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Clients' Strategic Self-presentation in Counselling through Discourse

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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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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, 1974); 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 (Schlenker, 1980; Tedeschi & Reiss, 1981a). One means of avoiding blame or social disapproval involves using remedial tactics, or facework (Goffman, 1959), 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 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, 1986; 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. 57), 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 (Page, 1981).

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 then 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 prosodics, mainly intonation. Essentially, a speaker controls one of the 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 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 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 actions. 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 x 2 x 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 reasoning, 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

social power in a relationship. 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. Naive 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 (Harré, 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

(2) the suitability of content of the counselling session. Furthermore, this procedure allowed the opportunity to carefully select (3) 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 15 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 (1986), 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; Schenkein, 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-presentations (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 a 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 findings 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
07     to do is - I was looking into taking the t- (1.6)
08 CO: right.
09 CL:         course, right?
```

Interview #78.

```
03 CO: you came here in 1985,? - and you did what. - tell me a
04     little bit about your background.
05 CL:                                  I had to take so:me
06     prerequisites,? - for- social (background)., ( . )
07     so I took some::-math and English courses-s to bring my-
08     standards to the academic (level) - and uhh ( . )
09     took some  - first- and second year - psychology courses,?
10 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:                              I-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 - be*com*ing 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: oohh, 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:sh
91 mash of things.,? -

Interview #43.

15 CO: oh yes,-
16 CL: uuhm -
17 CO: the women wear (silks)
18 CL: yeah., - so *a*nyway.
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

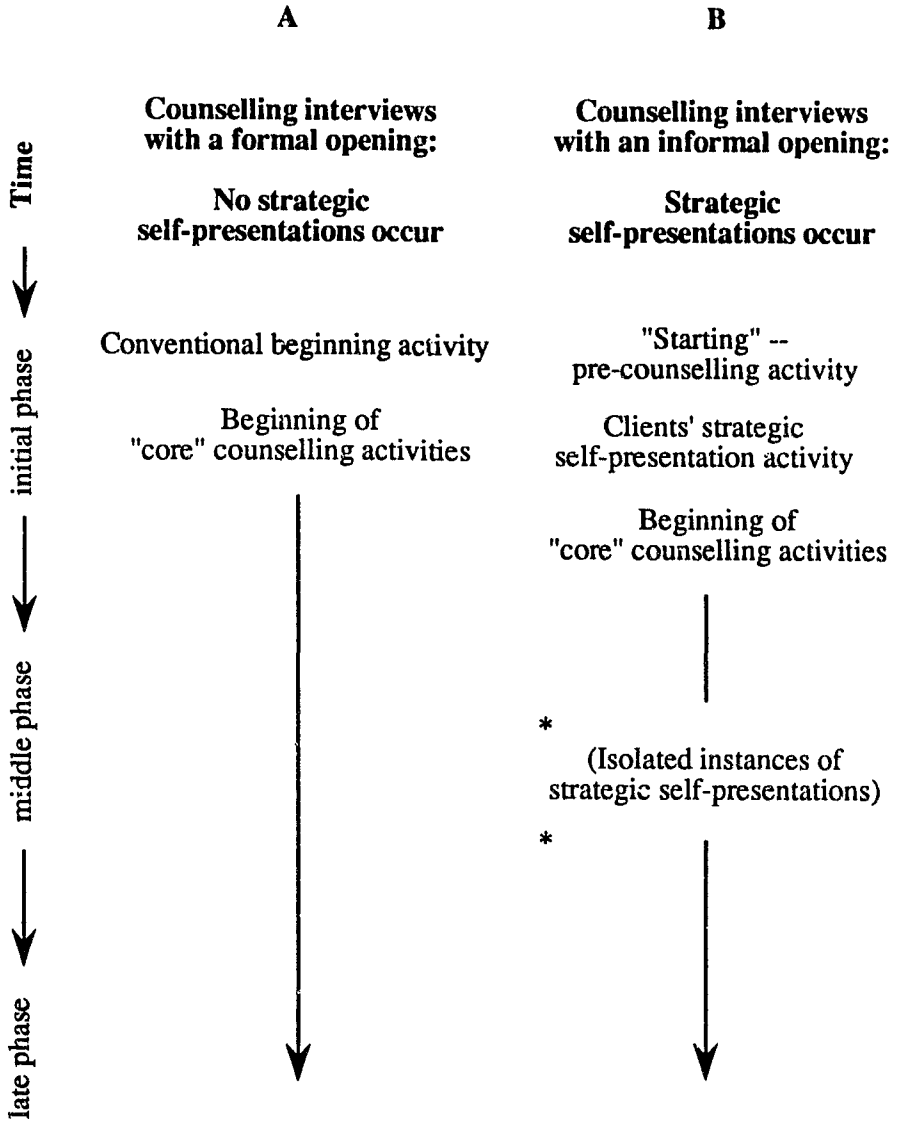


Figure 1: The basic organization of hierarchical activities in the counselling interview.

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
14     colours I won- three awards,
15 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
19     the exam,? - I don't know what happened
```

Interview #51.

```
209 CL: I'm- I'm just confu:sed,! (-f [ d-)]
210 CO:                              [yeah,.
211 CL:                                     - because I was out of
212     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: tha:t! i:s!. - 'specially if
69 you do a lot of *read*ing 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 *oth*er 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

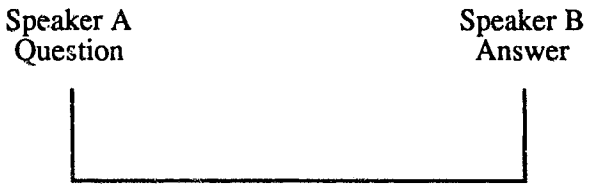


Figure 2: Adjacency pairs: Based on Sacks et al. (1974).

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 di:d in the personal *growth*
78 department,
80 CO: hmm,?
81 CL: was rather interesting, and amusing.,? -
82 and - turned out really good,. but - I put *per*sonal ad in
83 Monday *Mag*azine -
84 CO: ((whisper))oh gee (how did you)
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.

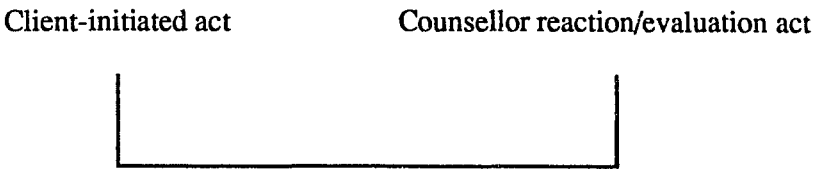


Figure 3: The basic sequential structure used in clients' strategic self-presentation.

14 CL: =I *did* get into
15 Mensa.,? -
16 CO: ah! you *did!*
17 CL: and [I went-]
18 CO: [good for *you!*=

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) [en*joy!* 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

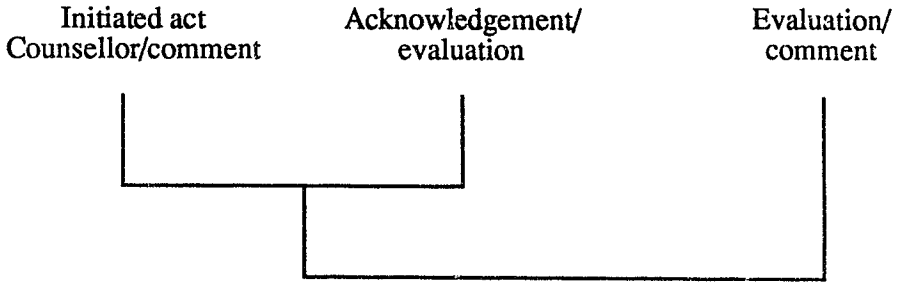


Figure 4: The extended two-pair structure.

