{(soft)}} (what have I done this for) (5.0)

CL: and - that's ( ) getting stuck -

CO: ( ) - you gonna stay there

CL: for good ( )

CO: alright?, ( )

CL: there' a plot to this. (1.8) ( ) (3.5)

CL: I just have this image of this file.,

CO: (giggle) other fellows {{( )}}

CL: I've still got 15

CO: (giggles) other fellows {{( )}}

CL: (giggle) that was

CO: so funny because when I'd go down to Monday Magazine,? to
pick up the the responses well. they said, - the girl
looked at my ad again- because it was kinda unconventional

CL: which w- which one was it. I mean I have fun reading these-

CO: =really,?=

CL: =oh sure! = [sure]

CO: [oh it'u the first one asking for

CL: Nxxx my (opaque) man,? - {{(quiet giggle)}

CO: (quiet giggle) that's that's

CL: great -

CO: and - umm -

CL: heheheh! -

CO: and I got a lotta really funny- humorous responses- to it
and (1.5) but - um- she looked at the ad and she said well

CO: I'll give you a call in a week and I let you know if you
got any replies ( )

CO: ( )

CL: a week later I nervously dialled the phone and she said oh

CO: Lxxx I've been trying to get a hold of you you've got - at
first we had about 12 responses - and then: umm- I went
down.,? I kept them and the next week there were 5 more.,
so I went down to get those but the funny part was both
times I went down there were different people. - at the

CL: [{ }]

CO: [at the desk -

CL: and- u-u-uh - I'd walk in- and I say I'd

CO: like to pick up the letters from box (number )- and

CL: they'd say {{(excited)}}oh, you must be Lxxx yeah you've got

CO: another 5 here you {{(giggle)}} ( )

CO: {((giggle)) you had a cheering section

CL: {formed I think that's great.,

CO: that was really funny

CL: so you got a bit of a connection with them

CL: yeah

CO: community with them,

CL: (chuckle)heheh -

CO: yeah!, but- you know, I mean, also what that says to me.,
is - when you reach out into the world! - look what you
get!-

CL: yeah, - you know what the funny thing - was - my
friend Dxxx helped me write the ad and then she went down
to pick up the replies., - and she had dated Jxxx- during
April - and she said - she said Lxxx- I've met the greatest guy but I
want to introduce him - to you because he's not my type.-
and it was Jxxx of course - and then he answered the ad.,-

CO: isn't that ama[zing,?]

CL: [so but- even funnier the first time Jxxx and

CO: I went out. Dxxx was my babysitter, and he did not
recognize her {{giggle}} actually 'cause she- she was
wearing glasses and she- didn't look like she was on a date
or anything {{(chuckle)}}

CO: [he probably wasn't paying a lot of attention
to her.,?]- [if he-]

CL: [and i- so it was quite, humorous - they know
each other through the Armed Forces. - and um - but - she
said - oh we were driving - {{(soft)}}oh just around the

CO: ( ) and then I mentioned that Dxxx ( )

CL: - and he said - and I said you- you know the girl that was
babysitting. - {{(giggle)}} that was Dxxx,? {{(chuckling)}}

CL: - so,- then I explained that we were - that she had
bothered to introduce us anyway so we'ud've had to
endure (the first

CO: {((giggle))

CO: hehheh! - sometimes your humour really carries you for the
first- (little [bit])

CL: {[ohh- it always does., hehheh

CO: it's a good strength we have- I'mean sometimes it - does
you in. doesn't it.

CL: {((falsetto))no, no.,-

CL: usually it's [a good thing., - yeah,]

CO: [no, yeah, yeah,

CL: endure (the first

CO: it's umh

CL: keeps you solid -

CL: yeah - sometimes you have to laugh at

CL: [yeah,]
stuff. right. - like ( ) you know that really hard
bread. with the soup. - and I was trying to butter my roll
delicately and (there ya see an') the bread fil(h)pped out
of my hand and landed (giggling) and hit jxxx's- plate -
((giggles))
It's almost a relief when something like that
happens ya know it's kinda like oh,. good,. we've cut that
crap now we can just get down to (this)
I just said I'm only
throwin' food on the first date ((chuckle))hehehe ( )

hey! - I mean - the other thing - well let's talk
about that.- (probably didn't care but) the other thing
that- came up- has come up a couple times?- he said -
you know you're not - the type of girl I'm usually
attracted to(hh) ((chuckle)) and he said that twice,- and
the first time he said it. and then he went on to say that
it was other qualities like uh (feelings), mm.,
the fact that he said it twice,- on two completely
different occasions?,

okay now what do you interpret n- okay? ( )
[
{[}]
the first time I
took it. at face value okay,. the- you know,. he likes -
Amazonian blondes,. and I'm not,-?

no he didn't say that,.?

yeah he did!
oh,. he did. - w-oh,. okay? he's usually attracted to blond women with brown eyes,-?

m hm? m hm? to girls that look taller.

brown hair with blue eyes,.? then I'm a midget ((chuckles))

but- and then he went on to say that it was other things,.?

mm,.? that - kept him interested sort of- but then the
second time. kind of -

m hm?, - [what was the context]

(it was ( ) at night - he said he know
if I saw you on the street I wouldn't look at you twice,. ((breathless chuckle))

hmm,? and I said {

too poetic) ((giggles))

(alright,.?

[I'm saying ( )]

[What was your feeling.-]

what were you feeling when he said that,- -
someone you actually (  )
yeah,
just 'cause you're new, - and if other people are around
they're around - but they don't cut it, - a girl might come
up from Whidby, but that's just a - previous obligation -
yeah, (?)
( ) all the opportunities
this had to not, - think. -
( ) (3.2)
you're gonna have to answer the ad, (?)
no, -
once contact was made, (?)
mm hm, -
once first date ( ) come back for a second
mm hm, -
.
mm hm.
( ) (4.2)
yeah ( )
what makes sense Lxxx is - that's - when you lose - when you
stop looking at what is, - 'cause you know in the end it's
behaviour that - is or isn't,.
mm hm.
yeah, (? - and when you
(2.0) you feel better, right?
mm hm, -
( ) when you stop looking at behaviour, and get into all that
yeah but, yeah but, yeah but, - and (made a list) and
(listened to that, (4.0)
running out of time here (6.0)
I think ( )
(giggle)
((laughing)) - okay!, - (tired!.) - bye bye,.
((breaks off))
Interview #36.

CO: no?  
CL: [no, I thought maybe she ( )]  
CO: [she hasn't. - no, - no, - no, -]  
CL: anyways. - [the reason I am here is I bombed - my: exam.]  
CO: [so. - oh yes. - the oral- or the]  
CL: well: my: certification exam. - I froze. - I don't know what happened.  
CO: mm, so went right to yeah! you were a year ago.  
CL: [I - I passed - the dental assistant program with flying colours I won: three awards,]  
CO: [yeah! - yeah right!]  
CL: [I - did very very well,? -]  
CO: [I'm getting my-]  
CL: [yeap,? - I froze. -]  
CO: [okay. - when was this like - a year]  
CL: [no,? just in June. - June 22nd.,]  
CL: [mm- yeah. -cause you were in- ( ) this year. - m hm,? yeah. - right.-]  
CO: [okay,? (I'm getting my-]  
CL: [(this year) a]  
CL: [all right., - ( )]  
CL: [so I - so I got into this exam.,? - m hm,?]  
CL: [and - it was-]  
CL: [I don't really know., - (it was-)]  
CO: [okay. - m:my interpretation of the way this exam was supposed to be was we had to fill out all these little cards we had to have an ID picture, it had to be approved, - I:- thought., that we would when we entered this room there was a vigilator. we were supposed to be checked to make sure we belonged there. - we're in the room, uh the exam was for 8:30 it was 10 after 8. we're all there and we're waiting: an' waitin', an' waiting, vigilator doesn't come- you know.? - and that- I guess it was about 25 to 9 the vigilator came. - there was directions up on the board nobody seemed to understand them. we couldn't seem to figure them out, [duh was there an'] [a'right, and as this is going along what are you starting to say to yourself. hurry up!,- let's get going.,]  
CO: [yeah, - like- [getting real impatient.] - I'm ready for this. - I don't [wanna sit here and wait all day.]  
CL: [yes, - yeah.,]  
CO: [so we got our exams., - fumbled through them,- tried to figure out- where to fill out our names and everything e:se tried to get - that -]  
CL: [mm,]  
CO: [in control I suppose]  
CL: [yeah., -]  
CL: [and - I don't know. I'm really disappointed I mean this is irrelevant to what happened to me during the exam but- the exams were handed out - we're all - spread out in the room they're handed out one at the time and each girl had to sign their name - to where- the letter matched with their exam]  
CO: [yes - yes]  
CL: [so that person. - started - the exam- before it got to - the rest of us. so like ten minutes later]  
CO: [so as you saw that and- you know it's over there and you're over here!, again what are you starting to say to yourself. ]  
CO: [I guess I just want mine- I want to get going 'cause I know we're only allowed three hours. -]  
CO: [and if we're only allowed three hours then that means, -]  
CL: [that I'm not getting the same amount of time,-]  
CO: [(very soft):amount of time [then what]]  
CL: [{(soft):I'm not gonna (3.0) }]  
CO: [so right off the bat (even before)]  
CL: [well I don't know!, - I don't know if I thought that. - I- honestly don't think I thought that.,]  
CO: [probably [not consciously.]]  
CL: [because]  
CL: [I wouldn't say I thought that for a minute because I didn't realize that - that person was really already starting,- I [thought what they would do is- make us stop,-]
CL: [so, so it was a fight - we couldn't touch the exam we couldn't highlight it]

CO: [yeah, right,]

CL: she'd count us off - yeah,

CL: so once I got into it - I wasn't afraid of it, I wasn't worried about it, - I know my stuff.

CO: [okay, now hear what you said to yourself,? - see when we talk about exam I mean what sounds like happened - is, that you had a real- good ( old) case of - anxiety. (3.5)

CL: would you agree with that,?

CL: [yeah,.- I mean there was like - two questions on one page and it was - like a paragraph multiple question and then there'd be - the four answers,-] [and then, below that there would be like pick out of those four an[swers]
CO: [never even saw it.]

CL: I [probably didn't -]

CO: that's right - that's right.

CL: [and I think I'll also start

CO: ((soft))my written my written - (soft))like start with the

CL: [my thoughts have already do- wrote letters.,- and-

CO: ((sobbing))'cause I'm so - angry - that X  didn't do it the

CL: (whisper)right.

CO: (soft))angry at yourself,? - w-what are you

CL: ((soft))angry at yourself,? - w-what are you

CO: (soft))that's right - that's right.
295 tough - because - I worked really hard - and I've waited a 
296 long time to get here -
297 CO: really disappointed. I really wanted a - a good year, I was 
298 feeling good about it I wanted that - finale I wanted to- 
299 celebrate. -
300 (weakly) be finished, and to be finished, and now, 
301 CL: and to be certified. that's why [I'm here].
302 CO: and I still haven't- haven't done it. 
303 ((soft)) ( )
304 ((louder)) any in there- any sort of niggling- of - I 
305 can- I don't know if I can,-
306 CL: [oh no,]
307 CO: [or- what if- what if-] 
308 what if the same things happens to me again and I can't do 
309 it? -
310 CO: and what're you imagining. - around there. let's just 
311 follow the what if cycle.- because this-
312 CL: (soft)(may I have piece of kleenex.) - (oh thanks.) -
313 I thought some of the control {)
314 CO: yeah yeah, - yeah. right. - if everybody said that I 
315 wouldn't need kleenex. (2.1)
316 what do you say.- what if don't ( ) what if I don't 
317 do it in August- what happens then, (2.1)
318 CL: ((soft))I don't know.- ([chuckel) immediately I'd say I 
319 quit dentistry- hahh! - but I know that I'm - a darn good 
320 dental assistant - I was a dental assistant for five years 
321 before I came here
322 257 CO: hm hm, 
323 262 CL: I came to get my certification,?
324 CO: ((soft))yes (1.6)
325 CL: but I - you know,. - I just can't bear 
326 the fact not doing it- again. 
327 CO: what do you see is gonna 
328 happen if you don't- ((soft)) get it the next time and- and 
329 ( )
330 CL: ((sigh))
331 CO: I don't know -
332 CL: imagine. -
333 CO: if I don't do it again? 
334 CL: [hmmm! ((sigh)) - [(but )]
335 CO: [can't bear the thought of doing it again.]
336 CL: [hhh! ((sigh)) - [(but )]
337 CO: again you mean the course again?-
338 CL: [oh no! - I wouldn't ever 
339 have to do the course again I don't think!- unless I can 
340 ( ) be:mb this exam! - ([sniff])
341 CO: mm - so there 
342 CL: I am,- I've got the exam coming up,.- if I don't pass this 
343 exam ((soft))I might lose? (2.0)
344 CL: I'm still a (registered ) dental assistant.
345 CO: and that (means),
346 CL: I still can't do: what,- I've been trained to 
347 do! - which means - I don't know what - do I- I mean I have 
348 a job!,- but- I don't think I would be too proud to go- 
349 to my job and - continue to do what I did before!
350 CO: ((soft)) all right- so what if I don't feel proud to go 
351 back and do my job,- what does that mean? (3.0)
352 CL: I need help! - somehow I have to get through this exam!- it 
353 can't be that bad!- why (can't they)
354 CO: because if I don't get through 
355 this exam that means- what,- let's just follow that I know 
356 it's uncomfortable.- you don't want to - look at that but 
357 it's also what carries all the 
358 CL: ((sigh))
359 CO: the (first) - if I 
360 don't get through the exam, - ((soft)) (let's have another 
361 moonlight job,) (6.6)
362 CL: ((soft))I don't know I don't thin. I would be too happy 
363 with myself - not right now! 
364 CO: mm - and if I'm not happy with 
365 myself- what happens,-
366 CL: I probably won't be successful. - no matter 
367 what I do. 
368 CO: mm hm,- if I'm not successful,- with what I'm: 
369 CL: [((laughs))]
370 CO: doing, then what's gonna happen. (2.5)
371 CL: I don't know,?- I'd be useless, ([chuckle)
372 CL: m hm- okay,?- and if I'm useless then - what happens 
373 (4.0) (to Nxxx ) (5.2)
374 CL: (very faint) ( ) think that I'm stupid or 
375 something) - (I can't find ) -
376 CO: (very faint) (who would think you're stupid,?) -
377 CL: (louder) anyone in particular,?
378 CL: (very faint)no one. - (very faint) 
379 CL: everybody.- mm- if everybody thinks I'm stupid- then (2.5) 
380 (what would happen)
381 CL: oh I don't think everyone would think 
382 [ ]
383 CL: [supportive an'- (((
384 CL: [but if everyone did think I'm stupid. -
385 what would happen - what about me. (4.0)
I really don't know I don't know how I'd feel.

- I think it can be an open book exam and it's just like right now.

I don't know what I'm doing. - I was so prepared for it. - I worked what made me not do it - I don't study I might fail. - I don't want to study, (crying) I just want to do it.

I don't know where I want to go! - what do you say. - ((sob)) no! - I didn't.

((soft)) and what happens when you - I mean what's gonna happen if you say no I didn't pass. - (soft) and what happens when you - I mean what's gonna happen if you say no I didn't pass. - (normal voice) that's where we're stuck right now, - we need to explore that a bit, - and what do you imagine is gonna happen to you what's it mean. - if everyone's like - what does that mean. -

that whole feeling mean. -

((tearful)) that I won't be (whisper) successful.

((very soft)) everybody thinks I'm stupid - line 'it's not'

((soft)) I've waited - so long to get here, - ana to be successful. - and to get on with my life and help my career (to say that)

- what I know how to do., - is on paper. - it's proven. -

((soft)) yeah. - and so if I'm not successful - if don't get this on paper. - I can't get on with my life.

((soft/tearful)) right (3.0)

I don't wanna be just a dental assistant anymore ((crying))

I was better -

((tearful)) and if I can't get on with my life - then that means (4.5)

((very soft)) right (3.0)

I don't wanna be just a dental assistant anymore ((crying))

I was better -

((tearful)) and if I can't get on with my life - then that means (4.5)

((very soft)) right (3.0)

I don't wanna be just a dental assistant anymore ((crying))

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((very soft)) right (3.0)

I don't wanna be just a dental assistant anymore ((crying))

I was better -

((tearful)) and if I can't get on with my life - then that means (4.5)

((very soft)) right (3.0)

I don't wanna be just a dental assistant anymore ((crying))

I was better -

((tearful)) and if I can't get on with my life - then that means (4.5)
CO: gonna be? (tearful) um- n- u-u- usually we'd phrase that question to ourselves too it's like I'll- I'll be nothing right? - I suppose? - I mean I know I'll still be a dental assistant,- I could be a DA for the rest of my life.- yeah,- but it's [not-] CO: ((soft))right,- and if I can't be,- what I wanted to be!,- then that means, (3.5) CL: ((nervous laugh)) - ((soft))I don't think I'd be very (1.6) CO: yeah,- but it's [not-] CL: [that's not what I want! - CO: ((soft))right,- and if I can't be,- what I wanted to be!,- then that means, (3.5) CL: ([relieved laughter]) CO: but you see what I want you to begin to acknowledge or look at is that usually when we're working - under this kind of a cycle,- many call it catastrophizing - many places were it end up is just either the vision of totally - empty life or even- death . - CO: if there's no meaning and no worth in my life! , . (then) - CL: mm hm,? - CO: if there's no meaning and no worth in my life, (1.2) (then) - CL: m hm - CO: doesn't mean that you're gonna go out and - ( [ to yourself]) CL: ([laughter]) - CO: how,- I mean if you then - 'cause we start 'this cycle,- an' u-u- you have an event,-? (1.6) you know you'll - hit questions- that are hard,-? - right,-? (3.5) but you've - dealt with hard questions before,- they ended up (themselves don't they,-) - CO: no, - (I think I should have) (chuckle) yeah. - but,- - we start thinking about - the event. - and if we start thinking in this line. - like oh my God I'm not gonna pass- everybody will think I'm stupid, - I'll be useless - I'll be unhappy, - uhh my life will be worthless, (3.0) if you're thinking that way,- - how are you gonna be feeling, (1.9) if you start thinking I won't be successful I can't get on with my life I'm stuck. - CO: hh -- probably feeling depressed.- I mean - dragging down with a ( [to yourself]) - CL: but I'm no:z- like I'm not well- not,- I mean I - CO: not- not totally. for the moment - and also my hunch is e- CO: at this point isn't, isn't this where the- you start to get scared,-? too? CO: yeah, - CO: yeah! - mm - mm! - yeah. - and then,- - from the way we're feeling.- then we start- uhh- action - CO: nm'- some of that can be- just - CO: wipe out, - CO: and what happened for you is you started to get scared on the exam. (3.5) like you say I just lost - lost track of the time,] CO: [I d- I: (3.0) ([soft])I don't know,- I- really don't know it seemed like it was (3.0) I don't know before CO: I knew it i like te. t- quarter to twelve or whatever it was and- and: Jxxx came in and said hand them in and I thought what? like- I'm not ready,- {([sniff])} CO: [ahah,. yrs so that's [the { }] CO: [to hand it in like I didn't even realize what time it was. - nobody said what time it was. CO: [yeah,] CO: [the clock was behind me. I CO: [yeah.] CO: [wasn't paying any attention to it at all,] - CO: [so you were just in another world. - yeah,] CO: [I was angry, - I was upset - um - I couldn't even stand there. and hand in CO: [: hh, mm hm,? mm hm,? - yeah,;] CO: [the exam- I just left everything and got up and walked out - because I couldn't- face the fact that I hadn't even -] CO: [(high pitch)]I hadn't even looked at that other part. CO: [yeah,- - [yeah.] CO: [and I honestly feel [that if some(bady had)] CO: [the clock was behind me. I CO: [yeah.] CO: [just froze.-] CO: [girlfriend was yelling at me she was telling me to start colouring.- and I'- like I can't - and she said you get - like a one in five a chance to get it right- just colour. - you know,? and I'm like Lxxx I can't! CO: [yeah - yeah CO: [I can't do it because I haven't= CO: [just froze.-] CO: [well-] CO: [haven't looked at the questions. how can I answer something that I haven't [even looked at. ( [sniff])} CO: [(very soft)]yeah, - yeah, - CO: [you know what's the point.}
621 CL: ...and so re-

598 CO: ...mean if

597 CL: breathe,? [I war]

594 CO: [yeah,] yeah, yeah, .. - ( ) breathing,? -

593 CL: I was - like - practically choking, to death - ((sniff)) -

592 CO: and then what happens,,

591 CL: (soft) you die -

590 CO: yeah! I mean if

589 CL: start- not L-eath ing

588 CO: and the

587 CL: ((very soft))'kay? -

586 CO: and then what happens,. ,

585 CL: I was -  like - practically choking, to death - ((sniff)) -

584 CO: (chuckle/sigh)

583 CL: ((very soft))'kay,? -

582 CO: (soft) you die -

581 CL: ((chuckle/sigh))

580 CO: [yeah, I know, but it's that same - it's the same example.]

579 CL: [very soft] 'kay? -

578 CO: (very soft)I'm mm,? (2.0)

577 CL: (knocks over something) - (soft) sorry -

576 CO: (sob) (1.8)

575 CL: the way we're thinking. (1.7) determines

574 CO: and the whole - power,. is in here. (taps, head?)

573 CL: ([soft]) you die -

572 CO: [very soft]I'm mm,? (2.0)

571 CO: ((sigh)) you die -

570 CL: [very soft] that exam,. - so positive

569 CO: [very soft]I'm mm,? (2.0)

568 CO: [soft] you die -

567 CL: [cough] I'm not this -

566 CO: [very soft]I'm mm,? (2.0)

565 CL: [cough] you die -

564 CO: [very soft]I'm mm,? (2.0)

563 CO: [cough] you die -

562 CO: [very soft]I'm mm,? (2.0)

561 CO: [cough] you die -

560 CO: [very soft]I'm mm,? (2.0)

559 CL: [cough] you die -

558 CO: [very soft]I'm mm,? (2.0)

557 CL: [cough] you die -

556 CO: [very soft]I'm mm,? (2.0)

555 CL: [cough] you die -

554 CO: [very soft]I'm mm,? (2.0)

553 CL: [cough] you die -

552 CO: [very soft]I'm mm,? (2.0)

551 CL: [cough] you die -

550 CO: [very soft]I'm mm,? (2.0)

549 CL: [cough] you die -

548 CO: [very soft]I'm mm,? (2.0)

547 CL: [cough] you die -

546 CO: [very soft]I'm mm,? (2.0)

545 CL: [cough] you die -

544 CO: [very soft]I'm mm,? (2.0)

543 CL: [cough] you die -

542 CO: [very soft]I'm mm,? (2.0)

541 CL: [cough] you die -

540 CO: [very soft]I'm mm,? (2.0)

539 CL: [cough] you die -

538 CO: [very soft]I'm mm,? (2.0)

537 CL: [cough] you die -

536 CO: [very soft]I'm mm,? (2.0)

535 CL: [cough] you die -

534 CO: [very soft]I'm mm,? (2.0)

533 CL: [cough] you die -

532 CO: [very soft]I'm mm,? (2.0)

531 CL: [cough] you die -

530 CO: [very soft]I'm mm,? (2.0)

529 CL: [cough] you die -

528 CO: [very soft]I'm mm,? (2.0)

527 CL: [cough] you die -

526 CO: [very soft]I'm mm,? (2.0)

525 CL: [cough] you die -

524 CO: [very soft]I'm mm,? (2.0)

523 CL: [cough] you die -

522 CO: [very soft]I'm mm,? (2.0)

521 CL: [cough] you die -

520 CO: [very soft]I'm mm,? (2.0)

519 CL: [cough] you die -

518 CO: [very soft]I'm mm,? (2.0)

517 CL: [cough] you die -

516 CO: [very soft]I'm mm,? (2.0)

515 CL: [cough] you die -

514 CO: [very soft]I'm mm,? (2.0)

513 CL: [cough] you die -

512 CO: [very soft]I'm mm,? (2.0)

511 CL: [cough] you die -

510 CO: [very soft]I'm mm,? (2.0)

509 CL: [cough] you die -

508 CO: [very soft]I'm mm,? (2.0)

507 CL: [cough] you die -

506 CO: [very soft]I'm mm,? (2.0)

505 CL: [cough] you die -

504 CO: [very soft]I'm mm,? (2.0)

503 CL: [cough] you die -

502 CO: [very soft]I'm mm,? (2.0)

501 CL: [cough] you die -

500 CO: [very soft]I'm mm,? (2.0)

499 CL: [cough] you die -

498 CO: [very soft]I'm mm,? (2.0)

497 CL: [cough] you die -

496 CO: [very soft]I'm mm,? (2.0)

495 CL: [cough] you die -

494 CO: [very soft]I'm mm,? (2.0)

493 CL: [cough] you die -

492 CO: [very soft]I'm mm,? (2.0)

491 CL: [cough] you die -

490 CO: [very soft]I'm mm,? (2.0)

489 CO: [very soft]I'm mm,? (2.0)
worker. how do you know those things. -

because I feel it

[1 know that I'm a really caring person]

well feelings - feel important but they're not
data. - in this sense.- let's look at - (cause)

[h e l p]

[what do you start feeling.]

oh! I feel good!

[j ust say] (okay,
)

CL: [I mean my last - practicum - the - the dentist said that- I]

was the best he'd ever had- in [his office as a student.]

[mm hm., mm hm!]

=I was A plus.-

[the]

[but I adapt well.- I can go into an office - and- be]

there - you know I was put into a situation in my last p-

practicum where - it was all mine! - the- the- CDA went to
the desk and they said it's all yours go for

[that's great. mm, mm,?]

CL: [it. you're on your own - two weeks- I was on my own- and I]

so it then becomes a situation where in fact you have a
lot,? - of real life data that says - I am successful.- I

can do - the work!- of a dental assistant.

CL: [I have one piece of data, that says - I have not been]

successful writing one exam. (3.1) right? (2.0)

and which are you putting more weight on. (3.0)

CL: [probably (that I'm not a very good) dental assistant]

mm mm,? - m mm- well,. you mean: we don't even have any

data for that! I mean you've failed to prove to me that

you're- you've done a real lousy job of saying that you're

a lousy showing that you're not a wonderful dental

assistant. - (very soft))? right? -

CL: well I mean I know that.

because I- if that was the case! - then- I wouldn't have

passed the dental assistant [program.]- and I passed it with

right, right exactly

[with flying colours.]

CL: with flying colours.

and the reality is we're not talking

about being dental assistants.

no,,

CL: writing the [exam] (an exam. (laughs))

[an exam. (laughs)]

CL: all right,? - okay so

what data- do you have- how can you prove to me- absolutely

- incontrovertibly with- good solid - proof,. - that I

can't write exams. (3.0)

CL: I can't prove that I can't write them. 'cause I wrote them

all year (but I passed them all.)

CL: (be specific. give me some examples.

(3.0)

CL: well, uhh! -

[very soft)m hm-

[very soft)m hm 

CL: I don't know! all the

exams I wrote! I passed!,? I- you know there was times when

I had hard time with some of them but I certainly didn't-

do as well as - other people had done

[mm hm,? yeah,]

CL: (I think that-

CL: and- I passed them,? -

CL: I passed them?

CL: (soft)m hm -

CL: you know,? I never- thought that I'd- come in here an'

be the A star student anyways=

[mm mm, mm hm,?]

CL: [I just wanted to be

successful successful

mm hm!]

CL: [it was important that I-

[were you] successful in passing the

exams?

CL: yeah!-

CL: m mm,? - all of them? all of the ones in the

program?

CL: yeah-

CL: a'right,? - so in fact again- we have an

awful lot of data. I don't know how many exams you wrote in

the program but

[too many (laughter)]

CL: [a significant number. - right, - so we

have all these exams in the program. - which you passed. -

so you have x number of experiences saying I can write
exams.,? - I have one experience saying- I- I didn't write
we could have used a strategy to get through that exam. - was taken away from me. - I couldn't do my highlighting.

a'[right?,]

I couldn't figure out, - you know - what the question was asking, - course it's not simple - compared to the questions in our old exams.

I don't know I walked out 'o there an' somebody said to me right then, - there, - you are going to be disqualified if you didn't just highlight it anyway.

I need to be able to highlight - and I wasn't picking out what - needed to be picked out,

I couldn't figure out that hat stupid damn thing too is it - I read differently, .

I'm a real good dental assistant and I— and I— stop, ((snort/chuckle))

I was doing too much highlighting - and I wasn't highlighting - and I wasn't able to be disqualified.

I walked out 'o there an' somebody said to me that exam or do anything to it or it's not right then, - there, - you are going to be disqualified anyways - all right, ? -

I're saying my instructor went through it with me. - and then- it seemed like - the next time - it was fine, !-

and I did better]

so you learned! -

yeah, ?

so much for not being a good reader.

I read differently, .

[read differently, .]
CO: yeah!
CL: if I had completed it.--
CO: yeah!
CL: and it seems - by my understanding is - I mean my multiple choice was okay.- I was like- 30 short of finishing it anyways.- [ahh when they - turned,]
CO: [but how did you do.- the ones that you did.-] did you get them right.-
CL: I don't know. they don't give me (that) - they never told me that I think- my interpretation - from what- I was told was- it was okay.- and- the decision as to whether or not I had passed would have been made when they looked at my essay. -
CO: all [right,?]
CL: [and I hadn't done it,- [so they just said- ]
CO: [yeah a'right,?]
CL: forget it. [she doesn't know what she's doing.]
CO: [okay,..]
CL: yeah. - okay,?
CO: so I mean yo- you see- you can look at- I mean- yes I'm [disappointed,.]
CO: [I wish I were out having a good time and]
CL: [I think that's my problem. is it. I didn't - can't answer it- so I get frustrated and sit there and I wait]
CO: [and- yeah yeah]
CL: and you wait and wait and wait and you're frozen - I mean you're not gonna get it.- if it doesn't come in the first three seconds it's not gonna come for a while. -
CO: [certainly not with that piece of it.- instead you keep on moving-? - uuhh- you might find four questions down the road- that something gets triggered- all of a sudden you know what number one said.- and you go back. - to keep on moving,- you keep a watch, - and you- you look at - how many questions and we've looked through ( ) this is a rehearsal. - you look at okay I got three hours - there's three parts- u- to the exam they're all - equal, - did they tell you what weight was put on each of them,-? did you know - how [much: marks]
CL: [wu- the- multiple choice was a hundred and- 65 - and [the essay part was 10. so - 10% so it was a=]
CO: [[ ]
CL: [-75 ((sniff))]
CO: [-10% of the whole mark.-]
CL: okay, -
CO: [all right? - so you know that you- you give 10% of your time! - so you got 10% of three- hours? (1.5) eh- 18 minutes. ( )]
CL: [well- l asked my girlfriend. I said to her- when did you start- that like, when did you - get so that you were right at how long did it take you.-]
'cause I've mean I've been going through this since the first day I found out about how I could do my exam better.

and - she said. - she don't - she was pretty sure it didn't take her more than 20-25 [minutes.]

[yeah., yeah.,]

If I can't get the first question that means -

I'm going to be [((sobbing)) (.)]

I can't prove it. - give me some data.

I'm not going to sit around and wait [for (them)]

'cause there's the critical piece right there is that- what did you just say., (about )

((crying)) I won't be successful again.

I can prove to me that because you can't do the first question, - that means absolutely that you will not be successful.

I probably feel like I'm not going to get the rest of it.

now that's how you'll feel then you will. - you see,

look at how you're programming yourself. you're saying. - well,- my whole- my whole life- hinges on that first question. - if I don't get that first question right-

I'm doomed. - I won't be successful.

I do for me

and if you don't get the first question, (2.0)

what actually happens. -

I think (.) so much right now is who that is- that's what are you saying to yourself.

((chuckling)) you can hold it for three hours,?-[

[(laugh)]

[ ( ) and if I can't]

get the first one that means -

hmm! - 164 ( ) -

what happens- with 164 (remaining) (2.5)

if I can't get the first question that means -

well,- I (know something) this time I'm not going to

- mind - but time should not be.

oh no!, - the bathroom part

was yes.=

you know e- exactly. [it was]

yeah., - and again you see

you're aware of you know already - some of the concerns you had the last time around- you know -

[yeah,]

[to not even worry about.]

yeah,=

yeah you can hold it for three hours,?-[

[(laughs)]

yeah - no problem. -

but timing. - so I think-

you know we can't- heh!- no time today,.- to do that. but
1079 opening it up - to forget about everything else - to work my
1080 way through it smoothly to feel positive about the answers
1081 CO: m hm,
1082 CL: [ (soft)] oh joy, [(chuckle)]
1083 CO: mm, - but you - that's what
1084 you're saying to yourself. - and to listen. - to as you think
1085 about the exam - listen to what the very first. thought is
1086 before you go on to the more rational thing number one you
1087 know that doesn't make sense. I do ' ) what's the
1088 first thing you say (2.0) just see if you can prove- s- see
1089 if they're - rational or irrational. - irrational meaning is
1090 not provable. (2.1) you can't prove to me that your whole
1091 life - will be doomed if you - don't do the first question.
1092 CO: ( no) - of course [not]
1093 CL: [right... but you - that's what
1094 you're saying to yourself. (3.0) and - it sure makes a
1095 lot of sense- to me! to be real freaked out!- if you think-
1096 that your whole life hinges on one question. - I mean that
1097 seems pretty logi- realistic if - if it's true that your
1098 whole life.,- depends on you getting that - uh whether you
1099 get that question right or not - you should be scared.,?
1100 CO: ( (very soft)) oh joy, [(chuckle)]
1101 CL: [mm hm,] I guess I just don't want to feel like I can't do it
1102 CO: mm, - because that's how I felt last time. - anyway I never had
1103 any problem with the first question what ( I met) on the
1104 exam it was not a problem. It was like half way through
1105 that I-
1106 CO: yeah, [( ]
1107 CL: [ [geez (snaps fingers) you know,? like it started to click
1108 CO: doesn't matter where it is - it's
1109 when it happens. - and the skill. - and the protection
1110 against that. - is - becoming aware of what - when you do
1111 that.
1112 CL: what is that?= when you start getting into this cycle.
1113 CO: and turning it off. - well I remember saying to myself - I
1114 can't do this. - ahh!- okay. - there you go! if you
1115 should've walked out at that point
1116 ((soft)) yeah
1117 CO: but is that true.
1118 CL: no!
1119 CO: (yeah).
1120 CL: but that's what I wanna do is-
1121 CO: [upset that.]
1122 CL: [overcome that.- yeah!
1123 CO: exactly.- so [that's what { ]
1124 CL: ['cause I normally
1125 CO: can't do [that.]
1126 CL: [all right... - and so my- my homework assignment -
1127 if you're willing to take it is as you go through the next
1128 few days- we'll set up a time for- early next week (1.2)
1129 as you hear that.- come up. - in your mind.- as it- sort of
1130 filters up from the subconscious. - change the thought. -
1131 but wait a minute - that's not true that I can not do it. -
1132 what is true is - yeah I didn't do some of the questions
1133 the last time around. on the other hand I have done this
1134 I have done that - I do know this- I'm learning.- to be-
1135 change my anxiety level - see if you can reverse that. -
1136 does that make sense,-? I mean do y- do you understand what to-
1137 ((very soft))yes,
1138 CL: [[]]
1139 CO: [the first thing if anybody says to
1140 me is - about - my exam- or- this next one
1141 CO: [is (2.0) how
1142 CL: can I pass it, -
1143 CO: well, then don't do that.,
1144 CL: [(laughing/crying)]
1145 CO: [well you don't do that. and you see that's the poi- .hh
1146 that's the- the -
1147 no, I don't know [that { ]
1148 CO: [you don't know that
1149 CL: sure. what do you know. - what do you know.- what have you
1150 got real solid proof for. - see we don't know anything
1151 about the future,- you can't sit- stay here and prove to me-
1152 that you're gonna fail - you have lots of data about
1153 passing exams through (4.9)
1154 CO: [all right., - and so my- my homework assignment -
1155 CO: [you don't know that
1156 CL: [(weakly)] I never ielt so confured, - ((sobbing)) what is
it that you call it.) (2.0) (I'll figure it out,?) (3.6)

and when you feel confused [then what are you saying about]
[doesn't seem like it should be
difficult? -]

m, - it's not fair,, right (3.0)

what are you finding difficult then (2.0)

((sigh)) (4.2) ((tearfully))I don't know what did I find
difficult at first when they said I wasn't successful

((whisper)) ( ) - like you're stupid

or ( ) or think less of you -

((louder)) you got any data of that,? - got any proof that
people -

((no,?)

[think any less of you,? - ((snickering)]

((loud/high pitched))I hate - hate [to bring thi-]

but I certainly- I
certainly avoid- if people ask me if I've passed

sure!

ehh,

well,? (2.0) yeah,. and that's hard,. - I mean that is

the hard part

I hate that,. - it's [like]

[yeah,.-

((clears throat))

well,? what would you like to say to people when -

they say soy,. how did you do!-

((sigh)) I don't know yet.

((chuckle))

that's true. right,. -

((gasp)) it is - I mean

a lady asked me yesterday I said I don't know yet I haven't

got the results ((chuckle))

all right,?- now that's not

ture,.?

well,. - but what- what would [you ( )]

[he's a total

stranger,, w,., would I tell her I failed,. ((sniff)) -

well what would / / / / to tell her - what's what would've

been the real - the answer from you.

I finished - I was

successful - ((clears throat)) now I'm just having a nice

summer and I'm going for the work. but it's not true

((sniff))

... - not ready... the true statement.
1 Interview #37.

3 CL: need to do (an' it) - they grab it before it falls off [the table]
4 CO: [oh, God, - sakes, ((chuckle))
5 CL: I-I don't like that.==
6 CO: =yeah,= 
7 CL: =that - that really -]
8 CO: [that's a little too uh-
9 CL: =yeah- that's a bit - it's=
10 CO: =uh huh,. ( .)  
11 CL: [yah, yeah,]
12 CO: "have the right to- to say hey. you(r) almost dropped your pen here.,2
13 CL: yuh., I h- I had [the - a-a session that I had=
14 CO: [yeah,]
15 CL: =uh-uh in- the { training course. - u-uh our- particular - instructions for that week [had do=
16 CO: [yeah,]
17 CL: =with- - uh closing a sale. - .hh and uh so - we- did our-
18 CO: [((giggles))]
19 CL: =with- - uh closing a sale. - .hh and uh so - we- did our-
20 CO: [((giggles))]
21 CL: =with- - uh closing a sale. - .hh and uh so - we- did our-
22 CO: [((giggles))]
23 CL: =uh uhh in- the { training course. - u-uh our- particular - instructions for that week [had do=
24 CO: [yeah,]
25 CL: =with- - uh closing a sale. - .hh and uh so - we- did our-
26 CO: [((giggles))]
27 CL: =uh uhh in- the { training course. - u-uh our- particular - instructions for that week [had do=
28 CO: [yeah,]
29 CL: =with- - uh closing a sale. - .hh and uh so - we- did our-
30 CO: [((giggles))]
31 CL: =uh uhh in- the { training course. - u-uh our- particular - instructions for that week [had do=
32 CO: [yeah,]
33 CL: =with- - uh closing a sale. - .hh and uh so - we- did our-
34 CO: [((giggles))]
35 CL: =uh uhh in- the { training course. - u-uh our- particular - instructions for that week [had do=
36 CO: [yeah,]
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38 CO: [((giggles))]
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40 CO: [yeah,]
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46 CO: [((giggles))]
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48 CO: [yeah,]
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54 CO: [((giggles))]
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56 CO: [yeah,]
57 CL: =with- - uh closing a sale. - .hh and uh so - we- did our-
58 CO: [((giggles))]
59 CL: =uh uhh in- the { training course. - u-uh our- particular - instructions for that week [had do=
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61 CL: =with- - uh closing a sale. - .hh and uh so - we- did our-
62 CO: [((giggles))]
63 CL: =uh uhh in- the { training course. - u-uh our- particular - instructions for that week [had do=
64 CO: [yeah,]
65 CL: =with- - uh closing a sale. - .hh and uh so - we- did our-
66 CO: [((giggles))]
67 CL: =uh uhh in- the { training course. - u-uh our- particular - instructions for that week [had do=
68 CO: [yeah,]
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70 CO: [((giggles))]
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72 CO: [yeah,]
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94 CO: [((giggles))]
95 CL: =uh uhh in- the { training course. - u-uh our- particular - instructions for that week [had do=
96 CO: [yeah,]
97 CL: =with- - uh closing a sale. - .hh and uh so - we- did our-
98 CO: [((giggles))]
99 CL: =uh uhh in- the { training course. - u-uh our- particular - instructions for that week [had do=
100 CO: [yeah,]
You know, once you've been given a fair chance, it's confronting also. Let's say your whole life flashes in front of you.

We had hoped that you would have more street smarts about the business. And so because you don't, the amount of training that you require—both in terms of being able to do the task of accounting and also to be able to understand the hotel business and integrate the two. We don't have time to train you.

Ahh—then—we had hoped, that you would have more street smarts about the business. But because you don't, the amount of training that you require is not only in terms of being able to do the task of accounting, but also to be able to understand the hotel business and integrate the two.

We didn't have time to train you. Uhn hn. The other thing—( . )—you're the first person that—twelve years, that I have liked, and fired. Yeah, uh huh. And—when we want you at your desk, you're going around the hotel being a Mr. Nice Guy.

I think to myself, damn, if I'd worked that hard in sales!

But then, to continue with that, one of the th-things that is a problem for us, is that you're so nice! (chuckle) Uh huh. And—when we want you at your desk, you're going around the hotel being a Mr. Nice Guy.

And he says I'm in here doing your work. Essentially he said you were doing his stuff.

I think to myself, (softly) yeah, uh huh. And he says I'm in here doing your work. Uhn huh. And I appreciate that.

I see where—old skills,mm hm.

You know, I was a very self righteous—young man. And as time went on—I was able to let go of some of my religious self righteousness—but not some of my relational business self righteousness.

And how do you see that coming out of your work that connect in this position. I was a very self righteous—young man. And as time went on—I was able to let go of some of my religious self righteousness—but not some of my relational business self righteousness.

And how do you see that coming out of your work that connect in this position. We laughed (voice wavering) I saw it feeding me in the more to the other position, and into developing the kind of skills that I did.

And how do you see that coming out of your work that connect in this position. We laughed (voice wavering) I saw it feeding me in the more to the other position, and into developing the kind of skills that I did.
CL: [yeah.]

CO: =staying in your office all day- at [your de:sk!],

CL: [course]

CO: [doing the work.

CL: u-u - but- ya see - they shouldn't have had to explain that. I should have just known it.

CO: [yes.]

CL: you know.- and- and so they didn't explain those things

CO: and you didn't ask (. )

CL: okay.?

CO: true? ( . ) I don't know. ( . ')

CL: •hh I began to understand that that was important-

CO: ((softly))'kay

CL: and I began to restrict, the amount of time that I was away, .hh first off- whenever I was hungry and whenever I wanted a smoke.- I [would leave the office.]

CO: [m hh, m hh, 

CL: then it got- so that- just when: aahh (. ) I would ehh -d de- and when I did that- I would go into the dining room and have a coffee there! - highly visible.

CO: then it got so that- just when- aahh (. ) I would ehh -d de- and when I did that- I would go into the dining room and have a coffee there! - highly visible.

CL: [m hh, m hh, 

220 CL: then I began to stop having the coffee.,? .h then I began to: sneak out the back door 'n grabbing a quick cigarette and dashing back.

CO: then it got- so that- just when: aahh (. ) I would ehh -d de- and when I did that- I would go into the dining room and have a coffee there! - highly visible.

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CO: then it got- so that- just when: aahh (. ) I would ehh -d de- and when I did that- I would go into the dining room and have a coffee there! - highly visible.
CL: myself... I don't [think that I'm going in as many places as] it comes to. [ ] y'know when the rubber hits the ro.

CO: [mm mmm!]

CL: the confidence level... [is - you know I uh like I uh - =

CO: [ )

CL: you know I can sit here and be nice to you but when aahhm - but I've- really I'm- like the [ah-]

CL: [Cxxx .hh

CO: yeah,? [good- good thing. ,?]

CL: .hh - well I've had my cry with Joan.

CO: [((softly))yeah,.. ( . )

CL: how do I change that then. and at the same time! I am who I am! and how- how do I -

CO: [ )

CL: to fall into that trap., of like - poor me I'm not twenty five and so I'm not being given the breaks is really ( . )

CL: [that's just really manipulating yourself.]

CO: [( )

CL: we had- a choice between two N>

CL: [m'kay."

CO: [ ]

CL: [that they're not going to make for me- and

CO: [really in that area.]

CL: [that they're not going to make for me- and

CO: [and you have no., data.- to support that assumption at all] -

CL: but in that area- in the kind of things that you need to be an accountant - I am young. (laughs))h

CO: yeah!

CL: [yeah!]

CO: [yeah!- sure! - and- but I mean e- you know.-

CL: [and you have no,. data.- to support that assumption at

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CL: [that they're not going to make for me- and

CO: [really in that area.]

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CO: [and you have no., data.- to support that assumption at all] -

CL: but in that area- in the kind of things that you need to be an accountant - I am young. ((laughs))h

CO: [hahahuh,]

CL: [mhm. —

CO: [ ]

CL: [and you have no,. data.- to support that assumption at all] -

CL: [that they're not going to make for me- and

CO: [really in that area.]

CL: [that they're not going to make for me- and

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CO: [really in that area.]

CL: [that they're not going to make for me- and

CO: [and you have no., data.- to support that assumption at all] -

CL: but in that area- in the kind of things that you need to be an accountant - I am young. ((laughs))h

CO: [mhm, —

CL: [mm hm, -

CO: [. hh we had- a choice between two
people ( . ) one - we knew. - would- sit- in the chair -

put her head down and not come up for air until five thirty

and really pump out a lot of work. we want sin- accounting

machine! - that's what we want [sitting in that chair].

CO: ( . ) you,? - we've realized. - we're not at that same

level. ( . ) we liked you more. - and wanted(s) to bring

you in- but [we had hoped you'd be at a higher level- that=

((softly))hm,? m hm,? m hm,?]  

CO: we want - that answer your question?

no,? (1.5)

C1: hh! 'kay? - ask the [question-]

[can you remember what the question

k %? - .hh

um((5.8)

no,

((sigh))hh hh - what's going on right now- for you.,

(6.0)

((softly)) ( ) - talk to me in a couple of minutes,.  

(5.0)

C1: well- a lot of fear.

C1: ((softly))okay ( . ) scared that I

wont get a chance,? ( . )

C1: think - u- yeah?, but also- that I've used up

my chances.

C1: ((softly))like that's the only chance I'd got, -

I blew it, ( . )

C1: well in a -

C1: enlightened=

- in- in yeah! -

C1: I can only get so many chances [in life and you're using those-]

((softly))in life and - you got any uh - .hhh

(data to support that?)

C1: [not- really! - well no,? uh -

.hh that you only

have x number of chances [in life and you're using those-]

((softly)) 

C1: you got into. it,? -

uh- into school? - ah l(hh) mean ? - eh ((knuckles))=

you got a job,? - how hard was [it.]

[didn't last,? oh it was

CO: mm,? - you got a job.,? - and you lost. it?,? - so

you've gotten one j- and you've lost one job.

CO: m hm,? mm hm,? mm hm,?

night auditor [for-in a hotel]

CO: [m hm,? m hm,? m hm,?]  

lost one

CO: lost one[ - and,

CO: [hhh you ever keep baseball scores,?

CO: hhh! - got two jobs,. lost one., - what are the odds- so

far .hhhh=

C1: well let's say that-tah - ((sw.lk)) you know-

the lack of- knowledge and experience once again- comes up

in terms of - of- inability to: like- y'know you're left

alone. - they tell you [these are the forms that have to=

CO: (m hm,? m hm,? m hm,?)

C1: =be filled out - you know do it. - so at first - you're not

even- able !- figure ou-what is supposed to fit into the

[different slots]

C1: [uh huh,? - so what do you need to do about that, -

C1: well

CO: there's no one to ask! ((laugh))hhhh!

so what do you need to

do about [that,]

CO: [do: the best that you can,. - .hh and- leave

the rest.,? - perhaps come back. - you know whe- like .hh

C1: who is your supervisor. ( . ) when you're doing the night

((1.6) ((softly))auditing)

C1: [well I'm the only employed person in the hotel! -

CO: (mh,?) someone's [responsible for you.]  

C1: [( )  s- yeah okay. .h well let's

say there's the- the head- night audit guy. -

C1: m hm,?

C1: 'kay who comes in the other five nights of the week.

C1: m hm,?

C1: - 'kay so ah- wah- he's the only other person who knows the

job

C1: m hm,? so [why didn't you,?]

C1: (do: so you keep goin') in your own time,? ( . )

C1: (contemplate?)

C1: yeah?,

C1: maybe sit a night with him?,

C1: okay,? - which 'as been done.,? and he's also come in

[and- sat a night with me!]

C1: [has it been done by you!]

CO: [hhh ye- wel- I've

C1: [I've gone back a couple of times- yeah. - but that's= 

0 ): ((softly))what did you do]
CO: yeah.

CL: =in accounting

CO: that counts more- than whether [people like you.] 

CL: [mm hm? - mm hm,? - yeah - very folksy. - yeah,? - and- and
so to- to make that uh wha- m-making the decision - there's
still all of the other l-it's- it's funny how the su-
there's a lot of subtle habits
[that are invol'ved in the- in the whole thing,? - and uh-]
CL: [mm hm? - mm hm,? - yeah - very folksy. - yeah,? - and- and
so to- to make that uh wha- m-making the decision - there's
still all of the other l-it's- it's funny how the su-
there's a lot of subtle habits
[that are invol'ved in the- in the whole thing,? - and uh-]

CO: (softly) so what point, are you

CL: making right now., -

CO: aahh - le- let's say that I'm not
sure that I have done well enough - to meet their standards
at that job either!

CO: so is some of what's going on Rxxx, -
you know sort of - several levels, one - the discouragement
and the fear that comes when you - you know, are fired, and
and - looking at performan- is it also starting to think­
like gee am I over sta-ahm (? ) (softly)what d'ya
[call it. like-]

CL: [am I setting myself [up,?]

CO: ([loud])yeh! like yeh. my s- n-
going in at too high a level,. do I need to step down a bit
and go in at something .hh where I in fact can perform
((softer))right from the start - and build on that., and
get - th-then the learning of- climate and the ways of
working - and then move on,. are you starting to feel like
you've overstepped yourself,. ( . )

CL: no. ah uh w-well l- l- I h-f - I can see where- ya know,- d-
dah - I can see where- 1!-m - iin: (: )

CO: further over my head.,

CL: ([whisper])that's the [word.] hh!

CO: the employers (. ) had hoped or wanted, -

CL: (whisper)right, - are you

CO: you further - are you o- more over your head - than is
comfortable for you., so that you can perform to the
maximum of your ability. - in other words is it too scary
for you are setting yourself up to be so scared.,

CL: (sigh/ puff on cigarette?).hhhh

CO: well,?- 'fve got to keep going!- and I've got to keep
doing it! - but the impact that it has on others!: - is the
kind of thing for example that tahm; - 've got a phone
call yesterday- on my machine-, hello this is the-
supervisor at the front desk .hh please call the owner of
the hotel before nine o'clock. - so I phoned the owner of
the hotel- and he says- a-ah - well we counted w- w-,we-
have had a meeting today., we reviewd- your performance
for s- uh from aah Saturday night- and you had a total of
fifteen mistakes. ( . ) aahm ( . ) and so - for that
reason we've decided that-tahm- you shouldn't come in for -
training., tonight. ( . ) that- there's a [shift from-
[yeah,]

CL: =manual to computerized- uuh going on in this place. - so
that ah and- then he says- he follows it up by saying- w-
will- be back- in- touch with you- later this week. -
CL: that was happening at the other job. the full time one. -

CL: [that was really happening.- I-I get eczema on my feet when

CL: yeah., and my feet told me - [before the boss told me,]

CL: [that this is not,]

CL: yeah. -

CL: that - I was- in way over my head. ( . )

CL: [yeah. hahahah!]

CL: [and can you: - in your heart acknowledge that? and

CL: recognize that,? and say- hey I don't .hh it's not good for

me to go for so- so big a - {(softly)}a job right now.

CL: ((soft))but yeah I didn't even know how big it was.

CL: ((soft))yeah, so what did [you need to do- ]

CL: (((soft)))you know I-

CL: ((whisper))in order to find out -

CL: ((whisper))I don't know!

CL: - what do you need to do: what d'you need to find out.,

CL: (9.8).

CL: .hhh - I think you: want me to say,,.

CL: (chuckle))hmm hmm.

CL: that I should ask! ( . )

CL: m, not necessarily. (2.8)

CL: well oh- uhhm - I don't know eh- - I don't know how else I

CL: ((giggling))cou (hh)id (hh)have known.

CL: okay,- all'right ?

CL: so I could've asked them what was involved in the job? -

CL: oh yeah,h!/- well they said- well,- payroll's involved -

CL: you know,- and I thought well okay well I've

CL: ((whisper))never done it before but ((soft))you know,. ?

CL: after a couple [of weeks I'll catch on,,?]

CL: that. ( . )

CL: ((soft))but what! how do you know how

CL: (normal loud voice))how do I know what.

CL: ((soft))that after a couple of weeks ((whisper))I'll catch

CL: on., (3.8)

CL: ((indignantly))well cause I'm not a dummy? ( . )

CL: as a matter of fact I've got a: - you know if I do. is a

CL: measure of intellect I do very fine! -

CL: all'right,- but is

CL: catching on to payroll after two:- .hh in other words what

CL: it- it sounds like you're saying hey you know I took it

CL: on, .h- and you know I can really understand it because

CL: there's that - the- the wanting and now also the need. -

CL: to get a job., - so it's like here's a job I want it it

CL: sounds good it's in the right - line of work - I'll go for

CL: it 'aven't done. it before but - ( ) catch on. -

CL: without- a- a- an' and my sense is that - ya know we've

CL: talked about assumptions - there's a lot of assumptions in

CL: there,- (all'right,?) so all I'm inviting you to do is

CL: let's look at the assumptions., - and see if there's some

CL: things you can do., - to get some information on those so

CL: that you know more about what you're going into you don't

CL: get ((whispering)) ( ) -

CL: you're maid at me right now are you,? ((chuckle)) ( )

CL: ((loud))ah hah I zone- the- It may be that th- you know I

CL: feel somethin'- I don't know what it is ((laughs))ha ha ha.

CL: [{( )} what you mad about.,- see if you can (take in=

CL: [but I feel somethin',]

CL: =some truth.) ( . ) feel like saying.

CL: ((softly))I don't know how to- aahhmm - ((loud))you know

CL: well okay,- the [first thing that camc across my mind,? =

CL: {{( )}

CL: =is- hey! - we're- given- we're even - unofficially an'un'

CL: an' and-duh - quietly:- encouraged- they'd- have to- you

CL: know- lie! ((laughs))huh huh about what ya can do. .hh

CL: heh! 'cause when you get into the job. after a couple of

CL: months?, you'll be right up to- snuff,? and- ya know,? and

CL: we'd just go!

CL: ((softly))if you can be given several months.

CL: yeah,.- and- and the thing is that there are all kinds of

CL: peo- I know in my past life I've been really aggravated

CL: that I knew that I had a better qualification than someone

CL: else,? - I was honest to my prospective employer,? - they

CL: lied,? - [heheh, and they got it.]

CL: [so it's like it's not fair! - ya know other

CL: people have gotten- lied and gotten in and been given the

CL: chance,

CL: no?, I haven't blamed someone else., this is b-

CL: I- ?, decided- to,.,

CL: ((whisper))yeah,? you know it - yeah

CL: I might be- angry at them., for lying,.-

CL: ((whisper))right,.

CL: okay,?= CL: (((softly)))you're also angry -

CL: yes;?

CL: yeah,.

CL: a:ny at me, for not

CL: having a-m a good enough sense. - to know what I could say

CL: and what I couldn't say. ( )

CL: okay,- and so

CL: now the choice,?- is- do I stay mad at myself,? ( . ) or do

CL: I look at okay what do I do differently ((softly))next time

CL: around ( . ), what do I do.,- the next time 'round that I

CL: didn't do this time, - to avoid: hh eczema on the balls

CL: of my feet. (hh hh) (4.2)
735 CL: well, let's say I've learned a helluva lot!-
736 CO: mm mm!
737 CO: in a period of a few weeks!
738 CL: as far as - you know in
739 CO: those two weeks - I learned an awful lot about what's
740 CL: required of a person in the field of accounting, -
741 CO: ((softly))okay,?
742 CL: 'kay, - ...hh it [has not turned me off!]
743 CO: (do you feel,)
744 CL: okay,? [good,? - ahh ]
745 CO: (have,)
746 CL: [it has not turned me against it .hhh- and what I
747 CO: [do you think you can do it., ( . )
748 CL: ab(solutely)!
749 CO: (not- not the
750 CL: accounting part all the other stuff[ like can you sit at=
751 CO: = your desk - without talking to people for a day. -
752 CL: it's more than can! - y- although I agree I think- yes I
753 CO: - number two yes I want to - number three - yes it=
754 CO: [m hm,?]
755 CL: [is necessary - for my ultimate success - be: it- in
756 CO: accounting, - or anything else.
757 CL: (whisper))yeah. yeah. -
758 CL: 'kay,? - .hh and I start looking at-.h ah- like- now I
759 CO: here. with all of the thing you know la dee da da da,. -
760 CL: -hhh- but- I have been aahhh - let's say - .h I think - =
761 CO: [could-,]
762 CL: - that I am probably a far better salesman- than I thought I
763 CO: was-.hh when I think that I could earn - in the area of
764 CL: thirty five thousand dollars before .hh -
765 CL: [financial penalties!]
766 CL: [you're not wanting to try and be a salesman, -
767 CL: or are you,-
768 CL: well I- (4.0)
769 CL: is that some of the trouble?, - I still feel and think=
770 CL: [not?, no?,]
771 CL: [of myself as a salesman-]
772 CL: [hh]no but wha- no I it's it's a self recrimination ( .)
773 CL: in as much as: - if I- had- put - the effort - into
774 CL: selling,. ? - that I am going to put- into accounting!
775 CL: (belly laugh)hah hah hah!
776 CL: how do you know you're going to
777 CL: put it into accounting. uh probably because now I
778 CL: understand! ( . )
779 CO: what are you going to do! - what's -
780 CL: (I mean ) you say I'm going to put a lot of
781 CL: [well, - okay like the kind-]
782 CO: [effort into accounting what are you actually gonna do,]
783 CL: well?, - aahhh - w-yeah I've had people say- Rxxx,? I have
784 CL: a tender heart but a tougher ego - [okay,?]
785 CO: (((softly))what are you
786 CL: gonna do, Rxxx=
787 CO: (((softly))let's get specific.)
788 CL: [ to know:- that I've got - a job to do - and I am going to
789 CO: learn,- to put my head down - and [crank out the work -=
790 CL: (((softly))yeah)
791 CO: =and- come up for air - when - the job's done. - which is
792 CL: different- than how I wanted it which was at five thirty. -
793 CO: (((softly))right, o(kay, - and that - sounds very-)
794 CL: ["Kay,?]
795 CO: =admirable - how are you gonna do it.- how're you gonna
796 CO: learnn,. ( . ) to sit down and crank,. (3.4)
797 CL: only by doing it! (3.4)
798 CL: 'kay only by doing it. -
799 CL: what if you're cranking and it's
800 CO: not the right kind of cranks- hhh! (chuckles) this may
801 CO: be getting c(hh)arried away here
802 CL: [heh heh .hhh- but you know what I mean.]
803 CO: [no,? - no ( ) I know what you're saying- yeah
804 CO: - yea-]
805 CO: 'cause there's a difference - y- you know -'cause
806 CL: what I'm hearing is- damn it?- they're not gonna get me.,?
807 CL: I'm gonna do it,? - and that- determination which has been
808 CO: a wonderful s- - support and strength to you over the last
809 CL: year!, ( . ) but- I'm wondering if there're also some other
810 CO: things that we need to look at,. like in terms of things
811 CO: like getting the resources getting the help,. .hh - making
812 CO: sure that I'm in a situation where training is appreciated,
813 ( . ) I don't know. -
814 CL: (.).
815 CL: .hh well,? ( . )
816 CL: okay,? um ( . )
817 CO: what do you w-what would be- a - good thing to look for
818 CO: (((softly))( struggle) - ( struggle )
819 CL: okay u-hhmm - okay what what comes to me as rather a new
820 way of going about things= [is- to focus completely on the=
821 CO: (((softly))yeah, okay,]
822 CO: =fact that the job has to be done! ( . ) and- that-
823 CO: means a few things like- the ripples of this are. - number
824 one - don't i-it doesn't matter - whether you're afraid of
825 CO: your super-i- because I have ..prior sup - a subordinate
826 CO: superordinate - [difficulty.]
hmm... tell me how you know how to know., (. )
{(chuckles)} sounds like Italian so tell me, (. )
[ich! -
(haha[haha!)
((Loud Italian accent)) how do you know how to know.,
((laughs)) - what have you learned- about knowing how to
know., (.
well - there's a couple of things: - one is

CL: (perhaps)
[someone can t-teach me,?]
[that's what I'm hearing you struggling with.

CL: yeah,. I don't know.- when have you asked enough questions
and when have you gotta shut up. .uh

CO: how would you know

CL: that- I mean how could you find that out.

CL: (rumbling sigh') ughhh,. (4.4)

CL: how did you find that out this year. (4.0)

CL: to find out the balance? (2.4)

CL: well you're saying you know for instance how would I find
out., ( . ) in essence - how would I find out- when it's
appropriate to ask questions when it isn't - when I'm
bugging someone because I'm asking too many [or w-]

CL: [and when it's
sociable questions and when it's real questions. -

CL: [you know,? - yeah.]

CL: [yeah, you've' - well you've just finished saying that
sociability isn't gonna be part of that [but do we tap]?

CL: [e- well that's
what I mean- so if it's a sociability question then you've
gone over the line.]

CL: [tha'ts., right,. yeah.

CL: [ya know.

CL: [least] you - the- that's- worth- checking out!

CL: ([whispers]) yeah ok(hh)ay.

CL: right,? [you don't know!]

CL: [ihey,. yeah. (. )

CL: [sociability is- can be reserved for other times .hhhh

CL: [by]?

CL: [is that the part and uh I- t' ll it often taps into your
fear is,. hhuh you go around - a-saying to yourself .hh

CL: ((stage whisper)) I don't know how to know,. ( . ) I don't
know how to know what's right and wrong at this job I don't
know how to know if this question is appropriate r not-

CL: you're right

CL: [(softly)uhuh,? ( . ) but that's garbage

CL: what have you been doing all year., - is learning how to

CO: (quietly) so tell me how you know how to know., ( . )

CL: [(laughs)] sounds like Italian so tell me, (. )

CL: do some of your own thinking and figure it out., ( . ) ((softly))'kay,?

CO: [okay,? - how,? -

CL: ask questions. - but at the same time,. - do some of your
own thinking and figure it out., ( . ) ((softly))'kay,?

CL: ( . )

CL: do some of your own thinking- figure it out, - and then
ask validation questions. - hey. this is what I've figured
out! - how'm I don' so far. - is this right. - is there
something else I should be thinking of- does this fit with
your system (. )

CL: m hm,? - [mmh,]

CL: [then (we've got something.) - then you're
showing what you know! ( . )

CL: 'kay? ( . )

CL: what else do you know about knowing -w .hh

CL: 'cause a job's no different from school, ( . ) were
you've got a task to do- the task is to learn - s:
material. (12.5)

CL: knowing how to know. ( . ) well,.? - uh-uh- r-read.,?
((laughs)) hhokay ( . ) ahhm, ( . )

CL: the- well there'll be additional reading.- there'll be
ahhhm - conversations with- associates - there'll be
courses and classes - and there'll be superordinates.,
( . )

CL: [(softly)]superordinates (whadyamean ) the other
employees and bosses- your boss- sure .hh other employees-

CL: [bosses]

CL: [colleagues,]

CL: yeah- associates- that's what I had-
colleagues ( . )

CL: and much of what you're saying is that- there's two areas
where I'm discovering that I need to know more,. - one is -
the- the accounting knowledge

CL: mm [hm- mm, hm- mm hm,?]

CL: [mm [.]

CL: [those] the-those

CL: [kind of things and those probably are k- some of the
things that- partially you- can learn from your books,. -
partially would- I think! - doesn't it depend on sort of
like what's the system here, ( . ) you know that sort of
thing- - so talking to people.

but there's also [there's an aspect that is just pure= [some of-] 

CL: theory. - you know?,

CO: yeah. - okay. - al'right, hh but then then there's this whole other realm that you're talking about which [learn- about working ]

CL: [there is-] (we'd say) human skil:; - okay.

CO: jus- just learning about working and what's it like to work and (softly) (what ] and again there's some things [ ] but also just watching - and not assumin[ ] asking - checking [.]

CL: well [I know (whe- ) ]

CO: [are you with feel ] what's the what's- how is- is it okay if we ah- have our coffee in the dining room,? or- or is it,- are we suppo- where're we supposed to have coffee. (6.0)

( ).

CL: ehh no. - no I'm with you, - ehhhm l= ( . ) often:mes.

CO: ( . ) maybe this is setting myself [up again but=

[m hm,?] 

CL: -oftentimes- I will ask questions about- what- is expected - and I get - I get- really a hol: looking- looks.

( ) (laughs) (in as much-) 

CL: yeah. why: are you asking that- n- every doc-

( ) (chuckles) d'you mean you don't know, (chuckle)

CO: yeah,? I'm not si: - yes,? I don't know! - I just joined here, ( . ) but what do you do when you th- think you're getting a wry look and the assumption that [you]

CL: [i pull back!] (softly)right- - and that's what ( ) -

CO: 'cause then how can you learn any more (about that) (3.4)

CL: what would happen if - say someone did say what'ya mean,. you don't know about't? - what could you say,. ( . )

CL: hhh! (chuckles)! hhh! I usually go into a long song and dance when I should [just say no; . hh]

CO: [I'm not ask- (chuckle) -

CL: [.h - no I don't know, ]

CO: [I'm not ((loud))asking what you usually do Rxxx((hehehehe))]

CL: 'kay,? I don't know - (softly)hm,? - yeah,? and I'd like to find out! ( . )

CO: 'cause- ehhm can you look at me,? and say no I don't know, ( . )

CO: hm, (quietly) I don't know (laughs)hahahahahahahhaahh!

CO: huh. hm! hm! .h actually ahm- with my kids- I can now say I don't know. ( . ) and part of what helped there is you- probably heard about the young boy who went to his father with the facts of life question, -

CO: stay on topic here. ( . ) so: - what's the difference - for you- between- your kids ( . ) and your employer. ( . )

CL: one's a subordinate and one's a super[ordinate]

CO: (softly) what is

CL: the difference between (them) -

CO: okay (you could be) like stupid in the eyes of that person - in the position above you-

CL: feel stupid ((chuckle))ha ha ha

CO: ((softly)) who says,. ( . )

CO: feel stupid ((chuckle))ha ha ha

CL: ((softly)) who says you're *(that)* stupid. (6.8)

CL: do you think (your kid-)

CO: [and I don't want-]

CL: do you think your kids are stupid when they ask you questions,? (5.6)

CO: no?- well? - once in a while- yeah,?- but - most of the time no,. ( . )

CO: - and- the person who never asks questions?

CL: ((quietly))he's in deep ( ) (3.8)

CO: (short laugh) (that's quite a ) huhm! (3.0)

CL: I can give you a (s- ) -

CL: ((softly))'kay?

CO: ((softly))tsek- the only dumb questions are the one-

(whispers) ( . ) ( . )

CL: my saying I thought [it's easy for you to say ((chuckle))] (soft) approved of - and- to [be acknowledged as (known)]

CO: (and ya see- I can't just set)

CL: that aside - ['kay,? part of that is to set aside the= CO: (yes m hm.)

CL: [needs - hh ya know and to ask the questions- because it's the job that's important, -

CO: well instead of setting aside let's just reframe it again, now. - one way!of really being accepted - and appreciated - is to ask now,, and learn and show that I'm eager to learn. ( . )

CL: (softly) so that I can do the job., (5.2)

(whisper) (and ) ( . )

CL: hhh well I'm thinking that, - ah you know when I- when I worked for the government in a clerk three job,? I was always (at y'know) but- and they were always related to the
if you've exited((chuckle)) the playing field: .hhh ( )

1030 CL: hm - ((deep breath)) [.hhhh hh.]

1031 CO: [so it's like what do I need to look

1032 at - to do: [4.3]

1033 (very loud) hey! let me get your pun! (laughs)

1034 (chuckles) does that click? - Rxxu? - does that make sense
to you -

1035 CL: de-e- ehh yeah. I think [you're hitting on=

1036 1038 CO: [yeah, ]

1039 CL: =something [really important here.- that's why I'm writing=

1040 CO: [yeah. ]

1041 CL: =it down,

1042 CO: yeah, . okay ( )

1043 critical point. -

1044 CO: dot dot dot. ( )

1045 CL: mm hmm, - how do I stay in the game.,

1046 CO: ((sigh)) (15.7)

1047 CL: ((softly)) .hhh yeah, ? ( . )

1048 CO: you assume that they're annoyed with you for asking

1049 ques- one ( ) right ( . )

1050 CO: you (tolerate annoyed) - etcetra etcetra,

1051 mm hmm, -

1052 CL: al'right? - .hhh

1053 but the other one is you assume - that they're going to

1054 be angry, - you assume that they're casting you a

1055 withering look and you- maybe they've just got something

1056 in their contact.

1057 CL: ((softly)) .hhh yeah, ? ( . )

1058 CO: you assume that they're annoyed with you for asking

1059 ques- one ( ) right ( . )

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1068 CO: you assume that they're annoyed with you for asking

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1077 CL: ((softly)) .hhh yeah, ? ( . )

1078 CO: you assume that they're annoyed with you for asking

1079 ques- one ( ) right ( . )

1080 CO: you (tolerate annoyed) - etcetra etcetra,

1081 mm hmm, -

1082 CL: al'right? - .hhh

1083 but the other one is you assume - that they're going to

1084 be angry, - you assume that they're casting you a

1085 withering look and you- maybe they've just got something

1086 in their contact.
1079 what happens if new procedures are implemented, - what
1080 kind of training you know actually asking them what kind of
1081 - training - packages and programs do they provide for
1082 their employees.
1083 CL: well - kah- you know w-working . nr an
1084 accounting firm- I had no concerns - they know, what people
1085 are like- when they come [in there].
1086 CO: [how do you know that]?
1087 CL: by- in talking to other people.
1088 CO: al'right but that's
1089 [not what I'm talking about - I'm not talking about=
1090 CL: [okay,]?
1091 CO: [whether they know where you are right now, - I'm talking
1092 about (. ) what's their attitude gonna be towards
1093 learning (. ) -
1094 CL: hh the accounting firms { }
1095 CO: uh- 1- anybody (. )
1096 CL: uuuuh - lot a people want that learning to have occurred
1097 prior to.
1098 CO: right,, (softly)right, (. )
1099 CL: y'know they want it- you know the kind of thing that like-
1100 w- ehh one of- my attitud'nal things that I had 1- at Eaton
1101 Financial ahh- and other- companies - was the fact that - I
1102 wasn't doing well, and- it was their fault- because they-
1103 hadn't trained me- - 'kay,- and in September and October
1104 of last year I had that same thing. I'm failing the course
1105 and it's because [that instructor is no goo-d.-]
1106 CO: [(softly)right right yeah but that's
1107 a long time-
1108 CL: but then th- you come to the realization that
1109 the ball is in your court (. ) and you could you know and
1110 you've gotta and it doesn't
1111 [matter, - what kind of training is there- you've got - =
1112 CO: [and it's the- that's why I said-]
1113 CL: -to do - what you need to do - in order to learn - what=
1114 [yeah, yah,]
1115 CO: =has [to be learned.]
1116 CL: [that's right! (softly)that's right! .hhh and one of
1117 the things you can do - even prior to coming into a job-, -
1118 is finding out! - how many cards are being stacked against
1119 me. - (and that) -
1120 CL: [okay- (far as I had) no idea of what was gonna happen=
1121 CO: [(softly)( yeah that's- yeah.]
1122 CL: =with- I'll tell you something else/- which is rea- I only
1123 found this out at- five to twelve today! - is th'th that
1124 particular employer that I had - has- not got a very good
1125 reputation[ with - aahh - like the the employment agency:=
1126 CO: [(softly)right yeah.]
1127 CL: =abilit- per[sonnel when you send someone there.]}
there can be a trap—there—of just—staying stuck in the
awareness of old habits as opposed to saying okay now
that I know this—((softly)) what do I do differently
CL: hmm—ah no I I y-you got it's it's got to keep— q-q-going
forward and th— they an: — as I say that some of the
insights that I'm telling you now—are completely
different than what I had a week ago—
('cause when I first started telling you about that]
CO: [oh yeah— no and I realize that]
CL: it's just that— uuhhm— ehh—a— and the thing is that— I
have looked at things in my past before and said these
things— have— handicapped me, — you know and— poor me.—
[kind of a thing— I have an invisible handicap]
CO: [yes yeah ahh yeah,. —
CL: but— w—what I see now is— uuhhm that where — where I impeded
myself. —
CO: yeah.
CL: and what I am somewhat concerned about —
is — is the fact that— aahm
((tape ends))
Interview #38.

CO: well you sound more like yourself! now, - god! you sounded awful last week.,
CL: y e a h
I was really sick ( )
CO: ((soft))mm,. -
CL: so I'm trying to get better.,
CO: ((soft))mm,. -
CL: yes that's true. - an' I actually figured out why I - why I've been sick! - I just don't sleep enough. -
CO: (soft)hm -
CL: before- I really didn't [know that] and I eat back the [mmm,]
CO: =other day - and I said - lxxx!, - you're morning person and a night person- that's not possible you can't be like that that (soft)hm!
CL: but I am! - .hh and it was okay when I was napping but I haven't been napping since January - and-.hh! imagine that!- I've been sick sir-sir January. - right?
CL: (soft)hm,?
CL: so anyways (loud)click, -
CL: is good to know. - so I went to bed last night- at ten o'clock and I woke up this morning- miserable. -
CO: (whisper)because you slept (with an )
CL: no.
CO: (maybe )
no actually,? 'cause I had to do something today which is difficult - that's why - um - you know lxxx? [-
CO: [miserable or scared. ( . )
CL: I don't know! - miserable- I yelled,? at everybody, ( . )
CO: really - the phone rang four times (an' gets ready to answer .hh (mock yell))what do you want.- (normal,)It wasn't that bad but it was pretty bad.
CO: yeah .
CL: any way=
CO: =what's that,
CL: ahh - what is it?
CO: (yes!) I mean what's happening (when you're [ struggling])
CL: [oh,. hhhhaa ((mock crying;falsetto))I'm not gonna tell you I'm not gonna tell you -.hh (mock wail))oow(wwhhh,?)
CO: (we're back with Bxxx )
CL: uh! (for [ ])
CO: (((laughing)) I might be [(tired) but=
CL: =I'm not crazy.
CO: ((Laugh))
CL: no actually,?- um ( . )
CO: I didn't do my (English course) ( . )
CL: (Whisper)I supposed to be suprised?
CL: no,? ( . ) m mm. - I just - an' I have an appointment at 10:30 with lxxx- I called him up yesterday - I said can I bring coffee to your office,? and he went sure! - so anyways
CO: mm,.
CL: and ( . ) it's - sort of that- I decided about -
CO: th-three weeks ago - okay.there was- too much happening I- I wasn't going do it,- an' I felt okay about it - but this is the final- like I have to go and see 'im today and- and [talk to him,?]
CL: [right. you have to acknowledge that this is [the decision I made.]
CL: [right! that's right. - and- it's jus: -
CO: it's hard! - it's really hard! - and I was thinking to myself,. (. ) ya know- it's not: the end of the world!- it really isn't the end of the world.
CL: it's one course., -
CL: [and,? ]
CL: [one course that [can be repeated,?]
CO: [as far as I- that's right.]
CL: that's right. all I have to do is pay another - 100 dollars
an' I can take it over again - got the book. - I know the content. It's not the end of the world. - uh huh -

CO: (falsetto onset) but you don't like, -

CL: (((soft))) it's - what it represents. right?