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 of months [I think since-
10                                        [couple months]  as]
11 =I've seen you really,?
12                      yeah,.
13                           yeah!=
14                                =I did get into
15 Mensa.,? -
16           ah! you did!
17                      and [I went-]
18                          [good for you!=
19                                       =to one of their  eir
20 lunches- [yesterday.,?]
21          [how did you do I mean how did you do it. did you-you-
22 get tested by Jxxx?
23                  yeah.
24                       oh, good!
25 CL:                             and  and
```

26 CO: (very) happ- I
27 didn't know if you had followed *up* on that.
28 CL: I di:d! a:nd -
29 I just *bare*ly squ(hhh)eeked b(hhh)y ((giggling))
30 CO: ((nasal))doe:sn't *ma:t*ter,? -
31 CL: ((smiling))I said the Sahara
32 desert was in Asia I *know* it's not in A(hh)sia ((laughing))
33 CO: were you nervous,?
34 CL: ((voice quivering)) ye-a-ah,. -
35 CO: ((soft))yeah, yeah, - well good for you!- *well!*-
36 congratulations *I* think you're the first one I *know!*
37 CL: ((laughter))
38 CO: my first Mensa person.
39 CL: hh!

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 21-24), 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 explicated. 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 di:d in the personal *growth*
78 department,
80 CO: hmm,?
81 CL: was rather interesting, and amusing.,? -
82 and - turned out really good,. but - I put *per*sonal ad in
83 Monday *Mag*azine -
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! (.) im*mens*ely - a:nd - I mea:n,- we focused
19 on-n objective board the communication that we're
20 CO: ye:s
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-[***fo***cusing on- (what you)=
CO: [aha,. aha,.]
CL: =because communication in nursin' is really really im***por***tant [( )]
CO: [((soft))oh yes,. -
...

CL: 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 o:ff,.
CL: somebody who went in - [with a contract - and with=
CO: [yea:hs,? yea:h.?]
CL: you know- 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: ((laughs))
CO: ***good*** girl,. ha huh!
well (I'm) [en***joy!*** it
CL: [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 - *real*ly amazed with my
18 progress! (.) im*mens*ely - a:nd - I mea:n,-

28 - an' she says (.) you can be proud of yourself
29 because you're the only one that's really focused on it,?

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 *an*yway.
19 - purpose *here.* -
20 CO: yes! -
21 CL: *ahhm* - I spoke to one of the: -
22 ladies out- in their little *cub*icles and she was the one
23 who trotted me over *here.* - uhmmm - I've I've pfff! - been
24 *go*ing to UVic for a while., - and not doing very well -
25 [frankly, I'm a *crum*my student. - aahm I *should*n't]
26 CO: [m hm.,? m hm, m hm,? crummy student,?
27 or you just haven't been doing much *stud*ying. -
28 CL: I haven't been doing much [studying.]
29 CO: [yeah,.- it's *dif*ferent isn't it.
30 [((laughing))]
31 CL: [yeah! ((laughs)) *this* is - *an*yway 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 *fun*ny 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,.

39 CO: at- at-
40 Ca*mo*sun.-
41 CL: *oh* yeah,. yeah,. some of my old cronies.,-
42 CO: [yeah,]
43 CL: [uhm, - *an*yway. - ..- the reason, - I'm here. is - uh- I'm
44 taking *Eng*lish right now,. - reme*di*al English,.- and I'm
45 taking remedial math by correpondence - aahmm- I *use*' t- I
46 should m-*em*phasize I used to be a *very* good student in high
47 school.
48 CO: m hm,?
49 CL: aahmm, - I'm not anymore! -
50 CO: well you're not
51 *do*ing anything. -
52 CL: *exact*ly.- ((sigh)) uh the *Dean* is as mad
53 as hell at me,? - frankly,?
54 CO: what were you taking at uh
55 uni[versity.]
56 CL: [poly sci - an:d- I took a- smattering of different
57 [things.]
58 CO: [yeah. -
59 CL: a:nd anyway,.- the *Dean*,. - I can- *nev*er remember
60 his name I don't know if you - they have a new Arts Dean up
61 there.- um - a:nd he he he *real*ly laid *in*to me. - I don't
62 know who he was *talk*ing to.,- but ((laughing))I guess he
63 dec*id*ed this is the approach he was gonna use with *me*., -
64 .hh - but aahm - ((smack)) *what* I want to do,.- is- I'm
65 taking the stock securities course in September. - toward
66 becoming an investment dealer.
67 CO: yeah.- mm hm,?

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-*em*phasize I used to be a *very* good student in high
47      school.
48 CO:          m hm,?
49 CL:                  aahmm, - I'm not anymore! -
50 CO:                                              well you're not
51      *do*ing anything. -
52 CL:                     *exactly*.- ((sigh)) uh the *Dean* is as mad
53      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 to 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*** a***bil***ity - to take what I see as
553 a ne:gative - a ne:gative incident - and turn it around to
554 a ***pos***itive 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 ***fi***nish 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 pa:st- but
559 that's the ***past*** this is the ***pre***sent (.) so what you could
560 do ***now*** is just ***change*** that and say (.) I'm not ***gon***na do
561 that now,. - and most of them would've said that but you
562 ***did***n't - you w-were able to look under***neath*** it all- and
563 say (.) that's not ne:gative,?
564 CO: sure,
565 CL: she's just ***see***ing it
566 ne:gative there's ***pos***itives there.
567 CO: and that's the way I
568 feel!
569 CL: mm ***hm!*** - and that's what makes you so ***spe***cial (.)
570 that you're able ta: (.)
571 you know you're - you're ***na***tural - I think that you'd be
572 just as good as you are if you ***did***n't go to university:
573 because you just have the ***na***tural,. (.) whatever it takes
574 to do what you ***do***! (.)
575 CO: I would say that I ***cer***tainly
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 be***come*** something - and I would swear,.- my
580 bottom dollar (.) that 90% - of all these psychologists
581 and social workers., (.) ta me? - I usually don't like-
582 to put people in categories - but- to make an example I'm
583 going to ***do*** that. (.) to me- there are two types - of
584 psychologists and social workers (.) or a counsellor

...

599 CL: whereas coming to *you*,. - *I* don't think you even *think*
600 about what your *text*book told you to do I think you say
601 what comes from here! what *that* tells you what to do. (.)
602 you know you're- you've - you've got the natura:l: -
603 ability to know- - how you *see* things and (.)
604 ya know you didn't need any textbooks,? (.)
605 to tell you that,? -
606 CO: (I guess it's something again if you
607 don't have something that you've) felt like being treated a
608 bit like - an *ob*ject (that maybe you're just)
609 CL: yeah.
610 very much so,. very much so,. (.) and most of them - even
611 though insi:de,. - they may think of oh my god- she dealt
612 with that,? - they wouldn't ex*press* that.? - because to
613 them that's unpro*fes*sional,. *no* we've got to be objective
614 here we can't let her know we've got *feel*ings (.)
615 about what she went,? throu - you're never *like* that.,
616 (.) you're so in*volv*ed with what I'm saying - and you
617 *care* you don't hesitate to let me *know* that (.)
618 I walk out of here I feel like a pe:rson who:'s (.)
619 been *treat*ed like a person. (.) when I've walked out of
620 *their* offices I've kinda thou:ght,. (.) did I waste my
621 time in there,? er - did I- did I get something out of
622 tha-, I actually *ques*tion that, - with *here* - there's no
623 question - there's no question whatsoever! (.)
624 if there *is* a question it's when can I go back! ((laughs)).
625 huhuhuhuhuh ((sniff)) hahahah,. ((sniff)) hahah,.
626 CO: (you *are* a person).,
627 CL oh., thank you.
628 CO: (it shows you're) a very im*por*tant person -
629 CL: and I feel the same[about *you?*, (4.7)
630 CO: [because,]

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 praising 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 *pre*cious.
490 CL: *yeah*. - yeah., I guess you can

491 say that.? (7.8) but *an*yway, I *do* feel a lot better about
492 the: - *is*sue that we just dis*cussed* because now I'm able to
493 *see* things, - well you're *good* at *do*ing tha:t., (.)

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:t.," 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.

676 CO: *that's* what I was feeling!
677 CL: I believe you an' I really
678 appreciated that (.) you just ma:de my day!- well you
679 always make my day when I come in here - I feel like I'm
680 always saying that you make my day but you *do!* (.)
681 I mean you, - just the way you *see* things an' the feedback
682 you *give* me - because it's so sin*cere* - you know you just
683 see things from such a different per*spec*tive - that it
684 makes *me* see things differently -m I don't really: know
685 whether I'd walk out of here - feeling I'm on cloud nine
686 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 an' 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 no:t- 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 under*stood* - 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
```

67 CO: mm hm,?
68 CL: welfare is not interested- in
69 me learning - the only thing that I'm good at (.)
70 un[less it's s-]
71 CO: [which is writing,?
72 CL: which is [writing: is my strongest=
73 CO: [(good at)]
74 CL: =po[int -

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 ingratiation. 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 perso , 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. Ingratiation 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 ingratiation, 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.

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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 *train*ing.

( ) (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)).

((hhhh)) (letter H) Breath; exhaling; aspiration.

.hh (period, letter H) Ingressive breath; inhaling.

Mxxx (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 it has! - what's been ha:ppening 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 im*pressed* with: - I was given the opport(hhhh)unity to take *this* appointment (.)
CO: (I see) you got your hair cut?,
CL: ye:ah! - I needed it hahuh (.) ahh 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))hehehehehuh - huhuh (.) so! (.)
CO: [( )]
CL: [( ) (oh!) me? - n-uuhhhm,?, (.) actually (.) a few little things: - have come up - that I hadn't realized- that I'd been doin' I guess fer:: - ah years! (.) that I guess uh- th- rea:lly: (.) came to my attention: last little while! - and it's something that I really need to *work* on (.) because it was really very self-de*feat*ing, (.) and what I was doing was comparing myself to other people (.) an I always felt that I came short (.) an' that would make me lose my: - confidence in myself, (.) and I even found myself going to the point where (.) to make myself feel *bet*ter - 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 do- 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 *do:ing!* (.) 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 *do*ing that to make myself look *bet*ter- in my own eyes!- because I felt that I really fell short of the *mark*! (.) that *they* had (.) an':: I jus' I don't *like* that - n-I don't want be that way,? (.) an:d-dum (.) but I would find myself becoming *bet*ter - tow:ards these particular *peo*ple, - I wouldn't say anything out loud because I wouldn't really know where to start,. or what to say! (.) but I found myself being very edgy.? with them, an:d (.) feeling reall:y: - a lot of friction?
CO: so you (r- were thinking) about that (so that would) affect the way you were *deal*ing with it,
CL: yeah! exactly (.) exactly,. (.) and I guess it's been like that for *years* b- its really started to be noticeable! (.) that I-I guess I'm becoming *aware* of what I'm *do*ing, (.) and I know it does stem from my past?. (.) feeling that I've never been good enough or: (.) that my achievements (.) are *no*thing (.) I feel like I haven't a*chieved* much - I guess that's what it is! (.) and when I see all these people who *have* achieved- so much! - I guess I get a little jealous or envious or whatever the word may be?,
CO: they look like they've done so much [or they've accomplished so much
CL: [mm hm!] exactly - and I feel like I've done so little (.) so now I'm trying to find a way to get rid of these feelings?, (.) once and for all! (.) I feel that (.) you see I'm trying to make ex*cuses* I wanna - I guess how I see myself (.) is I have a really bad pa:ttern - throughout my whole past (.) an' that is that I get bored very very quickly - so I will *start* something but I won't finish it, (.) an' so be*cause* of that - I haven't really a*chieved* anything (.)
CO: (think m- say) a*chieved* anything (d- th-) w-what is a*chievement*. -
CL: well I guess- to give you a few ex*am*ples uhm (.) 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 (.) ahhmm (.) I'll start with my *sing*ing 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 *mus*ic 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 (.) a:nd - there've been times in *high* school - when I've - sung in choi:rs?, - 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 *so*lo - 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 (.) an:d-dum: (.)
CO: ( )

CL: mhm right,. -
but I didn't I didn't - believe in myself *anyway*
CO: (help understand ;
CL: oh I'm I do I believe you - and I really - that 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., is to *try* and
do something (.) by myself - but anyway my past,. is th-
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 *in*stantly (.) this is what you
expe:ct,? 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 uhmmm (.)
other examples - are when I've taken math courses in the
past - because I had such a *fear* of that (.) I felt
oh my Go:d- and I never fe I took - a couple of courses -
I took the (k) the::-m- (.) 050 course - 4 times before
I finished it (.) and it's not because I'm no- I- 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 Go:d - math - no way I can't do it - so I
dropped out! - second time I took it - ((smack)) 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* o:n - again- I
dropped the course (.) fourth time - I felt this is *it*,.
(.) I'm doing it if it kills,. me (.) and I *did*?,. -
it didn't *kill* me either
CO: ((chuckle))([ )]
CL: [((laughs)) (.)
an' it felt *good*?, - that was one - first achievement - and
it felt just wonderful - an' - so I finished it (.)
but-du:m: (.) then I took the 060 course (.)
and when the pressure was o:n 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-j I said this
is not worth it- so I dropped *that* course as *well*! (.)
a:n' I don't wanna do that when I go back to *high* school -
I want that to be a whole 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 (.) a:nd-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 very- 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 real:ly - really messing me up!
(.) because I knew deep down inside that science is what
I wanted?,
CO: ( )
CL: and I y'know I- *love* science - I bet it's-
the most wo(hh)nderful thing in the world!
CO: (matter of fact)
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
scien:ces (.) 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 *fin*ally (.)
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! (.) an:d - 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 s(hhh)ee a Taro! card
reader (.) now I must admit - there are a lot of hoaxy
people out there - who - claim to be- th:is and that - and
I'm very aware of that - but at the same time I was
d(hh)esperate (.) you know,? an' so I decided well it
can't hu:rt., - I'll just see what - you know what they
have to sa:y! - they might help me ta:- see things a little
clearer!
CO: mm,
CL: so-I went to this uhm - 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 *read*ing people - I realize there's a lot that
they can pick up just from: - from *read*ing 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- *kne:w* me and I *to:ld* her (.) or if she was honestly
getting that - psychically - an:d I don't - you know she
didn't know me - she had to've - had some psychic *ability*

to've *got*ten 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 ta:lents- that you have a
great talent for obser*va*tion - which is something *I* didn't
think I ha:d,? - looking back I guess I realize I'm not so
ba:d 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 a*ware* 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 (.)
a:n:d (.) she said that I have a great strength in
empirical thinking as *well* - and she says- you - she says I
can see - that you'd be very good at going into *sci*ence -
and she doesn't know that she doesn't know that's what I
wanted (.) a:n' I said to her we:ll (.)
it's funny you should *say* tha:t 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: she says- you belong in *re*search - and I said that's where
I w(hhh)ant t(hh)o b(hh)e an(hh)yway! ((sniff)) - an:d-dum-
(.) so she went on 'n on but she says - I see some
stumbling blocks in your way! - and I see a lot of it
coming from your past and your attitudes in your past, -
CO: uhhuh,
CL: an' she went on: an' she says I don't under*sta:nd*
why I'm getting all these blocks from your past! (.)
and then when I told her that I was abu:sed an' things like
that as a child! she goes oh that ex*plains*! it all (.)
and she says I see one particular stumbling blo:ck (.)
that's really directly related to your: - career! - and I
said you mean my attitude, (a- she says) wull? - partly
your attitude but I see it bein' a particular course. - how
are you at th- how *are* you at your courses (.) she says I
sense that you are a very quick *learn*er - but I see that-
this one particular course! - that's really blo:cking,! you
- an' I *knew* that((laughing))(hh)i(hh)t was m(hh)y *ma[th*! =
CO: [huh,
CL: =((sniff)) - huhhuh -
CO: ((very quiet))math,
CL: ((sniff)) and see
there's no way she could've *known* that *really*- without
(.) you know *some*- kind of - device (.) anyway I *told*
'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 i:s (.) a real *block* for me.
CO: ((quiet))right,
CL: and she says- wull I sense that you're much better at it
than you *think* you are. ( )
which made me feel good,. ((sniff)) (.)
and-[duh]
CO: [( )feel good (.)
CL: 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,(.)
a:nd-dum - I'll tell you the funny story - I know I'm going
off on a tangent but - I feel you'r:e (gonna get a - laugh
out of the story (.)
I was at the university with my *Mum* an' we were in the
*book*store - and of course I headed straight for the
ast*ron*omy department - and I was lookin' through the first
year *text*book - and I just got lost in the (m-) the
*con*cept - you know I was so wrapped up in - the *con*cept was
so,.-um (.) what's the word, - *odd* - (by them) -
CO: hm,
CL: - that I just wasn't thinking about anything *else* - (s-)
my Mum and me were walking towards the:: - Curric Lab (.)
and we we're about halfway *there* - and-n the *mean*time - I
was mindlessly following her - but I really wasn't there -
my mind was still: - back in the *book* (.) an'- (I'd been
there) *day*dream:- about all these wonderful: *con*cepts (.)
and she breaks into my reverie and says do you want to go
back to the ca:feteria 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 *i*diot,. ((sniff))
((laugh/whimper))huhhuhhuh,. (.)
CO: you *weren't* - you were
so in*vol*ved an- [( )
CL: [wull yeah,.] strat[( )]
CO: [( ) -
CL: yeah. - that's okay,. - well that's th- 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
is that I do:n't! (.) I don't rea:lly! (.) it's just
that most of the time- like if I'm driving with people or
something (.) I'm so busy *day*dreaming that I'm not
looking where I'm *going*,? (.) an' they don't under*stand*
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 (hh)I'd gotten them onto
Government Street going the wrong *way*! (.)

what can I say, I do well when I do it (.) and-dum (.)
they thought she was just exaggerating about my bad sense
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 nas a sled carri- w- carried by a flamingo
(.) and-dum (.) we looked all over - for it we we're
going that way anyway we couldn't *find* it an' I said oh
they must have (.)
moved or: - 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)) (.)
.hh ((sheepish voice/laugh))I never lived it down,. (.)
CO: b- wha- what *I'm* getting here is ( ) a bad sense
of direction (is s-) so: - focused on what you're
*think*ing about (.) that you're not *look*ing at other
things,.
CL: wull 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 ( )]
CL: [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 p(hhh)aying 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: y:eah,. - I *have* to oh you 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,
CO: right, (.)
CL: hhuuuummmm,. -
CO: 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: m hm!
CO: and making
assumptions about your actual ( )
CL: that's right,. - people have been doin' that all my life,
(.)
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 acce:*pt* 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: ahuh, uhuh, -
CL: and-dum I'm
afrai:d 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: [( )]
CL: well I guess they're not *used*,?
to that (.) it seems - people seem to be pushed *off* an' -
Mxxx 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 fee:l,.
CL: yeah,.=
CO: ='n the *way* you feel
CL: yeah.
CO: and they're
just a little - *shaken* by (th-)=
CL: =yeah,. (.)
and not just *that* - but even: - people who:'ve - have been
around for a long *time* I'm just- *such* a:::-m (.)
oh what's the word,. - I guess unpredictable is one word-
but it's not the word I'm looking for (.) wull when I'm
really *happy* about something- I'm the kind of person that
will jump up an' down and bring the roof down,. (.)
and hoot and ho:ller an' you know really go all out -

an' say yeah! that's wonderful! (.) you know (.)
I tend to be very emotional - an' I express that to the
extreme! - an' so people I guess (.)
prefer people who are very ca:lm! - even when they're
ha:ppy! (.) 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!
- you've got some life- in you
CL: ((laugh)) (hh- y- k-)
[( ) hahahah
CO: [( ) ((laugh))]
CL: hohohohohuh! (.)
((sniff)) then nev- and nevertheless - I do know that a lot
of people are (.) a little bit- uncomfortable over (h-)
me,. (.) an' I guess,. (.)
CO: (th- -dge - Dxxx) that doesn't - necessarily
mean - that there's a *flaw* (.)
CL: no.
CO: that they're
uncomfortable with (th-)
CL: uh hm. (.) no. - I'm glad you
said that actually b- it must have been I was starting to
think that it *was* a flaw in me (.) that I needed to be
more ca:lm,. - that I need to be less of an extremist an'
(.) I know there is one thing I *do* need to do - an' this
isn't a flaw! - but I do need to be: (.) I do need to
take more time to get to know people before I become open -
as open as I am. - you know that! is that is true and -
and that's not just for them that's for me! - that I need
to be less open: right away!
CO: you need to do a little more
building - before you [( )
CL: [mm hm.]
CO: ( ) the door is open
CL: exactly! - I'm the kind of person that opens the door
before the house ((laughing)) is even built - huhuhuhuh
CO: ((laugh)) you got the frame up there's the door is open
[( )]
CL: [((laugh)) right - the *frame* isn't even there hahahahahah!
- the door's the first thing that goes up - ahhmmm (.)
so I guess I do need to slow down a little bit *that* way -
but as far as expressing myself (.) I don't see it as a
flaw (.) you know I'm just a very em(hhh)otional person
CO: I-I have a sense Dxxx that (you have to) - *not* be the way
you are (I) open,- emotional,- demonstrative
expressive - even if you could- could *change* that ( )