CO: ((soft)) you know what happened? you know what happened Nxxxx,? - last night- my friend and I were sitting around, - and she- she's got this Al Ching book and it's- throw the coins right,-? - I Ching,-? okay,-?

CO: (soft) know what? ( I think )

CL: uhh - persistence is a virtue.

CO: mhm? -

CL: the smart man -

CO: (and at the)

CL: same time you're not letting (that to yourself)

CL: (that was) the way my life was right now

CL: (that's true) (an) it's why- for that one thing! - I did everything else!

CL: (that's ) yeah!

CL: (that's) - but I just couldn't do that

CL: (that's) (that's) - but I just couldn't do that

CO: (that's) that's [right]

CL: (that's) that's [right]

CO: (that's) I just didn't

CO: didn't e- whatever moments I- I just didn't feel like doing it

CL: (((soft))) right? (that's all)

CO: yeah! - an' I wish I- -h well I don't have an explanation why I just

CL: that maturity is - in a sense recognizing that we have

chains- and accepting them and keep moving - you know- that we're not perfect yet - you're not perfect yet, -

mgh!

CL: you're a heck of a lot more perfect than you were a few

years ago

CO: well - uh huh - (you know { })
CO: [speaking of persistence, - ((louder))]yes that's true - that's true - I did [I sat down,]

CL: ([soft])speaking of persistence, - ([louder]))yes that's true - didn't have persistence

CO: ([soft])mm mm! - that's right - everything except that!

CL: well just- just about everything except that.

CO: [mhm, -]

CL: and-um -

CO: well everything on a larger scale! I mean you've adjusted how you can keep going

CL: [mhm, -]

CO: [so that you could persist ( . )

CL: that's true - it's been one thing after

CO: another, - this um - a real awful thing is happening right now- it's really ahm - ((smack)) oh it just makes me wanna cry- - sometimes - and sometimes I actually do cry

CL: but anyways .hh uhm - my mum is really sick right now, - we thought she was gonna be better but ( . )

CO: [m, m, -]

CL: it's [not gonna be- better.]

CO: [m, m, -]

CL: umh - my mum has cancer.,

CO: [(whisper)]yeah.

CL: she's had cancer and- cancerous-

CO: [(soft)]around- been around( for a while)

CL: [taking her aw- ]taking her away

CO: from us - we've- she's been - sick and had operations an'

CL: they removed things and they did this and they that and

CO: she had chemo an' - she's been -

CL: [before )

CO: [((whispered))yeah- so this is really

CL: in about a month, -

CO: ((soft))starting to ( )

CL: uhh yes - it's been um -

CO: uhh! - I owe my life to B C Tel I- believe me it's ridiculous I've been- calling there're six children in my family - three back East three up here so we've been - talking back an' forth - and-dum

CO: B C Tel owes its life to

CL: you(hhh!) is [more like it. ((chuckling))] [yeah, -

CO: [(yeah - but it's essential.]

CL: [all that-

CL: and-dum ( . ) when it first started - it- it was really wild and an' - I pulled my brother over to my place and I said (. ) I'll buy beer will you come over,. - and I knew how to get 'im right,-? so he came over,. - an' we- sat down an' talked - an' I said to 'im - mum isn't gonna live forever,, - you think that don't you. an' he went ((whispered))yeah! -

CO: [m hm, -]

CL: an' I said - I know you do- everybody does - especially with our mum - because our mum is so .hh spiritual - she's just that kind of person - an' it's just so hard to think of that your mummy's not gonna be there. - right,-?

CL: when she's been so- I mean- one- we just don't think of

CO: her mothers dying. - and - especially it sounds like you've-

CL: [right,]

CL: =got her real,.. close, by. { [ it's been really ]

CL: [I do and she has-

CO: [she has- -

CL: [that's right]

CO: [hard for all of you and especially for you.

CL: she's put her whole life- into her children - that was what she did - is

CL: [m hm, -]

CL: [raised her children - an' she was there for us, - every-

CL: minute that- every time that she could possibly do it she was there for us., -

CL: an' when you look ahead to- she might not be there!,-

CL: it's [just- mind blowing!]

CL: { [ }

CL: [ ]

CL: sitting at a point where- like I can - I know my brother. -

CL: I have close relationship with my brother. - and-dum - I just said to 'im I know what you're thinking I know what you're feeling I just know! - and he said you're right and

CL: I said listen, - what does chemotherapy mean? - it means that they could extend her life but we're not talking about - if we're talking about when,. - I want you to know that - and he was just- ((mutters))

CL: [(whispered)])yeah right: ( . )
anyway- sounds like also- in telling him: you;re kind of trying to - tell yourself [to ( ) like you=

yeah]

CO: =know you're saying it but it's still ( . ) intellectually you know that and yet in your heart it's still feeling like (yeah) my mom's supposed to be there that's what mom's are supposed to do!

right,

who do I turn to ( )

[right and I turn around an' there's my little girl

and I'm her mum! -

it's just like -

sometimes it's just really wild! it really is=

really being caught in those two roles right now

[much feeling the daughter]

[wanting my mum.

around

an' then having- uh turning around and my daughter

wanting me! -

(it's really um-

so really

experiencing the chain

that's right, - that's right! - and-

I like it - and I actually- it's been helpful

(it's been really helpful for me., ( . ) umh

having Nxx

there [- in a sense- it's a kind of a (rein)]

right -

(whisper)Kay

so - u-uuhmm- I've talked to

[ back East - my brother called - an' my brother-

where is

your mother- here: or-

my mum lives- back East in Saint Cath'rine - my brother lives in Toronto an' mum goes to -

Toronto for- chemo- treatments - so she stops at my brother's place just- sleeps over so - we talk to him - an' he said- exactly what I said. - he said you know guys - I'm not being pessimistic- but we're not talking about when!

- w- we're not talking about if- we're talking about when.

- he said you know mum could live for two years and mum

could live for two weeks- nobody knows - and- it

reconfirmed everything that I had said. - an' I got off the

phone- I just Axelied my eyes out - and- my sister- in-law called me,-? with the n- delightful news that it

will cost me nine hundred and two dollars to get there -

[TO: I was going to say - (planning for it) ( . )

CL: (rough coughing) I just love that - nine an' nine and

two full fare for my daughter. - I - like - em-

my friend said to leave her here! - an' I said (. ) no!

no! - I- ph-phoned up- I've been calling my mum - in the

middle of the day! - who cares! - who cares! -

[(I'll just phone her an') I love you an'=

CL: [she's not gonna la- you're not gonna ( )

CO: =that's all ( . ) and isn't it goofy that I'm calling you

in the middle of the day- hahah- bye! - it's great! ( . )

it's [just ( . ) great]

CO: [so it's like really- u-uhh also just to say

hey!- you know - [what we're doing- what we have- and=

CL: [what- that's right

CO: [what's important-

and the rest of it (I was pulled off)

CO: that's right

CL: I pay the phone bill- I always do

[ sure you will]

CL: [what's the big deal

CO: [sure you will -

CL: [and-

CO: and I've got -

I've got the rest of my life to pay the phone bill.

CL: [(soft)]that's right. - that's [right]

CO: [I don't have the rest of my

life j-t- call my mum and say I love you.

CL: [(soft)]that's right!- and I've been really - really

working on that. - an' it feels really good - and I sat

back and I said - I said to umh - I can't remember-

someone I was talking to - said (. ) does it hurt me less

because I know what's gonna happen an' it's slowly and I:

don't- chance to say all that stuff to my Mum? - I said no

it doesn't hurt me (in the average)

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because I know what's gonna happen an' it's slowly and I:

don't- chance to say all that stuff to my Mum? - I said no

it doesn't hurt me (in the average)
aware

393 CO: and you clearly are., -
394 CL: (soft) right.
395 CO: you do get a chance to say and do - things that that need
to be said
396 CL: xac- exactly
397 CO: so there's not as much ( )
398 CL: right!=
399 CO: the disadvantage is you have a longer period of -
400 CL: maybe. uh-uh- that's debatable.
401 CO: (soft) right
402 CL: oh, well, -
403 CO: so it's like you're seeing this as=
404 CL: I'm not ( )
405 CO: mind)
406 CL: I haf- . hh I have to say that.
407 CO: ((imitating low voice)) I'm just going to burst - and-dum
408 CL: happening now- that's exactly what I thought hh an' she
409 CO: yeah, -
410 CL: and I let it all out - and I just
411 CO: an' I sat down an' I cried-
412 CL: all those things,?
413 CO: (soft) yeah, -
414 CL: you know
415 CO: really trying hard [(to overcome )]
416 CL: [there'll be moments when (you
417 CO: mind) ( . )
418 CL: well, - I already have
419 CO: (soft) yeah,
420 CL: an' it's been okay?,
421 CO: yeah,
422 CL: I- I was holding it all together and I went home and I
423 walked in the house- an' I- I was holding it all together an' I
424 slammed the door- and I closed all the curtains- and I
425 just screamed - an' I cried - and sat down on the floor
426 and- had a temper tantrum?
427 CO: [( )]
428 CO: [an' she says ]
429 CL: all those things,?
430 CO: (soft) yeah, -
431 CL: [punched the cush- the- the
432 pillows,?- (soft) I just went nuts!
433 CO: [ ]
434 CL: [ ]
435 CO: [an' I sat down an' I cried, and I let it all out - and I
436 phoned my girl-friend- an' she didn't handle it the same
437 I'm so miserable- an' I don't want to be alone,? - and I
438 cried on the phone to her,? - an' she just talked to me an',
439 I bawled - an' I screamed,? - an' then she came over a
440 couple of hours later,? - and she went - well you're fine,..
441 ( ) - so we had tea,? an' she left. and that
442 CO: that's what friends are for an' - the fact that you're
443 willing to let that happen to you is going really (k- )
444 help you - you know rather than feeling like I
445 (imitating low voice) got to be tough - I got to be strong
446 [( )]
447 CO: well that's- I just could not do it [anymore!]
448 CL: [yeah, yeah.
449 CL: I just couldn't- an' after I did that I said t'-youf- when I
450 CO: when I want to cry, - I'm gonna let myself cry! - and-dum
451 .hh hopefully I can just steer it to places where I'm- you
452 know alone or something. - I don't want to freak out the
453 class or [anything.]
454 CO: [yeah, an' you won't. ( . )
455 CL: (never know) ( . ) I'm hoping, -
456 CL: yeah, -
457 CL: anyway
458 CO: it is I mean r-reaching out, - to your girlfriends - and
459 and to your family - one of the things that can be a real
460 a gift out of this is have a family, ( . )
461 CO: an' I just- died inside - I just died inside an' I thought
462 CO: to myself ( . ) my mum is dying! - that's exactly what's
463 happening now- that's exactly what I thought hh an' she
464 CO: said to me ya know,? - I've had this four times- and I just
465 CO: [was like ]
466 CO: [ ((whispered) yeah, )
467 CL: yeah - an' I just - I I- c-could barely handle it an' an'
468 CL: I- but I kept it all together.? - (sniff)
469 CL: an' I got on the phone. - for the first
470 CL: on the phone,.,?
471 CL: on the phone,.,?
472 CL: on the phone,.,?
473 CL: on the phone,.,?
474 CL: on the phone,.,?
475 CL: on the phone,.,?
476 CL: on the phone,.,?
477 CL: on the phone,.,?
478 CL: on the phone,.,?
479 CL: on the phone,.,?
480 CO: [(every soft)] mm, - yeah,?
481 CO: it really blew me away -
482 CO: an' I sat [back an' ( ]
483 CO: [blows you away and then takes you to what really
484 CO: counts ( ) -
485 CL: yeah.,
486 CL: it's like- as you say I mean hh
487 ( ) why do we have to wait 'til now, -
488 CO: [to say that.]
489 CO: [right that's right
CO: an' I called my dad on Father's Day, - and I said to him - how are you! - - and he went - ((soft)) well, - I really don't have a choice I have to be strong. - and I said - he talked to me - like it ( ) he said - you know I haven't gone (boating) all year, - I did active listening with my dad - it was incredible - I said - sounds like you're feeling really restricted like you can't go out- an' he went - ((soft)) I haven't gone anywhere- ha said I even had to cancel my fishing trip, - I said dad you sound like you're really disappointed because you couldn' t do the things you wanted to do right, - an' he said - I can't believe it he said I can't go anywhere! - he said I have to look after your mum.,

CL: and I really feel - he said I I don'! want to say he seemed trapped', - but he said I feel that way- an' it- it was incredible! - an' I thought - ((loud)) Bxx! - ((laughs))- where are you!

CO: (where's) the change machine, ([[laughs]])

CL: no kidding! - it was really incredible - it was really great - and-

CO: for both of you ([ )

CL: [oh yeah, - uh ]

CO: hospice - .hh is an organization- Victoria Hosp- Hospic- - (what ever) Society or something - hospice is the ( ) care unit

CL: [where (where) people can stay- who are terminally ill - and their families can be with them and then they do a lot of work with families and really try to make it- ,hh and - and one thing I was going to tell you is that they have a lot of - aahh both group programs and individual - aahh counselling and that an' just s-support systems there too but also yeah!- phoning and seeing ( ) financially supportive

CL: why not!

CO: why not!

CL: be(ause=)

CO: ( ) if you don't ask! -

CL: wull that's just it - an' I sat back an' - and every one of my- like all my brothers and sisters said .hh oh well just - come here you just get yourself here an' you don't have to worry about anything. - an' I thought -

CL: yeah right! ([ )

CO: (how can I) get there - nine hun- where - you know,- do I just rub two stones together an' it- but but again - it's not their problem -
their problem, it's my problem - I'm an adult an' that's the way it is.

...
very important thing!
right! -
and you're not solid right
that's right!
you're exhausted you're sick=
I haven't been solid since January!
you haven't been solid since January,
I want to become solid.
you need to do to become solid, ( )
I need to see my mum,
I need more sleep,
I need to ahm-
I'm actually doing that,?- I'm- I can't believe it,?- I'm- I'm okay,
it,? - but I am?
life!
I feel okay [about it.]
I've given it a lot of thought [and]
I feel okay [about it.]
and you're dealing well with your feelings
[around it - you're ]
I feel that I am! and my and - and I'm trying to figure out when I'm gonna go an' my sister wants me to go, - so I can - look after her kids- so I can make some money when I'm there- an' we're sort of try t- [...]
you know what I mean trying to get it all worked out- an' I feel okay about that ,h but- the where I'm feeling uncomfortable (. . ) is (. . ) where i'm living right now. -
I really want to talk [about that.]
'til - 'til the end of June.
I've been there since ( )
oh this is not the same place
no! - this is my girlfriend, ( . ) she's got a three bedroom condo I- I house sat for her before,? ( . ) her: son goes to school with my daughter.- I've known them for about two years - and w- we're staying with her an' it's awful nice of her to share her house [with us - and-]
yes. - [again]
yeah, that's a { too}
I've pulled a lot of pieces together. ( . ) and - but I'm just waiting for them- jus- you [know how it is,?]
I've known them for about two years - and w- we're staying with her an' it's awful nice of her to share her house [with us - and-]
CL: and that - I'm really hard time,. ( . ) dealing with that. and-dum

( . ) [(sigh)]huhh - (soft)I just want it done. -

789 CO: yeah!

790 CL: I just [want everything wrapped up ( ])

791 CO: [I do! ( ] but it's not! ( ] but

792 CL: I've got like 14 more days an' I guess what - what it is is that - my ( . ) [(sigh)]huhh - I love my friend,. - she has a heart- of gold. -

794 CO: ((soft))I just [want it done. ( . )]

795 CL: yeah!

796 CO: I just [want everything wrapped up ( ])

797 CL: I do! ( . )

798 CO: there's a couple of of-f problems that I'm not sure if it's her problem or: my problem. I think [it's my problem.]

800 CL: ( . ) your, - combination.

801 CO: [the situation. mm hm=]

802 CL: ( . )

803 CO: "I think it's my problem an' it's just the situation that I'm in. - an' I really love her and I guess - I want to help her out but I don't know if I can,? - I don't know if I should I don't know if it's my business? I don't know if I have [the energy?]

814 CL: [the issue is,. - (soft)her kid! ( . ) and -

816 CO: [what are you on) her kid ( . )

817 CL: he doesn't have any limits, - he doesn't have anyone to tell him - [no one]

819 CL: [somewhat different- child rearing-]

820 CL: (soft)right. -

821 CL: right! - well with my daughter: if she's being a little dink! - I'll lock her in the bedroom until she's gonna listen an' that's all!

824 CO: [(soft)uh hm=.

825 CO: [an' when she's stayed in there for 3 hours well then she does an' I don't care! - an' I'm sorry that she screams- an' bothers other people but I have to do it.-]

827 CL: [(whispered)]yeah,

828 CL: and-dum ( . )

831 CL: all the people around there have children and I - h-hope they understand. - people {}

833 CO: [and if they don't,? -

834 CL: (very soft)right.

835 CO: (very soft)right. but that's what happens well, so what

839 CO: are you wanting to do with your friend,. I wanna make her love her son. -

840 CL: I guess I'd want ( . ) (blows out cigarette smoke)

841 CO: I don't know Nxxx,.? - I don't know [(what I want to do])

843 CO: [what do you want-]

844 what do you want to happen. what do you want to be different. -

846 CO: ((quietly))oh just put it(.cigarette ashes)) in the -

847 CL: what do I want to be different?. I guess I want her to be happy. - she's not happy with her son. ( . ) and ( . )

849 CL: I think I know why she's not happy with her son but that's me!- that's not her!

851 CO: [an' I guess I just want her to be happy.] ( . )

854 CO: [do you even know- that she isn't happy,. -

855 CL: well she tells me that she's not happy. - she talks- she-

857 CO: ([strained,under breath])I hate him - I hate this kid - I can't stand 'im - ((normal voice))she talks like that. -

859 CL: and - sometimes I do. - an' some[times I feel that way an]=

860 CO: [sure.] ( . )

861 CL: I think every parent does [but basically- I love my-

862 CO: [sure.]

863 CL: [daughter. ( . )] I really- I'm really connected to her= [an' so what-]

864 CO: [an' I love my daughter.=]

866 CO: [what pains you is- to look at your friend- whom you really care for - and realize - or at least starting to think that- maybe she doesn't want ( ] an' maybe that- and the pain that goes with that for her and for the child.]

870 CO: an' I wanna make it right

871 CL: an' I wanna make it right

872 CL: right! - well with my daughter: if she's being a little dink! - I'll lock her in the bedroom until she's gonna listen an' that's all!

874 CO: [an' when she's stayed in there for 3 hours well then she does an' I don't care! - an' I'm sorry that she screams- an' bothers other people but I have to do it.-]

877 CL: I don't know! I'm=

878 CO: =yeah, -

879 CL: I'm- I'm caught up in all this stuff ( . ) you know- [this is a ( ]}

881 CL: [( ] do (3.0)

882 what do you want to do. (2.5)
CL: I don't know - I th-think I might want to talk (  )
but I'm afraid to? - because I think ( . ) what the hell do
you know ( . ) I mean am I an expert on children?, I mean
[what the hell do I know.]
CL: [yeah- whose business is it.]
CO: [that's right! - it's like
nit's none of your business an' - besides who the hell do
you think you are to tell somebody else .hh - what to do
with their kid! -
so that what's happening for you., is -
is the pain of watching other people - doing things
differently than you would (  )
CL: right!
CO: so that would make me feel better.
CL: ((whispered)) right,
CO: well, - I think ( ) or I did - k- sort of
s-start to come to - some solution - about what I can do.,
uhm ( . ) just - stupid things like - write, in my
journal?,
CO: (( i ; h i  spered))  right, -
CL: so I don't know!
CO: what is your intention. (2.6)
CL: [(perhaps - my intention was maybe to broaden her awareness?]
CO: [m'kay- and what would that do for you. (3.3]
CL: I don't know what it would do for me- maybe it would make
me feel better. - maybe. - I don't know! -
CL: it's like - this is going on! an' I watch it and I feel
troubled.
CL: right
CO: an' so I need,
well it does affect me! -
CL: yeah.,
CO: it does effect me while I'm there!
CL: of course.
CL: because I yell at my kid more than I usually do - my
daughter is a brat! - because she's hanging around with
this kid!- and I mean she's not - she's a brat anyway! -
but - different things.,
yeah., - yeah. and- she's also in
in a [troubled period of time - I mean w- you're gonna see=
CL: [yes, yes she is - she really is]
CO: =that. - you know, - your stresses and anxiety will - come
out in Nxxx - it's ( ) I don't like the influence
that this is having,? on me,?
CL: or [my child ]
CO: on- or on my child,?, -
do I wanna try and do something about that,
CL: w.'h these other people or at least with myself and my
child!
CO: [yeah,,]
CL: I didn't like it at all!]
CO: that makes me feel better?, ( )
CL: [(false)( )- I went to the library an'
sat in the kids department and read children's French books
an' I had a hoot - it just did my day - so little things
like that. - that all of a [sudden s-]
CO: see there's nothing
CL: wrong with making yourself feel temporarily good!
CL: right.
CL: maybe you have more success that way - than trying to
change this woman her child and her - childhood friends.
CL: [(whispered)'right - ((soft))right well it'a - she has
asked me for advice., - before. - and I said to her ( . )
Ir., I am not expect on child rearing I said I feel - okay
about the way I- deal with my daughter., - but everyone is
different and I can't say to you that's bad, and this is
good because I don't deal in those terms - with myself or
my child- um - my child., ( . ) so that's [how - got-]
and yet you're
CO: saying that internally ((very soft)){
CL: that's it's bary.
CO: (whispered)yeah,, ( . )
CL: maybe I am! - I guess I just get this knot in my stomach
CO: yeah is it so much that you're saying that it's bary, or
just it upsets me [(I think I'm saying that it's just me.]
CL: an' I'm, - you know we've talked about that a lot of how
one of the best ways of making you feel lousy - is to get you into a situation where there's - there's - discord- and conflict.

and that's exactly the way I'm feeling,

and that's exactly where you are,

through 

that's right- so I went through [for the next 14 days!]

right! ... so I went through this on dis- situation of last year- with this- Gxxx - my boss, right?

CO: 

CL: right! 

CL: so do you need to do knowing that you're in a situation of discord - temporarily - what do you need to do- for you! ( . . ) (to )

CO: 

CL: if you were solid, and [ ]

CL: [what I- what I really like doing is- what ]

I've been doing a lot of is saying

(whispered)Nxxx why don't you go an' I'll take the kids.

(whispered)- I'll look after the kids.- I love it I give them a bath, I read them stories- we- you know - I really enjoy that.

(whispered)yes!

so I've been scooting her out an' saying (whispered)listen you got a chance- go out! - phone them- who cares if you don't have money- get somebody to take you out. - an' I've been doing that a lot and that makes me feel really [good]

sure!- so- hm! getting rid of one of the discordant participants right! ( . . )

CL: [in the story, - and having [fun!]

CL: that way the children are - they know what the rules are with me.

CL: yeah - oh [yeah!]

CO: [we have no problem]

CL: it's great!

Jxxx is the nicest little kid ( ) polite and everything it's great. - so I really like doing that., - also-

({higher pitch})could you babysit tc: jht so I can go out? - and I'm doing that.- I went out- I didn't come home,? on Saturday- [I had a great time!]

CO: [so being more assertive around, - ]

CL: [that's [right] either)

CL: asking her to leave?

CO: [( ) ( ) ] or taking some time for

CO: [( )]

CL: yourself. [yeah!]

CO: that's right

CL: an' then, - you- you know there's always two situations you can try and change the discord.,

CL: right, (giggle)

CO: you know you y- you're - here's discord here's you you're together. - you can try and change this,? you can try an' change yourself,- or you can pull apart. -

CO: (soft) an' just remove yourself (from the situation)

CL: right,

CL: given that it's only 14 days.

CL: right, - but you know what Nxxx there's something - inside of me.,?- that-

I know it's only 14 days but this my friend and I really like her. - an' [I wish-]

CO: [(soft) does she want- to change!]

CL: yeah right! ( . )

CO: maybe that's where the conflict is inside of me - is that-

I wish I could help- but it's not your business it's not my problem. ( . . )

CO: and I wish I could do something.,

CL: I-I'd like,? to

CO: give, ( . . )

CL: because she has asked me before. - she said to me .hh- what do you think- she's taking a step, - course an' she's starting it today and she said- I said oh I wish I would've got into it. - 'cause I really wanted to take one- an' she said Jxxx I wish we could take it together because - she said a lot of times I think I close my eyes
CL: right,

CO: 

CL: you know she CO: because it sounds like you're saying -

CL: right,

CO: 

CL: maybe here is a place where you do some more of your active

CO: so what happened -

CL: an' I said something the next

CO: day I said - I hope I didn't even notice it any more? - and

CO: she said no! not at all she said

CL: [she said no! not at all she said

CO: ((soft)) an' what happened [then.]

CL: an' I don't even see what's happening? - .hh and you could

CO: an' I didn't even notice it any more? - and

CL: ([she said no! not at all she said

CL: [right]

CO: 

CL: ((soft)) right

CO: that's right! - and I don't want to do that because I

CO: really like her.

CL: (soft) yeah.

CO: she's my buddy.

CL: (soft) yeah, - and just you found with your dad one of the

CL: greatest gifts you can give someone is to stick up for them

CL: and you just keep-

CL: she can do it.?,? ( . ) ( I can listen)

CL: (whispered)right., - (well how are [you-])

CL: [and you're so good at

CL: that. -

CL: (soft)thanks Nxxx ( . )

CL: [think about]

CO: [one of the best ways is to just-

CL: it out herself.,

CL: just like with your dad!

CL: okay., - ([louder])that feels- that was just a big moosh

CL: of confusion [inside of me.]

CL: [yeah., yeah -

CO: [yeah!]

CL: to go in there an' say Nxxx - could you please [active=

CL: =I'sten to me,? because I just- I can't figure this out.

CL: right! =and I know there's [a solution.]

CL: [yeah - yeah - yeah - and it's

CL: th- always the solution is looking okay what do I feel

CL: comfortable doing!- I don't want to give advice. -

CL: ((soft))right, - right?, - uhm- I also don't want to ignore

CL: it. -

CL: ((soft))right, - right (. ) no- that either one of

CL: them don't feel comfortable [with me.,]

CL: [no! no! - so what's in

CL: between there.- well helping., but how can I help., - where

CL: that person - I want to help her help herself- as you're

CL: saying - yes, - oh, do I ever., -

CL: yeah. -

CL: and you what the

CL: thing about it is that I can ( . ) (soft)! mean everbody

CL: has problems and I'm not saying that I'm perfect but I can

CL: see what's happening. - like I really can see it. - and

CL: ([.] I mean I could sit down an' say wow. - bla bla bla!

CL: and she would go- yeah. (why don't you get lost)

CL: that's right! - and I don't want to do that because I

CL: really like her.

CL: (soft)yeah.

CL: she's my buddy.

CL: (soft)yeah, - and just you found with your dad one of the

CL: greatest gifts you can give someone is to stick up for them

CL: .hh you know you're really acknowledging then - that - she

CL: is capable?

CL: right

CL: she can do it.?,? ( . ) ( I can listen)

CL: (whispered)right., - (well how are [you-])

CL: [and you're so good at

CL: that. -

CL: (soft)thanks Nxxx ( . )

CL: thank you -

CL: I umh - she's gonna help me with my tape. - for my- course.

CL: so there you go (. )

CL: (whispered)right,

CL: I just have been um - a little bit- off- f focus

CL: (soft)mhm

CL: but I think we're gonna do that tonight!

CL: and you just keep-

CL: see the hook for you; - - is I wanna help.- I mean that's

CL: also the strength! m hm.

CL: but- the hook is if someone says
tell me what to do! (claps and rubs hands together loudly)

CL: right,.

CO: she says- well tell me what to do when Jason gets up- what do you (ex-say),

CL: ((very soft))

CO: oh.

CL: oh!

CO: oh!

CL: I'd probably say- you're feeling - like uh you don't know what to do!

CO: you're feeling —

CL: you don't- you don't know what to do when he gets up

CO: yeah, - okay. ( . ) I think that'll be fine now.

CL: and at the same time,- because you know: it may take time.,? - for her to change- an' may not change in exactly the way you want.,?

CO: there's nothing wrong, if you-

CL: right,.  - things -

CO: to [get (me )]

CL: [strategies to get you through the next- 14 days! -

CO: ([whispered])right .

CL: and it's going to work out very well! - I just have a really good feeling, - and - after what had happened with um - Gail,. - I said to my mum- I said you know mum - I've met this most incredible person I said she's my girlfriend she's in my class an' I said-.I feel like I've known her my whole life. - and I said but - what came I- I'm also half of me is saying - look what happened with Gail. - how can you trust yourself. - and my mum went oh shut up.

CO: she's great,, she said - uhmm - .hh - sometimes you just -

CO: you just know - she'd say shut up.

CL: and- I w- well I would sort of say shut up in the sense of like- yeah you do know and if you have that feeling which you didn't have with Gail.

CL: no. -

CO: but also to look at and think okay,- are there some things that happened- for me with Gail that I just need to be aware of.

CL: (but [I don't think-])

CO: [and maybe-.hh w- you know. make sure they don't happen,- set up some strategies- ma- n- get some real clear, -

CO: ((whispered))you know what happened? - I drove around for 29 days with no insurance. (. . ) ([the car ])

CL: ([whispered])(what's the matter) - ([laugh])

CO: ([whispered])- good thing I didn't get in an accident. (I was )

CL: ([forget]) what you just - forgot?

CO: ([for get]) no!- it was not my responsibility!- I was given the car with insurance! - to drive her son to and from school! - she didn't renew the insurance! - I got dinged - I went to court yesterday? ( . ) it's just ( . ) I got - .hh ( . ) no! I got pulled over!- 300 dollar fine? - 35 dollars to get the car - towed home,?

CO: ([whispered])([what's the matter]) - ([laugh])

CL: ( ((whispered))you know what happened? - I drove around for 29 days with no insurance. (. . ) ([the car ])

CO: ([for get]) no!- it was not my responsibility!- I was given the car with insurance! - to drive her son to and from school! - she didn't renew the insurance! - I got dinged - I went to court yesterday? ( . ) it's just ( . )

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CO: ([for get]) no!- it was not my responsibility!- I was given the car with insurance! - to drive her son to and from school! - she didn't renew the insurance! - I got dinged - I went to court yesterday? ( . ) it's just ( . )

CO: ([for get]) you just - forgot?

CL: ([for get]) no!- it was not my responsibility!- I was given the car with insurance! - to drive her son to and from school! - she didn't renew the insurance! - I got dinged - I went to court yesterday? ( . ) it's just ( . )
CL: ((soft)) right -

think about it

that's why I'm pleading not guilty.

CO: ((whispered)) yeah, -

Your Honour,2- I'm stupid. I didn't even think about it - if I would have thought about it - it would have been different. - but - I really didn't think about it because - ((soft)) ( ) - her responsibility - so - anyways. - it is! it [it is- and it's like- is this=

CO: [(is) yeah]

CL: =ever going to end,? all these little tiny things? - you know,? - [just ( )

CO: [( ) yeah - and if it was just one, an' you were feeling fine- you'd just (cruise on by)

CL: ((very soft));cnd I'm just tired.,? ( .) like I sat down the other day.- I said- I said okay.,- I'm going out. - I was miserable- it was raining- my friends were having a party - I didn't want to go,- an' uhwuhwuhw!- an' I said - ((whispered)) I have to get out of [this house]

CO: so I said- I got all dressed - an' I said - I'm going. - I and might sleep over, - who knows.- I'll be home by Monday morning - for sure. - an' that- th- this is where I am

CL: mm hm. -

so I went- I walked to the bus stop and I sat there- and I'd missed the bus of course an' I sat there in the rain and I went- okay. - I've worked hard enough - I've done enough - I'm sick of it, - I've had it,? - ahh brrls

La la la la la! - now this is it. right,? - now I just want this great guy to pull up here - and- open the door and say - would you like a ride? - and - and give me a ride to where I want to go and he's gonna be a great listener and we're gonna have a great talk and - all this stuff's gonna happen, (bangs desk) (that's li.: - I'm gonna get there and my friend's gonna loan me the money - and no problems. -

I've had it. ( .) sat there in the rain for two three [more minutes and the bus came, and I got on the bus an'] -

CO: {{laughing}} .hshhh!

CL: so much for that eh,?

yeah right, [well that's=]

CO: [had a little temper

CL: tantrum.,

tyen - well- but it works/- doesn't it.- it gets it out. -

CL: right,

and that is valid- in and of itself

CO: ((whispered))right, - ((soft')that's true.,

CL: ((whispered))right, - ((soft')that's true.,

CO: yeah., I-I- (laughing) .hh don't sit at bus stops waiting

for someone to pick you up Lxxx ((giggles))

CL: no no ( )

CO: yeah. - but that's- that's uh that's one of your real strengths too isn't it that's one of your real coping mechanisms - you - you - just kind of - ventilate it out,? and then you,: ( )

CL: right - that's like ((shouting))I bet you were not! - it's [hard enough]

CO: [{{shouting}}{ not there}

CL: ((shouting))I've done enough. -

CO: I'm [{ }

CL: { }

CO: (((loud)){ }

CL: yeah., - (((loud))that's enough! { }) (softer)it's hilarious., - but

anyways - now I do - basically I have to say I've got -

things-

CO: {{{very soft}}} ( )

CL: (should I  trust) yeah right - whatever ( )

CL: I will- all my stuff is actually ( ) when we get upstairs - an' it's gonna be - it's gonna work out. - it's
gonna be good! - but until! - ( ) ((soft))so it's like - 14
days of ( .)

CL: (should I trust) yeah right - whatever ( )

CO: 13 and a half days

CL: ( )

CO: (whispered)okay, -

CL: (whispered)okay, -

CL: (whispered)that's true ( .)

CL: (whispered)okay, -

CL: well- (the damage is not too-) ( .)

CL: (I'll) coffee and you go - have a meeting

CL: ( ) do my stuff - go down and

CL: at one o'clock to deal with my - ((sigh))

CL: ( )

CO: ((whispered)) ( )

CL: no- I did that yesterday,

CO: ((whispered)) ( )

CL: {{tape ends}}
Interview #43.

CL: used to get hordes of Americans.

CO: yeah, and this year it's

hordes of Japanese.

CL: it's just unbelievable.

CO: oh yeah! the men are always in - always wear suits?

CL: they're very bright.

CO: the women wear silks.

CL: yeah. so anyway.

- purpose here.

CO: yes!

CL: ahhm - I spoke to one of the: -

ladies out- in their little cubicles and she was the one

who trotted me over here. - uuhmm - I've I've pff! - been
to UVic for a while., - and not doing very well.

'frankly, I'm a crummy student. - aahm I shouldn't]

CO: [m hm.]. - m hm. - m hm. - crummy student?

or just haven't been doing much studying.

CL: I haven't been doing much [studying.]

CO: [yeah,] - it's different isn't it.

CL: [yeah! (laughs)] this is true. - anyway I guess I'm your-
typical jock. - I spend more [time in McKinnon Gym.]

CO: [ahhm] - yeah- yeah,

CL: and- it se- hnn!-it's been kinda funny because I've been

seeing oh a few of my, -

CL: [uh what,?]

CL: I've been a- running

into a few people, - hhm! - from- UVic up here., -

at -

Camosun.

CL: oh yeah., yeah., some of my old cronies. -

CL: [uhm, - anyway. the reason. - I'm here. is - uh- I'm
taking English right now., - remedial English., - and I'm
taking remedial math by correspondence - aahhm I used t -

I should m- emphasize I used to be a very good student in high

school.

CO: - m hm.?

CL: aahhm, - I'm not anymore!

CO: doing anything. -

CL: exactly. - (sigh) uh the Dean is as mad

as hell at me,? - frankly,?

CO: - what were you taking at uh

university.]

CL: [poly scl - and: - took a- smattering of different

things.]

CO: [yeah.]

CL: ahhm - and anyway., - the Dean. - I can- never remember

his name I don't know if you - they have a new Arts Dean up

there. - um - and he he he really laid into me. - I don't

know who he was talking to., - but ((laughing))I guess he
decided this is the approach he was gonna use with me., -

hh - but aahm - ((smack)) what I want to do., - is- I'm

taking the stock securities course in September. - toward

becoming an investment dealer.

CO: yeah. - mm hm.?

CL: aahm - but I noticed- there are some- there's a you can ge-
can get a business or finance diploma here. - now I- as yet

I don't know whether that is sufficient for- an investment

firm or not., - I haven't asked them yet.- they- they prefer

someone with a degree they said- they didn't specify. -

ys know,?

CO: I don't- don't know! I mean a-again it depends on

what you're going in for,

CO: [stock [broking.]

CL: [yeah, - yeah. - but I

mean like whether you - you enter the firm at -

CO: [okay]

CL: [it'd be up

1 to them to de[cide that.]

CL: [exactly- they [they-

CO: [m- a business diploma is

certainly a good -

CL: [start=

CO: -package to ha:vel, - to get you

started in- in finance, an'

CL: [uhm- because they sa- the the

two- firms I went to Richards an' Greenshields and Merrill

Lynch both said that they won't hire now,- unless you have

a degree. -

CO: - u huh?,

CL: aahhm - they said- th- things are

changing. - y'know in the old days they said you could!-.

you know you could- not even go to university at all!