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 (s-)
- build little stories and stuff - and I know there're
times when I've come out with (s-) kind of go
what,? what planet are *you* from,. - you know they don't
really underst(hh)and!
CO: aha, -
CL: a:nd-dum - so I always felt
that I had to hold back a little bit of my imagination and
keep that in the (rein) as well! - uh I felt *so* repressed -
you know I fe:lt (.) well that's so much a *part* of me
what can I do! - and finally I joined this um- science
fiction club,
CO: uhhuh,? -
CL: and I can just get carried away
there- people: - *they* don't mind,? (.)
CO: they appreciate your [(talent) creativity]
CL: [they do! mm hm! ( )
exactly! (.) exactly. - I sit there and I (k-)
sittin' there an' they seem to actually *like* it,) - and
they *accept* me,.- ya know they like who I am an' (.)
an' that sort of a thing (.) but I've had a lot of
problems with pe:ople (.) 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' (.) (ya know understand) (.)
but um (.) but as far as comparing myself to people (.)
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 *in*terest 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 *frust*rating - because now I've got a
*re*cord of (.) unfinished *pro*jects behi:nd me (.) like
courses that I start an' drop an' (.) things like that -
it wasn't the course - like a *sci*ence course I would *agree*
with dropping - bu t I haven't taken a lot of science
courses - just because I needed the math first
CO: right,
CL: math - *first.*
CO: right. (.)
(good reason to do that) an'
I'm not trying to make it all rose-coloured [(an')
CL: [*oh* no! - no]

CO: but - what struck *me* was that you were saying that you
( ) the math - you took - four times - and you're
saying Jxxx I haven't accomplished it (I was like)
sitting here going ( ) wow! - you went back *fou:r!*
times! - what determination!
CL: ((muffled laugh))
CO: ( )
tha- that's- that I'm just trying to that was my *feeling* I
thought - is tha- how many people have the determination to
go back fou:r - times. - so I wasn't reading it as being
(kl-)! - 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 tr- it was *scary*=
CL: [mm hm.]
CO: =that doesn't- that's true. - an' I can't - make that go
away with a touch of - my hand
CL: oh no.
CO: but uh (.) I have.
to give you what *I* see and that's - what struck me was -
determination
CL: hmm! [wha-]
CO: [( ) - you know - h-how many of us in
our lives (look at this bored or
struggling hey you're right) I'm certainly
not excluded (but I think the thing is)
CL: just chipping away at it
CO: you're chipping away at it - so I
read it - quite good comeback
CL: *o:h!* - 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-yeah. - I guess
that's a natural thing where we don't see the positive,? at
times we just see the ne:gative?
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- no matter what! - I
always go back - and try to finish like even some of these
projects - I may pick them up years later
CO: mhm,
CL: an:'
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 - mainly 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! -
CO: can you imagine where you'd be if you hadn't
had (determination)
CI: mm, hm! - an' I guess you're right I
didn't see it that way but when you *said* that - you know
that's w[illegible] 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
to 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 ne:gative - a ne:gative 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
's you can change that *now!* (.) you can say okay I'm
aware of the fact that I've done that in the pa:st- 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 w-were able to look under*neath* it all- and
say (.) that's not ne:gative,?
CO: sure,
CL: she's just *seeing* it
ne:gative there's *positives* there.
CO: and that's the way I
feel!
CL: mm *hm!* - and that's what makes you so *special* (.)
that you're able ta: (.)
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!* (.)
CO: I would say that - I *certainly*
appreciate that feedback,.
CL: hhahuh!((laugh/giggle)) (.
well- it's true! - there's a lot of people - who go to
university to be*come* something - and I would swear,.- my
bottom dollar (.) that 90% - of all these psychologists
and social workers., (.) ta 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 counsellor
(.) etcetera etcetera - down the line! - doctors er-
people who work with people. (.) there are those,? (.)
who don't have it in the beginning - but they learned it
from a *text*book. - 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 - a:nd-
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! -
CO: 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 - you've got the natura:l: -
ability to know- - how you *see* things and (.)
ya know you didn't need any textbooks,? (.)
to tell you that,? -
CO: (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)
CL: yeah.
very much so,. very much so,. (.) and most of them - even
though insi:de,. - they may think of oh my god- she dealt
with that,? - they wouldn't *express* that.? - because to
them that's unpro*fessional*,. *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 in*volved* 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 pe:rson who:'s (.)
been *treated* like a person. (.) when I've walked out of
their offices I've kinda thou:ght,. (.) did I 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)) hahah,.
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: mm [hm!]
CO: [for myself (.) and even though it
didn't - c-correspond - to what- the way you were seeing it
- I thought well I can't- say (.) I can't say I see it
that way if I see it *this* way.,
CL: no! of course not,. -
CO: and- tha:t's the way you came through!
CL: and I appreciate
that- I really do!- because you made *me* see it differently
- 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 other side,
CO: (ya can) tell! -
CL: I was too
busy looking at the *ne*gative things., - an' feeling low,.
about myself when I should be building myself up an' saying
hey! - *so* I did that (.) but then the fact is I *did* that
CO: (yes,.)
CL: 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,. -
CO: ( ) 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: mmm! (.)
CO: yea- I'm- an' I'm sure those figures are not *too* far off
CL: oh! I'm sure they're not!
CO: so *I* was thinking (.)
CL: ((laugh))
CO: you had the determination to go back again,?
CL: ((laugh))
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: [ooh!]
CO: =*that's* what I was feeling!
CL: I believe! you an' I really
appreciated that (.) you just ma:de 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 per*spective* - 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,. (.)

CO: ah a-also, I forgot one thing I did
want to say too,. that I (got to say it) - in here - I
wanted to say- thank you again - for the: - poetry,. -
CL: oh!, heck! - that was my *pleasure*! -
CO: ( ) how -
creative it was (.) (creative)
CL: hmm! -
CO: (I say you look) a little embarrassed (I said but I)
that's what I *feel* - (beautiful)
CL: hm,.
CO: (and was) very creative poetry - [and I was just glad=
CL: [uh!]
CO: =you wanted to *share* it with me,.
CL: oh! thank you very *much* I
was - I was really: - happy to do it because I could feel-
that you appreciated it,. -
CO: you know why i- that- crossed
my mind again this week,? ( ) said - I wanted
to sing - and I- turned down the chance ( )
(and that's true) I mean we we've all done things we
said hey if I could do it over again I'd do it differently
- but (I thought is you're gonna) quit - being creative -
you didn't say I'll *never* sing again,. - you didn't say
I'll *never* write poetry again,. (.) if you asked me- an'
an' an' I don't mean me specifically I'm sure if you asked
anybody on this campus - have you ever passed up an
opportunity - that you wish- you had accepted
CL: mm,. hm,?
CO: do you think there's one,? person (- that just) say no.
CL: n:o. (.) no,. I'm sure that we *all* have -
CO: exactly (.)
but the *difference* is - (the people - that)
think of all the frustration you had - in writing the
poetry when you were with - your boyfriend - your *former*
boyfriend. (.) and - ya know the *awk*wardness of (
) (.) what *I* would have said you were
right in the way *you* were saying it is if you'd said well I
quit *sing*ing -
CL: mm hm.
CO: then I quit writing poetry.
CL: ye:ah.
CO: (then a real difference)
obstacle - ( )
CL: sure,. - well I
guess wher you look it *that* way see thi- this is what I
mean! - you keep givin' me ex*am*ples 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* achie:ved, - in a sense that I've
persevered (.) an:d-dum: (.)
((louder))I guess in a way., - what I've seen as
achievement - is I've seen these peo:ple: (.)
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 *frus*trated
because I spent so many years - fighting for my self
*con*fidence - *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 *con*fidence - that I wasn't even thinking about
taking academics- or doing all these other things they just
took for granted! - and so I guess when I came *out* (.)
I had just finished working on my self confidence - they
had a *doc*torate in physics or whatever! (.)
CO: but - what you're *say*ing here is that (.) everybody
doesn't start - at the same starting -
CL: fhua,.
CO: yeah,
CL: I felt that I started so much further *back* from people -
and I guess that's always fr(hh)ustrated me,.
CO: s:ure,. -
CL: well, that- there's nothin' I can do about it *now* (.)
CO: 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,.
CL: mm hm,.
CO: so that- too often even a ( ) astrology and
understanding concepts and they have *no* self confidence,
CL: astronomy,. - and that's [okay,.]
CO: [( ) talk about
(- because we can talk about as*tro*logy
CL: [mm hm!]
CO: [and- and as*tron*omy - ahh, - because I know that's what
you're interested in is the hard sciences
CL: yeah,. -
CO: but to *go* in there a:nd with no self *con*fidence, - is
almost (self kind of thing -) you'd never -
*tack*le this kind of thing necessarily
CL: exactly.,
CO: so what -
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
CL: mm hm., (.)
CO: but I had to take care of the first - thing -

first thing (was work on my) self *con*fidence - ( ) ya know those people got it for free in a sense

CL: mm hm.,

CO: they didn't have to go through what I went through as a child - which would have - put them - I mean if we could've pu- put you in this *their* home and them in *your* home - where would they've been!

CL: wouldn't have been the same - [( )]

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

CL: but the fact is they *were*n't in my home and I *was*n't in theirs - so I just have to accept that., (.)

CO: that - pretty much ( ) my question - that there's a sense of that it's not *fair*

CL: mm hm!

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

CL: [yeah,.]

CO: =fair (.) why is it they got - things - *giv*en to them - when they were born and brought up - than *I* did

CL: well I guess the thing that really frustrates me (.) is that really even my *own* home - my brothers and sisters went through the same thing! - and yet I feel like I suffered the most! - I mean my *sis*ters (.) they don't they never seemed to have a problem with their self confidence,? they always had tons of frie:nds and - they had guys practically knocking down the walls to *get* to them sort of thing - whereas most guys won't even look *twice* at me walking down the street! - sort of thing., - (you could have) guys knocking on *my* door - as a rule (.) and the ones that *did* knock at my door were *jerks*.? (.) I mean they had some jerks too but most of the guys they ha:d (.) and that isn't material - yeah - an' in a way: it's *im*material because I'm not really interested in *this*,. - but I mean they had guys who would've given them the world - who would've taken them to fancy places and buy them this and that- and *not* that *I want* that, - no 'cause that's just material- I want em- *em*otions

CO: sure,.

CL: you know I don't care about - someone giving me their money or - buying me this or that that's - th-that's not the *pic*ture. - but what I *am* saying is that they *did* - they didn't seem to have to *strug*gle,. - yet they were brought up the same way *I* was brought up,. (.)

CO: so there was a sense here that (.) even they had the same - upbringing - that somehow they didn't have to go through the same- struggle,.

CL: yeah!, (.) exactly., (.)

CO: so there was even some- inequity even in your *fam*ily. -

CL: well I was - what you'd call the black sheep I guess,.

CO: mhm,. (3.8)

CL: an' I guess that's another thing that - I want to talk about - and that *is* my relationship with my family (.) and I've *talk*ed to them and *talk*ed to them about this., and they're sick and tired of hearing it now! - and it's certainly got me nowhere but *frus*trated., - so I try to talk to them a*gain* about it with - with re- *fu*tile - so it's a matter of learning how to ac*cept* that. that I need to *work* on,. - but I guess I fee:l: - specially with my mo:ther - I know she cares about me,. ya know I don't doubt she cares about me

CO: uh huh,?

CL: but she sees me as her *daugh*ter and nothing more,. - whereas my younger *sis*ter (.) she sees her as her equal and her friend (.) as well (.) an' I guess I've always been a bi:t. (.) *jea*lous of that. and I've even *talk*ed to my mum about it - and it's *got*ten me *no*where (.) an' it's not so much that I think my mum *fa*vours her - though I do suspect that she is my mum's *fa*vourite. - but that's not really what I'm worried about,. more what I'm worried about is I wish *I* had that relationship. - I wish that my mu:m,. - talked treated *me* as an equal,. - as a *friend*,. someone that she could con*fide* in if she wanted to. (.) but she *does*n't (.) I'm her *daugh*ter - I'm the one who she *wor*ries about,. - because I had no *con*fidence and I went through this and that and the other thing. - and I guess I needed - a lot more attention - from her - an:d-dum,. (2.6) a lot more emotional *sup*port., - I mean I don't so much *now* but I d- did for the longest time! - a:nd maybe she's still living in that mode!, - maybe it's hard for her to switch over an' say ah haeh., - Dxxx is emotionally inde*pen*dent now.,

CO: m hm., (.)

CL: and I guess it's hard for her to: - switch on that mode,. - but at the same time., (.) it's deep inside - I don't think that my sisters were - any more emotionally independent as s:uch!, (.) I think what it was was that I was more open about what I was *feel*ing - and that I expressed- every little thing that I *felt*- whether it was positive or *ne*gative.,

CO: (yeah,?)

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
myse:lf 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 *hurt*ing
CO: [(what were your sisters.,)
yeah (I know) okay,.
CL: you know,? uh 'cause most of the time
my family wouldn't *know* when they're hur:ting (.)
becaus- I mean they were e*x*pressive - 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: and they were much more closed.,
CL: mm hm., (.)
a:nd-dum: - but I guess- sometimes I feel really left out.,
(.) because I'm- feel *I* would like to have that kind of
relationship with my fa:mily - where they see you: - equal
- I mean it's getting better., - u-uh not really with my
mum. - I have a fairly good relationship with my *step*-
father., - but w- my *mum*., - I really I 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 to-th -
a de*g*ree - you know and she: um:,. (.)
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 *d*etails - she draws the line! (. '
she's not interested in *that* de- much detail - she just
wants the top layer - and I guess that frustrates me. (.)
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 ( )
details of their lives? - is she as interested in? -
CL: a-aaahhhhmm,? (.)

((tape ends))

Interview #4.

CL: ( )
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,
CL: 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,-
CO: .hh that's fine- uh, - yeah I wonder,- .hh I think I *have* somebody I'm seeing at 4:30 on that Monday I- I *think* it's in the book. -
CL: mm hm,? -
CO: let me just have a quick look
CL: okay let me see if I can find them (14.0) *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 [24th]
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
CO: I-
CL: June 26th,? -
CO: well I- uhh,- I don't know.
CL: '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 (5 minutes)
CL: *oh* okay. [well that's fine.]
CO: [that's not a problem.
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 *Mon*day and I know I *had some*body- that I was seeing at 3:30. so-
CL: mmm! - yeah.
CO: yeah. (25.0)
CL: okay,?~ now (you) got *that* [straightened away,?]
CO: [everything's straight, then. - ((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* nea:t. - I *like* tha:t. -
CO: so ( ) - actually it's a good *idea*- to give people - you know if you're thinking like what can I give so and so- because I'm- *some*where - 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: tha:t! i:s!. - 'specially if you do a lot of *read*ing and stuff!- which *I* 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*., 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 - be*com*ing on you.
CL: oh!~ thank you! - well you've never seen! when it's lo:ng ('n curly.,)
CO: no, not *really*- really long ( )
CL: no. (1.7)
CO: ((soft))so! how are thing's going!
CL: oohh, they've been okay.,? - I kind of mixed up as to what I was gonna *talk* about today.,? - I guess it's jus_ a wide vari:ety of mish mash of things.,? -
CO: yeah.
CL: u::m but I'm not sure, *may*be we'll get specific, an' I always end up going off on a tangent *any*way, - so. (2.1) u:mm - 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! -

CO: aahhmm! - *I* don't have anything specific that I would like to ask you! I mean I just sort of s- u- sense that you've got a *couple* of uh - i- items on your mind,? like- maybe you don't know which one to *go* for at first.,?
CL: mm [hm!]
CO: ['n there's too much really- .hh things kind of saying me first me first! ((laugh)) (.) so ": I'm gonna let you: choose whatever you want to start. with,?
CL: ye:ah.,
CO: ( )
CL: (I didn't think about- a little more) what to say. (3.2) *I* know what I can start with., (.) and actually this really is v:ery mi*nute*. rea:lly. - I ge- it sounds kind of silly anyway., - but I can't think of- y'know - I'll start here and I'll - *fi*gure out *after*(hh) where I want to *go* with that - uhhhm (1.9) ((falsetto))I guess something ((normal))I've been noticing a *lot* lately (.) about my*self*. -
CO: ((soft))uh huh,? -
CL: is that I *fee*:l tha:t (2.1) I somehow feel pushed asi:de., (.) I guess. by people., - I feel tha:t ah- - *not* that I wanna be the *cen*tre of the *stage* or anything like that! because I *don't!* - you know. - I don't wanna be the centre of attention - but at the same time I fee:l (.) sometimes I fee:l in*visi*ble- 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 *no*tice me or *say* anything - and I guess- uh *that's* kinda: (.) *both*ering me,.
CO: that's sort of -
CL: *simi*lar., - and I guess what really *drives* it *home*., - is I always get really *en*vious when I hear of someone else being *com*plemen ed.,
CO: uhng.
CL: I always start to- get- feel de*fen*sive and I say yeah! *I* can do this *too!*
CO: ng hng,
CL: an' I *know* that I shouldn't *feel* that way because a person isn't *talk*ing about *me!* - but at the same time not putting me down by complementing someone else! *either*! - you know, they're not even *think*in' about me they're just saying I think this about that *per*son, - yet I get defensive!
CO: mm hm,
CL: you know when I hear someone else being *com*plemented, I'm saying *yeah.* I can do that too! or - or *yeah I'm.*, - you *know*,? I feel the need to *do* tha:t, - an' I've noticed that a *lot* lately, - and I *an*alyzed it - and I came to the *con*clusion tha:t - I *do* feel pushed aside- I *do* feel that people don't *no*tice me:!, - an' like I said it's not like I wanna be the centre of attention.
CO: but it'd be nice to have some more recogni[tion]
CL: [*yeah!* - *exact*ly. - it *would* be nice to have more recognition for *my* achievement or whatever things that *I* can do - and I feel that people don't really do tha:t - to me- as such!, - mind you I must admit when people *do* compliment me I tend to get a little bit - *embar*rassed- because I don't know what to *say* or how to respond!, - but it makes me feel good!-
CO: m hm,
CL: to get compliments, I really- I you know I feel w-wo:nderful when I get compliments, - but, - and *again* it's not that I'm fishing for compliments *either*,
CO: no,- but is it is there a sense,- maybe I'm- you tell me if I'm- on *track* or not but- is there a sense maybe an' I- I'm ( ) using the word (do you feel a) re*sent*ment that other people who are doing something that *you* do.- *they* get noticed. - *you* can do it - and it doesn't seem like people really
CL: *yeah.*
CO: pay much attention.
CL: *yeah*. part resentment [probably (it's a good word)]
CO: [((laughter)) it is a good word. [(absolutely)]
CL: [yes I think it's a good word ((giggling)) -
CO: like how come *I* do that- and *they* do that but they get the attention and I don't.
CL: mm *hm*. - and I *guess* I'll have to look at it *too* - like I can give you an example.,- I don't know if I gave you this example last time I was here or *not*,. - but just in case I *didn't* I'll give it 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 *com*pliments an' I don't *wanna* come a*cross* that way.
CO: no, -
CL: you know, - I just want to be *no*ticed for things that *I* can do as well!,
CO: yeah, -
CL: but - uuhmm - well just what Bxxx's say!ng - yeah. - well I guess what he said was s(h)omething about ((chuckle)) -
CO: you said you had an *ex*ample
CL: yeah., - well I guess I feel a little embarrassed to *give* you this example because it will se- it *will* came across I *feel* it'll came 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 -
a:nd-dum - she's *got* a nice singing voice,? - ( ) got
a beautiful singing voice,? - a:nd - I think she's very
well aware of that,? and she's usin' it to advantage. - and
she's always *flaunt*ing it,? and she's always (2.2)
y'know. even when the choir isn't *sing*ing, - she's always
doing (something) with it,- you know, make herself *no*ticed
or whatever,- and people do *no*tice. - you know they really:
they *com*pliment her: an' whatever. - and I guess *I* feel
resentful and I certainly don't go out of my *way* to - to be
*no*ticed like *she* does,- but at th'same time I feel a little
bit re*sent*ful because I feel okay! I can sing too! why are
they always giving *her* the attention.
CO: uh huh,
CL: 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.
CO: uh huh,
CL: 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- a little louder!- ya know I'm not gonna
I'd be too embarrassed to do that I too modest anyway I
think. - I don't think I have that kind of confid(hh)ence
either, - to do that- sort of thing, - but-dum,-
CO: so these people they don't have that much of trouble sort
of - *mar*keting themselves [kind of]
CL: [*ye:ah!*,
CO: pre*sent*ing themselves
CL: *yea:h!*, *exact*ly,.
CO: *lis*ten to me I'm good.-
CL: mm hm!,
CO: and I think if they'd *reap* those kinda -
CL: [yeah, yeah,
CO: [( ) -
and (sometimes) it's difficult to (do)
*hon*estly I get a sense- that it doesn't sound *tack*y to me,-
it sounds sort of like- I would like some *cred*it for the
things that *I'm* doing.
CL: mm hm!
CO: but- this *mar*keting yourself,
I call it marketing yourself but, - it's kind of- *push*ing
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
that come across as *tack*y, and maybe I'm getting off *your*
track about how you *feel* about it I'm just saying- it
*does*n'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: no! you didn't
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 *re*alize that about me
because I like to wear e-bright colours and *that* sort of
thing,. - and be*cause* of that people might think that I
want- at*ten*tion- because obviously I would stand out if I'm
wearing bright colours - but uuumm - the *bot*tom 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,
CO: uh huh,.-
CL: and if they get me at*ten*tion well, - that's certainly not
my aim!,
CO: uh huh,.
CL: but I just - those kind of things- tend
to stand out!, - but as far as uumm - *mar*keting myself., -
well I've never really had *that* kind of confidence where I
fe:lt, - well the thing that's *fun*ny is this girl doesn't
have a lot of *con*fidence, -
CO: ((soft))u-huh,
CL: in fact *that's*
the iron*y of* it, - is that she doesn't have any *con*fidence
and that's why she's *do*ing it, - because she feels that's
the only way she can get attention.
CO: uh huh,
CL: 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 do a lot of desperate things to get attention,