CO: - yeah-

CL: but he says they prefer now that they have graduates - so:

I I guess I'll have to [check that myself]
110 what did you ask the- ask him - u- him or her? ([shortly])
111 - presumably him [([laughs])]  
112 CL: [yeah - it was him, -]
113 CO: [no.,- I didn't]
114 CL: [noether - I mean did you mention a business admin diploma,?]  
115 CO: yeah, - uhhm -
116 CL: [yeah - it was him., -]
117 CO: ((laughs))
118 program
119 CL: and- more theoretical. - and then the business
120 CO: [it's really- a breath you know a university degree you-
121 CL: [ahh,
122 CO: yeah,.
123 CL: [because I really didn't - understand that].
124 CO: [uh huh.,
125 CL: [yeah - it was him, -]
126 CO: [mh!]
127 and- then they- they clued me in as to
128 (the difference between a - diploma and a- degree.)
129 CL: [okay- well-]
130 CO: [( ) practical skills for
131 getting started -]
132 CL: [okay- well-]
133 CO: [the other- approach,- and this
134 one bears some looking into is starting my own business. -
135 again- I see that you hav- basically are set up- geared to
136 people like that.
137 CO: [(soft)m hm,?- m hm,
138 CL: [aahhm - I better
give you some background on this first- I ride horses as a
139 hobby.- okay,? - an' one idea I had - and- a top rider
140 here, - I've talked to about it several times thinks- I
141 have something here. - she says [that she-]
142 CO: [like some skills for- e-
143 riding you mean? [when you say I have something here,.]]
144 CL: [aahhm
145 CO: oh okay. -
146 CL: she says hhh-um. she'd do it herself- ex but
147 for the fact that she's so occupied with running her stable
148 an' and- riding on the circuit full time, - uhm there's
149 only one tack shop in town - aahm sells riding equipment.
150 and they've got an absolute monopoly. - they just murder
everybody. and there's room for another one.
151 CL: ([soft])right,- [(some )]
152 CO: [that's possibility number one. -]
153 CL: possibility number two,- - is - there is a lady in- in
154 Calgary Alberta,- - who- from Germany,- - ahm who is
155 manufacturing horse blankets. - and reportedly - making
156 about 300 thousand dollars a year- according to Alberta
157 Report. - selling this stuff. - and Bxxx that's the lady
158 here. - when I discussed it with her she sai. why don't you
do something like that.- she [said,]
159 CO: [so it sounds like a lot of it
is in shifting - shifting my focus away from general
160 university - to: looking- at - what career (style) what I
161 want to do,-
162 CL: [exactly.
163 CO: ahm
164 CL: [and then what do I
need,- in order to do that. -]
165 CO: [uh- if I was wealthy. -
166 I would - continue going to university an' probably get a
degree in political science because that's what interests
me. - I'm not wealthy and I wanna ride!,- ((soft))yeah.,
167 CL: ahm- I'm twenty nine.- I just turned twenty nine- I didn't
168 go to university until I was older-
169 CL: [ahh-]
170 CO: uhm (2.0)
171 and ((sigh)) um- I've a- a very good friend of mine,- this
172 is w-one of- there're several catalysts. - sort of been
173 pushing me {[into ]}
174 CO: [catalysts towards- getting going on something
175 CL: exactly
176 CO: [practical-]
177 CL: [aahm - very good friend of mine her
178 he- boss is only 33 and owns the video store where she
179 works,- he owns about five of these things. - and I g-
180 uhhmm - and he is just- he's got it made! - ya know. he
181 started with nothing.
182 CO: [so- what's that mean for you.,
183 CL: [{
184 CO: [ok]
185 CL: [oh it's just the point is- is I don't want to be-
186 around toward a university degree working at - stupid
187 little jobs,- [aahhm- that's not a challenge.]
188 CO: [yeah so it's like hey I'm ready now,- I'm
189 ready to g- to get rolling
190 CL: [yeah,]
191 CO: [on something - but I'm not
192 quite sure where I want to roll.-]
wondering if I somehow – the real reason I want to get is
hy- u- is there some way – I can – start a small business –
of one of these types.

aaahhm and then at some point use the proceeds for that and
go back to university and – you know and - get a law
degree or something like that - but the thing is how do I-
what skills ((sigh)) [ ( ) ]
yeah, I mean th- there's a piece
missing there which is- what do I need to do in order to
start a business. exactly. - and that's what I'm

so what courses [ ]

coming here - so in other

words saying hey - that's - that's my goal,

[yeah,]

towards setting I want to get - the background I
need, for setting up - my own business.

and what do I need to do -

so here I am -

it's certainly the business admin- program is - set up - for
people- going into business.

m [hm,]

[and (2.4) I wou- again it
depends on you, on what you want to - emphasize a lot of
people who are thinking of setting up their own business.-
will take one of the options which is called general

studies, which allows you to take - there- basically

there's accounting- too - there's accounting that- do you
have a calendar -

[yeah i do actually- I've- read it.]

[yeah,]

it's all in there. - cou- there's accounting, there's
finance there's marketing- and there's general studies.

right, - oh I see [that,]

business. - then you may - need to- to do some

thinking on that and- and the- you don't make the choice
until second year. - so your first year is- is pretty
general [anyway.]

[it's the same for everybody, -

you know. yeah.

and- duh - the general studies option just gives you a
chance to take a little bit of everything - there are some
courses that are specifically - uh- I think there's one-
that's even that entitles- starting- a small business or
something like that (2.0) uuhm (2.0)

there is a course called that- 'cause uh Sxxx- Sxxx was
looking at it. she found it for me. -

Sxxx, -

this is the girl who works in the video store-

yes - yeah. this is -

first year, - everybody takes the same things. -

accounting the business the math and-

where does it start- right in there.- same thing. -

then in second year - which is accounting finance -

marketing and general [studies,] -

I'd be looking at

[finance and ]

[yeah, e- don't don't mark it.

oh, I'm sorry.

[use your own. - (hhi!) - uhm- general
studies,- you - select from - all of these.

is the course- starting a small business is is that

() sit in one of those eh- check that. -

because there is a cou- you [do have a course called that.]

[mm hm,--- I know.- mm hm, -

and th- (and I would suspect) (6.0)

called the regular program it's just a straight - classes.-

that go through- two years, - or a coop program. - the coop
program was set up where you study a certai. amount of

semesters and then you work -

that would be interesting]

[and that's also

uh and again a lot of people who are thinking of working on
their own! will take the coop program so that you get some
experience - in a business-

and- you know,? - uhhm - I
don't even know this is necessarily in the calendar yet

it's a new- course. - so - the advisors would be able to
tell you- what it is and what number ( )

entrepreneurship ( ) (3.0)
CL: you can do a program if you do the small business and securities route. can you? - I thought it was just for accounting.

CO: there isn't a small businesses and securities route. specifically - there's finance - which is covering more than securities - so is finance. could I do it with a small business option? -

CL: I'm saying [that would be your goal, eventually]

CO: [oh I see] but you're saying - there's a coop program. would that - there's a coop through marketing? -

CL: [ahhm] [all of the options.] [how would like what would you - what sort of coop program would it be for marketing. I'm just curious]

CO: [well it's just the same thing, you're taking the same courses -] [you would be taking - see for marketing in the second year those are the courses you have to take. -]

CL: mm hm.

CO: right, - you, - you have a third semester and a fourth semester. all it means! is - that in the coop program, (1.6) you have - third semester which is in the fall - you work and then you have the May to August -

CL: oh I see. - it uses the full 12 months

CL: but I'm just - what I'm curious - what sort of work would you be doing. - I mean, - well you'd be out - in during the work terms? -

CO: [oh -] a variety of different businesses working on - u - uh any kinds of things you would try and get into, you know. If you were in marketing you'd - try and get into the marketing type position.

CL: [yeah]

CO: [the - if you're - interested in the coop program there's some information outside on it that describes a little bit more]

CL: [okay] [but they are - the instructors - uhm (2.0)]

they have a lot of contacts in the business field and they - they - ha-a employers will - have these jobs they're like a regular - jobs-

CL: -yes-

CO: and students - have to - apply for them? -

CL: [in a sense - uhm - but - they're also considered part of your - your - program. - and ( ]

CO: yeah, - that sort of thing. - but it - the advantages of coop - is it gives you experience with - with really related - experience -

CL: mm hm, - uh within a context where you can then come back and - use it. - and attach it to your academics and - particularly if you find it difficult to - to focus on academics. -

CO: yes, - you could (got) something tangible to hang on to.

CL: do they - does the marketing, uhm, what I was getting at. I should ( ) marketing getting back to the horse blanket idea.

CL: mm hm.

CO: is uhm - you see s - the - what we'd be aiming for ultimately is to start up a small company . -

CL: is umm - she said I s- start small with things like bandages for example - uhm -

CO: [yeah, - well, you say in that - I mean there's obviously not gonna be a Camosun program that's - teaching you how to set up a tack shop] -

CL: [no, I realize that, but what I - what I specifically need to know is to learn how to: - get to create capital]

CL: mm hm! [mmhm m hm m hm]

CO: [(you know how's) - and that's all taught in: -]

CL: [yeah - well look at the courses. well look at the courses you take. an' I mean that's why - you know. - really what you need to do is take the calendar and -]

CL: yeah, - go home an' read it but uh - uuhhm - accounting research - advertising: merchandising, selling, management etcetera (2.1) and - of course in the first year you will have had - accounting ,? and - business information

((whisper)) and economics and ( )

((louder)) have you taken economics ( )
CL: I took the first year economics, yeah.

CO: yeah— you might—

CL: business finance, — busin— oh— business finance is what I

would presumably — [w— where are you looking— there—?—]

CL: okay— [yeah—]

CO: [now that's the accounting option— this

[oh—]

CL: second year. this is first year. — in here. (1.6) you'd

have to take it all though— you can't just pick an'

choose.

CL: no. I understand.

CO: [w— where are you looking,. there—?—]

CO: okay—

CL: [yeah—]

CO: [now

that's the accounting option— this

is in second year, this is first year. — in here. (1.6) you'd

have to take it all though— you can't just pick an'

choose.

CL: [oh—]

CO: [because—]

CL: [yeah—]

CO: [there—?—]

CO: okay—

CL: [yeah—]

CO: [yeah—]

CL: [and it may be that you've got enough—]

CL: [possibly,

CO: [yeah—]

CL: [experience]

CO: [uh—]

CL: [uh—]

CO: [uh—]

CO: [yeah—

CL: [uh—]

CO: [you'll have to look at the— the uh—

CL: [I can show you where

CO: [the— yeah. (4.0) now, — you know— another thing. I mean if

you're— if: — I— this is this an— here we're talking

education.

CL: [aha]

CO: [the kind of— of— a lot of people start up

businesses without taking — any training and um— there is

the— business development centre downtown which is part of—

is connected with Camosun, — which helps you. — m—move

through the steps— of— uh— setting up a business—

CL: is that related to the federal— development bank?

CL: [no— no— although they might suggest that you go there

at some point— but they will help through— developing a

business plan— and— looking at— options for financing —

and um—

CL: so I [should just { }]

CO: [all the different— steps— mhm— 'cause—
you may decide that— I don't even want to— to go school

and learn this stuff— (better drop— I'll) just get out and

do it—

CL: yeah!

CO: y'know— 'cause you strike me as a— kind of

person that wants to get going—? (chuckle)

CL: [ahh—]

CO: and [uh—]

CL: [ahh—]

CL: [probably aren't but—]

CL: [but this—]

CO: [ahm]

CL: [this stuff none of this stuff

CO: [would probably be offered.]

CO: [but most of the business courses— you— the— spaces are

reserved for people in the program—]

CO: [oh I see.]

CL: [the way it works is

when you have— the prerequisites. if you're thinking of

taking the business program— uhh—

CL: when you get— your English 12—?

CL: [aha]

CO: [uh huh— and if you have—]
CL: Yeah, oh you-?h
CO: This is okay—once you’ve got those two, the first thing to do is to apply to the program—okay...

CL: And—uh—uh— in essence what happens is you get on the list—then we just move down the list—

CL: Is it a big list?
CO: It’s a big list—but it’s usually everybody is getting in or not—so I should do this as quickly as possible.

CL: Okay,
C0: Then get on the list. That’s—you know—don’t try and decide whether this is something I wanna do or not, get on the list first.

CL: Right
C0: And then—if you don’t get it in September there’s another intake in January.

CL: Oh see.
C0: Either—so that would be the—late probably.

CL: Right
C0: I don’t know what the situation is this year whether everybody is getting in or not.

CL: Okay,
C0: Then get on the list. That’s—you know—don’t try and decide whether this is something I wanna do or not, get on the list first.

CL: Right—understood.

CL: Oh you don’t get it in September there’s another intake in the fall.

CL: Yes
C0: Uh huh.

CL: And the program if you decided that you wanted to—uhh—try setting up a—business—and...

CL: It’s the same program,

CO: Right—ahh—ahh late afternoons and evenings usually

CL: I think that might be the ticket—but but I’ll get on the list—

CL: Yeah
CO: Yeah, you know?—emm—why is it they don’t have it listed in here?

CL: Yeah. It doesn’t say it but there is.

CO: Okay—

CL: High pitched)

CO: But it sounds like first, sort of thinking you know—do I wanna go to school first and then try; to work or do I look at seeing whether I can make this work—and supplement it by going to school—

CL: Like add to gether my [(going)]

CO: This may sound—like a house of cards but ultimately—you know I—I’d love to go back and get a law degree.

CL: Yeah,
CO: At UVic or something.

CL: Eventually

CO: But—

CL: Do you know. But I look at the way various people do it an one option is what I call the courses option

CO: [mm hm, — yeah—mmh,]

CL: [Which I know]—another way is the way I’m doing now which is—part time garbage job—

CO: [Yeah—hm,]

CL: [Um—option]

CO: And a lot of people—well the majority seem to do that.

CL: And the third way, is this way—

CO: It’s the same way

CL: Sort of angling toward this way

CO: Well—what

CL: Yeah,

CO: Getting eh u one of the advantages of a diploma—is it’s short—

CO: Uh huh.

CL: And it gives you something very marketable—

CO: That you can go out with—

CL: Making money an—

CO: And be moving in that way—

CL: As you say. You can either—

CO: Continue on in university or you can take your securities course, or you can—

CL: Know there’s a lot of—

CL: Yes

CO: Um—

CL: A lot of the business programs—

CO: I saw the book in the bookstore for the course.

CL: I saw the [book for the course]

CO: [ya know—so yeah—there are—umm— they’ve another thing that a lot of students do is they get their program and then they work towards a CGA or—real estate or something like that,

CL: Real estate’s not—

CO: Oh you do it through real estate here too eh?
CO: they can get you can get
someone for your real estate- courses.
CL: uh huh. -
CO: ((soft)) h m m t t * t* n m  (  )  (3.5) hmm!
CL: gee. maybe you can't anymore. (4.6) take that back. -
CO: is there anybody.- I should s- talk to
specifically who's an at- attached to the business
administration,? - and repeat basically what I've said to
you,? -
CL: you don't need to- [no,]
[don't need to- they really th-
getting into- into- a - u-uh getting into a college is so
different from getting into university. - if you've got the
prerequisites you'll get in.
CO: you know, you'll just
get your name on there and you know at some point- and then
CL: okay.,
CO: if you wanted- if you were - more curious about
the coop program I can show you.- A where more information
is- [{ }]
CL: [I think I would- I should- [mhm.]
CO: and there's also a coop
office -
CL: okay.,
CO: and the person you need to talk to there if
you were curious about all kinds of jobs
CL: [sure,]
CO: [they're hoping to
CL: I guess I've - basically run out of things to
ask [you, I don't know what else ]
CO: [yeah yeah yeah
CL: covered some territory here-
CO: well, it sounds like for you,
CL: that the - the main question right now. - is- do I want
to go to school!, -
CL: or get out and [make money ]
CO: { } - I'd
covered some territory here-
CL: I think we've
CO: [yes,]
CL: - say forget it mister you've gotta- do too much you haven't
a hope in hell!,- yeah,,-

CO: then - ((chortle))
CL: then here I- here I am. (((laughs)))
CO: right! here I [am! - ya know..? an' I- my impression=
CL: [I'm back! (((laughs)))
CO: -is that they're quite willing to say that.- when they,-
CL: oh. sure!- [you know
CO: [when they feel it. you know., I mean if they
think that uh- [I mean ma- ]
CL: [this guy is walking on air,
CO: well. their-
their ai- their - their - aim is to help people be
successful.
CL: yeah.-
CL: so I know that they need
entrepreneurs [in this province,.]
CO: [yeah. - yeah. - exactly.- but- at the same
time we don't need bankruptcies.
CL: [yeah. - yeah. - well that's th(hh)at's-
CO: [(chuckle)] exactly it yeah
CL: [yeah.,
yeah., - but they're very- I
know a number of people who have worked with them or
through them.- okay and they gave the- training course you
know short- workshops an' training courses on how to-
develop a business plan - { }
CL: [as]
CL: I should mention
that a friend of mine who- w- has mountaineering shop,
downtown
CO: mm hh,? m hh,?
CL: and-dum
CO: (Axxx Pxxx?) -
CL: yes. the one, (Island Alpine),? it's [on- Broughton,?]
CO: [yeah- yeah- yeah.- I
CL: know that one ( )
CL: he uh-h- he got his financing by a
rather unique system o-he got hit by a car., and i- his
parents threatened to sue., when he was a kid and they
handed over some bucks ((chuckling))and he used that to go-
to run but he's making enough money { }
CL: [I wouldn't suggest
CO: that as a [way ((laughing)) of doing it, ]
CL: [no! ((laughter)) (3.0) but-
CL: sure!- oh yeah! it's a very successful store.-
CL: oh! yeah! and uh but the thing is that he uh- I gather
CL: you're a- climber or a hiker or [something]
CO: [yeah, - yeah,.- mm hh,?-
CL: uh- he worked also works at the restaurant where I work.
CO: uh huh!
and - but he says he honestly - could actually - just work there full time! and make as much money.

m hm, -

CO: and you know and he he uses that to pay for his university

CL: yeah, and - so - he said (to me)

CO: I gotta do something like this ((chuckling)) - so]

CL: well I think the main thing - you know - a lot of the success in business - in starting a business is being really willing to ask lots of questions and just - seek out people and -

CO: you know. get the help and not be real arrogant about how I can do this and-

CL: that sort of thing -

CO: and be willing to put lots of time in (to be sure).

CL: mm hm - yeah. - work your butt off.

CO: yeah- yeah!

CL: yeah

CO: and - you know. if it's something that you love, - then

CL: exactly - yeah, -

CO: well thank you very much {{]}

CL: [come an' I'll show you some stuff}

CO: outside emm - that-

CL: [sure - yeap -

((recording stops))
Interview #45.

CO: you were aahh referred by Dxxx Cxxx yeah. I've been working with Dxxx an' Mxxx since August-

CL: [of last- year,? ( . ) and we finally got

- they v- had me assessed- .hh and [my IQ, an' then they=

[which is the equivalent to- grade 12 [English .hh- once you've taken= [yeah,?]

CL: =that!, - .h that opens up - all the universi-I

CO: all the university - c-courses

CL: =uh huh, - yeah! - but that's

CO: not what she said in the first place

CL: okay well=

CO: [said I had to make a choice.]

CL: [ I don't know but what- u what are you:-

what state w- let's back up a bit [where are you,]

[what is writing,7

CL: [which is writing: is my strongest= good at]

CL: point - aahm - when I took my IQ test at - at - university

- aah psychology department- I got a - 70 - and 80 was -

the highest

CL: 70 in what- in your verbal score,?

CL: yeah, -

CL: yeah it's writ[t with ten down there.]

CO: you (soft)and it's clear where your natural ( . ) talents

rie - lie in the expression [is]

CL: [yeah it's the only thing I

48 know ( . ) it's th'only thing I ever

learned - this is a very

important thing to know. -

CL: [that's what

CO: [it opens up an awful lot

in careers!

CO: ng:io.hhh- so; what has happened- so far -

[lower pitch]lis- that I have come up with thea-.hh

applied- communications course,?

CO: [m hh,? -

CL: which makes -

the welfare [happy,?]

CL: [well, - when you - okay so you you know

your gift is English., and then - tha- that's where the

love is - .h and also looking- at doing some - some -


wanting to get over and to be working. (isn't it)
don't want to get out- to be working because- to tell you
the truth I'm very very practical - and 4. dollars and 50
cents an hour - part time - at the age of 44 - is going to
put me in a worse mess than I'm on welfare -
mean eventually - (I mean ( - ss ))
[oh yes' - I want to earn my - I want to
earn my living writing!]
right., - okay -
[that's what I mean]
and I don't mean: - just sitting at home writing books
I mean - it has [to be - a job,]
that involve writing [(and )]
(yeah, creating with words. (. )
[[is scoff]] yeah!
[but I want to - be involved in -]
((Whispered))yes m hm,?
verbal communications,

communications,

written communications
and

and that
opens - thousands of jobs
yes! and the closest I have - can
come to that to - so fair.,? [to satisfy - the welfare=
[eh hum?]

is the applied communications - which is not
practical for me because I do not have a b a a- backup- fo-
for- sitter for my
and it's a- I mean i- u again ya
know you're looking at a- at a program as opposed to an
occupation in the- at that stage
m hm,?

.h uh - and a lot
of the occupations that come out of applied communications
.h other than - the the journalism positions don't=

=involves - (writing, - what are you thinking you'd like=)
[yeah.]
to do. - I mean not not education - yet - 'cause anyway
it's always finding the job first - (and then finding the=)
[that's right?)

I cannot stand 12 hours on my feet—throwing cash out onto the customers, but you wouldn't be looking at (you know,?)

oh they would be quite happy if I did that.— (go take a cooking course.)

but you 

(co: thise anyway because they don't th- that doesn't meet any of the other requirements you have.)

co: okay [kleenex is right there - ((soft))kleenex is right=]

c: =there, ummmmm ((sigh))

c: ( ) what's the what's -

c: I've already (missed) four children on welfare. (. ) aahh they're in - 28 down to 23- 21 (. )

c: ( ) yeah, mhm. ( )

c: I'm willing to come here an' learn creative writing, an' take English courses, an' take applied communications [course .hh - b-but my=]

(co: [yeah, - yeah,])

c: do. ( . ) I mean what do you- w-w-willing to do?

c: what am I willing to do?

(co: [ ] [ ] [ ])

c: ( ) ( ) I'm willing to come here an'

learn creative writing, an' take English courses,? - .hh I mean they can say it 'til they're blue in the face:

you're not gonna do that.

(co: ye-ahh- you're not gonna do that. - .hh I mean they can say it 'til they're blue in the face:

you're not gonna do that. - .hh I mean they can say it 'til they're blue in the face:

you're not gonna do that.

(co: yeah,. - yeah,)

c: I can't dump him- and say- well too bad for you I'm going no,

c: you I'm going

c: no,

and - time is getting on an' I'm getting more-.hh I was so sick in August I was a basket case.-- that's when Dxxx Cxxx and Mxxx got hold of me (  .  )  u-uhh er I got hold of them

c: yeah,. ( )

c: they've been wonderful to me- [I would never=]

c: [ ] [mm,]

c: =getten - .h to this far- without them ( . ) aahh- I mean
c: talk about side by side! -

c: so it really is- it's like -

c: I really feel ready now for me:, ( . ) on the other hand,.

I can't just [dump my kid I- I'm- feel a little trapped,]

c: oh! yes. I've - I've

c: but not right now- not yet. (. )

c: I've been saying that right now- I'm gonna cry.,

c: th- that's
c: okay [kleenex is right there - ((soft))kleenex is right=]

c: =there, ummmmm ((sigh))

c: ( ) what's the what's -

c: I've already (missed) four children on welfare. (. ) aahh they're in - 28 down to 23- 21 (. )

c: ( ) yeah, mhm. ( )

c: I'm willing to come here an' learn creative writing, an' take English courses, an' take applied communications [course .hh - b-but my=]

(co: [yeah, - yeah,])

c: do. ( . ) I mean what do you- w-w-willing to do?

c: what am I willing to do?

(co: [ ] [ ] [ ])

c: ( ) ( ) I'm willing to come here an'

learn creative writing, an' take English courses, an' take applied communications [course .hh - b-but my=]

(co: [yeah, - yeah,])

c: do. ( . ) I mean what do you- w-w-willing to do?

c: what am I willing to do?

(co: [ ] [ ] [ ])

c: ( ) ( ) I'm willing to come here an'

learn creative writing, an' take English courses, an' take applied communications [course .hh - b-but my=]

(co: [yeah, - yeah,])

c: do. ( . ) I mean what do you- w-w-willing to do?

c: what am I willing to do?
CL: ((soft)) yeah! yeah
295 CO: without an' - an' I think ya know so
296 often when we're trapped we see things in black and white
297 it's like -
298 CL: ((soft)) yeah [that's right]
299 CO: [(loud)] either I have to dump my
300 kid
301 CL: uh [huh]
302 CO: [and then I have total freedom (muffled laugh)]
303 [sort of thing, - { }]
304 CL: [(loud)] yeah, - and I know that there's somewhere in the
305 middle if [I could just find the - the support systems,?]
306 CO: [(right, right, right]
307 CL: .h to fit my particular
308 CO: yeah,
309 CL: and my experience with the
310 welfare department - which is the only experience I have -
311 .h is - that you either fit into this slot or we can't
312 help you. - and I just have never fit into that [slot!]
313 CO: [and so
314 CL: it's like finding - you know - finding grooves in the slot.,
315 - that fits [for me]
316 CL: [yeah,. . hh and I - um,
317 CO: which would be what. -
318 CL: what would fit.
319 CO: (I dun[no?])
320 CL: [let's assume that there's a slot
321 there we don't - know that yet Lit let's - leave that
322 assumption that somewhere in there there's a groove ( )
323 that I want to be in.
324 CL: well, -
325 CO: now- this (laugh)
326 CL: ( )
327 CO: would work best for you. - what would be a good balance.
328 { } { } { }
329 CL: for- uumm ( ) I-I can get day care for my little boy
330 day care's the big deal right now.
331 CO: yeah.
332 CL: ahhh he can go to
333 the ( ) school - at the - just d- like a block down
334 the street to the Y
335 CO: ah huh,
336 CL: - aahm- I live on Craigflower
337 CO: uh huh,? - yeah. -
338 CL: (that - see what I s- ) Vic West Y -
339 CO: so - that part- can be [taken care of.]
340 CL: [so - he could - he could be
341 okay from, - what is that- 8 'till,
342 CO: ( I  dun[no?)
343 CL: him to school and ( ) you know- and co that's fine.
344 CO: [so finally, ]
345 CL: [ so theoretically I- half- a day -
346 CO: yws. - [now.]
347 CL: [and what would
348 CO: you like- to do with that. ( )
349 CL: .h I would like to come
350 here and do whatever it is- that I'm doing - to learn ( )
351 CO: I w-want this - communications course .h but I want the
352 creative part first. ( ) [( )]
353 CO: English [business]
354 CL: [(whisper)] yeah, - (louder)I've got to have
355 that first - also I've got to take some typing 'cause I
can't take- type 30 words a minute
356 CL: yeah,. 
357 CO: sign up for creative- the ahh
358 CO: ( )
359 CL: yeah. i-i- I haven't got all of- I haven't even
taken the test for it yet. I've just taken th' English
placement
360 CO: mm hm.
361 CL: umm- but I have plans for - .h ahh I have
362 a handicap, - in- in uh ( ) that I blank out - under
363 stress?, -
364 CO: mhm,
365 CL: and I can't really -
366 CO: { }
367 CL: [yeah. - I mean
368 CO: ( )
369 CL: [that's not so much a handicap I mean i- it it is a
handicap when we're doing it [but that's something that=]
370 CL: (yeah,?]
371 CO: you can[work ( ) it's just anxiety]
372 CO: [it's a: ( )
373 CO: [ -ogical] it's=
374 CO: axie[tly] { }
375 CL: { }
376 CO: umm - it happened - when
377 CO: I got to th' universi,
378 CO: yeah, sure [sure]
379 CL: I can't ( )
380 CO: yeah.((finger snap)) I just ( ) probably stop breathing;
381 CO: brain goes dead,
CL: yeah, blank out,
CO: that's it,
CL: [right]
CO: [I - I forget every- anything that I might [possibly know] [right], m -
CL: it's something you can learn to ( )
CO: yeah.
CL: - aahh so I - my- plan was to take a typing course - an' just ( ) plug my ears sit in the oack of the room ((giggling)) an' - h when everybody starts the quick brown fox all together- I will just ( )
CO: [so learning some typing:- learning some English:, -]
CL: m hm, ? ( )
CO: if you were taking two courses,. ( ) would you feel ( ).
CL: .hh ah yeah I'd be hard pressed to take two courses,. CO: yeah,. I've got - I don't wanna-
CL: - there are a lot of jobs- where (. ) if you have - good writing skills!
CL: ((loud/high pitch))see I [already have good writing skills= [an'] I know nothing (. ) I didn't even get out of grade 8!)
CO: yeah, - but that doesn't matter if [you've got the skills.)
CL: [so (you have to)
CO: yeahh, - so the skills are there .hh- but they have to be honed, - an' they have t- you know [[ )]
CL: [and also I think some of what you're saying- around, - the skills are there but my confidence level is down -]
CO: mm hm,. ( )
CL: (soft)that's true too.
CO: yeah,, and - y-you know - possibilities I mean .hh there will be some: training programs- various (. ) you know not a lot here other than the applied communications ( )=
CL: [m hm,,]
CO: -.hh I guess that's one thing to check whether- you're looking at Victoria - you wanted- to stay: here,]
CL: problem- an' I've already gone through this with the Welfare Department too ( ) to me they're all one (club) they sent me to loans - officer- ((mumbling)) we'll., uh u-u- y-
CO: a course that you were interested in,?
CL: oh yeah very- I checked out very carefully an' they as much as told me I was a stupid twit an' didn't know what I was talking about .hh and I can get those same courses 'are in Victoria an' I know I couldn't -
CO: is this the (BCIT)?
CL: uh ( ) just - student loan, ((laugh))huh! - aahhm - the woman- first of all told me I was too far to take this e-e-h elective goal - .h it was- it had to do with - u-u- ( . ) make up (. )
I wanted I na- I didn't want the little mickey mouse course where you put it on and oh aren't we [glamorous tonight! = 

I didn't want the little mickey mouse course where you put it on and oh aren't we [glamorous tonight!

CO: [a ha,]

CL: =I was talking about real - stage make up

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CO: [a ha,]

CL: =I was talking about real - stage make up
didn't I? and so she told me I was too fat to take that course. I can't understand it because 1

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didn't I? and so she told me I was too fat to take that course. I can't understand it because 1

CO: [mm hm,]

CL: =they're intelligent=

CL: =they're intelligent=

writing. =

CO: [hm a= it didn't - it was just something I=

CO: [hm a= it didn't - it was just something I=

CL: =and that was it. but that was in Vancouver an' I said no-

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CO: [but this is before I

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CL: met Mxxx and Dxxx - and I was a-casting around for

CL: met Mxxx and Dxxx - and I was a-casting around for

something- anything that I could - I had so::me -

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CL: =a small amount of talent you know ( ) ya know. - .hh=

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CO: =I said no no no. a

CL: =[had to-]

CL: =[had to-]
CO: "[connect with him. - ]
590 CL: "[yeah, yeah,
591 CO: "hh if you were going to be
592 CL: "writing. - what would you like to be writing about -
593 [you said I want writing an' words an' ideas - ]
594 CO: [ooh, uh. (. ) apart from my nove.i., (. )
595 CL: well (. ) you know the novel is not going to be the
596 CO: occupation."
597 CL: "that's right -
598 CO: of an occupation where you're communicating
599 CL: mm hm,
600 CO: "well ( . ) you know the novel is not going to be the
601 CL: occupation."=
602 CO: "so that— here - you are in some kind
603 CL: mm hm,
604 CO: "I would like to work with
605 CL: a group of people on commercials for instance. -
606 CO: a group of people on commercials for instance. -
607 CL: [somehow.] ( . ) = advertising and newspapers- [uh huh,?]
608 CO: m hm,
609 CL: "I-I would love to write a column - on- a cooking column -
610 CO: m hm,
611 CL: "I-I'm very descriptive in my writing I
612 CO: [because] -
613 CL: come's in there as a little bit ( ) creative- uh the
614 CO: poor people- interest me.
615 CL: an' [ nutrition]
616 CO: [about food an' am'( . ) ( ) the nutrition just
617 CO: comes in there as a little bit ( ) creative- uh the
618 CO: poor people- interest me.
619 CO: mm hm?,
620 CL: umm - for instance I-I
621 CO: don't want to write a column about .hh (. ) our budget is
622 CO: so low this week that we are on macaroni so we are going to
623 CO: go out and buy .hh half a pound of different kinds of
624 CO: cheeses and make a casserole. - right [some on - poor= [mm,=]
625 CO: mm hm,
626 CL: =people don't live like that, [I know! I'm one of them.]
627 CO: [m mm,]
628 CO: mm hm,
629 CL: umm, (. ) I-I'm very descriptive in my writing I
630 CO: often write marvelous - descriptions of - of food - uh=
631 CO: [because] -
632 CL: "so - u- so marketing advertising ( . )
633 CO: so - u- so marketing advertising ( . )
634 CO: publishing an' (there I mean) writing - for
635 CO: publishing an' (there I mean) writing - for
636 CO: what else are you in[terested in,. [ ]
637 CO: [I wouldn't mind ge- I- if I could get
638 CO: a job- in- uh the Colonist ( . ) .hh he said it
639 CO: was good,. - but not good enough that he had to have this
640 CO: woman - h when all he had to do was turn on his FAX
641 CL: machine and he could get it for three bucks! - (already) -
642 CO: you know from New York or some place. - umm (. )
643 CO: "I-I'll try it - in a newspaper - column, a weekly column
644 CO: (soft)m hm,?
645 CO: uhh, - I: would like- to write ab- uh
646 CO: another thing would be a weekly column .hh uh of: for a
647 CO: large size women! - [fashion uhh - the p-practical- in-
648 CO: [m hm,? m hm,? : hm,]
649 CO: "the practical sense of just g- - getting on a bus!"
650 CO: "yeah,."
651 CL: u-uh you know?
652 CL: how to sack in to a stall gracefull-
653 CL: [like I'm taking large ladies.]
654 CO: [yeah,.]
655 CO: [( ) you know,?]
656 CO: [{ ( ) yeah! - I was gonna say
657 CO: it's taking - knowledge you have - and putting it - to:
658 CO: u-uh something to your- to your advantage as [well as to=
659 CO: [m hm,=]
660 CO: =everybody else'es.
661 CL: [(soft)]yeah,. ( . )
662 CO: aind- at the same time feeling like - okay these are good
663 CO: solid ideas - I don't have as you said th- the sort of the
664 CO: chutzpah, the guts- [to - to go out to: (the Victoria. )
665 CO: [hm, I don't know how to go=
666 CO: =about it - I don't simply ( ]
667 CO: =yeah - yeah so it's also learning those
668 CO: skills
669 CL: mm hm,?
670 CL: like how do I, ( . ) how do I present myself
671 CO: [because] -
672 CO: [i am] -
673 CO: [i am] -
674 CL: "mmm, -
675 CO: [because] -
676 CL: "mm hm, ( . )
677 CO: [because] -
678 CO: [because] -
679 CL: "skills I've got! - on one hand as well as hey are there
680 CO: some skills that I need to get!
681 CL: still! - there's a lot of
682 CL: skills I need to [get= too.]
683 CO: [yeah, yeah,. - although you've also
684 CO: got a lot. -
685 CL: yeah. yeah I have - yeah
686 CO: so - kind of - v-
betwixt and [between.,] I also like nostalgic writing —

CO: mm hm,?

CL: =short stories in the 50s- I was raised in the 50s

CO: unh huh,?

CL: .h ahh- I'm p-playing 'round with a piece that's a part of a a a a book.

CO: mm hm,?

CL: =short stories in the 50s- I was raised in the 50s

CO: unh huh,?

CL: .h a:n'- I'm p-playing 'round with a piece that's part of - a a a a book.

CO: mm hm,?

CL: =short stories in the 50s- I was raised in the 50s

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CO: mm hm,?

CL: =short stories in the 50s- I was raised in the 50s

CO: unh huh,?

CL: .h a:n'- I'm p-playing 'round with a piece that's part of - a a a a book.

CO: mm hm,?

CL: =short stories in the 50s- I was raised in the 50s

CO: unh huh,?

CL: .h a:n'- I'm p-playing 'round with a piece that's part of - a a a a book.
CO: (  W),?
785 CO: yes- I took it.
786 CL: you did take it
787 CO: yes I did [( )]
788 CO: did Sxxx know?)
789 CL: no, no? -
790 I took that course when my son was three- so that would be about-tuh
791 CO: six years ago
792 CL: yeah!
793 CO: yeah -
794 CL: and - they put me -
795 their assessment of me at that time., was - in mathematics
796 I should start at the very beginning of the book and work my way up.,?
797 CO: this is scholastic.
798 CL: yes.,? - and- for- the English and English literature - I should take a quicky- brush up course in grade ten and s- shoot straight for first year college.
799 CO: mm hm!
800 CL: uhh- - and also- what I'm responding to is that sense of confidence that needing - .hh that sense of I can make it out there.
801 CO: m hm.,
802 CL: uhh- and that can be seen as - as heading towards - an applied communications school,
803 CO: m hm,
804 CL: uh- - and also- what I'm responding to is that sense of confidence that needing - .hh that sense of I can make it out there. CO: m hm.,
805 CL: orientation lessons,-
806 CO: well there's two of them-
807 CL: Employment Orientation or BEST is the other one ( )
808 CO: Basic ( ) Basic Employment Skills Training - what- both of them what they do- is they - give you a chance to take a talents you have
809 CL: m hm?
810 CO: and try them out- in various places so that - [ someone like ( )]
811 CL: [( oh really,?)] that's
812 CO: [another big worry of mine, you know?]
813 CL: [yes that's that's the thing I' like finding having a chance to experience [( )]]
814 CO: [I never n( ) I suppose it sounds nasty but- oh prejudiced ev [er whatever - but there was-
815 CO: [mhm,?]
816 CL: =this really (. ) she was a dingbat. I mean like the woman
817 was - out to l cel .hh - but eh she waiting for a loan the same time I was waiting to go in and get this - this loan a couple of years ago .hh aahhm ( . ) uh well she had got- she had that (. )
818 CO: (does that what- ) tell me what you're saying about
819 [( ) I'm not sure of what - w- what are you saying. -
820 CL: [okay., umm,
821 CO: - she fit in. - they g-gave [her]
822 CO: [But you don't feel like y u fit in.]
823 CL: ((whisper))ohhhhh! I I - ve- it was very clear to me here is this dingbat of a woman ( . )
824 CL: aahhm - who- could take she they'd train you to be a nurse's aide - well we can fit you in here see dear.,? -
825 CO: [( nurse's aide)]
826 CL: [but I' come along - an' I said well [( )]
827 CO: [nothing fits for me.]
828 CL: - not so much I don't fit in-! but none of these choices -
829 CL: yeah!="
830 CO: ["appeal to me. -
831 CL: yeah!="
832 CO: =man' I don't want [to be,]
833 CL: [(falseeto)]well I have more brains than that woman an' more imagination,,? I-
834 CL: well that's actually got nothing to do with brains or imagination it's- inclination - you're well you're saying
835 CL: [I wasn't inclined (I was )]
836 CO: [( ) yeah! - I don't want to be a computer programmer, I don't wanna be a nurse aide, I don't wanna be a - carpenter. - what I want,?. - is- to be a writer.
837 CL: y- since I was 12.="
838 CO: =man' that doesn't (. )
839 CL: there aren't - easily - aah identifiable and accessible little packages that [make me into a writer.-
840 CL: [yes ye-es]
841 CL: and that's true- [there aren't]
842 CL: [yes there's nowhere to go to
843 CL: ub ( . )
844 CO: yeah. I'm sure that there are moments when you wish - that you wanted to be - a nurse aide it would be [so easy ( )] just walk in to it]
CL: [yeah (so much easier) yeap- and I'd be]

happily ever after.

CO: yeah,

CL: saying that's not- -

CO: it really isn't, - it isn't and so the cost of not- wanting - to just- go through the little hoops like that - is that I find ( ) of- of getting to where I want to be, ( . ) and yet at the same time! - you're saying - I wanna write that I wanna communicate that is the most ( . ) universally needed - skill (in your occupation) -

CO: sometimes what happens is as we get s- as we get- going as we get going., ( . ) options open up you know err e- we as we - get into something then we see.

CL: yeah-. and where-

CO: [what's- what's available ( ) ( . ) you know what are all the different- occupations involving- English skills] as aand- being a difficult person- I am not willing to start off with something that doesn't interest me- .hh just in the hopes that I will find a nitch that will interest me [five years down the road] -

CO: [yes,] yeah. yeah.- so there's some of I'm different, - and I've also got my standards- I'm not - willing ( . )

CL: [yeah,]

CO: [to let go of (an lot of things) ( . ) to I want- I want to write, I want - to write about something that I'm interested in ( . ) (high falling pitch)] I want that applied communications course but I want that creative writing course first ( [very low])

CL: all right,=

CO: 

"I- [took a look]" [(okay-) so if that's true- then what do you need to do! -]

CL: .hh I - want to take these- English courses I finally got a book that- told me exactly what they dealt with - ([I'm not going to make that welfare happy I'm]- =

CO: 

CL: really worried about that -

CO: 

CL: know how that all works- I know that are lots of students here - who are on social assistance, " that take that course? -

CO: yes,

CL: course?

CO: [are- that take i-it- uhh - I think- and - don't hold me to this 'cause I'm not the- either - the social assistance worker or the financial aid worker, -]

CL: I think- what it is- is - if ( . ) if you're on social assistance ( . ) they'll continue you- on [( grade 12)]

CO: [up to grade 12! - okay. - all right,? ( . ) well, even there! - I mean, that gets you started ( . )

CL: well,- she saw the [numbers - like the OA: OA( )]

CO: [

CL: [OADA and E,? -]

CO: [yes.,? but I don't know whether she knew what they entailed- because I didn't (to tell the truth) probably did eh,?

CL: I mean is this uuhh - one of the rehab- yes.

CO: yes.

CL: [yes,]

CO: [yeah - sure.]

CL: [yes, . ]

CO: [yes, . ]

CL: [yeah - sure.]

CO: [uhh- it didn't say anything about basic English, -]

CL: English, -

CO: no,

CL: I mean I: - don't know ['cause we have-]

CO: [ ( )]

CL: [the rehab workers are pretty familiar with the- Camosun (procedures )]

CL: [wuhhh! - oh, well then that makes me feel better ( )]

CO: who was it. - ( )

CL: ah- no,- Sxxx Bxx? ( . )

CL: [it's ( ) ( . )]

CO: m, .hh you see I mean the thing is ,.hh sure you wa.at applied communications but not right now, but then i-it's- not a question o' right now 'cause we don't have it yet, yeah,

CL: [wuhhh! - oh, well then that makes me feel better ( )]

CO: who was it. - ( )

CL: ah- no,- Sxxx Bxx? ( . )

CL: [it's ( ) ( . )]

CO: [m,] .hh you see I mean the thing is ,.hh sure you wa.at applied communications but not right now, but then i-it's- not a question o' right now 'cause we don't have it yet, yeah,

CL: [wuhhh! - oh, well then that makes me feel better ( )]

CO: who was it. - ( )

CL: ah- no,- Sxxx Bxx? ( . )

CL: [it's ( ) ( . )]

CO: [m,] .hh you see I mean the thing is ,.hh sure you wa.at applied communications but not right now, but then i-it's- not a question o' right now 'cause we don't have it yet, yeah,

CL: [wuhhh! - oh, well then that makes me feel better ( )]

CO: who was it. - ( )

CL: ah- no,- Sxxx Bxx? ( . )

CL: [it's ( ) ( . )]

CO: [m,] .hh you see I mean the thing is ,.hh sure you wa.at applied communications but not right now, but then i-it's- not a question o' right now 'cause we don't have it yet, yeah,

CL: [wuhhh! - oh, well then that makes me feel better ( )]

CO: who was it. - ( )

CL: ah- no,- Sxxx Bxx? ( . )

CL: [it's ( ) ( . )]

CO: [m,] .hh you see I mean the thing is ,.hh sure you wa.at applied communications but not right now, but then i-it's- not a question o' right now 'cause we don't have it yet, yeah,

CL: [wuhhh! - oh, well then that makes me feel better ( )]

CO: who was it. - ( )

CL: ah- no,- Sxxx Bxx? ( . )

CL: [it's ( ) ( . )]
CO: fall,? - and then the others in the winter.

CL: that- I would feel like I was moving? m hm,?

CO: that I was getting what I needed,? - and start to - get the confidence of being a - student.

CL: yeah,=)

CO: and all this sort of stuff.

CL: I don't know what comes next - but - while I'm doing that I'm going to be learning and thinking (. .) and I'm getting some sense of what might finding out where I ( . ) finding out about other things, (. .) (falsetto)( . ) horror of - (normal voice)maybe this is all a mistake - all of this was just a big mistake. how would you (p- the course)

CL: oh my God.,- I say I'm (afraid of this and they'- tap me on the shoulder one day an' say - you don't belong in this

CO: (hole) you know - a - ( ) - because you're not good enough - I mean what if- Montgomery an' Evans - and -

CL: people who made that assessment maybe this- it's all a big mistake.

CO: what if it was? -

CL: I would be devastated. -

CO: and then what would you do- after you were devastated. -

CL: I'd- figure out- how (. .)

CO: (see I go) - with my writing at home - some days I think this is absolute garbage,=. mm hm,?

CL: and - how could I have the audacity to even - th-think! - that this my possibly be good.

CO: yeah, =

CL: because on the days that I think it's good. I

CO: look at it an' I think -.hh-

CL: (low voice) eh! Vxxx! (high pitched)[this is good. = =

CO: [hot stuff!]

CL: =this is really- ya know there are good stuff in here - (laugh)

CO: ye-

CL: now! all I gotta do is get a course - to show me how to make the stuff that's not so good.,? - good. like this! - (quiet voice)then the next day- or the two days later I

CO: look at it an' I say (((low voice)))this is garbage,=

CL: (louder)forget it, - you haven't been to a classroom, - nobody's taught you how to do this,=-.hh how could I- possibly - .hh and it goes in [circles]

CL: m hm,?

CO: that- I would feel like I was moving?

CL: yeah,=

CO: and how could I have the audacity to even - th-think! - that this my possibly be good.

CL: yeah, an' everybody looks at me an' says well she writes, = oh she's so! good! - ((falsetto))how do you know I'm so good.- you never even read - a-a line. (. .) do you know? and um- um- i-i- they can't critique it for me?

CO: uh huh. -

CL: so all I hear is - it's good it's good,. good.

CO: and I get - back's up against the wall an' I think - don't say that - you don't know what's on this piece of paper.?,

CL: how can you say that you 'aven't even read it- you haven't even heard it yet. -

CO: right, - so it's on one side -

CL: - wanting the- the- the informed critique -

CO: ye- absolutely!

CL: an' I have- I don't get it- an' then I go into,. but Vxxx

CL: (I might get it,.)

CO: (have it?) ( . ) oh I go into- to Mxxx and they say - this is really very good! - I could get interested in this!.-

CL: -and what did you s- as soon as they said that what was the first thing that went through your mind,,. (. .)

CO: (laughter)

CL: an' then- ( I s-)

CO: (soft whisper)what's gonna happen,. ( . .)

CL: (long drag on cigarette)

CO: (normal voice) if it is that- it really does turn out - that I'm a good writer. - ((whisper))what does that mean.
because I - I -
big fat lazy bum you don't know nothing - that's my family
man compared me to Steinbeck ( . ) Steinbeck! I mean -
which my writing is like Steinbeck's, hh and he thought
he - looked through - more than three papers - and - u- he -
said we don't usually do this but we've got to see you
right away - (laugh) \( \text{whahahahh}y! \)
((soft)) you wanna me right away -
((soft)) oh no - good news! - . h and - she told me - what
it was - an' I was so:! ( . ) (I couldn't but) - I finally
did something right? you mean this is, -
god! blows the
system doesn't it?
ho! - she said - (it was rare!)
you thought I was - mm dear,
she said it was - wel- that's
her - she said it's rare we get papers like this - she said
your essay was woonderful! ( . ) (an' th- w-) it was-
so now what do I do, right?
release - in there [and I sat down and cried.]
[yeah, yeah,]
[yeah,]
[because all of my life - I've been the stupid one ( . )
big fat lazy bum you don't know nothing - that's my family
right, - and here's this woman saying uh uh! - it's not
true, -
you know? - I walk in to Jxxx mm to to Mxxx - an'
he - looked- through - more than three papers - and - u- he -
got out a piece by Steinbeck - and - he said to me I think
Steinbeck he was the - I took it he thought if I read
Steinbeck I would get past Steinbeck - but - Oxxx said no
no no. - he was- comparing the writing to Steinbeck's - .hh
which my writing is like Steinbeck's. .hh and he thought
that my writing will get past - that - um ( . ) type- of
[yeah, . . .]
[yeah, . . .]
[yes. - like- y- I can do better than this -
and I am fully aware of that- at]
[yeah, .]
[that there are, s-
beside that- I recognize - that this is something - that
would work]
[yeah,. I: - I know enough - to be - look I don't
have false modesty - I know enough about my writing- to
know - that any teacher who looks at it, - an' si- and gets
angry with me an' says this is garbage go, - go and get me
something decent - it's going to tell me that because I
have talent.
yes. - saying that you [have decent
in you -]
[he's,-]
[yes. - like- y- you can do better than this -
and I am fully aware of that- at]
[yes. - like- y- I can do better than this -
and I am fully aware of that- at]
my frustration is all the little people around me who say,
this is wonderful [this is wonderful this is wonderful]
[yeah, . . .]
[yeah, .]
[[high pitched]] wait minute.,? even I know that's
garbage. -
(yes. -)
((soft)) yeah, yeah, - (louder) yeah so it's
like - two appea-, two things appealing, - one - the
opportunity for cr- for criticism - [for proper criticism]
((high pitched)) need (that- how can I grow without it.)
yeah, ( . )
that's
right - and also the the opportunity to be with peop-
amongst people - who have a similar interest [and desire ]
CL: [yes.]
CO: [and not to be with people who're just going yeah yeah (low pitched)yeah you're wonderful [you can't work]= [yeah!]
CL: [doesn't do anything]
CO: [and no: to be with people who're just going yeah yeah ((low pitched)yeah you're wonderful [you can't work] =with that.]
CL: [yeah!]
CO: =with that.
CL: which does not [do a thing for me]
CO: [doesn't do anything ((very soft))yeah,. yeah,, hm,. hh ((louder again))so what would happen if you went back to your worker- and said look. - I wanna take - one English class in the fall, one English class in the winter.
CL: h she's already given me the permission to do that. ( )
CO: so-. ( )
CL: =come June 1st that I- th- ya know,? - as a o- w- where do [I go what do I say.,]
CO: ['cause that's all you need to do right now.
CL: [yeah,.]
CO: [you know,.]
CL: all the rest of the stuff- around where do I go with this where does it take me,=
CL: [m hm.]
CO: [h hm,=]
CL: [hm,=]
CO: [you know,.]
CL: English 12 is automatically taking you.
CL: [m hm,=]
CO: [many places.]
CL: [yeah,.]
CO: [yeah,=]
CL: [you know,? - yet to be determined which one you choose.]
CL: [(soft) mm hm,?]
CO: [ahhm - yet to be determined]
CL: [which one you choose.]
CL: [oh I wanna take all of those,? =
CO: [yeah,?]
CL: [that's there,.?]
CL: [the- all of those that's [here,. the English- 080A,. -]
CL: [th- that's-]
CL: [E or F- ye- [see what it is- is it takes - two 080 classes= [yeah,.]
CL: [to- make your grade 12 equivalency=
CL: [mm hm,?]
CO: [everyone must take 080A - which is the - grammar - review (I you want )]
CL: [yeah. an' I'm- I'm bad in grammar.]
CO: [yeah.]
CL: [but I don't know
CL: [)]
CL: [that's the-] and that's- the nuts and bolts stuff.
[hardly] - but the groceries - they're not gonna last - =
[yeah, - yeah,]
two [weeks]
[would they - will uh a- social assistance pay- for -
the course,?]
[yeah, - will uh a- social assistance pay- for -
the course,?] =
[yeah,- I get- hysterical an' then I cry [two weeks of- a -
[yeah,]]
=two [weeks]
[yeah, - yeah,]
[yeah, - yeah,]
[yeah, - yeah,]
[yeah, - yeah,]
[yeah,]
[yeah,]
[yeah, - yeah,]
[yeah, - yeah,-
[yeah,]
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[yeah,]
[yeah, - yeah, -
[yeah,]
[yeah, - yeah, -
[yeah,]
[yeah, - yeah, -
[yeah,]
CO: yeh
[you know?]
[when you've got two worlds -

CL: yeah. (. .) and- my mother (quieter again))
took in boarders an'- and- my father was - wasn't a Polish flyer like Charles Bronson was in that movie-. hh The Great Escape-. hh but-tuh - I had a very very handsome Polish father [who was a commando, .hh and- uh my mother was=

CO: [m hm,7 . hm,]

CL: =English - an' she she was - she looked lik.- - the Virgin Mary I mean she was so:-

CO: (chuckle)). uhh .uuh! -

CL: ya know.

CO: ((chuckle)). uhh . uuh! -

CL: save it for- get it started when you're taking [080A]

CO: yeah,

CL: is - this is what I mean an' I- ap- it's there,,

CO: yeah,,

CL: you know,?

CO: yeah,,

CL: an' I-=

CO: =yeah, that's like I need- the skills- to get it out.

CL: yeah,, [uhm - Dxxx and Hxxx started me.- uhm,]

CO: [this is the start. this is the start play button) (. ) you know,. they they say I'm: a completely different person when I start talking about my writing. (. )

CO: yeah

CL: (you know [when I wr-])

CO: [I was just looking ( . ) just looking at some of your scores here -

CO: essay ( ) (2.6)

CO: do it! -

CL: ok hh ay,,

CO: do you know y-you know the routine you know to come on the - s= 3rd you said? - June the 3rd,? - to pick up an appoint[ment card,]

CL: [yea', I thought she said June 1st 2nd and 3rd- and the first come first served. (. )

CO: I have written here- the 3rd- but just in case

CL: [oh.

CO: [so we'll check at the front [desk as you're leaving,.]

CL: [o-kay,, I will do that,,? umh, (. .) 'cause I think it's= I think it's the Saturday is the first day - and you'll pick that up look
Interview #49.

CL: I guess the low down on why I'm here, is uh - I'd like to take - Myers Briggs.

CO: ah hah,?

CL: =ahhm - what I'm mean- n-

CO: yeah! expand [{(laughter)}]

CL: [[(laughter)] yes,. I'm going to expand.

CO: yeah.

CL: y-you're a student here,

CO: yes.

CL: um Psych one:- fifty four.

CO: mm hm,

CL: (with )  uhm - what I'm finding is that my way of thinking is really frustrating me? - in in class situations I'm finding I'm really drained after class and I- I would like,?

CO: yes.,

CL: um - to have some better idea - whether it's:- ah - pressure- being with so many people? -[or whether is just the way I think an' it=

CO: [ m hm,]

CL: frustrates me because things are very easy - an' I get very frustrated when things get off track,- or they're um - e-- we seem to dwell on something

CO: [that other classmates can't get it. - an' I'm having -]

CL: [(breathy)] and you're saying [{(finger snaps)}

CL: [(breathy)yeah! (normal)] oh- do we have to do this and then I find myself off in some other world - and it's- making it - it's really - hard for me to keep coming back. like I- I can just read the text,, an' I can - e-e- ask what questions I have an' it's like fine. w- I can be done in ten minutes. why do I have to sit through all of this?

CL: -uh huh,

CL: uhm - so it's like.- you didn't like it's=

CO: [an' I don't think that's,]

CL: -it's uh - that you- you want more and - faster and=

CL: yeah!

CL: and that's [the thing,,]

CL: [like - you're here to teach us. so- let's- have some teaching and - less of this- um- well- sort of like

who wants gum. I do, I do, and it goes all through the room

and I'm really frustrated with that. - [um,]

CO: [who wants gum?

CL: no., not gum., but you know [what I mean it's just -]

CO: [((loud laughter)) I think being frustrated's real appropriate! ((laugh)) - hh yeah,,

CL: it just feels trivial to you,

CL: yeah.

CL: more- substance,?

CO: yeah., and- I've been- approached by a few other students in the class who- we sort of - you can register the uh - the frowns and the facial expressions

[or- those of us who slump back in our seats and go- oh no-

CO: [mhm, mhm,?]

CL: =not again!

CO: =yes.

CL: um - then we've talked about it- and there isn't much that can be changed it's just the type of course that it is.

CO: yeah.,

CL: but I'm looking- sort of - to change me

CO: [m, mhm,]

CL: [and I am really interested in psych. - umm (. ) so -

CO: and is some of the concern also like if this is psych -

CL: [some of the concern is- yeah.]

CO: [so am I- { this} is psych am I interested.

CO: am I [interested.]

CL: [I guess my big concern is- um - it's- difficult for me to be: with a group of people.

CO: [(whisper)][yeah.

CL: [I'm: much

CO: better by myself.,

CL: yeah.

CO: and - ahm - I have- a certain way

CO: of- ordering things that makes sense that's very logical.,

and I have a hard time with people who are not logical.

CL: yeah., yeah.

CL: [uhm [I tend to]

CO: [and here I am in a group - in group of -

CO: perhaps -

CL: very emotional people who ((laughs))he he [heh!]

CL: [yeah

CO: and I feel really out of place!

CL: yeah, yeah [and]

CL: [and recognizing

that- that may not be (. ) right er- you know- I'm not right and they're wrong or vice versa but-
[what do I do in a situation like that]

[It's not even that it's - it is - frustration it is- the end result of my feeling so drained when I leave, - I'm really hyper, - takes me a long time to come down from it,]

((soft))right.

[and,]

((soft))so it's like how do - what can I learn: about myself ((louder))to be! an' if I choose to be in a situation like that. I mean I don't want to drop the course!

[so it's like how do - what can I learn: about myself ((louder))to be! an' if I choose to be in a situation like that. I mean I don't want to drop the course!

right.]

[(soft))so it's like how do - what can I learn: about myself ((louder))to be! an' if I choose to be in a situation like that. I mean I don't want to drop the course!

[so it's like how do - what can I learn: about myself ((louder))to be! an' if I choose to be in a situation like that. I mean I don't want to drop the course!

an' I don't want to have to keep going through this- like I've only taken- I took Psych 110, and I've taken some computer courses through correspondence and stuff=

yeah.

I don't have any problems with the materials- what I'm having a problem with is from my other classmates.]

[It's the relationships.]

[uy huh,]

[but]

[it's very structured an'-]

[but it's, it's very structured]

[the [lines are]

[and it's]

[like- I'm the boss- and here are your instructions- um- come back to me an' ask a question.]

[yeah]

[so it's completely different I'm not asking questions of other people - and I'm not [waiting on other people.]

[not]

[relating with them in a sense.]

[no- it's just- information that's very factual,]

[and yet you've come to school - was part of coming to school - for that development? -

[mmhm, - I don't like being with computers all the time I miss people.]

[((soft))uahah,?]

[but I'm in a bit of a - quandry and that- one to one I'm very good!]

[yeah,]

[they speak their minds- and I'm not nervous-

I'm okay! but in a group situation I have this feeling that they're about to pounce on me - so I don't- open my mouth

mhmm, mmhmm.

[? um- because when I do,-]

[and yet when I don't open my mouth,- I might get-]

[mmhm, mmhmm.]

[frustrated.- right.- so I need to do something., - I don't know what to do or what I do currently - isn't very effective.

yeah - what I find in class - uhm - I got- tried- last night! um had an exam.- and- had a a question period before we were to take the exam- so I asked for my reference (to) the book - and - names- titles that kind of stuff- dates are very easy for me. - so I just rattled off what was in the book and said okay now how does this pertain to this! - and the rest of the class is going like what did she say,? - and I have a hard time in that.- I th-think - the way I put things together is:

[yeah. but]

[yeah.]

[not like - everybody else.- and that I can (. .) I don't know maybe I think maybe I'm too intense with how I present things.,? - and certainly the way I go about studying like-

I can't come first in the class well then there's no point in my being here.- that type of thing and we just learned about the myth of perfection and I'm going like- oh no.]

[hhm. - this sounds real familiar ([](laughter))]

[yay! - it does - but even with it being- aware it doesn't stop it. like if I oh well so what um - I'll [just (put off of it)]

[yeah, I mean it- y- you then have the choice on that [ ]]

[yeah, but [yeah.]

[yeah.]

[yeah so it's really is! it's like you've- you've put yourself in a new- type of environment and position- finding it's uncomfortable what can I really help myself to do and- and- in that sense!, probably the suggestion ( ) appropriate ( ) if you're wanting to look at - how am I- in the world., - what's my- style what's the style of other people,

I'd like to understand.

[] where are the strengths for me and where're the areas to work on.-

[I'd like to understand other people's styles.]

[mhm.]

[I know,- maybe not- the- technical names of what type of person I am]

[but you know { ]

[but I've done it long enough.]
CO: yeah! ((giggle)) - certainly longer than anybody else has done it. {{(chuckle)}}

CL: [yeah. and- I'm not very well versed - in the other types of people there are.]

CO: um I never put my foot down and say you can't be that way, - but I do get really frustrated going what's wrong.- and I think that if I could put a label on it- and just say oh! well it's just that they are different -

CL: yeah.- they're random where I'm concrete, or something - um and they have to do it - do it their way they'll get to the same end.,

CO: [maybe,?]

CL: [but it's not the same way I'm going to. uhm - or something [and vice versa.]

CO: yeah.- like I may be very amb- because what I'm hearing from you- is - both sort of the frustration of being different and the pride of being different. - [too = CO:)

CL: mhm. ( . )

CO: with the idea- of ever going into counselling or personnel work.

CL: [[(this is the first you've gleaned of that,?]

CO: [(and is this the first you've gleaned of that,?]

CL: [( and so= probably in public sector where I'm already working ]

CO: yeah, - to get- from supervision but- actually into staffing an' stuff is where I would like to go. - uhm,

CL: [so that was the goal. yeah. ]

CO: [from what I've seen- the people I've met., - um seems right. but this the first- wall I've come up against, maybe my personality isn't suited to this., and my body is telling me - this isn't comfortable for you. now. it's time to you to pay attention.

CL: (whisper)yeah and- maybe- I mean psych is very interesting to me but maybe counselling isn't - a good field for me if- I'm not going to be able to -

CO: (whisper)right, {{(louder)which you don't know.}}

CL: yeah.

CO: whether that's true! or not.

CL: that's right- it's been so long since I've actually been in a (a ) situation.,

CO: yeah, yeah.

CL: um - I do know- that- like even with my friends I'm very good one to one.

CO: (very soft)yeah, hmm! but I don't have like groups of friends- I hate parties and that kind of stuff like I just- don't do well.

CO: yeah!

CL: and, - and- and again- that doesn't mean that you can't- do something - I mean you're sitting in class.,? and you're performing

CL: mhmm,

CO: it may mean that some situations aren't going to feel as easy- and as comfortable and relaxed as others

CL: uhhuh,

CO: and then you start having to look at okay, (. .) yeah do I go in if I want to do counselling- do I- always want to do group work? -

CL: (W-)((giggles))

CL: right! you see,? an- and {{ then again it's }}

CL: [( concepts )

CL: it's looking at (. .) yeah. who am I,- what are my strengths,- what are the areas that are gonna be less preferred., - what the Myers Briggs looks at., is what are our preferences. (. .)

CL: mh mm,

CO: and- our preferences in how we view the world- and how we make decisions (and ) and - what- do those preferences, - when we throw all those preferences together what- sort of uh a picture do we get - and also not only me but - what do other preferences-
CL: hasn't accomplished it. and I waste of time! I'm fine and I get angry at being there 'cause it seems necessarily to happen in class? to get (some of what you're ).

CL: mm, tell her that.,? which I've never done,. - because it does make a difference., - and I feel uhm- I want her explanation- of what I'm learning from the text - because it does make a difference., - and I feel like I'm being cheated. - because of the lack of organization. I want- all that material. I want to take it all away an'

CL: feel like I'm being cheated. - because of the lack of organization. I want- all that material. I want to take it all away an'

CL: this better - uh- if I were- if I had to study from it or whatever- uh this isn't logical. - uh the prof has: told me well she says I'm random abstract- I jump- from here to there and I go with the conversations and stuff - and the fact that I tell you this is what we're going to cover in class and then we don't cover it don't get to the exercises and stuff- really frustrates me because she set out this much to do.- yeah

CL: hasn't accomplished it.- and I feel like I'm being cheated. - because of the lack of organization. I want- all that material. I want to take it all away an'

CL: (smack) .hh uh- I want her explanation- of what I'm learning from the text - because it does make a difference., - and I feel cheated when she doesn't get to cover it.] CL: (and I) uhh- I want her explanation- of what I'm learning from the text - because it does make a difference., - and I feel cheated when she doesn't get to cover it.]

CL: mm, tell her that.,? which I've never done,. - [and she ]

CL: [you need to tell her that you feel cheated? or you need to get (some of what you're ).] CL: uhhmm - I've voiced- that I feel cheated.,- and that I'm very frustrated - [and ]

CL: what do you want! [ ]

CL: I want her to cover that material. -

CL: necessarily to happen in class? do you want that-

CL: I'd prefer to happen in class because I do. value the - the opinions of my classmates. - I just don't like it when we covered - one - topic- and there are four on the board- that we're supposed to get to and (we're kind of retained)

CL: [because it's- sounds like some of what's happen-s [for you is I mean there's two things, one- the- =

CL: [(stagnating)! it's=]

CL: =what we've already talked about is you recognizing that, - .hh yes. the block is an indication that was- something (tt- here ) continue to do that - the other though is- hey! I'm not getting so- frustration is., always the feeling we get. when we're note getting,-

CL: (very soft)) m hm, - and that - then leads us to what choices we make. - do I choose to sit there being frustrated because she's not going to give me in class what I'm wanting. -

CL: m hm. - (order to-) if I try and get it., in some fashion. - if I can't get it in class, - do I set up an (interim) meetings with her, - do I do it myself, - do I, -

CL: what I want is the feedback. so I can't get that from myself..

CL: m [hm,?]

CL: tu-I do have friends that I can go and talk about. an' say well what do you think o' this. - but they're not studying the text.

CL: [don't have the background.,?]

CL: [so- what is some feedback.- how do you want the feedback.

CL: uhhm (.) okay, there's one other problem with going to her for feedback, in that I don't (.) feel it's my right - or that is very nice. or all these other wonderful little things you're going to tag on to it to say I want extra time from you. - because I'm not get what I want from class - when it seems 90% of the class is satisfied with what they're getting.

CL: if you had bought a sweater,- that everybody else thought was wonderful,? and that had a rip in it,? would you be sitting here saying, - no I'd be trying

CL: (to s=) lot money) hh!

CL: [ahm -]

CL: you paid- you bought? her, - are you getting- what you wanted? [ ]

CL: okay.,? - I'm here, talking to you.,
CO: uhhuh,?

CO: to see if my expectations are realistic.- or am I out in

CL: left field somewhere saying - I will take everything I can

get!- about this subject. - am I in-too intense- about what

I want, ( . )

CO: well, and- y' know. I mean it sounds

like some of what you're saying is like I'm not getting

what I want from class.- and it probably is unrealistic -
to say I want her, - everybody else does seem happy in

class, and therefore I want her,- but I'm not., so I want
her to change her t- teaching style and personality
and-

CL: mhm,

CO: make everybody else in the class unhappy., so

that I can [ ( ) ]

CL: [w that- I realized that. [ (titter) ]

CO: [so- yeah! ]

CL: =feel [angry at them for things that they do,]

CO: =right! right. yeah. and that's-

CL: [that's not what we have.]

CO: [that's what you're starting to work on right now!, an' I

think- you know- doing (very soft)){

( . ) in addition to that.- if you feel still., -the need-
as you said!- I want- her explanations- an' things. - I
want to hear it. from someone who's- got more education in
this field than I do. - and certainly that's a very!

CL: legitimate thing to ask for. - may not want to ask for it
in! class!

CO: m hm,? - (whisper)okay.

CO: but you are the

consumer - you bought, - you paid- (how many) hundreds of
dollars?, ( . ' . ) have a right, now! she also has a right
to say I can't ... to you right now,?, can we make an
appointment later? n, ( . )

CL: (whisper)okay,

CO: umm there's some negotiating but then you're at- looking at
choices! lik. - do I want it enough that I want to do that?
- or am I more willing to let go of needing that right now,
( . ) { and- maybe that's something we can

also talk about in light of we (learned)

(whisper)){ the Myers Briggs)

highlight. - because what the Myers Briggs can do in

addition to giving you- some framework. - of yourself and

other people. - is point out - ya know the areas that may
be more difficult the a... as where atten.- more attention is
necessary. - (whisper){

CL: (whisper)okay,? - (normal voice),and ( . )

CO: considering. - how would we like these- needs met.

CO: for a class. - or whatever. for feedback

CO: what I'm trying to do. - is - in the course we're looking
at normal guidelines.- so I'd like to know what's normal.- and that's what's

CO: [right [laughing]]

CO: [frustrating - what we have - parents who only wanna talk
about children it doesn't - come to me and yet I'm I'm sort
of at the same point like, can't we- discuss what was in
the textbook 'cause it's safe for me.,- was in the textbook
- an' I can identify it now we'll just cover what was in
the text I don't have to disclose!

CO: right-

CO: an! I don't have
to go to (hhh!) only one in the class that's ever had this
experience - at the same time - the prof is constantly
going oh I'm just tired- y'know I've been working since
quarter after 7 this morning I haven't have a break, um-
I'm- like this an' like that and just - well she's a good
counselor as well and then

CO: [m hm. has kids-]

CO: [comes to do this an' has kids
an' - has all kinds of stuff an' so it's very difficult-
like- you wouldn't go an' oh! I would never ask this woman
for a moment's extra time because she's so stressed
[out already.. ]

CL: [in fact there's a technique on your [part isn't it.]

CO: [yeah. I'm-

beginning to recognize that. - th-. . ] the; rules which
she- sets out for the class.- they're not for the class! -
they're for her.

sure! -

CO: and - it really has little to do
with their well being it's to make things easier for her -
which is fine,? - aahmm.-except when she stop,- starts
breaking them. - because it's like oh well I can't- I can't
meet that expectation. so therefore I can't ask the class
[to do that.]

CO: [okay- but still! - I mean she's doing that. are you
responsible for looking after her or are we responsible
for looking after yourself?

CL: I'm responsible for looking

after myself but I have a hard time doing it an' I feel
angry.

CO: yes. ( . ) and yet that anger is also a real

indicator that I'm not getting what I want.
an' so how can I do that— in a way, — that is not just

blowing up an' or— being snarky or whatever — ya know. your

style is —

(whisper))right,— yeah.,

CO: yes, — what do I legitimately

have a right to ask— ya have a right to ask for anything. —

CL: right,— that's the

one piece we know.

CO: an' the one thing you

data that says — by not doing anything— I can guarantee

that I don't get what I want. —

m hm? —

right,— that's the

one piece we know.

CL: m hm? (. ) yeah, — and I guess — the

other thing is just — asserting— rights, that I don't

really— think— I haven't been — I would say it's because I

haven't been in school long enough

m hm,=

m hm? —

CO: one piece we know.

CL: to know what a

student's rights are. —

well,=

I just look at it an' go I'm

here to absorb if however she wants to teach it I have to

do it that way. (. ) k—

well, to a certain degree— I mean

CO: [okay,. uhm ]

CL: me— I mean you have (. ) I was just' gonna say this is

your contract— right,?

CL: (((titter)))

CO: is your contract,? (. )

and — I dunno ( ) — probably isn't actually

stated in here but (. ) essentially what coming to school

is— is that you buy— the services of the instructor— of

the college?, — you buy something from the college, — an'

what you're buying it's, (. ) the ( . )

like — you buy,? from us,? — our — our knowledge and

expertise and hopefully our way of — b—helping you — to

gain something back.

CL: yeah,? —

(whisper)m hm?, guidance?, guidance

CO: you know we m- can teach 'til we're blue in the

face! if you don't— perceive! it doesn't

m hm,? —

CO: andl— you know, certainly there are different styles. —

of — just as there are different styles of learning there

are different styles in teaching — and it sounds like

that's some of what's going on, and that's also— you know—
can get a look at that (. ) and — to a certain

extent,— you have a right— to ask from an instructor,— at

least consideration,. of your own style. (. ) um — as —

individuals we always — can— do best what is most natural

for us and so we would teach best and feel most confident —
in teaching in the style

(m hm,?)

CO: that's – like ours, just is when

you — ya know work with your— uh staff! : you keep it real=

CO: =like you say you know,? the book is [safe,? and I'm=

CL: [(I know when—)]

CO: =confident about that an' I know I can do it and I just

tadat tadat tadah, but to have me just go in there and

process and wander all over the place drives me bananas

also meaning— it scares me. —

CO: (whisper)okay,?

CL: in an' in the same way with—

wh— what I find is that

like I won't wander. like that isn't a possibility.

CO: no, no, (I want to,)

CL: [it doesn't— my mind doesn't work that way,=]

CO: [so { }]

CL: (and I'm not conditioned to it.

CO: exactly. (it's not a pr—)

CL: who are wandering I just reach 'em out, pull'em over and

say look.— straight ahead,. this is where we're going—

everything will fall [in its place.]

CO: (an' he—. you are in a situation., —

that feels like it's saying — you— you must wander.—

if you wanna make it in this class you must wander. —

CL: but I don't (. ) I

CO: (an' I .ike,? it! )

CL: (an' I've- sat — well I've sat in

the class— and I've gone okay fine. now— I'm just going to

observe. I wanna learn, what's happening

CO: (yeah,. [no pressure,.])

CL: [(with me an' I'm just going to— an' I've sat,? an' I've

listened,? and I'm (gonna have a little bit of a) reaction,

this is okay. 'cause this isn't a real class— this is just

me observing i—it. — an' I got through the class okay, —
CO: [so already you've made a role for yourself.]

CL: I'm gonna- okay.,? - then, - uhmm - actually on my way out too! - the prof just sort of- you know, hand on yourself.

((normal voice))we didn't get we dl- sta- got way off the other students, - ((whisper))you're awfully quiet tonight,? what's wrong? - I'm goin' like oops,?- and it just [(happens like that.)]

((soft))yeah, that's the end, ( . )

CL: [so that's the end.]

CO: [(louder)]so that's the end.

CL: [(normal voice)]what's involved.- in doing Myers Briggs. is it's about a- it's about a (half ) an' it's just a questionnaire,? ( . ) and - would - you know. would you rather do this or that,? this or that,? - and- the task for you., is to put down what you prefer - which you may, in some cases never've done!

CO: [(soft)okay,-]

CL: [(louder)]do I have to keep in mind certain situations

CO: [(because my preferences change,)]

CL: [(not necessarily yeah,? yeah. [and-)]

CO: [(from work to- to to)]

CL: [(to leisure.)]

CO: [(yeah,. - and- what I usually suggest is to kinda put yourself in what I call a shoes off mode.]

CL: [(oh, - okay. )]

CO: [(instead of- you know you- come home, [take off your shoes, )]

CL: [(my shoes off: an' -)]

CO: [(because my preferences change,.]

CL: [(not necessarily yeah,? yeah, [and-)]

CO: [(yes:ah,.  - and- what I usually suggest is to kinda put)]

CL: [(my shoes off: an')

CO: [(thus from work to- to)]

CL: [(to leisure.)]

CO: [(yeah,. - and- what I usually suggest is to kinda put)]

CL: [(not necessarily your- preference.)]

CO: [(that isn't yeah, not necessarily your- preference.)]

CL: [(natural.)]

CO: [(yeah,.]

CO: [(m hm,? - so you try to answer with what you prefer,)]

CL: [(if you get really stuck and can't - decide,? - it's better to leave it blank, - what we're trying to do is pull out,-)]

CO: [(so the preferences.)]