CO: uh huh, uh huh,=

CL: =an:d-duh - and people who do- *that* tend to *lack* confidence-

CO: ((soft))m hm,

CL: at the same time she's still getting appreciated.

CO: m 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 in*visible*- 'cause I don't feel that people really understand me and I don'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 pursuit here ( ) - it doesn't seem to matter doesn't 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- 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,-

CL: mm hm!

CO: and if you *do* have a lot to offer, -

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 *in*teresting 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 anal*y*tical 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 *eva*luate ( )

CL: mm *hm*

CO: (consideration)

CL: mm hm.

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

CL: yeah., (2.5) I don't want to feel that I have to jump up an' down and *ad*vertise 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 ( ) it's getting ( ) warm [in here.]

CL: [sure.- go ahead that's fine (9.0) ((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,? -

CL: uuhmm? (2.5) 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 I *do* know at home 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 in*side* 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 *no*tice -

CO: right, (1.3)

CL: but 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 I'm just not sure if there's a- if there's a- there's a *va*lue in ( ) if there's a *va*lue 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 *at*tention. - but I think a- as a *ma*tter 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)
( ) - bu:t - it's not *wro:ng!*, -
CO: no, I um -
that was *my* word- you didn't use it at all (u- that was my)
[under*stand*ing.]
CL: [oh! oh. okay,. - but I guess I *fee:l*,. (1.4)
I *guess* I feel: that for *exa*mple say- let's take my singing
for example or my writing., - if *I* were ( ) -
if I were at the choir for example say I jumped up and said
here I want you all to hear me sing. - an' I started
singing.,- I I really couldn't *do* that. ((chortle)) no way
I could *do* that - just say I *did*.- okay,? - for me to *do*
that, - I would feel *very* conceited - (that I could've)
done that. - not because I think it's r- you know *wrong* to
want att*en*tion and people to come to me and say oh you
sound good!, - but- my way of *do*ing it. (1.3) you know,?
I've- I've always belie:ved- and I *still* be*lie:ve* - despite
the fact that I *do* jump an' *up* and down to get attention at
times - I do honestly believe that *ac*tions should speak for
them*selves*. - I don't feel a person should stand as a
billboard an' say I have a *beau*tiful *sing*ing voice., - you
know *I* feel that, - if you can sing!, - well then *sing!* -
an' if people like you they'll *say* something an' if they
don't they *won't!* - sort of thing *ac*tions should speak for
them*selves*. you shouldn't need to s- to stand (in a height)
an' say *lis*ten to me *lis*ten to me - and then *say:* u- listen
to me some more! -
CO: [(I don't)]
CL: [I don't feel you should *need* to do that
I feel your *ac*tions are if your that *good!*, - you'll stand
out *any*w.y you don't need to stand there with a - a *ne*on
sign saying here I am ((smirking)) - and I guess *that's*
more my point - and-dum (2.5)
yeah,. - but at the same *time*- (I'm most of the time like)
standing back - and *not* jumping up and down- saying here I
am and *just* doing my thing- whatever it may be - doesn't
get me *any* appreciation. - I don't want to be the centre of
the stage of the limelight on me 24 hours a day!, - but it
would be nice to have the limelight for *2* hours of the 24-
but I don't even don't even get *that!*, - you know I- I just
people walk right *by* me an' don't even know that I'm *there!*
and *tha:t's* what I resent!
CO: (yes, - well)
CL: it's *not* so much
that I lie on the front of the stage saying here I *am* an'
I'm the *best*. - y'know 'cause I don't want that *any*way.- to
me! *that's* conceited. (1.5) you know I certainly don't
consider myself being conceited (1.3) but - oh I *do* want -
appreciation I do want *so:me* notice - you know,? I don't
want to be passed *by* all the time and I feel that I *am*
passed by- most of the time - except when I *do* s- like I
said to you about my *pa*rents - I dragged them into the
kitchen to say did you notice anything *dif*ferent in here. -
you know I'm not very *sub*tle, - ((giggle))
CO: ([ )]
CL: [((loud continuous laughter)) -
I'm not subtle (alone) that's right. ((giggle)) (5.5)
CO: ( ) what you're talking about is very interesting
an' I an' I I've got some feedback for ya - y- you may want
to - *look* at it and *think* about it
CL: mm hm! -
CO: a couple of
things a couple of specific examples - you weren't - pushy
or: - abrasive - when you came in an' told me about your
(singing) - but you didn't mention - in a sense
you talked about- good things that you did,? and you told
me that you thought you did it well.
CL: mm hm ! - did I *say*
that?
CO: yes you did!
CL: oh go:d!, how embarrassing
CO: no, no. I
(wouldn't) embarrassed,? and and you didn't
say it ( )
CL: oh., *good*. ((laugh))
CO: what you said ( )
CL: oh *good*. ((laugh))
CO: you weren't ( )
CL: I ( )
CO: you were you were not ( ) and I certainly
didn't feel- pushed. or anything like that - Dxxx came in-
you showed us some of your poetry, you sang- some music for
me a:nd my feeling was that if you hadn't to:ld me- about
yourself - I would have never- thought to ask- you about
something (poetry show it to me
singing it) you told me about your singing
CL: mm hm.
CO: an' what you can do,?- and you said I think I have a
fairly good voice,? -
CL: k- ( )
CO: no (again) it wasn't
pushy or aggressive it was simply a statement, yes I do a
lot of singing ( ) and *I* feel
(along the lines) that if you hadn't sort of *told* me about
yourself - I would have never thought about asking, now
maybe that's *me:* -
CL: yeah,.-
CO: but but why'd you *do* it because

I got a chance to see the things you *could* do
CL: mm hm,?
CO: an'- I felt they were - really worthwhile to (*me*
)
CL: mm hm,? -
CO: 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 *meet* people here- and I've experienced it myself (I've met people)- that - it - it may not be fair I think I- know what you're saying you say well I can *do* something well, - that, should be enough you know that should be it - but the *i*rony of the world! seems to be -
CL: that (it [isn't)]
CO: [yeah that it *isn't*. - ya know,?- and I'm *not* saying that that means that the world is doing things right,?- [or -]
CL: [*oh* no,. - no. -
CO: huh. - seems like *so* many good people - can do, - some things so well- and yet- unless they're willing to- ya know they don't know how to *assert* themselves and say hey! come on - at least give me a chance!
CL: mm [hm.,?]
CO: [tell me what you think! type of thing, - the *world* isn't sort of oblivious- 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 I 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.
CL: mhm,
CO: (as least I think) *I* need attention *you* need attention ( )
CL: mm hm!, -
CO: but the *prob*lem 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 - ( )
CL: ((loud laughter))
CO: ((laughter/chuckles))
CL: ((laughing)) *I* don't picture you doing that anyway (1.5)
CO: 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- ehhm - *col*lege 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!
CL: uh hm,?
CO: so- *that's* the way you approach (the need for) poetry and music.- *I* didn't feel you were pushy.- ( ) I would have *n:e:*ver clued in to the ( )
CL: yeah,. - no. -
CO: and I was *happy* to give you whatever recognition *I* could give you
CL: mm hm,.
CO: because it - it *moved* me.
CL: yeah.,- and I was moved by your - *feel*ings, too! -
CO: so *this* isn't Dxxx telling you *there*fore 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 *go*ing to happen - I'm not saying you ( ) make you decide as you *want*ed to - and I'm not saying you're not - pissed *off* at her- 'cause *I* am when it happens to me! - but- if - (you make) that kinda - (develop callousness) - sometimes in the world
CL: mm hm.,-
CO: 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
CL: mm [hm,?]
CO: [(the best and do it) well!
CL: yeah!,-
CO: 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,?)
CL: they don't,.
CO: they don't! ((giggle)) I mean - (quite) - so- like they *don't!*
CL: yeah.,
CO: [((laughter)) ( )]