CL: [(soft)okay,-]

CO: [(if you really can't]
decide that means it's - right in the middle, an' so don't-
muddy it.

((soft))okay, ?

and then I - I - what you can do
in the you can - you can either do it here, if you want to
or you can take it home, and just - drop it back
((soft))into the Counselling Centre an'

((very soft))I'll - can do it at home,

and then - we just set up a - follow up- time to look at it,-
and what I like to do in interpreting is we go through it,-
first of all - and - and then we sorta say okay - how does
what's here, relate now - to the classroom situation.
((very soft))what kind of learning it is - what can we -
what are some strategies - develop (-) - to get
what you want. (kinda) okay? -

well I (know you can) get
what I want - but at least you feel easier about what
you're not getting? -

((loud))well,

[(I'd be satisfied with { }]

I think that's part - that's part of what
you're wanting. right,=

- part of - part of [of. (I'm not-)]

[I either I either

want to- everything to change so that I get everything I
want! or - a second want would be { }

((very soft))yeah so, (. )
't cause I see myself as (. ) very impatient - and that's in
a lot of ways - like - you won't ( )

just give it to me. it's (something ) easier for

[( )

I'm a horrible person, ((laughter))

because they've gotta do it in a different way., (. )

((soft))oh! - I'm a horrible person. ((laughter))

we'll see.

we'll see [( ]

get it and I'll show you how to - how to do it.

okay,

((CO goes to get personality test))
Interview #50.

CO: but one- supervisor- and then
CL: ZMI where's there's
CO: this sort of- [double mirrored window. - (laugher)]
CL: [{ } } ] y-you knew that y-
CO: you wonder every time you scratch your nose or something,-
CL: look at that wonderful necklace!
CO: oh! - thanks, [this=]
CL: this - this
CO: those are lovely!, -
CL: this is Egyptian paste,-
CO: [this is]
CL: [huh,? - that's= I remember you mentioning that'.
CO: and- aahm - it's kind of interesting, { effect)
CL: ( )
CO: ((smothered giggle)) - that's part of what makes it
CO: inter[esting! though I would think
CL: [right,.- yeah, - ( ]
CO: well,- it's okay.
CL: it's really light.- actually { ]
CO: ((higher pitch))so how are you,.- how was Chilliwack! -
CL: oh,- um, - I learned a lot about myself. -
CO: [{(Laughing)oh dear, ]
CL: [{(giggle) } ] I know-[{It's }
CO: [well - most of it you'd
CL: rather not know,- is it one of those weekends,?-
CL: no,- it was good. I didn't realize how much,.- and , - I
CL: got really scared.
CO: [ah hah!]
CL: I got on the - I went to the bus depot,-
CO: and - and the ticket cost more than I thought and I
CL: [{ } } ] to get more money,? - and then- I saw some
CO: people on the bus but I didn't speak to them and I finally
CL: spoke to them later. - uh they were getting on another bus!
CO: but I- cou- I was really scared! I was panicking. -
CO: yeah,.
CL: I mean it was- it was somewhat under control. but I
CL: thought I could feel this going on!
CO: yeah, - were they
CL: going ( direction
CO: oh! = am I going the wrong
CO: way- because it's cost me so much money, and I thought
CL: they were paying for it. [da da da dah., and ]
CO: [{(whisper)yeah,] - uh huh,-
CO: so a little - tension, to send a little - reminder that-
CL: sometimes it's important to pay attention to some of the
CL: e- to some extent, - but- then I get there and' I was just
CO: conscious of (2.0) I was so surprised that I was so scared
CO: for going so sl- so - close- and I think, - how could I
CL: make this trip to Israel! - I get eh- if I can't even go
CL: to Chilliwack,-
CO: but they're not much different really,-
CL: I mean it just - you sit somewhere longer on-going to
CL: Chilliwack, and I was so scared.
CL: [what=]
CO: [it's the same- thing., uh - for yourself, it's that same
CL: process.
CO: yeah,-
CL: here I am- (I'm)
CO: going- ( alone) - doing it alone? -
CL: I mean going alone to Chilliwack is- ( )
CL: ( ) - what I discover- I was ( ) umh - there
CL: were so many kids there - I mean it was really- a young
CL: people's- it was- schools, -more than-
CL: CO: like high schools,?
CL: yes, - and it was- ah- the art tended to be older people.
CL: but everything else was high school students.
CL: mhm
CL: and if you
CL: what else was there there.
CL: aahh, - there was
CL: music nd dance, [and drama]
CO: {[(sigh)]} {((whisper))ah- yes, - all- arts.
CL: all arts, yeah.- and there (was no entertainment) (3.0)
CL: and- I was just trying to keep listening to myself about
CL: how, - did I really want to get involved with these
CL: people,- I sort of feel lonely, but do I really want to
talk to them. -
CL: [yeah,]
CL: [and - you know the kids have *this sort of
CL: superfused atmos[here? and]
CL: [yeah, -
CL: CL: [and then- I talked
CO: to people- and I- did things with people;- and then - one
CO: night someone came with me to see the films! and she was
CL: going to drama. - and did I want to come over afterwards
CL: and I sort of said - well I'll see how I feel! she was
CL: ( ) - and it was a big decision for me I g-
CL: I got out of there, - I was very excited about it?, - and
CL: I decided I'd walk back to where we stayed,?- which was s-
CL: a mile and a half or [something like that]
CL: [mm hm, -
CL: and I thought-
what do I wanna do, - and- the conflict about, - thinking
well she's probably expecting me - and, - then I thought, -
101 CO: [{}]
102 CL: [if she was not there, what would I do.- and I said I
103 would go home, and so I went home., - mm!- good question to
104 ask yourself.
105 CL: and- that's a real typical about- what I have
106 (anxiety over)
107 CO: good! - yeah!- well that sense of
108 responsibility,- you know - but that's a very good question
109 (that you )  as a way of exiting out of that., - I
110 means just escape that (mode)- for a minute,? and
111 CO: n»n!— good question to
112 CL: yeah,
113 CO: [ ( ) ]
114 CL: (anxiety over)  (anxiety over)
115 CO: mm!
116 CL: and- I was sitting there.- what do I want to
117 CO: mm!
118 CL: and- I was sitting there.- what do I want to do, - again.-
119 CO: and- I decide, - what do I want to do more., - yeah.-
120 CL: and -
121 CO: and -
122 CL: and now- -and do now.,
123 CO: and -
124 CL: and now- and so - actually I decided it
125 was okay to forfeit it- and then my brother drove me to -
126 catch the cheap bus (that was running) - and - that was
127 okay, - but I have this dreadful feeling that my brother
128 is (a very mean) - person. -
129 CO: mm hm?-
130 CL: to his [family]
131 CO: [but - and
132 146 CL: to his [family]
133 147 CO: 
148 CL: [sort of threatening]
149 CO: yeah, - so it's like I wanted
to see him, - but once I get there then I see some things-
about him- that I don't - I would pretend aren't there.
150 CL: yeah, - that I didn't sense that so much there but
151 afterwards I was feeling [really!]
152 CO: [mm hm,? - something,-
153 CL: it started to build up,- like sort of um - u- things- that
you don't- aren't too obvious but you're picking (them up)
154 CO: [ ( ) -
155 CL: [sigh] - anyway,-
156 CO: so, is-are you saying
157 that some of that opened up- for your solution's sake,-
158 you're not sure whether you want to deal with the pain or-
talk about it or just some sadness that - hey he's not -
159 perfect,- (anymore) (6.0)
160 CL: ([shortle]) - I - I don't want to get into this, - j- I
just didn't want to bring you up to date when it had
something to do with ( ) ((sigh)) - aahmm-
161 CO: [( it's really!]
162 CL: [( sister) but I mean he's mean and nasty.- and
I mean - there's a point.- there is a line.- between -
anyways. - (sigh) oh! - I spent two days running around
trying to pull together my (raccoon )! - and I just
kept telling myself. it's gonna take a long time,, and like
I ran around all day, and I felt like I didn't get anything
cement accomplished? - hh gotta go back two days later
and pick this up, - and- I couldn't get out there because
the car [wouldn't start,]
163 CO: [( but you (live in )  -)
164 CL: yeah, - and- it's actually costing me - more money,,? -
165 CO: [but - I feel much better because it is-
166 CL: for it. this time
167 CO: my uncle!
168 CL: oh! yes,- you had mentioned
that.
169 CL: [right, yes.- that should-
170 CO: yeah. ( )
171 CL: this is- totally - illegal. - [[I ]
172 CO: [you're not identified with
the tape,, I just want you to know. - it's not going to
173 CL: [(laughter)]
174 CO: [(chuckling)] I phoned and there're
incredible regulations., - but - out there I know people
are doing it and then I can- I ran into people. - and a-
this - affirmation that (they're do it) anyways. and the
thing is you don't talk to anybody., it's no big deal,-

so I went to my uncle and I thought well he's not going to
go for this. - 'cause I was,- but he said nah don't worry
about it. don't talk to anybody. - so I had thought it was
the end of the world at this point for (raccoon)
197 CO: ( )
200 CL: ( ) let me have the car
201 for two days,?
202 CO: uh hm,-?
204 CL: and-duh - so. - I don't know.
205 CO: [all right - that's all right - but you're
doing it. and then there's the differences.
210 CL: (sigh)
211 CO: you know like yeah,- there's a block,.? oh shoot,.?
212 maybe this is illegal,.? well I don't what'll I do about
that- uh okay,? I'll just set a square here and two here,-
good stuff.
217 CO: all right - that's all right - but you're
done. - it is safe.
218 CO: m hm,-
219 CL: it is regulation. (3.0)
220 CO: [m hm - so,. - what do you want to work on.-
222 CL: ohh - something's - or king. -
224 CO: yeah. - and- I'm a little-
225 (soft)actualy ( ;
226 (loud))and I'm annoyed because that's taking over what I
want to work on. - .hh what I want- I want to- talk about.,
- what a baby means to me. - 'cause I certainly ( )
- (sigh) - this is- this is coming up. -
229 and it's like I don't know one way or the other?
230 CO: (m hm.- m hm,-)
232 CL: and- sometimes I (don't always look at)
233 'cause it is ( )
234 CO: (m hm.-)
235 CL: (it's almost a chance
that I should do this.) (guffaw) it's probably true. -
237 CO: well,.? - just the ( ) that even you say- that-
sentence, (soft)() ( ) what a baby means to me
239 CL: (sigh) I don't- I don't know. - uhm, (3.0) (sigh) (7.0)
241 I think I- I need to - I need to talk. .hh - in one s- in
one sense - I think having a- baby will make me part of the
human race,.? - it will make me acceptable,? into the sort
of this woman's circle,.? - that I'm only part of the human
being! I'm only part of a woman if I don't have a baby -
about my feelings but—sometimes that's as far as I
[think about it.]
and certainly that would match with your age.—I
mean when you hear about the—you know the—
the biological clock. that sort of thing! I mean and is that awareness—
um — your fertility—? (3.2) and uh heightened awareness.

is what your ( ) (3.5)

CL: ((sigh)) yeah.,

CO: so it's again it's just there's a lot of
feelings there. — and my— my rational side recognizes that
— I'm not sure that's— makes sense.—

CL: mm hm. — mm hm!

CO: what are some of the other ones., that could ( )
there's a whole list there.,

CL: oh., yeah.,

CO: accepted,— I want to be seen as a woman, I want to
experience being pregnant.—

CL: and part — u— is to do with a
right,— a right— right to have a baby,— that I'm
entitled— to this if I want this? — which was one of the—
things that I felt (3.3) really bothered me about Nxxx was
he can make a decision. — for me. I mean he'd make a
decision.—

CO: for him to ( ) and have children.

CL: that's right.— and it was a— you know,— if I want a
kid— he's made the decision. I have no say in this. — and
that— (really ( ))

CO: [you have a say as to whether you're with him,—?]

CL: right. — but I haven't— it's— it's like — I have to make
this— I have to forfeit so much. and I — I mean—

CO: well it's kind of like fitting the other— he has a right to
say I don't want a baby just as you have a right to say I

do! —

CL: right,— — okay. (((giggles))]

CO: (((laughing)) hey!,— but don't prompt
me. [ ]

CL: [ ]

CO: [yeah this is — [yeah!]

CL: ([sigh])— great.,

CO: [you know— it's it's like, uh— well a— again it's what we've talked about before., I
want it all., (3.0)

CL: ([sigh])— great.,

CO: I want to have a baby— with Nxxx—

CL: yeah., —

CO: I want to have a baby and I want Nxxx

CL: mm hm! — hhh— so there's that.— ahh — there's also,— I'm
also aware., (2.5) that it's really, (2.1) I: can also see
it as a ( ) to hide from the world,— and— a way to
hide from— getting on with who I am? (3.1) ((sigh))— ahh

CO: (sighing)

CL: the child, (2.0) because I feel when you
have a child,— they take a lot of attention and when
they're real young I think they have to get it,— — and then
therefore there's a forfeit on the parents' side.

CO: mm hm

CL: figure [( )]

CO: [yeah— change jobs. — if I had a child,—

I'd very dramatically. — change — my— direction. — for
forever.

CO: forever. —

CL: takes all my energy. — and — I'm just going along at this
slow pace,— 'cause that's all I can initially cope with —
and — uh— you know I don't— I can just imagine

CL: [( )]

CO: [( ] how could I go that— and have a child at the
same [time.]

CL: [yeah—. — yeah,. (3.0) ((sigh))

CO: so in many ways I know this sounds like it's coming down to
(2.0) I mean it what I'm wondering is really what you're
saying is I want, (2.0) ((whisper))to have it now!—
((louder))It's it's a que— I I want to express myself,— do
I express it through a child?— do I express myself through
a child— or do I express myself ( )— where do—
where do I give my birthing.. to.

CL: mm hmmm,

CO: do I give it to another human— being— a child?— or— do I

give— 'cause it's the same process. the same— creative —
process. right?,

CL: only well— all the I have done a lot of
embryo stuff. you know

CL: (soft))hmm, m mm—

CO: and that is not

CL: — people,— that isn't that is very clearly in my mind.,
giving birth to myself.

CL: mm hm? —

CO: [ ]

CL: I know it is. — and people—
would make— remarks about me wanting a baby. but that
wasn't what is was about at all., —

CO: [yes.]

CL: [but— not to a baby.

CO: yeah!

CO: ( ) and— um,— and

when you think of — if I'm going to have a child., that's —
CO: where are you going.

CL: I went back -

CO: I'm- I'm on the verge of tears.

CL: (sigh) (2.0)

CO: (just stop) - just stop and ( ) (5.0)

CL: I- ah- I don't know my own- I,? [this- ]

CO: ([ ] [ ])

CL: something to do with - (sigh) (3.0) it is - for other reasons is scary to make the choice to say no, - I will not have a child,- ( ) - and- something about- if I choose not to have a child, - there's something ([ ] [ ] - [there's-])

CO: ([ ] [ ])

CL: [what's - what's wrong. -]

CO: ([sigh]) -

CL: I should want,? to have a child- people say what a good mother I'd be, - I'm really I'm really good with children. -

CO: ([ ] [ ])

CL: does that have anything to do with it though?

CO: ([chuckling])and - I u- u-u- -

CL: and what was- I mean you're at a real crossroads right now,? - around choosing how your life is ( ) (2.2)

CL: and that,. (6.0)

CO: (sigh) (3.0) it is - for other reasons is scary to make the choice to say no,. - I will not have a child,- ( ) - and- something about- if I choose not to have a child, - there's something ([ ] [ ] - [there's-])

CO: ([ ] [ ])

CL: [what's - what's wrong. -]

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CO: ([ ] [ ])

CL: [what's - what's wrong. -]

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CO: ([ ] [ ])

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CO: ([ ] [ ])

CL: does that have anything to do with it though?

CO: ([chuckling])and - I u- u-u- -

CL: and what was- I mean you're at a real crossroads right now,? - around choosing how your life is ( ) (2.2)

CL: and that,. (6.0)
CO: I just cry, -

CO: you don't- connect up here. you connect down

CO: there. [([laughs]))

CO: [([laughter)) you're telling me that's not a

connection,? [([laughs)) - ([laughs])

CO: I mean I'm real lonely. - and that's the sense I get is I'm

lonely in the world, - I'm - currently choosing a real

alone - path, - and there's a part of me that needs-

CO: [([sigh))]

CO: [to just be - the same as everybody else, - typical, -

woman, - (doing the typical woman thing) (2.5)

CO: [([sight)) - and- uh- ([sniff])

CO: [([sight)) oh.. I feel like ( ) but this journey

business, like -

CO: m hm

CO: ((whisper))

CO: (whose.)

CL: (Dxxx ) I went over - and he said why you

feel you have to move ( )

- and he says now try to just ( )

CO: uh huh,

CL: and - he goes hot, and cold. - and (4.0) and I think he's

got stuff going,. - 'you know,. I don't know what he thinks,

and I think- I want to know what he thinks. but I think if

I ask him it will influence how I react,. like - my choice.

- and what do I: want. hh - but - ahm - so he had this

nephew over, and I - dropped by,. - in the middle of the

day,. actually. just to use the bathroom because I didn't

((soft)) (have ) - I was going to all these

CO: [space, ]

CL: [places and timing and stuff- .hh - and he said- well you

want to come for lunch,- join us for lunch and he was-

actually- making stuff with clay he wanted to make a clock!

- and I was so (reassured when I first started )

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- and I was so (reassured when I first started )

CO: uh huh,
CO: [it's like- I wanted to feel like I belonged..,?] - I- like I
wanted (it [ )
CO: [and what do you need to do!,- to feel like
you're ( ]
CO: (sniff) - (sigh) -
CO: what does that mean., (if you go for it) (2.4)
CO: and, - it's like - ((sigh)) -
CO: what does it mean. (2.5)
CO: I need to feel like a lot- part of it is- I want- all those
people out there to see that I belong.-
CO: [where.] - from all
CO: [ill these peo-, - that I- belong- I'm part of the human
race.]
CO: are all those people out there saying you're not part
of the human race.?
CO: ((sigh)) (2.0) well - y'know that's-
CO: the thing in my head.
CO: a'right,- so it's got
CO: [nothing.to.do with these people..]
CO: [it's not mysterious, them. -
CO: ye- well- it's not that mysterious then.- it's right
there.:- tho,- in fact,- is saying I don't want to help
you. (4.0)
CO: me,- - I'm saying that.- I ([chortling]) really- I really
feel that.,: -
CO: ((very soft)) [I know that. - I know that]-
666 CO: how do you make yourself feel that.- what do you start
saying to yourself, - that ends up - with you feeling -
668 ((I don't know) -
669 CO: ((sigh))- part of it is a core,. - and I
670 CO: forgot to bring my photocopying.- I'm annoyed with myself.
671 CO: ah,- part of it is the core of me, which feels I'm bad.,? -
672 CO: there are certainly, I'm in deficit as a human being.-
673 CO: mm hm,- okay.- now who is saying that. (2.8)
674 CL: it's just this feeling I got from my [mother.]
675 CO: [who's saying it.-
677 CO: [I'm saying it.
678 CO: right,- you're mum's not in the room,
679 .hh- they isn't in [the room,]
679 CL: [(chuckling)] - ((sigh))-
680 CO: [yeah! - I mean that's the issue that is now emerging for
you, right?, - as I say! - if I really want to charge along
682 here, - I'd go chipping away at things.,? -
683 ((soft))now I start to recognize what's really going on
here - is that- I feel - I'm insufficient (3.0)
685 CL: [(sigh)]
686 CO: [and. I'm desperately seeking ways., - external ways,- of

687 making myself feel - sufficient. - ( )
688 CL: ((sigh))
689 CO: I want to fix it. (5.0)
690 CL: ( ) - ((sigh))
691 CO: what's happening right now.
692 CL: (oh,)
693 CO: just exited.
694 CL: oh yeah ((chuckle))
695 CO: {(loud)) I'm not going to listen to this,? ((chuckling))
696 CL: ohh, - great, - yeah,
697 CO: all right,? what do [you say,]
698 CL: (I just, -)
699 CO: so this (Israel thing,.) (2.9)
700 CL: something for me. - mm,.- I'd pay attention (to it) -
701 CO: something for me.- it's I want to do it. - it's
702 CL: [{ }]
703 CO: I want to do it.- it's something for me.-
704 CL: I want- and it- it- it's.- [it's- ]
705 CO: [what happens. -]
706 CL: in my heart.- 'cause it's- it's heart stopping. -
707 CO: [real heart stuff]
708 CL: [it's real (hot) stuff.- it's true stuff.- yeah,-]
709 CO: [it's (true )]
710 CL: [I would go.- it's partly to do with spirituality? - it's-
711 CO: this war business too? I don't- know- have I talked
712 CL: about war before with you,?
713 CO: (you might have )
714 CL: and.- [and art!]
715 CO: (as you say this right now,.- as you say this
716 CL: right this minute,- do you feel like you don't belong
717 right now, -
718 CO: no;,- well I don't know!- this I know this
719 is what I want to do.
720 CL: uh huh! - tell me what else you know-
721 CO: (is you can't have children now) -
722 CL: (sigh)
723 CO: what do you know about yourself - as a person.- (when you)
724 CL: ((sigh))
725 CO: (pay attention to )
726 CL: ((sigh)) (4.0) I don't know what to
727 CO: say.. all I know- is that,. - what Israel is to me,- what
728 the trip is to me.- all the things I want to do there,. -
729 I know I cannot do with a child. - and yet that is who-
730 that- that is- self expression. (4.2)
731 CL: and when I think of myself being in Israel,, - what can I
732 CO: say about myself as a person. (4.5)
733 CL: {(gasping)}I have no idea. - all- it feels really internal.
734 CO: all the feelings I have - are inside me.- and like-
735 CO: ([it's- ]
736 CL: (all that's important,.- I have no sense of me in relation
737 CO: to other people. -
738 CL: you mean it doesn't matter,?
739 CO: (it doesn't matter. I want to go and do what I want to do!
740 CL: ( )
741 CO: I want ((chuckling))to go and do what I want to
742 CO: do. -
743 CO: and when I'm doing what I want to do, I am,-
744 CL: (you might have )
745 CO: [are you- are you
746 CL: (I have my (plan) - yes!)
747 CL: I have my (plan) - yes!
748 CL: [real close to me,- it's
749 CL: something, - like little things that I look at in my hands.}
750 CO: I (say abhi) these beads. - at night I sit there and I
751 CO: I sit at them.- I don't do anything but- stand and look at
them. and they're [little precious things.]
752 CO: [your energy.-]
753 CL: ((sigh)) (2.5) (go-) I guess there's lots of it.- it
754 feels, - I am not supposed to get excited.- don't, you know
755 CL: that,- (sigh)
756 CO: ehh!- sorry...? I just ( )
757 CL: {(laughing)} hhh - (sigh)
758 CL: (laughing) - hhh - (sigh)
759 CL: now just- take a polaroid
760 CL: right now,- of how you are. - 'kay? (3.0) now,-? let's
761 imagine...? ( ) shift over to the other -
762 CL: ((sigh))
763 CO: (side. - (let's stop to look at you feel) (1.4)
764 CL: ((sigh)) (4.4)
CO: pay attention to the ( )  (3.0) to the energy (4.5)
CL: well it's- settling down!, - it's [almost, ]
[ 1 it's settling down.,
what is- what is happening
(dropping) I am dropping it.,-
CO: [ i-
CL: [almost,?]
CO: it's settling down.,
CL: what is- what is happening
CO: X am dropping it.,-
CL: [I ( ) I just ( ) ]
CO: I wa
tch yoursel-
CL: because you know what a child is (2.0) a child- is somebody
else's, - the chi- the child!, - like- I'm kind of a
caretaker- and the child is somebody else's work. the child
is not my work. my- that's the child's work. - I am a
support person for the child. - and - [and the chi-
CO: [go back to being - a
CL: yeah. — I'm a support,, -and- I mean,-
it's - that child. 'm not quite
CO: ((soft))so in a way:!,
CL: ((shouting))gets- what I want. -
CO: the child does what you
CL: no,.  ( )  - the child gets all this wonderful
CO: [that's right!]
CL: [to do what it wants.
CO: and I just stand by and give (him all )
CL: yeah!- and - to some extent I get to play with finger
paints,- and that. - yes. (4.0) ((sligih) (2.5)
CO: I wonder why you been suspecting that a lot of this is do I
CL: go for it - or do I hang back. -
CL: ahhm, go for it and- do
CL: what is my heart's,- (route). - and - we talk,- you know.
CL: follow your bliss.,
CL: yeah, . . . yeah, . . .
CO: [or do I hang back and
CL: if I am gonna hang back then I have to try in some
CL: acceptable way of doing that and having a child would be
CL: acceptable way of doing that. (1.9) [is that ]
CL: [there is some hanging
CL: back involved, . . - I'm- the- the end piece I'm not quite
CL: sure about,- but there is hanging back. -
CL: mm hm!
CL: and-
CO: [real chronic condition of mine.]
CL: I don't want to do that anymore. I mean that's a
CO: [((soft))yes yes yes
CL: that anymore.
CO: (very soft))right,
CL: ahhm, ((sigh)) - oh
CL: and if I don't want to do that,- then what I want to do-
CL: is. (2.6)
CL: ((sligih)) (1.5) oh,. - I'm- ( ) I have
CL: this feeling that somehow. - it's like this business about
CL: a man in my life. - I want one- but it's like I want this
CL: over here,- I want this,- and now I can get on with the
CL: rest of her life.
CL: right. - I want it when it's convenient.
CO: I see this over here as being, - it's more important to me.
CL: I think- I think it's more important to me [to do all this]
CL: [you'll do it if
CO: [feel it don't you. - this is not [full time])
CL: [oh :ahh., - y- uh-
CO: other thing is, - if I go over
CL: [this is more important to me to do
CL: [right
CL: some people having a man is more important -
CL: and - it's not to me. - in some ways
CL: [and I-]
CL: [that's sort of-
CL: that's ( ) - you know I want somebody,- I
CL: just-
CL: yeah!- I mean I think it's- it's not essential.- this
CL: is essential.
CL: yeah. I had to do this
CL: or die!- {}
CL: [yeah (die of) I have to follow this
CL: route or I die.,
CL: yeah, . .
CL: there's some drawbacks. - which-
CL: means that I don't,.? ((clears throat)) maybe, - develop
CL: relationships either man or child where there's someone
CL: there for the moments when I'm-.hh when I'm- u- low-
CL: energy,- when I want to turn to someone, - but that's the
CL: assumption.- I mean you don't know that yet.
CL: yeah,.
CL: and then we'll- and - the other thing is, - if I go over
CL: here,. (4.8)
CL: I have - conventional (support )
CL: [(chuckle)]
CL: uh- and a- and part of me knows. - I do not have me over
CO: so maybe- the thing to start looking at is - I know I have
to go this route. - I have to-
yeah.
CL: given that that's how I have to go, that it's not a
question. - and given that I see some- some difficulties
in that I don't know just- in y- your being, - ahh - moving
on my own, - what do I now need to do, - to also- as I am
doing this,. - develop a support (zone),. (3.0) to feel- a
part- with people. - not the whole world,- not them
necessarily. - I mean do you really want to be that way?
CL: no.,
CO: Community,. yeah.
CL: I haven't quite found it yet,. -
CL: No! - no,- no,. I'm just- these are groups that I want. -
there're other people out
there,. -
CL: but I - I'm [and that's changing].
[This is the only groups you want? (2.0)]
CL: No, - but I'd say- this is what I- this is what I have
now,-
[Would it - (5.0) ohh!- my cousin doesn't have any
r- that's okay,. - we just get- on each other's nerves -. hh the art people- are real supportive of my art stuff-]
CO: mm hm hm.
CL: and I don't feel,. (1.5) it's too i- I think when
if I hear people getting married,. (It- )
I don't feel that from them. they don't
[need - to be around,]
[If I feel that's- such enjoyment- to them { ]}
CL: over here at the group,. -
CL: this is your bio- genetics group?
CO: yeah,-
CL: everybody's married,. (2.2) with children,.?
about. -

pick me out as being special. (2.0)

CL: yeah. - and that's the part that's missing there- you know. ( ) - I think that's what a relationship does

for us more than anything. is it, - you can be special to a

lot of people.. but you want to be- the- the special one,?

CL: yeah.

CO: and- so you start to say, well maybe I'll have it by being

a mother.,? (2.7)

CL: well- 

CO: and- so you start to say, well maybe I'll have it by being

a mother.,? (2.7)

CL: ((sigh)) - ((sigh)) - I h- uhhm,- I know that

CO: ((sigh)) (4.0)

CL: those are still these old messages,. - and so- I'm kind of

shaky going [down the ground,]

CO: [yeah. there's a lot of static,-]

CL: yeah,. -

CO: but you're not shaky. - I mean you- you feel shaky

CL: yeah,

CO: but look at what you're actually doing.

CL: I'm n- I'm walking. -- yeah!

CO: down [that road,]

CL: (stumble) - but I'm going- I mean I'm heading in that

direction.- yeah.,

CO: [yeah? yeah! no wav- no detours,, no wavering.

CL: that - 

CO: [like that - and that's-

CL: with. (3.0)

CO: I'm- I've got to say,. - w- it has been the hardest thing for

me,. - like that - that person, that- that gut feeling. -

was never given any validity. - and for me to follow it., -

is like the, - feels like- the biggest - anti (2.3)

cultural thing.,- anti- anti family thing to do,. 

CO: [mm hm,? - maybe that's true! -

CL: and- ah-

CO: yeah I mean you are going against, - in following

yourself. (2.0) and walking that road,- you are very

clearly going against a lot of the - the rules that were

made to bend for you. - but does that mean {

}
CL: does that mean that you're gonna have that ( )
(assumption), ?- ( ) -
well., - those are all the messages I have. -
CO: ( )
CL: I guess not- I can ((giggling)) I mean, -
CO: [( )]
CL: I hear you, but it's kind of like saying, -
I mean we'll take China as an example. - I mean those
students., in Tiananmen Square!,-
((tape ends))
Interview #51.

CO: ((cut in)) coming.

CL: that's ok.

CO: what is it that I can help you with?

CL: now what I wanted to do is - I was looking into taking the t- (1.6)

CO: right.

CL: course, right?

CO: mm hm?

CL: [ok. right. an' I came back to Canada. an' it was a case=

CO: [ mm hm?)

CL: =of having to do:: whatever came to mind.

CO: came back from, England.

CL: mm hm?

CO: right. (0.6) a: I'm looking into going back to

CL: school! (0.7) but. - I don't know whether I can (2.6)

CO: take that (load off my mind)! (2.4)

CL: (loan of my money)

CO: out of out of your life in order to take this program.

CL: in order to take that program the waiting time of

CO: getting on it: an' then it's:

CL: [uh huh?]

CO: [the time of doing it- right?

CL: an' I don't know whether I can take that time out of

CL: my life- to do it.

CO: I see. (0.7)

CL: or (0.5) if (1.5) it would be better for me to take

CL: night school courses.

CO: while, you're working?

CL: while I'm work[ing.

CO: [okay?]

CL: be[cause uh]

CO: [I- impending - change in your lifestyle?

CL: yeah!

CO: mm hm?

CL: null - maybe not in our lifestyle maybe it's total

CL: responsibility! (1.1)

CO: [okay., [so-]

CL: [for everything is down on

CO: him now: where it hasn't been before,"

CO: [awright)

CL: [ya understand? and I will - I (won't get) him: because=

CL: [yeah.] [mm hm,? you add to

CL: family pres[ure- and I remem' what it did to me -

CL: mm hm,? (1.9)

CL: so: I- [you know]

CL: [you wouldn't wish that on him.

CL: [no I] don' no because it'd just break him down and - =

CL: [uh huh.]

CL: [he'll end up (wry him out of) wor(hh).]

CL: [uh huh [( )] and then you'll both be dis[satisfied]

CL: [mm ok]?

CL: [and then]

CL: [we'll both - yes -

CO: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [yes,]

CL: [mm hm,? (1.9)

CL: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [yes,]

CL: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [yes,]

CL: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [yes,]

CL: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [yes,]

CL: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [yes,]

CL: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [yes,]

CL: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [yes,]

CL: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [yes,]

CL: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [yes,]

CL: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [yes,]

CL: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [yes,]

CL: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [mm hm,?] we'll both - yes -

CL: [you wouldn't wish that on him.

CL: you add to

CL: family pres[ure- and I remem' what it did to me -

CO: [yes,]
situations, you say you have - you don't have any dependent
children - at all -

CO: [no]

CO: or you don't have any children period.

CL: that's it, no children period.

CO: = no children period (0.5)

CL: and - yer - husband is presently - working?

CO: he is presently working

CL: [he is presently working - okay].

CO: but it's a bit tough on five bucks an hour (1.2)

CL: [laughs])

CO: right. oh- okay so he's working in an underpaid (0.9)

CL: situation (1.4) and (1.1)

CO: = unemployment right at the moment.

CL: [I'm claiming,]

CO: [I'm claiming=]

CL: what else can you tell me.]

CO: [mm hm? (1.6)

CL: but - I can make more money if I'm working,.

CO: [mm hm? (1.3)

CL: [ ]

CO: [and you're claiming UI from - a - uh -

job that you've just finished,=]

CL: [previous job m hm]

CO: = okay. (1.2) but as - you can make more money - doing:

CO: I could make more money if I was actually working,

CL: uh huh? (0.8) 'key? (1.0)

CO: rather than: (1.1) collecting UI!

CL: sure,

CL: ya see this is what I was figuring I could work, (0.8)

CO: and go to school, [because =

CL: [mm hm?]

CO: I - have the money to pay the fees,.]

CO: [yeah? (0.6)

CL: I don't have to: (0.5) you know (0.9) work an: - pay

the fees at the same time I've got money to pay fees,

CO: right.

CL: to go back to school,,

CO: for how long,,

CL: awm! (1.0)

CL: according to:=

CL: = well: I could go for the 9-month course

CL: on that!

CL: yeah.

CL: and - pay the textbooks (1.3)

CL: so, money would not be a problem in terms of fees, -

CL: textbooks - an' actually doing [it.]

CL: [it's jis:: living

CL: [- expenses yeah. - but I should- you know- if,]

CO: [so that]

CO: during that time - uh: (0.5) you wouldn't (0.9)

[be (working)s]

CO: [ UI - UI won't cut re off! [ but at the same=

CO: [mm hm?]

CL: = time I can still be (1.6) I'm = working and earning

more money - (and goi- and (0.8) taking night courses--

CL: = if night courses= hh would cover the things that I want

to cover to get the type of job that I want to get!

CO: = I see,

CO: because I'm not ambitious in life,. I don't want ta -

make my great mack in life? I just want to become ( --- ),

CO: yes. (0.3) you don' wanna - you don' turn over: (0.6)

[have an (er- ye) just wanna [get at your job an'- an' --

CL: [(false setto) no ] [(false setto) no.]

CL: - have a comfortable life style.

CL: yeah!

CO: okay?

CO: just be able to - you know (0.6) put my feet up - instead

of - dragging 'em in the water!

CO: [yeah.- right. (1.1)

CO: so, so, (0.7) the question really is - (Axxx) -

whether you can: get the courses you need - in night

school [- while working - to get the: position that=]

CL: [(d- )

CO: =you:= 're gonna be comfortable with - without having to:

give your heart and soul (0.6) for nine months (0.5)

and:) [possibly have your husband collapse on the floor,]

CL: [ and - it could be - it

could be another - yeah. it could be another six months

before I even get into the course!]

CO: [mm hm. (0.4)

CO: so it's the basic questions here that- ((slower)) I need to

help answer for you- that is - the length of the waiting

list (0.7) Uhh: the night school offering courses;? (0.7)

uh:mm - have you considered the question of: (0.4)

whether - Manpower would sponsor you for this:

CL: ummm, - for that course?

CO: [yeah.

CL: oh ye- well - no I

haven't:uh - gone into that - because I figured wull (1.6)

if they'll keep - my unemployment (w- ahm - I can: pay

for it myself.

CO: [mm hm,?

CL: and (1.3) go through everything to

CL: get on it - like - Manpower was paying for it.

CO: [mm hhm?

CL: you know? (2.1)

CO: u- but you'd be using that money up when -
otherwise they might pay for it (2.1) okay.. so th- in other words you're not sure how much difference the money would make anyway!

CL: you don't want
CO: ['kay. would that be a question you'd like to have an answer to?
CL: yeah!
CO: okay.
CL: well,. - hhh hh(eights) (0.8) ((falsetto)you know it' just all sorts (back to lower pitch) of different thi-hh-ings,. yeah,
CL: I'm- I'm just confused,! (-f [ d-])
[yeah.. - because I was out of the country for 15 years,. mm hm,? (1.0) and- everything had totally changed. (0.9)
CL: [in terms of the: technologies, n':
117 CO: [in terms of techno- yeah. (0.6)
118 CO: and (1.3) it hadn't gotten over (t- ) (1.3)
119 CO: they're still very shorthanded over there they are they're still very shorthanded over there they are they're still very shorthanded over there are they,?
122 er, (0.9)
123 CL: that's right you know they starting it's starting to get different now but - at the same time I  (used to)
124 switch (0.8) totally. yeah. (2.5)
125 CL: d'you know,: - an'
126 I (think) don't know wh-e- (0.8) I don't even understand my microwave,! (1.7)
127 CO: yeah.=
128 CL: =okay?
129 CO: I (gotta) understand what you're saying,: - I understand what you're saying.
130 (0.7) tell me a little bit about your - ah- office (practice- experience,!= okay? (0.8)
131 CL: (1.3)
132 CL: okay?
133 CO: where you worked which you did- how long,:: -
134 CL: working for the: - government,-? - in- '65,. - an'= [mm hm.]
135 CO: my gr- my- sled plocks, (0.9)
136 CL: =worked with them 'til: (0.7) '72.
137 CO: that was right outa high school almost, (1.3) I did about- - maybe four months - five months something at (Scraught Shaw),.
138 CO: because I didn't complete my schooling! -
139 CL: mm hm?, (0.7) mm hm,? (right,)
140 CO: [you see that's [right,]
141 CL: another thing that's scaring me (0.8)
142 CO: I see! - because I used (1.3) I was in that- age group that they messed about with your spelling? oh yes, (0.5) (they do it in the old spelling? w-um- the phonetic? (0.6) ya know?
143 CO: yes,?= when
144 CL: you were in=
145 CO: - ooohh,. (0.6)
146 CL: grade one grade two and they'd-
147 CO: they experimented with - phonetic s- s- ar..ling 'n'- things like this and (1.5) I am a lousy speller,. (1.4) (along)
148 CO: (1.0) I know what I (1.2)
149 CL: that's right you knowwhatImean once I've got it there,,
150 CO: you memorize it and you can get it (0.7) but otherwise - you're [have to check back and forth all the time you -
151 CL: I have to 1-
152 CO: did that in your job?, er,=
153 CL: w- you knowwhatImean once I've got it there,,
154 CO: mm hm,.? (1.3)
155 CL: the first time it's okay I've got it the second time.
156 CO: yeah. (0.5)
157 CL: but I have a hard time with my spelling,. mm'kay? (0.5)
158 CO: mm'kay? (0.5)
159 CL: because of that - I get my words mixed up also,,
160 CO: mm hm.? (1.0)
161 CO: (oh)
162 CL: when I'm speaking.
163 CO: [can you tell me wh- - more about that or give (m'an)
164 example of what you mean by uh - [getting words mixed up,?]
165 CL: [will I'll say my I'll say my gr- my- sled plocks, (0.9) [will I'll say my sled plocks,. (0.7)
166 CL: [in[stead of]
167 CL: [sead of my slid slucks,.
168 CO: [sead of my slid slucks,.
169 CL: (1.2) what's that,. (1.2)
170 CL: (I have to ask ab-)
171 CL: I mi- hh (1.3) I mix my
CO: okay. ([jaw dropping]) (0.8)

CL: I still h-h-0n't [t-]

CO: [Ih-h- ya know?]

CL: [I see what you mean: that is confusing and frustrating - I don't even know what that word h-h-is(smiling)) .huh - your paau [wots?]]

CL: [lack my plaid (0.5) slacks. (0.8)]

CO: [plaid slae:cks!: [right!]

CL: [yeah. I'll say sled placks!]

CO: [and things like that.]

CL: [in: - seventy:: - three I think it was.]

CO: [mm hm?, -]

CL: [yeas. (1.7)]

CL: and I did (1.8) kitchen work - barmaid work (1.6) worked for ah- Union Oil (0.5)

CL: [mm hm?, -]

CL: [in Aberdeen,? (0.5)]

CL: worked for (Slow) Petrol in Aberdeen BP Chevron - telex, s-s-[switchboard, (1.8) uuhh: this girl would have a=

CL: [yeah?]

CL: =stack this high so:: I'd have some of her stack and -

CO: [you know, -]

CL: =you know, -

CO: [sort it out for her:[ an' things like that.]

CO: [filings and sorting an' - an']

CL: [((falsetto))yeah! - you know an' typing- typing in voices and things like [that ( )]]

CO: [so you really got - quite involved in the English system of: uuhh: office - work (0.5) when you were over there (0.6) lots of different experiences (1.0)

CL: [(higher pitch)]that's why I like reception work - you get i-i-it's a bit of everything going on all the time -

CO: right.

CL: (1.7) so reception (0.5) you mentioned before waas one of [the ones you wanted- and also [th- It's filing, - ]

CL: [yup, -]

CL: (1.4) which- well- filing is: all part of that too but -

CL: reception work, [ - because it's - yeah! [it's all,-

CO: [switchboard]

CL: = (1.0) different, -

CL: okay? (0.5) okay? (0.7)

CL: and that's basically what I: office experiences I've done: - (bok)

CL: like I said (barn dayn't work) - worked in kitchens the hotels an' eve[rything like this,]

CO: [mm hm,? m m y,]

CL: done waitressing an' l- (1.2) whatever just to pay the bills!

CO: [mm hm,?  -]

CL: I like -

CL: variety (0.9) I think- and I think this is (1.1) the recep tio[nist area.

CL: yeah. (0.8) and there's some fear-

CO: attached with going back to school, (1.0)

CL: d-defini[tely= [yeah.]

CL: =fear attached to going back to school because I don't know whether my (2.0) n-knowledge (1.0) shall we say, (1.3) is -

CL: up to - standard - and I'm- I'd be afraid to- I don't want to take (0.5) the extra time for my grade 12.

CO: [mm hm?, (0.7)]

CL: because I don't have it (0.5) [ I know I don't have it,]

CL: [right,,]

CL: you don't have- (0.5) what.

CL: =the time! -

CL: time, - to upgrade -

CL: grade 12,. (0.5) you see,? - and I've been looking for the:

CL: - shortest way to get- back out to work.

CO: [yeah. (0.5) I]

CO: understand what you're saying now. so for many reasons you don't want to have to go the long route - take the grade 12,. take the 9-month program,. - uh not work

CL: [ - have your husband be under stress and so on=]

CL: [yeah!]

CL: -so forth what courses can you take, (0.7)

CL: to get me out there [as soon as - possible! hhh=

CO: [to get you out y-

CO: =[[hhuhuh((giggles)) you know,?]

CO: =okay.]

CL: this is what

CL: I've been look at th- thinking about (rate) school even,
CO: ye[ah.
CL: [you know,?] (1.5)
CO: I think I need to ask - just a couple
of questions - about - what's offered - because otherwise
I'll have to spend time studying the descriptions of all
these courses which I don't know by the way

CL: [ya see that's the thing - I don't know what's (0.9)
CO: i-it's a little hard to decipher what these all mean - where=
CL: [yeah!]
CO: =they're (0.5) where they're - uh offered and when - so,
CL: yeah.
CO: aahh - I'm just gonna ask that question now. okay?
while you're here?
CL: =okay.
CO: because - that would
CL: [ ( ) you see it's so confusing for me,. -
CO: I'm supposed to know what I'm doing (1.2)
CL: [I'm just saying it as it's comin' in my head - an' 'cuz you've gotta know where they are before you=
CO: [mm hm,?]
CL: [mm hm,?]
CL: -can do anything,? (laugh)=
CO: -exactly! (0.7)
CL: [ (how b- )]
CL: [ but Accounting is out - (comments under breath)]
CL: ah well,. (0.6) Accounting is out,. - ok- because - you
don't like it or you don't feel you'll be needing it, -
or[ - it's]
CL: [because I can never master it,?]
CO: [okay,. (0.5) Accounting
is difficult math is difficult (1.0) balancing chequebook
(0.5) difficult, (1.3)
CL: writing (on it)
CL: okay,. (0.6) but - generally - speaking
that part is - uh a difficult (area)
CL: [I could I can nev- I - I get them:
mixed up,.]
CO: [mm hm,? (2.0) right,. (0.7) okay,? - here is -
the part-time programs - Automated Accounting Records
Management Word Processing those are the three - and these
uhmmmm (0.6) tells you little bit uh - more uh - about
them,? the Records Management - just in the letter C:
in: English 12 or (assess amount) - .hhh are you aware of
the assessment,
CL: yeah,. (an'- bridge,? )
CO: [business,? uh huh,. (1.1)
because: (0.6) you're afraid of it because it's been so
loing: ya don't know what's: required? (0.8)
CL: [mm hm?]
CO: ye[rs,]?
CL: I don' know what's required,? - I - don't know: - you
know,. - yeah! (2.2)
CO: [okay,? -]
CL: [(falsetto onset)]it's been a while! -
CO: [falling pitch]hasn't it really [- is what you're saying=
CL: [ ( )]
CO: - anid: - getting back into it - presents a lot of new

Sheet (0.5) that's using - that's record and filing,? -
aahh - Records Management,? Word Processing? - which would
be- probably - a good one,?
CL: [mm mm,?]
CL: well this sounds good - - because that's like - you know -
that's your filing and -
CL: yeah,. (1.1)
CL: and - records -
CL: [ 'cuz you've gotta know where they are before you=
CO: [mm hm,?]
CO: -can do anything,? (laugh)=
CO: -exactly! (0.7)
CL: [(how b- )]
CL: [but Accounting is out - (comments under breath)]
CL: ah well,. (0.6) Accounting is out,. - ok- because - you
don't like it or you don't feel you'll be needing it, -
or[ - it's]
challenges and risks: that you need to take an' find out
whether in fact you've got what it takes. (0.7)
CL: an' I don' lack confidence.. (0.7)
CO: mm hm?, (1.1)
CL: I don' lack confidence in myself. (0.7)
CO: mm hm?, (1.1) how did that come out for you (Axxx), and
how do you know that. (1.7) what areas I mean: do you lack
confidence (4.2)
CL: uhhmmmm now let's see now. (2.0)
I lack confidence because it I hesitate. (0.7)
CL: mm hm., (3.0)
CO: mm hm. (1.4)
CL: before I (will do) things I'm (1.5) .hhh -
smmhm it's afraid to take that step,. (0.6)
CO: mm hm. (0.7)
CL: the first step., (0.6)
CO: yeah.,
CL: mm hm?, (0.7)
CO: mm hm.
CL: why!! (1.2) or how come,,
CL: yeah.,
CO: but I always: (1.1)
CL: (copped out ) (1.7)
CO: (caught math): so it's not just a recent thing, -
something you've experienced throughout your life - in
CL: something special when I was: (0.6) younger (0.7) I used
CO: mm hm. mm hmmm.. - if I was going to ask
CL: mm hm. (1.4)
CO: mm hm.
CL: (1.2) so, (0.7) I don' know, -
CO: and the same thing you're
CL: experiencing now: is uh th- ya know - ya
CL: know ( {stand =
CL: [maybe it's anxiety! I don't know,]
CL: [anxiety y-}
CL: [ablit] {1.1} uh - anyway - it's
CL: still with you (0.6) and it's puzzling - and frustrating
to have,, (1.1)
CL: I jus: I don't know whether I have the knowledge -
CL: to pass. (0.5) pass the assessment -
CO: mm hm?, (1.7)
CL: (we) myself would feel very very stupid if - I didn't -
pass it. (1.0)
CL: mm hm? (1.0) so that would be kind of a
setback for you,? -
CL: y-yyeah,? 
CL: there's ano[ther side ( )]
CL: [and yet I wanna: - I wanna go and do it! (1.1)
CL: you know?
CO: yup?,
CL: and, (1.1) get out of (2.9) just - don't
CL: (lose light an') mundane, things,, (0.9) uhhhhmm (2.5)
CL: ya know,?
CO: yeahp?,
CL: I'm gettin' too old to be standing around
CO: ( ) -
CL: all day long,
CL: - and things like that, { }
CL: so whereas you realize you
don't - you you don't wanna do this anymore this standing
(on feet) business,
CL: no,
CL: it's been fun. (1.0)
CL: no[;]? I don't know whether it's been fun= (1.0)
CO: [we've done that,]
CL: =it's been (0.6) survival!
CL: it's been survival (as a)
necessity and maybe you can do something different now that
requires: - that allows you to sit down!!
CL: that- I - yeah. (1.2)
CO: yeah.
CL: but I'm- I'm also you see the thing
CL: is that I'm also afraid of losing everything that - .hhh -
CL: we've got? (1.5)
CO: how's that gonna happen.
CL: will if my husband gets fired(hhhhh) you don't know how -
we would survive or anyth- you know I've-
well not {{ ( } he lost his-
CL: [so you're (]
CL: =job - shall we say, yeah.
CL: [mm hm,]
CL: where's he work now. -
CL: he works for (Colliers of Colli- Nicholls),. -
CL: [mm hm,]
CL: (0.5) n' he's had he has a hard time getting a job in this
CL: country.
CO: (0.7) he's English. is he?, -
CL: yeah. (1.2)
CL: because there's no work record on him,, (1.6)
CL: for how many years? (1.7)
CL: well he's - ahhh (0.5) been
CL: working here for about - he's worked - been working at
these ones fer: (0.5) just about a year. -
589 CO: yeah,

590 CL: but he's only been allowed to work for about three years!

591 CO: oh I see! - so he's just really starting out! - and that's been a challenge because you've had the, (1.2)
592 CL: you had the when did you come back to Canada,

593 CL: eighty-five,
594 CO: okay- so for the last - (he )been working
595 CL: almost since he's been here but not quite. -
596 CL: not quite,
597 CO: and: you're worried that- ok[ay.]

599 CO: [he was allowed to start
600 working in:: uhh the end of July of eighty-six.
601 CO: I see, (0.8)
602 CL: and: then, (1.2) it was finding a job, -
603 CO: mm hm,?-
604 CL: =and- things like this ( ) (2.8)
605 CO: so!
606 CL: ya know,

607 CO: yeah I get the- th' impression per- (0.5)
608 CO: really that - .huh you 'ave to, - you're worried about
609 CL: him not being able to (0.5) find a job, if - he'd lost
610 CO: this one or [didn't like this one,]
611 CO: [he can't get unemployment, (0.5)
612 CO: he can't

613 get unemployment,.
614 CL: no, - and I can't claim as a dependent.
615 CO: (0.8) on my unemployment, -
616 CO: right, (1.2)

617 so that's a worry,

618 CL: oh yeah(hh) the mortgage,? (1.4)
619 CO: ah hah! - so there's a larger picture here. (0.7)
620 CL: yeah,[ and I think that is what- where my fear= CL: [there's many other different]
622 CL: =comes in [to it]
623 CO: [yeah.. - taking the risk to come back full-time
624 means that - you have to - juggle (0.6) and hope and pray,
625 that everything stays: (0.6) ya know- the way it is, - and
626 that doesn't (0.5) fall apart! - basically, - including - his
627 CL: job (0.5) his confidence - [the house,]
628 CL: [if his job falls apart then
629 CO: that's - everything blown, -
630 CO: mortgage: (0.5) on less than [five dollars an hour]
632 CL: [it's not only that but -
633 CL: yeah.

634 CO: yee-. (1.2)
635 CO: especially if you don't have any other: - UIC
636 supporting him. - if that were to happen and you wouldn't
637 either at that point you have it - devoted to school! -

638 CO: that's right,! (2.7)
639 CO: is there another scenario,. - that
640 CO: would be more ideal than what you're: - looking at.

641 CL: I don't know,. -
642 CO: yeah,

643 CO: just go back to work. -
644 CO: mm hm,?
645 CO: you know,? I've got to get back to work as soon as possible.
646 CO: yeah. (1.5)

647 what does that look like for you when you say go back to
648 work,. (0.5) that would be- do you have places that you're:
649 already - considering applying for? (0.7)

650 CL: well I'll just go and - take a job! -

651 CO: yeah. (1.4)

652 CL: Ah'm good at that. -
653 CO: mm hm,?
654 CL: I've gotten good at that

655 because I'm - the only job I've ever had (0.8) uh - I
656 CO: worked at school (through) a job I never had any summer
657 job (0.7) and weekend jobs - or anything,,

658 CO: mm hm,? (0.8)

659 CO: and:- I went from school - to office I didn't (know any
660 people who stand and mind your feet) - gettin' your hands

661 wet,

662 CO: right!

663 CL: mucky, -
664 CO: right, (1.5)

665 CO: but I (learn... )

666 CO: mm hm, - so you don't have any
667 problem risk taking, -n getting a job.]
668 CL: [no I - I have - I have no
669 problem that way - it may not be a job that you - ideally

670 CL: like, or,-
671 CL: [no,? but I'll make the best of it,= -
672 CL: best of it. -

673 CL: mm hm!

674 CL: mm hm!
675 CO: yeah. (0.5)

677 CL: which is all you can do,
678 CO: yeah,. (0.5) what about a job in the office field: (0.6)

679 CL: well - I'd like ah- this is what I (need) (0.5) I'd like to

680 (mean)

681 do this is what I want to: -

682 CO: yeah.

683 CL: I'm tryin' to figure out
684 whether to go back to work (0.8) and take night courses,
685 CO: mm mm,,. (1.6)
686 CL: and (1.0) because that way see with going
back to work I would be bringing that extra little bit in,

that my unemployment has cut down

and this is what I'm looking at. Okay, so really, we're talking about the advantages and disadvantages:

yeah, of one approach versus the other,

would you be willing to do that? (0.8) say -

at all (n-)

- all (0.8)

I know what you're talking about

- like uh this is the: ([ ])

why should I and why should I

(yeah. that's right.). (laughs)

full-time what would happen to me if (0.6) what are

the positives what are the negatives - and then do it uh and part time in school -

another one for work

and part-time in school -

an'(you see how we s- (scratch)

night school

yes see what would really change - looked at what would change in your life what w- you'd have to: accommodate -

uhh - what you'd lose what you'd gain ( [] ) (1.2)

and uhhhh and then kind of weigh them out together.

I probably: uhh (m-g- ) (0.9) going back to work and

taking night courses I know is gonna be tough -

mm hm! (2.1)

and uh and then kind of weigh them out together.

I probably: uhh (m-g- ) (0.9) going back to work and

taking night courses I know is gonna be tough -

mm hm! (2.1)

mm- [yeah, could be, - you know,]

(right?,) (1.2)

no,

yeah,? would you be willing to do that?, (0.8) say -

at all (n- )=

mm hm,=

- all (0.8)

I know what you're talking about

- like uh this is the: ([ ])

why should I and why should I

(yeah. that's right.). (laughs)

full-time what would happen to me if (0.6) what are

the positives what are the negatives - and then do it uh

and part-time in school -

another one for work

and part-time in school -

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taking night courses I know is gonna be tough -

mm hm! (2.1)

mm- [yeah, could be, - you know,]

(right?,) (1.2)

no,

yeah,? would you be willing to do that?, (0.8) say -

at all (n- )=

mm hm,=

- all (0.8)

I know what you're talking about

- like uh this is the: ([ ])

why should I and why should I

(yeah. that's right.). (laughs)

full-time what would happen to me if (0.6) what are

the positives what are the negatives - and then do it uh

and part-time in school -

another one for work

and part-time in school -

an'(you see how we s- (scratch)

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yes see what would really change - looked at what would change in your life what w- you'd have to: accommodate -

uhh - what you'd lose what you'd gain ( [] ) (1.2)

and uhhhh and then kind of weigh them out together.

I probably: uhh (m-g- ) (0.9) going back to work and

taking night courses I know is gonna be tough -

mm hm! (2.1)

mm- [yeah, could be, - you know,]

(right?,) (1.2)

no,

yeah,? would you be willing to do that?, (0.8) say -

at all (n- )=

mm hm,=

- all (0.8)
CO: sure - yeah -
CL: and he goes and plays trivia -
CO: oh yeah,
CL: ya see and things like this [ which is fine, ]
CO: [aaahhh th'British Lion - never sleeps (0.7)
CL: oh - you better believe it,=
CO: -hhha
CL: oh kay!
CO: so that would be that's - would be one -
CL: mm hm.
CO: idea, (0.7) uhhh one for - full-time school -
one for - work and night school. (1.0) there's a sampling of the courses: that uhh - you might consider an' th' the spread sheet one: you've got might -
CL: what about a night course: (0.7) the likes of Belmont or something,. -
CO: -a very good [idea - check into it,]
CL: [see it's possible you see]
CO: [I look at- I look at all the options]
CL: mm hm,?
CO: yeah,= -
CL: check into the options there -
CO: phone them up - find out what's available - uhh with
CO: them (0.8) uuuhm (3.0)
CL: because the (b-) was - was what I want d- the type of work I'd like to get,. -
CO: mm hm,? (2.3)
CL: I don't really (1.7)
CO: the big gusto of all the office: (3.1) ya know, -
CL: I think I know what [you mean= yeah yeah ya don't wanna=]
CO: the 100
courses: [an']
CL: make a huge - mark in the world or:
CL: no! -
CO: wheel: you've - 'just want to do your job,? - and=
CL: [have your lifestyle,]
CO: [that's it - I mean I don't need to know all the -
the heavy equipment in the office type thing, yeah.
CL: the newest - advances in video technology: an'
CO: [FAXes: an']
CL: [I don't understand them,.
CO: you really want to - uh - have to understand them: in order to get your paycheck yes right,..
CL: I would like to understand them (2.0) but I need - I know - I learn -
CL: better - the being shown,
CL: mm hm,?
CO: watching it on the screen mm hm,? (1.0)
CL: so if you were to learn at it you'd have to - be in a learning situation where you were - demonstrated (0.6)
CL: and - practiced and supervised and you got feedback and understood how to do it -
CL: [and sit down and explain it to me in English]
CL: [and got a chance yeah,. (1.7) you don't think that would happen,?
CO: [one of these courses,? or are you kind of,]
CL: [I don't know whether it would happen I'm just (afraid of b-)
CL: you're afraid of it [yeah.]
CL: [I don't like (s- )
CO: mm hm,?
CL: [because I don't like (s- )
CO: I know my best way of learning: my best way of learning - is (1.2)
CL: experiential learning,?
CO: yes, - uh kay,? (1.4) that's important to know,? it's a useful thing to:
CL: your about yourself,? (1.2)
CL: tellin' me: - you know with (a load of numbers or something)
CL: is -) - ya- n- d- ya know,?
CL: mm hm,? (1.2)
CL: I kinda:
CO: I don't know what (0.7) you're talking about,
CL: mm hm,? (0.8) yeah,. (1.3) I hear what you're saying you need to actually put your hands on the thing - see what it does: (0.7) and make - correction or: see that you've -
done some: correctly in order to: (0.7) learn it - okay.
CL: (0.6) so that'd have to be a b- component in any:
CL: course: or program,. (0.7)
CL: [right,? this is it,
yeah (1.5)

((low pitch)) okay. (2.0) maybe I should just go back
cashiering I don't know but I can't even stand on my feet.,
yeah., ooohhh. ((sigh/puff, breath))

it's a good thing you
have those sore feet otherwise we: you know: those changes
might not even come about!

no: I've been thinking about
these changes for a couple of years.,
yeah. - uh-kay,,
ya know thinking about it and
yeah.,

thank God I wish he'd
get a job so I (hmm) could go back to school but -
nothing came of it an' now! (1.6)

you know and I- in=

is it likely he's gonna stay in-
in uh: this job par[ticular.]

(I don't know! (1.2)

I don't know.,

(1.3)

no! (0.6)
oh!

uh-huh-hihhhh! (loud laugh) -

he's not happy with the job.(1.0)

no. (1.4)

it's menial mundane it's just - bluhhh(yuck!!) -
eh-

'to 'im

eh what - skill and training has he: got what area
has he: (0.9)

he cooked up on the rigs,

uh huh. - the oil rigs. -

mm hm. - but he doesn't want

to go back out on the rigs he doesn't wanna go back. (0.8)

cooking. (1.8) he's sick of it (2.1) this is property
management and what he's doin' right now is (0.8)

straightening out - parkin' lots an:

uh huh,=

changing

light bulbs, - ya know?

mm hm? (1.3)

and: (0.9) but this-

this guy's supposed to retire but when does (he go). (1.5)

ya can't - make up his mind -

[the guy he's going to replace.]

yeah he can't make up
his mind when he's going to retire but at the same time they

won't give him more than five dollars an hour., (1.2)

so he's kinda stuck too!

which doesn't help

things for you (cause now you're-

=now. -

you're kinda both

stuck wanting to go to get - m- more (0.6) money and or:

challenge or: (0.8) ya (now)=

' an' ya see: he wants a

Harley Davidson.,

awwh! (high fall) (2.4)

so you go on a bike trip! (0.7)

(high pitch) no., -

just d:1:e to work.

yes: to: ride!

uh huh,? (3.1)

ya see he wants all these things! (0.8)

but the money's not coming in for him so

(high pitch) I've gotta get back to work right away ya

see,? -

get him these things.

no. not necessary- to get

me these things.,

uh huh,? (1.1) so the money's coming in

at least,, (2.0)

or maybe let him go back to school if he

wants to do something else,

yeah.,

(slight monotone) he's

a brilliant man really; he's jis' gotta channel (it all

into one place),

mm hm. (1.2) and he hasn't had the

opportunity yet to do that- in Canada., - was [he doing it--

mm ]

=was he doing that at all in--

no he wasn't.[ he jis=

(yeh.)

=hasn't had the opportunity to channel it -

yeah.,

and (reach )

right=  

and I think if he did that he

(coold--) (1.5) he sold the (ball pen) - a hair dryer,

(ball pen)

(0.8)oh yeah.? (not grasping) (2.0)

a boat man? -

a bald man. (0.8)

huh huhuhuhha is((chuckling)) 'at right!
CL: he told him that it was good for [t- -ls ]
981 CO: [awh hahh!({(loud guffaws)})
982 CL: [yeah right!]
983 this is it! don't ya know? (2.3)
984 CO: [hmm, (0.7)
985 this is:
986 CL: another reason I want to get r- out there fast.
987 CO: [yeah]
988 CL: this is it! don't ya know? (2.3)
989 CO: [hmm,]
990 CL: [yeah,
991 CO: [so you can get him more hair
992 CL: hhhhh. -
993 CO: yeah. (0.8)
994 CL: [as you can see is not an easy -
995 CO: [no it's not!]
996 CL: and I've gotta make up my mind which way I'm going to do
997 CO: [mm hm,]
998 CL: myself other people you talk to: (0.6)
999 CO: [mm hm,]  
1000 CL: [you know you're putting it [( )  yourself - finding out=
1001 CO: [mm hm,?]
1002 CL: [uhh there are a
couple of ways of doing it, (1.7)]
1003 CO: [yeah, i'm jis' I think
1004 CL: what I'm gonna have to do is jis' jump in with both feet,
1005 CO: [mm hm,]
1006 CL: and if I'm sinking I haven't lost anything because
1007 CO: [mm hm,]
1008 CL: I can still go out there and get some job.
1009 CO: [sure! (1.8)
1010 CL: I've got some advice for you,? (1.0) what about writing
1011 CO: [that- assessment,, (0.6) the (Great Fall) - Equivalency -
1012 CL: I'm supposed to write it this afternoon,
1013 CO: [hah!{(loud guffaw)} [I'm glad I asked,]
1014 CL: no no no no - but I had some phoning (m- ) this morning
1015 CO: [g- ) answering machines - because I have to take my=
1016 CL: [yeah,?]
1017 CO: =mother to the hospital for tests: -
1018 CL: [okay,? (0.6)
1019 CO: just sprung this on me last night.
1020 CL: [mm hm,?
1021 CO: [when]
1022 CL: thought about - havin' to go,. (2.2)
1023 CO: [and so:]
1024 CL: [and - find out what's goin' on,.]
1025 CO: [so - you're gonna have
1026 CL: to postpone the:
1027 CO: [so - yes, how do I postpone that!]
1028 CL: [by - phoning! the reason [that they're not there is:: =
1029 CO: [yeah, I've been phoning and - ]
1030 CL: [that they're not open yet - 'cause it's Wednesday and
1031 CO: [mm hm,? - so you feel that you
1032 CL: need to - somehow get her th[ere]
1033 CO: [well: yeah,. - I'd rather be
1034 CL: (0.8) take her there, and get her back (2.2)
1035 CO: [and so:]
1036 CL: [and - find out what's goin' on,.]
1037 CO: [so - you're gonna have
1038 CL: to postpone the:
1039 CO: [so - yes, how do I postpone that!]
1040 CL: [by - phoning! the reason [that they're not there is:: =
1041 CO: [yeah, I've been phoning and - ]
1042 CL: [that they're not open yet - 'cause it's Wednesday and
1043 CO: [mm hm,? - so you feel that you
1044 CL: need to - somehow get her th[ere]
1045 CO: [well: yeah,. - I'd rather be
1046 CL: (0.8) take her there, and get her back (2.2)
1047 CO: [and so:]
1048 CL: [and - find out what's goin' on,.]
1049 CO: [so - you're gonna have
1050 CL: to postpone the:
1051 CO: [so - yes, how do I postpone that!]
1052 CL: [by - phoning! the reason [that they're not there is:: =
1053 CO: [yeah, I've been phoning and - ]
1054 CL: [that they're not open yet - 'cause it's Wednesday and
1055 CO: [mm hm,? - so you feel that you
1056 CL: need to - somehow get her th[ere]
1057 CO: [well: yeah,. - I'd rather be
1058 CL: (0.8) take her there, and get her back (2.2)
1059 CO: [and so:]
1060 CL: [and - find out what's goin' on,.]
1061 CO: [so - you're gonna have
1062 CL: to postpone the:
1063 CO: [so - yes, how do I postpone that!]
1064 CL: [by - phoning! the reason [that they're not there is:: =
1065 CO: [yeah, I've been phoning and - ]
1066 CL: [that they're not open yet - 'cause it's Wednesday and
1067 CO: [mm hm,? - so you feel that you
1068 CL: need to - somehow get her th[ere]
1069 CO: [well: yeah,. - I'd rather be
1070 CL: (0.8) take her there, and get her back (2.2)
1071 CO: [and so:]
1072 CL: [and - find out what's goin' on,.]
1073 CO: [so - you're gonna have
1074 CL: to postpone the:
1075 CO: [so - yes, how do I postpone that!]
1076 CL: [by - phoning! the reason [that they're not there is:: =
1077 CO: [yeah, I've been phoning and - ]
1078 CL: [that they're not open yet - 'cause it's Wednesday and
1079 CO: [mm hm,? - so you feel that you
1080 CL: need to - somehow get her th[ere]
1081 CO: [well: yeah,. - I'd rather be
1082 CL: (0.8) take her there, and get her back (2.2)
1083 CO: [and so:]
1084 CL: [and - find out what's goin' on,.]
1085 CO: [so - you're gonna have
1086 CL: to postpone the:
1087 CO: [so - yes, how do I postpone that!]
1088 CL: [by - phoning! the reason [that they're not there is:: =
1089 CO: [yeah, I've been phoning and - ]
1090 CL: [that they're not open yet - 'cause it's Wednesday and
1091 CO: [mm hm,? - so you feel that you
1092 CL: need to - somehow get her th[ere]
1093 CO: [well: yeah,. - I'd rather be
1094 CL: (0.8) take her there, and get her back (2.2)
1095 CO: [and so:]
1096 CL: [and - find out what's goin' on,.]
I don't know these tests well enough - betw. in the: - uhhhh
- English twelve (1.3) equivalency - and our placement
tests - I don't know the difference between a placement
test which (1.3) tell you - ya know whether you're grade
ten grade 12 - first year level English where you are. (1.6)
but I don't - I don't imagine you'll have any trouble with
it - because you're so articulate, - [and -]
well [I hope not
because - I (0.6)
((falsetto)) I've got a feeling- I've - school and I  just
I was not as (2.4) neahhh, I wasn't good in schoo(hh)
yeah?,
my good subject was sewing. (1.6)
practical,, [experiential learning, (1.4)
[mm hm,.]
=) okay. (0.6) well time's; (0.8) there's
been a lot of - water under the bridge?,

yeah,

uuh there's

been a lot of (time you should spend),? - uh maybe it's
time to give yourself another - shot at it. (1.1)
you say you lack confidence and the only way to - really get
that is experiencing - success.

I agree, (0.5) (I m- know
how to use this. - don't tell anybody else (1.2)
aahhhmem
but I could probably (2.9)
I could probably mess with it hh (0.8)

yea see these things scare me because I just don't want -
what they're all about, -
I agree., (0.5) (I m- know
how to use this. - don't tell anybody else (1.2)
I have the same problem. (1.2)

... aahhhmem
but I could probably (2.9)
I could probably mess with it hh (0.8)

mm hm?, (0.9)

I taught myself (0.6) Telex -

mm hm?, (0.9)

I taught myself (0.6) Telex -
did ya!

mm hm?, (0.9)

I taught myself (0.6) Telex -
did ya!

uh huh,,

(2.6) so you can learn things; on your own even (0.6) and
certainly even better - with- instruction and supervision
and - [practice and model-

I was - I was the Telex operator for a French
(company) - in Scotland. (0.7)

for a French company!

you:-s did you have to learn French?

no. - I
didn't have to learn French.

unhhhh! (1.5)

but [they they had operations they had operations=
[lots of: ( ) skill,?]

= all over the world.

mm hm?,

- in Canada Australia Africa,-

right?, (1.4)

so (1.8) ( job)
yeah! - so you
really have a lot of - solid job - finding skills - and
mm hm!

skills on the job. too.

-except I don't have the new
machines -

yeah,

if I'd stayed - probably if I had stayed
- with it - I would have when they moved the machines in
I would have picked them up.

mm hm?, (1.4)

(and likely) you would have,,

except I don't have the new
machines ,

mm hm! (1.4)

because I just don't want -
what they're all about,. -
I agree,. (0.5) ( I m- know
how to use this. - don't tell anybody else (1.2)
I have the same problem. (1.2)

they were

[had more training: that's been around, (0.7)

yeah!

and the simple

little fact that they'll say: - some - technical (0.8)
form for what you're doing - and I won't know what that
technical form is - because I'd never heard it before in
my life,

yeah, - and you feel like a dummy because: you

don't know., right?,

and I'm go -) what?
when I hold down the job!

with these pieces of new technology on your own just what do you call it [same thing]

uh rather uhmm (1.0) was it teletype or not teletype

that's the way it should be

mm hm! (1.2)

I could - well be that (2.0)

yeah! (hmm) the death of fear? - is the threat? -

there's a big risk? - the big - technical world out there that we need to learn about before it can be (confident) - can't be expected to know it without knowing it...

may be that's [same thing]...

mm hm... (1.5)

do you learn - being involved with playing around with these pieces of new technology - on your own just like you - do?

[that's how I seem to learn.

I took a word processing course - at Oak Bay Recreation Centre for - maybe it was 15 dollars (0.7) two or three years ago,

mm hm? -

and - in an hour and a half (1.9)

started to understand - how - to - do word processing (1.1)

being taught by some - guy with a recreation shirt on, (1.6)

so - I guess for me - the one step at a time model - worked (0.8) and I - I guess I'm wondering how that fits for you I mean you've played around with - teletype with uh rather uhmm (1.0) was it teletypewriter or not teletype

that's the way it should be

mm hm! (1.2)

what do you call it [same thing]

basically the same thing - tele=

may be you can get involved with playing around with these pieces of new technology - on your own just like you - do?
that seems to be a realistic fear; - I mean not really
CL: demanding,? - you have to do things,? you have to
organize - do,
CL: - and I don't want to - flunk. (1.5)
CL: I don't want to seem like I'm - I'm stupid - mean I know
I can do these things
CO: mm hm? (2.2)
CO: "they're demanding," - you have to do things, - you have to
organize - do,
CL: right, - by somebody else, -
CL: right.
CO: yeah. (1.6)
CL: I've had a lot of - you're no good you're no good - in
my life,
CO: "that was my next question"
CL: mm hm,? - that was my next question
CL: mm hm,? - that was my next question
CO: [( good)]
CL: [( ] put down, put down, - I've and I'm: (1.4)
CL: my biggest confidence maker left me,,
CL: really,?
CL: yeh. - so,. (1.7)
CL: that's: the ultimate put down isn't it,..
CL: yehp. (3.5)
CL: yehp. (0.8) so I think that's what it is
CO: mm hm,? (0.7)
CL: 'cause this person always told me I could do it, (1.3)
CL: if (he thought) - confidence, - mm hm,?
CL: believed in me and: (3.2)
CL: it's gone now. hhh ((nervous laugh)) (0.6) it's still
there - I mean e- the person is still around -
CL: mm hm,? -
CL: it's not that type of gone but (1.0)
CL: you mean they're not dead!
CL: no they're not dead, -
CL: who is this person,,
CL: my father! -
CL: mm hm,? (2.4)
CL: he's still around but (1.1)
CL: that's: where, - where is he
CL: what state is he in,,
CL: well! he just wants nothing to do
CL: with me,, (0.8)
CO: hmmm,. (0.9)
CO: that's a pretty major thing, - I think that's what the-
CL: ya know,?
CO: the crux of it is,,;
CL: my father and I were close,. (0.9)
CL: mm hm?, (1.6)
CL: anid my mom and him split up,? - I mean
CL: I was 24 at this time
CL: mm hm,?
CL: my mom and him split up, (1.8)
CL: anid he just:it got a new girlfriend and he ( ) (2.4)
CL: (he ) (1.3) he's got new kids and as soon as the new
CL: ones came he (threw) the old ones away!
CL: oooooo,, -
CL: ( )
CL: very,, especially when you were very close!
CO: mm hm! (1.9)
CL: he just didn't want to nothing to do with you: kids,,
CL: mmmm! (1.4) well - ummm - my brother and him:
CL: w- were never (0.8; but (1.1) like people say (1.0)
CL: if your fathe: cam' through the door, - you could bet on
CL: it- 99.9% of the time we'd be right behind him.
CL: mm hm,
CL: we were always together.
CL: mm hm,
CL: and - he just: it gave me
CL: confidence and everything - anid: .hh he taught l, showed
CL: me how to do things and (0.8)
CL: hmmm,,
CL: ya know?
CO: ya know,? (1.2)
CL: and maybe it's that extra little- bit of
CL: confidence that I'm lacking n--
CL: [little nudge m hm,]
CL: yeah! that little nudge,,
CO: mm hm, -
CL: that I'm lacking now
CL: that is: (1.1)
CO: holding you back,, mm [hm,]
CL: (yeah! (1.6)
CO: that if only:: (0.7) ya had that sense of confidence that
you used to get from your dad -
CL: yeah! -
CO: maybe that would
CL: be enough to - take those risks,? -
CL: yeah!
CL: [yeah, .]
take that first step once I've taken that first step I'm okay
mm hm,?

it's taking that first step (0.7) and he always seemed to: (1.2)

believe in me!

mm hm,? (0.6)

maybe that's what it is.

CL: mm hm,?

CO: maybe I don't believe in myself and that's where the problem is.

CL: hmmm. (2.8)

CO: that's pretty central - statement,? (1.0)

CL: it is isn't it this is almost like a psychiatrist isn't it!

CO: uhh(hhh!huhuhu!(uneasy laugh))

CL: ubuhh!(shriek)

CO: cheaper! (0.8) ahhahahahaha(chuckles)) (1.4)

CL: .hh ya know: ? [maybe tha- maybe that's what it is: , (3.2)

CO: [yeah.]