CL: [( )
(real assertive) ((chuckling))
CO: (with) a big long *lec*ture on- on my view of life!, but-
CL: *no!* actually that was quite good 'cause you're very right!, - I didn't need to be more ass*er*tive in *that!* way. - I'm ass*er*tive when it comes to standing up for myself.- you know nobody can walk *over* me. - or push me *around* or anything I'm good *that* way, - but when it come *never used* to be that way. but when it comes to uuhmm (1.5) being *part* of something - showing people I can *do* it. - that's when my assertiveness goes down *hill* I'm afraid- but I *do* need to develop that - and I guess you know, (2.5) I realize what you 're *say*ing because I *guess* a big part of me has always been afraid of being re*jec*ted. - if I stand up and say hey give me a chance I'm afraid I'll be given the chance and I'll fall on my face and they're gonna say wull - we should never have given you the chance in the *first* place. - and *that's* really ri*dic*ulous I'm sure!, - but that's where my *fear* is coming from
CO: sure.
CL: you can see I've *an*alyzed this - *that's* where it's *com*ing from and I'm *afraid* of being re*jec*ted - well a lot of people say you're not *good* enough you don't fit up with *stan*dards,-
CO: ( )
CL: but it was!, - and-dum, - *I* don't take being hurt very easily either.- it doesn't take much t- it doesn't seem to take much to hurt me *an*yway- un*for*tunately but - I also feel it very *deep*ly. and it takes me a while to- adjust to that
CO: ([ )]
CL: [to *get* my *con*fidence back.- you know. - I'm not one of these people that can just *bounce* back!, - it takes me a while to - bounce back *I* don't *bounce* back actually. (2.3)
CO: (don't) laugh at you, an'-
CL: oh! you're *not* laughing at me
CO: (no)
CL: I don't think of it as laughing at me at all.,
CO: (okay)
CL: no *I* don't think you're *laugh*ing at me
CO: (not bad, - and- as we go) is that the reason - the reason the *feel*ing of being rejected or that you - are trapped- that it might happen. - that (terrifies)
CL: oh!, yes! - (sometimes) experience a *lot* of it ((giggles)) - you always keep going back to my *past*.,- I wish I'd quit *do*ing that. -
CO: ( ) that *you* experienced a lot of rejection when you were younger-
CL: mm hm!, - well, I *did* experience a lot of rejection when I was younger - well I guess that's a large *part* of it - is because I *tend* to *live* in the past sometimes -
CO: m hm,? -
CL: even though the past isn't happening now'. - I mean I've come a long *way* since the past, I think I tend to for*get* that, - I think I tend to see myself as I was *then*., - and I see my *life* as it was then,- I see how people *treat*ed me then - and I just assume that that's always gonna be! (2.0) I don't *al*ways assume that only when I get in moods like this I assume that- I'm in my low confidence moods in case you hadn't noticed ((giggle)) - but uh *I* don't mean that sar*cas*tically either I was working on it myself - bu:t - when I *am* (well you know) most of the time I'm o*kay*., - and I'm *not* rooted in the past (2.0) a:nd - I *don't* expect to be treated the- *now* the way I was *then!* because I'm *not* treated that way now as a *rule!* - people re*spect* me now usually and - *that* sort of thing - may not appre*ci*ate me for what I like to be appreciated but they re*spect* me anyway.
CO: they don't walk over you anymore
CL: yeah!, (2.5) no they don't -
CO: they don't because - you did something about it -
CL: mm hm,. (2.5) I've - had got *con*fidence - is what happened. (3.8)
CO: ( ) - I I I was interested I'm gonna *try* something and you: (can say) are you interested in a little - fantasy here,?
CL: sounds good to me!,
CO: you're into fantasies (then)
CL: I sure am
CO: ((laugh))
CL: I like fantasies ((giggle))
CO: okay.- ehhm - w- - what do you think - if you were - if you were imagining ( ) that life ( ) in some life that doesn't exist- make it Hollywood, or:- 2000 years from now.
CL: m hm,?
CO: what would (be the most likely working at) (3.6)
CL: this *again* may sound really (3.0) I *know* I always *say* this but it never comes across that way *an*yway,. - my intelligence., (1.5)

CO: okay,- (so) being a *brain* person.-
CL: yeah.,
CO: intelligent person.
CL: 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 *one* thing that I was put down the *most* about, - people didn't think I was intelligent. - they thought I was really *stu:*pid they thought I was *miss*ing thi:ngs you know what I mean: an' - you know they (really) people always talked *down* to me. - even my *Mum* still does quite a bit talk down to me. (2.5) an' I don't think she *mea:ns* to. like I don't think she thinks I'm *stu:*pid. 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 *cru*el.
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 lacked 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 *hon*est with you but it's much better now than it was *then*. - but *any*way 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 *lit*erally could *not* sit down *long* enough - to *do* anything ex*cept* *read!*,. - you know that's really weird., - 'cause I'd just sit down for *hours* and *hours* reading, - reading really *stim*ulated me an' it still does. - you know it really got my *brain* going - nothing *else* did. nothing else *in*terested me.. - everything- the only thing I found interesting I think *back then*. - I found *spell*ing interesting, - and *read*ing, - an' I remember uhhmm - (it sounded) kinda funny. - so I remember how- my grade *5* class., - whe:re um - teacher used to tell *us*,? - to- pick out our own spelling words,? words that we found we had problems with?
CO: mm hm,?
CL: 'ca e she wanted us to try and learn on our own,? sort of i a. which I thought was a good idea.,?
CO: m hm,?
CL: and unfortunately I couldn't think of a ords that I couldn't spell on my own so I would go to the *dic*tionary - 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 *do*ing that.,?- but I didn't know what else to *do!* - I mean I needed the *chal*lenge, and that's the only thing ((giggling)) 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 catastrophy, an' marijuana an' things like that! - an' *back then* I didn't know what they meant!,
CO: m [hm,]
CL: [I just knew that they had a lot of- um letters in them - so they were a challenge - bu:t - so that's why I don't think she ap- *appre*ciated me picking words like *that* but I didn't *pur*posely pick nega ve *words*,-
CO: were you picking words for ( )
CL: yeah., (1.5) but uh- well I knew what catastrophy meant. - but I- I didn't know what mari*juana* was- back then I guess I was very *naive* then - in *that* sense, - bu:t-tum (2.5) *I* don't know,? - teachers had a lot of *prob*lems with me, - well the school had a hard time with me I think that I spent more time out in the hall than I did in the *class*room, - unfortunately I was very dis*rup*tive an' I didn't *mean* to be disruptive as *such!*, - but I felt very *frus*trated- I I *knew!*, - I *knew* I wasn't *stu*pid but I knew I couldn't *prove* it to anybody? - they already had their- heart set on the fact that I was stu:pid an' slow.,- an' so they put me in the special classes with the with the people who *were hon*estly! slow - no offense to them!,-
CO: yeah,.
CL: yeah I'm not putting them down at all I'm just saying that they did *do* that to me,. - an' so I was labelled., -
CO: uhmmm,
CL: ya know I mean *la*belled means being *stu*pid and slow, *not* and ( ) the people who are slow aren't stupid *either*, I'm not saying that!,-
CO: yeah I know ( )
CL: but these people - as*sumed* that that was the case!, an' that I was around them and I was - ( ) and it was really blown out

of proportion but *I* did see it that at the time, - but at the same time I felt *frus*trated - that people picked on me an', - *really* putting down my int*e*lligence it got to the point where I didn't b*e*lieve 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 I'll *tell* you (that [ )]

CO: [( ) -

CL: that I- I didn't *see* it at the time - all I could see was the people calling me stu:id an' stuff and I b*e*lieved it. - I believed that I was a real stupid idiot an' - and in fact it's really *funny* becau:se - y'know the luck of the draw! - my *pa*rents found me really hard to *han*dle. - *not* because I w s a *trou*blemaker 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 ps atrists and people like that!, - and it was really ironi because this one.- well I don't know if he was a psychiatrist come to th- yes yeah he *was* a psychiatrist. - this *one* psychiatrist they *sent* me to- they had *no* idea what my *prob*lem was. - they just thought, - well there's something wrong there she's got some kind of *learn*ing problem *deal* with her. - an' they happened to send me to this a- a gu- a *per*son - who happened- to know a lot about hyperactivity in fact he wrote a *book* with somebody.

CO: hmm,

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

CO: (those labels)

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

CO: mhm,

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 got- according to the test you've got the ability to do anything you want! so what's your *prob*lem. -

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 int*e*llingent 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: [*exact*ly! well I guess - i- in a way it *frus*trated 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 *fur*thest an' things like that!- and I kinda thought well if that's the case then why aren't I *go*ing 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 *young*er. - why am I still mstruggling down here when people are way up there when I'm supposed to be so int*e*lligent. - now *that* *frus*trated me

CO: sure

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

CO: m hm,

CL: and I guess that's true! I didn't have the confidence to use *any*thing. - to be *hon*est 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., -

CO: maybe you said you did that you *did* have some achievements.

CL: *well*, yeah., - I've done a few *mi*nor achievements,? -

CO: in elementary school you're talking about,?