CL: well I think maybe I'm- I'm gonna have to talk to my husband about all this and

mm hm,? - maybe get him to push me off the deep end., (1.3)

CO: get through that first step. (0.9)

CL: he- he - he can: push me off the deep end.

mm hm,? (1.3)

CL: just have to go and stand on the end of the pier: - an' put him behind and -

yeah it's just like - it's the house starts to get really (1.2) yuck! - overcluttered shall we say not dirty but [cluttered with things, he just (1.0)

CO: [mm hm.]

CL: and he [family cleaning] all day and all night! (1.2)

CO: just- just- putting the light the fire under ya.,

CL: yeah!

CO: yeah., -

CL: an' it (1.1)

CO: saying this is important - go for it - [please.]

CL: it - [please.]

CO: not getting a - a feeling of confluence off of him. -

CO: mm hm,?

CL: or,- umm (0.8) yeah! confidence in me er- - er-

a belief in me er some[thing there, - 'cause all he said-

mm hm,?

CL: ~to me was just - I wish you'd just make up yer mind what you're doing then ya [know,? if it's not - any-

mm hm,?}

CL: really en- real encouragement.

CO: yeah. - he's sort of taking

CL: an interest and only (r- ) sort of getting things

moving - it's not like - really what - what matters to you

CO: an' (1.0) helping to [work it out. he's not really working-

CL: it out with you - som-some (supporting in - really)

CO: yeah. you've got it.,

CO: n- [okay.]

CL: [it's jis'=yeah,. - do what you want. (0.6)

CL: hmm. - that's a lot of help, (1.1)

CL: right. - maybe that's what it is and I'm just going to have to sit down and tell him -

yeah. -

CL: with him

CL: yeah.,=

CL: and tell him that's there's no (bartying in the middle of thurm) - the middle of the month {  )

he doesn't - discuss this with me now.,

CO: [did you say?]

CL: [no partying., (0.6)

CO: is that a tradition with you?,

CL: [partying in the middle of the month,]

CO: [no: - it's no:

CL: have uh - we

CL: have baby brother coming over.,

CO: oh I see., -

CL: from England! (0.6)

CL: from Germany.,

CL: yeah he's in the British Army hhh

CL: oh I see.

CL: from Germany!

CL: yeah he's in the British Army hhh

CL: [have to explain it will it] yeah.,

CO: [have to explain it will it] yeah.,

CL: [have to explain it will it] yeah.,

CO: yes,.  he would

CL: stationed in - Larr or someplace er:

CL: oh I see

CL: [stationed in - Larr or someplace er:]

CL: [have to explain it will it] yeah.,

CO: yeah.,

CL: stationed in Germany.,

CO: yeah., (1.3) so you would like to
discuss this with him? (0.6) it is- - possible that you

and he would sit down with these advantages disadvantages

kind of thing a structure would that help,?

yes., he would

CL: he would - sit down with that

CO: uh huh., okay

CL: because we uh -

CL: we have done these (1.5) type of things together (1.2) when
we were buying the place and decided when we were moving
CO: right,
CL: because we had to move, (0.9) and things like that
we'd - we discuss:: - matters [{ } I think maybe if=
[mm hm,?]
CO: I tell him that this is important to me he will - take the
time to sit down and discuss it with me,. (1.1)
CL: good. - I hope so.
and if he doesn't I'll just drag him by
the hair and say sit!

CO: sit here and no pitty no (whimperage) (0.8) right,
we have a ver, good r -- relationship
CL: ahmm, (1.6) it [ it works for us]
CO: - yeah,. (1.2)
CL: uhhmm (1.0) people in V.ictoria: - don't
understand that we [(s- ) (2.6)
[mm hm,?]
CO: he calls me the pig - for short, -
CL: huhmm. (1.4)
CO: but yet ya see he's English: -
CL: mm hm,?
CL: think of the English sense of humour,. so you've gotta
which is different than ours,..
CL: oh the pig'll be here to get me soon, - it's not me-
he's not sayin' I'm a pig!
CL: yeah,. -
CL: of endearment,. yeah,. you know,. see him, people here
don't understand it= --huhuhuhuhah.((chortle))
CO: understand it
CL: yeah,. - well that's the important thing
isn't it,. uhm. (1.3) so people think we're strange,,
mm hm,. (1.3) but you're not that strange.
CL: no! no! we're [happy.]
CO: [just a batter of - matter of looking at it.
CL: no at least
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CO: this won't be necessary ((laughs)) - so- you are- Gxxx -

CL: yes. -

CO: and uh - I understand what happened here was you- did the placement,? - and then: the placement- was good - have you- enrolled in - something already. -

CL: yes.-

CO: okay,.- let's take a look at that.

CL: 'kay (3.0)

CO: okay- and your placement - [results.— just for a moment.]

CL: [okay. - okay that's the first one first. -

CO: mm. - so you did your math placement - and

CL: [right., bu-

CO: [ba- auhm - basic math (2.0) and then the English, (3.3) much better,? and your placement was English 150. (2.8)

CL: if it was 150,. why did you register in English 088! (2.0)

CO: mm hm,? and - yes. I've - I still feel good about - that course. -

CL: [yes] maybe you did write Math - 11,? ~ in the old days- [ahm]

CO: [okay,] -

CL: and I did pass it with uh - I got through it.~

CL: [mm hm,]?

CL: [okay- so, I could- if I had to take it. I c-could- if

CO: yes. -

CL: if a low mark is acceptable. yes. -

CO: [so- ]

CL: [and it will be. it will be. you'd be able to get in. you have what is necessary to start this program. -

CO: okay,- that was my question. I didn't know if I would have to take, - that, -

CL: I can't think of that - ((chuckle))you-

CO: - the math,? -

CL: yeah,, - I didn't know if I would have to go and take that continuing course,, -

CO: no.,

CL: no. - okay. so that gets rid of that question- uhm - now, (2.0)

CO: [like as I said to you I'm (2.0) ~ (sigh)] -

CL: I'd like to go back a

CL: [little bit Gxxx if you don't mind.-
99 ahm, - you've been ou" of an educational situat" for a
100 while? -
101 CL: mm hm, -
102 CO: and- what brought you to the college- to
103 begin with. what- started you on the path that led to-
104 doing this placement.- did you do a group work or - did you
105 just come to this, - tell me a little bit about your (3.5)
106 decision there to return to the college. (2.3)
107 CL: uuhhmm (sigh) (9.5)
108 well.,? - ((smack/sigh)) -
109 CO: you don't have to be personal,.
110 it's just e- either - do you know how long ago, have you
111 CL; [yeah,)
112 CO: [been thinking about this,? has it been a year,? or was -
113 two months ago: or what did you do.
114 CL: no., I ' v e
115 thinking about it,.- but when I finally,- u- got up the
116 courage, to ah- take the assessment test. .hh - I was -
117 just shocked, when I saw that I'd done as well [as I did.)
118 CL: ehm (1.5) that's why it's emotional for me
119 ((voice quavering)) to u-uhm -
120 CO: you didn't think you were
121 that good,? -
122 CL: yeah, ((laugh))hh hah.
123 CO: exactly.
124 CL: mm hm.,? -
125 CO: [been thinking about this,? has it been a year,? or was -
126 two months ago: or what did you do.
127 CL: I ' v e
128 thinking about it,.- but when I finally,- u- got up the
129 courage, to ah- take the assessment test. .hh - I was -
130 just shocked, when I saw that I'd done as well [as I did.)
131 CL: [wull-
132 CO: (um - take your time, (5.2)
133 CL: huh? -
134 CO: that's okay., "ust
135 CL: [null-]
136 CO: [um - take your time, (5.2)
137 CL: so now, - that I've had- time to- reconsider, - I'm running
138 scared, -
139 CO: mm hm,? - (that's - so horrible.) -
140 CL: okay. - and (3.2) uhhm (3.5) I know by - my reaction - to
141 all this - that I'm- dealing with unfinished business in my
142 job that- okay - I'd- it just makes sense, - so I thought
143 well,,? - (sigh) (5.2)
144 you see- I'm still caught up in that thing of you don't do
145 anything- unless th- there's a- say a monetary force behind
146 it?,? - so I recognize that I'm - fighting that.- so I- f-
147 feel that if I were to go into the: - college - program, -
148 that- I haven't dealt with - this yet, - so I- i- think
149 that - to do this office administration program. .hh- would
150 be - finishing off- these um (3.1) un- unfinished
151 business,-
152 CO: okay., - uhm - have you ever, - done any kind of
153 work outside of home -
154 CL: oh yes.- yeah.
155 CO: work you did [outside your home.]
156 CL: [I worked okay, - I've worked for the
157 provincial government,? - uhhh (2.0) clerical,? -
158 CO: ten years ago, -
159 CL: ohhh!
160 CO: twenty years ago, -
161 CL: - okay., right out of high school- in uh s- s-six - sixty
162 one,? -
163 CO: mm hm,?
164 CL: and then uh- ten years ago (laughing) -
165 I went back to work ( - ) just- reliving!, -
166 old things again i got i- pregnant within six months
167 [((chuckling)) and so ]
168 CO: [((loud continuing laughter)) ehm (2.5) s:es - I haven't
169 been- to - back to work in a- office: uh- situation since
170 I've done uh - uuhm - seasonal work at [the Bay, ]
171 CO: mm hm.,
172 CO: yeah- okay,? - but I know that I don't,-. I mean it was -
173 f-fun- being with other people,. other adults.-
174 CL: mm hmm!
175 CL: uhm - I'm a purple.,- ehh purple- I'm a- people person.-
176 CO: m hm.;
177 CO: so I- en- .hh - enjoy that interactio- on so that's-[
178 CO: [ye:s., uh huh,?
179 CO: that made that- line of work enjoyable, but uh - I don't
180 know maybe it's the (smell of appeal)- office work is a
181 little, - it seems a higher step, than - waiting on the
182 public,? -
183 CO: m hm,? - okay,?
184 CO: um - and of course it's
185 familiar.- so I- m- that's what it It's,um u-
186 CO: se- one of the things you want to do then if you are going
187 to go into this office- administration is- as you say-
188 unfinished business.- of - and I'm going to guess- that
189 you- may have started a program and didn't complete it? -
190 CL: no,- I never did
191 CO: [all right.,?]
192 CL: [uh in high school in those days you-
193 CO: [took typing.]
194 CO: [you just went in.-
195 CL: [I just-]
196 CO: [you took typing and went into the work
- let's see- started a family I guess within nine months

227 CO: [mm hm,?]  
219 CL: [you know, - ahm - so I never did - I never got beyond-  
200 the - the - low - [low man,]  
201 CO: [low man on the totem pole. [([laugh]')  
202 CL: [yes! - or  
203 just - just there. ([laugh])  
204 CO: [mm hm,]  
205 and so you: are not  
206 your ability or how good you can be. (1.5)  
207 CO: m'okay. - aw'right., - it's e- office work you really want  
208 to get back into. when you- you know you're there  
210 you'd take it on. - I  would - be upset afterwards.  
211 - I  mean I  would tune in with - the  
215 CL: okay.- I  know that I  like helping people,- but not - not  
216 physically sick people,?  
217 CO: [mm hm,]  
218 CL: [I've - I've got- I  know- that- we don't- have answers  
219 with- people,- but uh - you: ;on't want the - messy  
220 stuff of the - health profession,- necessarily,  
221 CO: rather -. uhm- maybe counsellor maybe - working with-  
222 people, in- some kind of a .hh paracounselling position  
223 such as  
224 CL: [mm hm,]  
225 that's- [yeah,,]  
226 CO: [mm hm,]  
227 CL: [mm hm,]  
228 CO: [mm hm,]  
229 CO: [mm hm,]  
230 CO: [mm hm,]  
231 CO: [mm hm,]  
232 CO: [mm hm,]  
233 CL: [mm hm,]  
234 CL: [mm hm,]  
235 CL: [mm hm,]  
236 CL: [mm hm,]  
237 CL: [mm hm,]  
238 CL: [mm hm,]  
239 CL: [mm hm,]  
240 CL: [mm hm,]  
241 CL: [mm hm,]  
242 CL: [mm hm,]  
243 CL: [mm hm,]  
244 CO: [mm hm,]  
245 CO: [mm hm,]
295 hh being a an office worker, in a helping profession
296 - institution.
297 CO: m- hm?
298 CL: whether it be uhm me as a
299 private psychologist, or working in that office, or
300 CL: yeah,
301 CO: ah working in a there would be
302 people coming in seeking aid from other professionals,
303 CL: right,
304 CO: maybe our secretary here or a receptionist.
305 CL: o-kay? - of cou- [yes people]
306 CO: [i] you'd
307 like to be the office worker, but then you would choose
308 your place of work according to your other need or other
309 interests which you're
310 CL: that makes sense - and (2.0) yeah. I think I'm recognizing
311 that, (6.5)
312 I don't know, special people, go on to higher plateus
313 in professions - and I think I'm tuning into that with
314 myself-
315 CL: mm hm?
316 CO: I don't think I have the drive. to cope.
317 CL: say, like where- where you are.-
318 CO: mm hm?
319 CL: I don't have that drive, but if I was working under you.
320 - I have a strong feeling that we'd be able to work
321 closely together
322 CL: [there you've got it.]
323 CO: and you'd be very supportive of it.-
324 CL: yes.-
325 CO: - the work that I was doing and the clients who came in
326 to see me.-
327 CL: yeap, like, uhh I think I'm understanding this, uh say like uhm what is that uh a
328 solicitor or the people they screen the cases that
329 to see me.-
330 CL: yeap, like, uhh I think I'm understanding this, uh say like uhm what is that uh a
331 solicitor or the people they screen the cases that
332 mm hm?
333 CO: the big guy's gonna handle, -
334 CL: mm hm-
335 CO: okay,-
336 CL: alright,?
337 CO: or is that too presum[tuous in ]
338 [no - uhm. - that's fine.]
339 CL: [hh! divine psychology-
340 [(Laughing)]
341 CO: [that's good. I mean for example, what we did at the
342 beginning - when you were standing out there, wondering
343 what to do, - the student because that was a student
344 aide that was helping.
345 CL: right? and she just started work
346 this week.
347 CO: yes, hh!
348 CL: she didn't even know what questions
349 CO: to ask. - and she couldn't separate the two. and so - I
350 would I'd just ehh offered to come in and so
351 CL: ohh! my
352 luckiest [day]
353 CO: [don't let the lady wait any longer, let me see
354 what I can do with it [that situation!]
355 CL: [thank you, - hm,
356 CO: okay?
357 CL: maybe our secretary here or a receptionist. (2.3)
358 CO: [you'd]
359 CL: o-kay? - of cou- [yes people]
360 CO: [i] you'd
361 like to be the office worker, but then you would choose
362 your place of work according to your other need or other
363 interests which you're
364 CL: that makes sense - and (2.0) yeah. I think I'm recognizing
365 that, (6.5)
366 I don't know, special people, go on to higher plateus
367 in professions - and I think I'm tuning into that with
368 myself-
369 CL: mm hm?
370 CO: I don't think I have the drive. to cope.
371 CL: where you are.
372 CO: mm hm?
373 CL: okay.-
374 CO: alright,?
375 CL: o-kay?
376 CL: yeap, - or no, go back to the advisors. and now they would have figured that one out.
377 CL: yes.
378 CO: and you would have been the person to figure that out, -
379 CL: yeap,. that kind of a job.
380 CL: right.- [okay.]
381 CO: [okay,? -
382 CL: yeap, -
383 CO: aw'right.- what I would like to do Gxxx, - is to suggest -
384 that you [am this English. (2.0) this English will be:  -
385 ah- approximately an eight week course. mm hm?, (1.6)
386 CO: and it'll get you back into an educational environment.
387 CL: mm hm?-
388 CO: with a non threatening course, - one that
389 you'll do well in - because you really don't need to go to
390 that low level. - you pick, you are eligible to take
391 English 140.
392 CL: mm hm.
393 CO: and you might have trouble with 150. -
394 CO: get by, you'd have to work hard. this one you'll get
395 by, - and you'll be - you know you'll be reassured.
396 CL: affirmed by it. okay? I don't know who the instructor
397 is. - but sometimes I'm no I don't know.
398 CL: yeap-
399 CO: so, - that's one thing. I'd like to encourage you to take
400 it if you can.-
401 CL: okay. -
402 CO: ahh. - regarding this one
here, - this other one, - you could apply for it, - uhm -
I don't know if you'd get in in September anyway. (2.2)
and - if toward the end of the summer, - with this English
you say, - hey I feel better about myself, - I'm more
confident, - that wasn't an ego trip - I really want to
take some psychology, - you can withdraw from that program
you haven't lost anything and they haven't lost anything.
- so by applying for it, - you'll have (1.6) that as a - a
second alternative if you need one -

CO: okay, - now my next - at - it's - disappointment, (2.1)
this is why I'm starting to get- panic. -hh - ehm (2.0)
CO: this is for fall and winter. this is your registration
appointment-

CL: [yeah, ]
CO: [and - and for this you were gonna take
English 150- etcetera.]

CL: yeah-
CO: - and that's for June 29th. (1.8)
CL: you see I have to make that commitment before I get - this-
over. - finished, (3.0)

CO: ahhmm, - yes, I see what you mean. (1.5) I - an' I don't
know the (isigh) uhm - the penalty for withdrawal. - from
a class. - I think it's probably 10%, - of the fee. (12.5)
so - it's thirty dollars and ninety cents - per credit, - an'
that's a three credit course, - so it'd be in the
neighbourhood of $100 - and, ? (5.5)
you must withdraw from the cost of the program. - 20% - if
you withdraw before the end of the first day of class, so-
you'd lose - approximately $20. -

CL: okay [that's:]

CO: [if - if you withdrew
that's affordable then, Isn't it? -]

CL: yeahh-

CO: so I think you should register for that - take
the English, - and then you could withdraw from it - if
you decide to do the - office admin! (5.0)

CL: hh - okay, - because (isigh)

CO: I'd- and as I say, maybe,-
what we want to do because I don't under - I don't have all
the details on those - as clearly as the- Educational,
Advisors do.- so maybe what we want to do is go back to
Bxxx, - to sh- to share with her { } that you're
having some second thoughts, - and find out - how do you
cover most of your bases - to the best advantage. (2.5)

CL: (soft:)(oh i see

CO: (right)) i can - come back - and
talk with her as - much as I want., r-regardless of - this - uhh -

CO: yeah that's- [I would]

CL: [appointment. -]

CO: I would do an
intervention for you.-

CL: [oh, I see.]

CO: [and I can do that.- okay,?]

CL: ( )

CO: and go and see Bxxx say, hey Bxxx I've got
a person in my office who .hh- I think needs to touch base
with you again. (1.6) ? can [have lunch] - I can probably do
that right now! - ( ) upstairs?

CL: (very soft)okay,?

CO: now. - ahh- I'd like to also go back- to the - uhh - office
administration program for you. - the office administration
program.- has several levels to it.

CL: m hm,?

CO: and Bxxx probably went over that with you, - but you may
want to look at your calendar regarding that. - and on page
67., (2.5) you will notice., (1.6) that the - first stage-
is down at the bottom- and it's - the (2.5) one is known as
the basic - course. - and it includes three subjects. -
Office Ad- a- adm- pardon me Administration 153.160. and
168. m- ri- right here. (2.0)

it's the [basic, ( okay!]

CL: [oh! - ( okay) - yeah,?]

CO: these are the entry level courses. now if you turn over to
page 68., (1.8) you will notice that. - in order to get- a
certificate,. - you would take three modules. (3.0)

CL: and that would take about six months. -

CO: yep. -

CL: then you can take - a specialty,. such as a legal specialty
- or you can take Office - Automation which is using
computers - any of these things,?

CL: yeah,? -

CO: do a full year,.? - which many of the- students come in and
do- eight months is the full year.

CL: yeah,? -

CO: we now have - an additional one which is called - Diploma -
Linking Program.-

CL: okay,? -

CO: you get,. a certificate,. - when
you finish - the Office Administration. - but if you say -
hey you know- I'd really like to be a little bit more
professional than this-}

CL: mm hm, ((phone rings))

CO: you can transfer - to the- Business Administration Program.
((shuts off phone)) (4.2)
so what we were saying was that the - if you want to go on
- and get a diploma. - in - office work now., - we (fit) a transfer credit in thar. - which is really neat. - and you can take a second year and you end up with a diploma., which would then put you into - more a- an Executive Secretary or- Administrative Secretary level.
CL: .hh y- do these course- eh- okay. so like uh the next course .hh - would that help (1.8) streamline (1.8) one for-, - uu well say like the paralegal. -
CO: [mm hm,?]
CL: [course, - now that streamlines ehm
mm hm,? - {()} it focuses you ]
CO: [an office., okay.]
CL: in one area.-
CO: right.
CL: a little bit more than another. - but I just wanted you to know that - it's not a closed do- - and course. - it's got an open door at the end., - and so -
I don't want to go into all of the details of what might be because - with someone like yourself returning to an institution., - there's hesitation., - and you don't want to- make a decision that's going to - prevent you from being open to another alternative., - six months from now.
CL: right., -
CO: and that's why I say., - see how many of these - options you can keep open. - take the English, - register for the Psych, - put your name in for the Office, -
CL: Administration., - and then at the end of the summer you can decide whether it's- the Psych or the Office Administration you want. - drop one or the other.., - go that route, - four months from then, - around Christmas time - do I want to take this., - do I want to take that- you're gonna have so: much more experience and knowledge. - of the college., by that time. - you'll be in a much better position to make a decision. (1.4)
CL: 0, - kay. -
CO: but I wanted you to know that - there are- lots of open doors there for you. - and uh- as you start moving in this new path, you'll see the doors opening- a little bit more readily.- right now it's scary. (2.4)
CL: yeaah,. - yeah, (2.3) y'know [well,. and i-]
CO: yeareh,. - yeah, (e) especially because you're not- you know you want to make the right move., and - you don't want to- presume that you're better than you are., - but you also don't want to - play yourself down. - because of past experiences., (2.0)
CL: yup,- right., y- yeah. th- that's what it is- now
CO: [mm hm,?]
CL: [is past experience. , (3.1) o:-kay.,]
CO: there's something going on in the back of that head of yours that -
CL: yeah you're- ((laughing)) ( )
CL: I'm doing a discussion group.,- and uh ((laughs))
CL: ( ) - ehm (6.0)
CL: our study tapes,-
CO: mm hm,,?
CL: behind it are uh the Ji- uh John Mxxx Bradshaw - and his dysfunctional families {((laughs))}
CO: [oh yes.,]
CL: so- I'm w- going through all of - tha- that - and then -
this- well. it was alter taking his first tape., that I thought okay.- that's when I did my- assessment.
CO: mm hm,,?
CL: and uh,- yeah.- o{kay. so'-
CO: [okay. - .hh]
CL: [((giggles))] does that explain a lot?,
CL: [((soft))] okay.,
CL: [okay. - .hh]
CL: ([giggles])]
CO: [aw'right,.- that explains some of the things.- now,- one of the other things that I wanted to point out to you is that.. .hh - once you get started on this course in July, -
CL: if you feel that - you need- or want- to talk to somebody- about those other - things,- that's what counsellors are here for,- and we are here during the summer - so all you have to do is make an appointment.
CO: yeah,. it isn't a one shot [effort (being at the top this )]
CO: [no,. - not once you are a student.,- you can come in- and- it's, - zhh- we cannot,- because we are limited in number., we cannot- deal with- all of the public out there!]
CL: right,-
CO: so- we have to - really zero in on our students.- but you're going to be one of our students in another cuple of weeks,?- then you will be eligible to- take any of the counselling, - and I'd suggest that you might want to even - after you get - you might want to look at the calendar right now., and- I'd suggest you see Sxxx Bxxx
CL: ([soft])Sxxx Bxxx
CO: [((soft))]Sxxx Bxxx
CO: but uh- [y'know we can - just look-]
CL: okay. you'll- you'll take me by
CL: the [hand yeh.]
CO: [yeah. I'll take you by the hand and show you - I think that uh- y'know we can look at her calendar,- even if -
she may- not be here- after July but uh, - you might want to- see her in July for a couple of times because she'd be really helpful for you I think -
CL: [((soft))okay,.]
CO: [why don't you start the-
390 CL: uh English course, - what time is your classes -
392 CO: [yeah - [when
393 CO: [nine thirty to eleven-
394 CL: twenty =
395 CO: = twenty = and that's Monday to Friday?
396 CL: no =~
397 CO: [three days]
398 CL: [Monday Wednesday and Friday =
399 CO: okay =~ we can look at
400 the uh - schedule and see if Sxxx will be here during some
401 of that time - I'd suggest that you may want to ~ chat with
402 her at greater length =~ yeah =~ (2.0)
403 CL: so our first step now is to see Bxxx Dxxx and see if we
404 can ~ ahh~ cover a couple of hours =~ ehm ~ okay~
405 CL: and what it would ~ what would happen if you withdraw from
406 the Psych. ~ and I think it's ~ $20 you probably =~ a $20-
407 administration fee.~ but we'll ~ we'll ~ check that out.
410 CL: ((soft)) okay =~ how does that feel =~
412 CL: I can feel my anxieties going =~ down =~ (you can feel it)
414 CO: I can breath =
416 CO: okay =~ (1.6) aw'right =~ let's do that.
417 ((recording stops))
Interview #78.

CO: you came here in 1985, and you did what. - tell me a little bit about your background.

CL: I had to take some prerequisites, for social background., so I took some math and English courses to bring my standards to the academic level - and uh (.)

took some: first- and second year - psychology courses (?)

CO: uh [huh,?]

CL: [for social work, and I didn't do - well - I didn't do that bad - but I did it at my own pace - which isn't that good - an' it - maybe: well I tended to slack off a lot (. ) and hhh I've been, (. ) trying to finish: my first and second year courses but - it seems like it's taking for-ever

CO: mhh hm!

CL: and I'm tired of it (hah)

CO: yes,

CL: and I'm: just wondering if u- this is the right - way: for me to do it - why do I do it this way and what, - is there a way I can change it so I can - .hhh get it over and done with ((sigh))hhhh. (. )

CO: you're still: interested in becoming a social worker.,

CL: mm hm, (. ) I- ts:- t I think so - yeah, - I'd still like to do that, -

CO: (well,)

CL: like- it's gonna take - forever?

CO: [but it seems]

CL: uhh hm -

CO: . I don't know-

CL: just (. ) I'm losing my interest in school. (. )

CO: (really tired) .hh you've been here for four years.

CL: m hm,

CO: is that it,?

CL: I quit- for: - about a year and a half,?

CO: mm hm, - and what'd you get during that time.

CL: I worked a: - a: (. ) an employee (in) company ( reserve) - there's a: liquor store plus -

CO: where was this,?

CL: in: - (Chuck) Creek it's: - about- ten miles out of - Smithers,? - [west of Smithers, (. ) =

CO: =((sigh)l)is(hhhh)o that was a: on the job training course (. ) and I was there for five months

CL: mm hm?

CO: did you enjoy that,?

CL: mm hm? (. )

CO: just - dealing with people an?: (. ) just having, - the authority? that c - - to do things,? like they let me - be in charge there., - after a while [I was the only one= (hm hm,?)

CL: =who worked there. - so I took care of everything,

CO: and what does everything mean. - tell me a little bit about the job=

CL: =I: was a cashier,? - and plus: we had rooms in the back there were about- (. ) 25 units,?- [so I took care=

CO: mm hm,?

CL: =of the- the rooms, - anid(hhh) (. ) the: - the the resort had a little store (that you) grocery store,? - so I (very soft)took care [of that,]

CO: [sounds like quite an operation!]

CL: m hm,?

CO: what kind of people would go up there,?,

CL: aahhhh, - people who were - like we had people from - the States, people from- England- all over -

CO: mm hm, (  .  ) it was - a fishing resort? er,

CL: mm, - there wasn't really good-

CO: f-fishing there,

CL: uuuhh (. ) I guess it- would be, - like just to get away it's just in the middle of nowhere.,

CO: a hah?= and there's: - the canyon like the (Morristown) Canyon? is: very close to there - so they did like the fishing when it was- (open) -

CL: like- in July - it was only for one month

CO: mm hm, (. )

CL: that was what- they:- came down for I guess,? (. )

CO: what were the- cabins like what was it like - there -

CL: mm

CO: were they cabins,? he said rooms.

CL: units [they were like (  )]

CO: [yeah,. s like a:- motel? (  )

CL: they were like trailers?,

CO: oh! uh huh,?

CL: trailers - hooked together,? - -t was really neat like em: (  )

CO: ((very soft))I don't know - just - the way it was: -

CL: [an' stuff]

CO: [now, you had to: - ah- you didn't clean those., you -

CL: mm hm,

CO: you cleaned them?
CL: ((soft))yeah, - ((louder))like I started when (. .) I started working in May? - so I had to clean all the units an' everything before the summer came ('round)

CO: mm hm? -

CL: ummmm - and then- when people stayed there I had to clean up after them (-as) a chamber maid, { }{ }

CO: - but you also - did [the rental of them,? or the- booking=

CL: [mm hm, { }{ }]

CO: [m hm, m hm,]

CL: =of them?

CO: [hm, ? m hm, ?]

CL: yeah,. - ((whisper)) yes - ( shelter )=

CO: =did you =did you- try and seek any- counselling help {from anyone)?

CL: no, (. .)
CO: hhh have you ever tried to get any work— that is related— see like the work you've had [so f— h interesting work—]

[mmm,]

CO: you've had a variety but it hasn't got too much re[lationship to— h social work. —

CL: [mmm,]

CO: you've had a variety but it hasn't got too much re[relationship to— h social work. —

CL: [mmm,]

CO: yeah, the— summer before I was ahh program coordinator [and a counsellor, -]

CL: [mmm,]

CO: [mmm,]

CL: [mmm,]

CO: [mmm,]

CL: [mmm,]

CO: [mmm,]

CL: [mmm,]

CO: [mmm,]

CL: [mmm,]

CO: yehh? and, — I had ten students, - that was really good — I really enjoyed that. (. ) I had ten students,? and then I had to:: find a job for them? and I had different workshops every day,? ( . ) and that I did that for that one summer (. ) which is: really, —

CL: [ahuh,?]

CO: rewarding,

CL: [ (]

CO: [hmhm,?  m hm,?  m hm,?  - brothers and sisters,? m mm hm,? - .hh where does your family live.

CL: in Burns Lake,.

CO: m hm,? m hm,? - [hh] (who's teaching)

CL: uhhm - Dxxx (  .  ) ((whispered))forget his last name - Dxxx somebody ) he goes: uh really fast like (. )

CO: in a day we'd go — like- 5 to 6 units,?

CL: of a chapter. (. ) and then — that's — that's really fast compared to;: (. ) another— we'd spend- a lot of time on each unit,? ( . ) we'd just do- a couple of questions and then go on,

CO: [mmm,]

CL: mm hm, yeah. see what happens over spring and summer is that you — your classes are longer but the time is shorter

CO: [ahuh,]

CL: [yeah! - yeah,

CO: have you ever done a spring or summer before?

CL: [yeahhh? I did (. ) I just ( ) I enjoyed that (. ) before but- math an' English together is like a
total of wavhlokk)

CO: are you okay in your English?

CL: [yeahhh,. (. ) ((whispered))it's going (real good) —

CO: so you've got one more week of class— is that right?

CL: [mmm, (. )

CO: do you think you're gonna pass this math,? —

CL: [I'd have to do really good in my — final

CO: you uh — asked anyone for help with the math? —

CL: [my brother — he's in his- 4th year at university

CO: [mm mm hm,?]

CL: in um - calculus and- all sorts of math everything an'

CO: are you in class right now,

CL: yeah,. (  .  )

CO: do you think you're gonna pass this math,? —

CL: [mm hm,? - [ahh] the- summer before I was: aahh program coordinator [and a counsellor, -]

CO: [mmm,]

CL: [mmm,]

CO: [mmm,]

CL: [mmm,]

CO: [mmm,]

CL: [mmm,]

CO: [mmm,]

CL: [mmm,]

CO: [mmm,]

CL: [mmm,]

CO: [mmm,]

CL: [mmm,]

CO: [mmm,]

CL: [mmm,]

CO: [mmm,]

CO: [mmm,]

CL: you have approached them.

CO: I understood from Kxxx's note — that your math is giving you problems.
yeh - "t's right-k I think it - hhh when I was at about two weeks ago I went up to UVic and I see these graduates,?

(. ) in humanities and human services? [uh huh,]

CL: that's when I realized- that I was taking too long? - and

(. ) then I was looking forward to everything too much

CO: mm hm,?

CL: an that ( . ) the last- hope like I ( . ) saying

that I'm never gonna get there why is it taking so long(hhh),?

CO: mm hm,?

CL: (uh huh,)

CO: ok,? - one of the things that you may want to consider is -

getting somebody like a buddy ( . ) to - aahhm

CL: study with, - or check with.

CO: that you're kind of accountable to. ( . )

CL: (whispered) that - that would help - (louder) because -

in class I can - I do everything myself - whenever somebody asks for me - uhm help from me - I help them but I don't really ask for help?

CO: mm hm,?

CL: (hh) okay,? -

CO: so: -

CL: (hh) okay,? -

CO: what are you taking- what are you registered for for the summer,

CL: math and English? -

CO: sum[mer]

CL: (uhm, no- uhm - I can't go to school in the summer I won't be sponsored

CO: so: what are you gonna do for the summer,

CL: I'll go- get an' get a job

CO: okay. -

CL: which is what - I'm doing right now

CO: are you: uh - gonna stay in Victoria?

CL: mm hm,?

CO: and-duh have you got any idea what you're gonna do?

CL: aahhm ( . )

CL: i wanna get a job that I enjoy not something that's too serious,? an' - where I would have to sit down and read and

make notes, - so I was thinkin' of getting a job with

kabooKi cabs?

CO: mm hm,?

CL: where like you're;

(yes,? - mm hm,?
'kay. - it's on commission... - you have to rent-tuh
- a kaboooki cab an' - it's a lot of: - management there.
(  )  - o:r: I-'s: thinking of working at
Barb's Place- which - they need a cashier (.)
what does she do. -
Barb's Place,? is a:m - a really nice
restaurant down on Wharf S-
(  )  - o:r: I-'s: thinking of working at
Barb's Place- which - they need a cashier (.)
393 CL: 'kay. - it's on commission,? an':- you have to rent-tuh
394 - a kabooki cab an' - it's a lot of: - management there,?
395 CO: mm hm,?
396 CL: (  )  - o:r: I-'s: thinking of working at
397 Barb's Place- which - they need a cashier (. )
398 CO: what does she do. -
399 CL: Barb's Place,? is a:m - a really nice
400 restaurant down on Wharf S-
401 CO: oh yeah,?
402 CL: [treet an' - n]
403 CO: have you applied yet? -
404 CL: yeah,? yeah, -
405 CO: good, -
406 CL: was going down to - :employment office -
407 CO: { }
408 CL: mmmm, for to: apply for a UI?,
409 CO: uh huh,? - a 'huh
410 CL: use:, (sigh) (. ) (soft)everything seems: ( .)
everything's just happening all at once,? hhh. - like right
now looking for a job:- and (then - won't) be sponsored - I
don't know if I'll be sponsored for the fall,? ( . )
registered in at UVic cc- 200 A an'?, - just to see if I
could get [in]
[yeah, . . ] so- in the fall you'd take- uhh -
Soc - 2 o- 200 - .hh and- what would you take at Camosun,?
then nothing,? -
I'd- probably - English second year
English. or [something]
[second year English - okay - and, (. )
[yeah,, -
then nothing,? -
that's the most important (for me)
(soft)the rest are just electives, ( .)
I'm just wondering how much longer you have to be at
Camosun - 'cause I think that if you saw yourself at UVic!
mm hm,?
you may see some progress ( hhh! ) - not that UVic is
any - better school than Camo[sun but - you'll feel that=
[yeah,, -
you're a little bit further along the line!
mm hm,? ( . )
but-t-ts: ( . ) maybe that's what I - want - 'cause I don't
know where I stand,? - I don't know how long I have to -
stay here (. . ) { [ ] } [did you check that out with Cxwx, ?
no:, - not really.
[transcribed audio content]
CL: (that's what she says) yeah,. 
CO; (but I:- ) - I don't how - good the money is. -
CL: yeah,.  -
I'd have to work - really hard
CO: yeah,.  -
CL: ( )
CO; ( )
CL: I'd try for the cashier first.
CL: yeahh,  -
CO: maybe I don't wanna do kabooki cabs (. )
CL: hhh ( . )
CO: I'd try for the cashier first.
CL: I have to. - hhh! -
CO: ahh k(h)ay(hay)!([[laughing]) hah .hhh=
CL: [yeahhhh!]
CO: =al' rightly,  -
CL: c- kary!,
CO: go for it then,. - that's good -
CL: yeahhh,. ( . )
CO: okay,?- .hh you - I'll give you my card you
CL: and I've known people who worked there,
CO: I'd try for the cashier first.
CL: (soft))nice people. -
CO: and-dum - Barb's Place
CL: mm hm,?  -
CO: and-dum - Barb's Place
CL: sounds like a nice place the way you talk a[bout it,.?]  -
CL: (yeah yeah
CO: [last Friday.]
CL: i was supposed to be on Friday. ( )  - [( ) want to=  -
CL: [Last Friday.]
CL: -register, yeah, - but I talked to Kxxx and she said if I-  -
CL: do you have to register for the fall. ( . )
CL: 't was supposed to be on Friday. ( )  - [{( ) want to=  -
CL: [last Friday.]
CL: -register, yeah, - but I talked to Kxxx and she said if I-  -
CL: do you have to register for the fall. ( . )
CL: (soft))nice people. -
CO: ahh yeah? -
CL: good., - great .hh - the uhm - when
CL: do you have to register for the fall. ( . )
CL: uuuhhhh.. ( . )
CL: 't was supposed to be on Friday. ( )  - [( ) want to=  -
CL: [last Friday.]
CL: -register, yeah, - but I talked to Kxxx and she said if I-  -
CL: do you have to register for the fall. ( . )
CL: (soft))nice people. -
CO: ahh yeah? -
CL: good., - great .hh - the uhm - when
CL: do you have to register for the fall. ( . )
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CL: do you have to register for the fall. ( . )
CL: uuuhhhh.. ( . )