CL: yeah., - there was one s- oh it was a long time ago. (1.6) uuhhmm - there was *one* achievement- *I* didn't- *I* didn't really feel it was *much* to be honest with you - I guess I do *no:w*.,- I didn't then - then I didn't I 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: uuhhmm - *one* achievement I have - and *this* one I *would*n'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 *want*ed 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 *read*ing, -

CO: uh huh,

CL: i- 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 *li*brary., 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 *prob*lem for me, I mean I could u- whiz through books like *noth*ing. (1.8) but I didn't really think much *of* it. I mean I didn't think it was anything *spe*cial, (I just wanna) so I *read* a lot,-

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

CL: I guess!, - but I didn't *see* it that way, I just kinda thought well, - ((high pitched))I guess I took it for ((lower))gra:nted that I could rea:d that way - I guess I didn't really- see: it as anything rea:l - real big deal,? - I mean it was *nice* I guess to be *rec*ognized in that sense, (3.0) but at the same time I kinda felt wull if *an*yone wants to sit downm and read a book,? they can do it too!.- which is why I happen to *like* doing this -

CO: then: I'll bet you were (elementary school *read*ing) even *now* at our age. we we can read but the skill we have!-

CL: yeah., -

CO: but *you* had mastered- that s:kill better- and (do it) *fas*ter- than- anyone in that ele*men*tary school. -

CL: (-*eah*,-)

CO: and (they are) pretty- pretty primarily, important skill! -

CL: y:eah.,? - 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!, -

CO: uh huh., -

CL: I mean I- obviously I did learn at one *point* but I don't re*mem*ber that. -

CO: uhuh,.

CL: ya know so obviously I must have learned pretty young! - I've *al*ways read,- as far I can remember I've always read - books (1.5) but I guess uuhmm (2.0) the achievement that I guess I *am* a little bit proud of - even though it's really not- it's not really *that* big, big a deal.- but it's sti:ll!, - a little bit of an *achiev*ement,

CO: mm hm,?

and that was- had to do with *spel*ling, - I was when I was in this is when I was in grade 5!,- our district had a *spel*ling bee. - and I won throughout the *dis*trict.

CO: oh *rea:*lly,?! -

CL: and they said that in grade 5., - my *spel*ling, - was first year university level -

CO: in grade 5!, -

CL: so I was a little bit proud of that

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

CL: but the *on*ly reason I feel I can *spell* like that though is because I *read* a lot. -

CO: but let's say- the only reason:- a great athlete is a great *ath*lete 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 *ath*lete is great because- the- practice *run*ning a lot.

CL: y:eah,. - I guess that's true. - well I guess I do have a - not the *brain* but I do have fairly good *mem*ory too!, -

CO: [( )]

CL: [and I re*mem*ber words -

CO: uhuh,

CL: you know: when I come across *spe*cially when I read science *fic*tion and stuff and there's a lot of pretty big and technical *words* in those books - and I re*mem*ber them and- I know what they *mean* and, - *that* sort of thing - but I guess I take that for *grant*ed,? though.

CO: well- I don't know I mean the fact that you read a lot of science fiction,? and you know a lot you have a large technical vocabulary - I mean that's not that- usual *I'm* not saying it's absolutely *rare*- but it's *cer*{tainly not anything that *u*sual: and I would=

CL: [no!]

CO: =say it's something that you've accomplished that most - particularly *fe*males - don't have, - don't *do*.-

CL: wull, I *guess*,-

CO: nor can!

CL: mm.- well to be totally *hon*est with you I've never really been fe:male oriented in that way *any*way I've always been a tomboy., - practically to the ex*treme* - 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-

*sa*lamanders and fro:gs, and - I used to co- *I* used to
collect *spi:*ders and snakes and - can you picture me doing
this [( )]
CO: [((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
disob*y* her. - you know I just got carried a*way!* - 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 *o*riented in- in that sense!, - I *hat*ed 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 s:aying.- I
understand what you're saying. but I-*I* was also pointing
out that that's an acc*om*plishment 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 - *brag*ging.
I sensed that you were - *tell*ing me- about something that-
and I would think that-

((tape ends))

Interview #10.

CO: -we got some extra time today,?
CL: *yeah,*- 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 nose a few times through our-[discussion]
CL: [oh! w- that - that's okay.,-
CO: other than that things are going *quite* well.
CL: m[m. hm,?]
CO: [quite well.
CL: have you found out yet whether you will be able to *stay*- at the college,?
CO: uuuhhh- they told - in fact I'll let you *read* it. (.) let you read the absolute - *auth*entic letter.
CL: ooooo!=
CO: =well y- i-i-it's not it's *not* definitive yet. it just tells me what's going to happen. (3.2)
CL: ooommm!
CO: ((blows nose)) (13.3)
CL: excellent.- I hope my letter helped! (.) excellent. -
CO: you - you wrote a letter to:: -
CL: to that [guy,]
CO: [( )
CL: yeah.
CO: I never *he* never s:howed me what it what it said- or anything but I do I-I'm sure it *must*'ve made a *dif*ference. ( )
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 probably haven't respon*d*ed (appropriately) as well! - 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 he never *told* me.
CL: yeah,? -
CO: so I couldn't say thank you.
CL: *oohh!* I'm t- I wasn't worried about it I was just l- I just thought- that he may have *men*tioned that.,
CO: well I thi- I kinda wish he *had* - because it would've been nice to: - [( )]
CL: [well., that's okay,
CO: but anyways- thanks very much!
CL: *oh* you['re welcome.,]
CO: [I don't know what you said- but I appreciate your-=
CL: =*oh.* you - w-it's- you don't have to *thank* me I mean I only did what I felt needed to be done!- so (.)
CO: [(that was really kind)]
CL: [any major - *I* don't consider it a major thing! I mean - *I* just hope it made a *dif*ference,
CO: (that's o[kay)]
CL: [no I'd like to see you stay!,
CO: well, - yeah - so would I. - so I'll know probably - the- July the eighth I guess it would be about I guess it extends from:- Tuesday or Wednesday- an' they'll said that they'll in*form* me on- Thursday or Friday.=
CL: =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) gre:at -
CO: ah yeah you'll come in an'- you'll either see me or you'll see boxes all over the place heheh! (.)
CL: I'm *sure* I'll see you.,
CO: ((coughs loudly)) [( )]
CL: [I can feel that you - *I* think you'll be in - kept on, - because I don'- I can't see anyone being that foolish - to let you go(hhh)! ((laughter)) anyway.,? heheh! - enough of this [I guess,?]
CO: [right. mhm aahh, - so how are you doing.
CL: *well:* I'm doing okay,? - actually I wanted to *apo*logize., -
CO: for, -
CL: well the last time I was in here I didn't really have it together., - an' I- felt that I came across as being well I *was* really *frus*trated with thi:ngs and - I didn't really *talk* about what I wanted to *talk* about 'cause I was so confu:sed I didn't know what I wanted to talk about., an' I was worried that I may have taken that out on you. - so if I - *did*- I apologize. -
CO: you know what I thought it was,? - to be hon- well- let me tell you what I thought it was.
CL: go ahead!
CO: I thought you were - looking very anxious, I thought you were looking very- nervous (.) and- you seemed uncomfortable an' I thought- oh, is she uncomfortable because- I had the *tape* recorder on. - that's what I thought [then I-]
CL: [*aahhh!* -
CO: that's why I *asked* you when you came in- a minute ago whether y- you *mind*ed if we- we did one last

tape
CL: oh *I* see.=
CO: =and that's the only thing that crossed my mind- is- and I wonder should all of a sudden you become- *u*sually people don't! - but - you know it could happen,?
CL: mmm!
CO: and - the fact that you were *anx*ious 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 ex*pressed* that - I was worried that I may have taken it *out* on you., - an' it's one thing to *talk* to you a*bout* what I'm ( ) it's a*no*ther 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: n:o,- 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., because I honestly thought I *had* so that's what (.)
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 just didn't have it to*geth*er - 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 *down* days I guess,- as far as being uncomfortable with the *tape!*,- w-once I've started *talk*ing- I forget that it's even *go*ing 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 people know what I'm- what I'm feeling or: - *talk*ing about because I don't think when *I* talk about in here- it's any different than what *most* people talk about. I may ex*press* it differently than other people because we all have 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 *prob*lems in my life so *what!*- I'm honest enough to ad*mit* that I've got problems- an' if people have a *prob*lem with that that's th(hhh)eir *prob*lem not mine!
CO: ( )
CL: so I (don't worry) - you know as far as- someone listening to that tape I really don't care!
[((chuckling))]
CO: [( ) well I 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: no [( ) not at all]
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 ! - uuummm (.) an' that's (.) *I* feel that I still have things going *on* in me - that are re*lat*ed to the past - an' I guess I feel afraid!,- because sometimes when I *look* at them I 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 *vio*lent 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: okay,?
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 re*mem*bering correctly
CL: okay.
CO: ( ) were kids w- *some* kids would torment you and- you got *tir*ed 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 ah that'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 *pa*ttern that was set i- that was instilled in me. - a:nd- until *I* turned it around and realized I don't want to *do!* this-
CO: m hm
CL: an:d- you know I don't anymore - but I must admit there are *still* times when I *fee:l* like doing that - an' *that* bothers me. (.) that I really fee:l that way I mean I *would*n't now. - I wouldn't *act* on it now I mean I *know* that- because I *know* that it's- not appropriate, it's *not* the way I want *a do* things-
CO: right

CL: and I *know* that I wouldn't *act* on it, but I don't like the fact that the feeling is *there*. - at times-
CO: so you get angry and you think *gosh* I'd like to *punch* that person
CL: ye:ah! (.) because that seems to be the- when I get really *angry* at somebody,?- I mean it really depends., I don't get i- I don't get- that a:ngry that *o:ften* (.) you know whereas before it seemed that everything- set me off to be no:t *angry*.- wherelse now.,- *now* I tend to get *hurt* more than I get *angry* as far as that- but the fact is when I *do* get angry - I *do!* feel- like I'd like to tear that person ap(hh)art! - and it doesn't matter that I know I wouldn't *do* it.- you know I wouldn't hurt *anybody*.-
CO: when you say it doesn't *matter* maybe it matters quite a bit
CL: well, what I what I w:hat I mean- when I say it doesn't matter- is the fact that I know I wouldn't actually *carry* out the feeling.
CO: right -
CL: that's what I meant - I guess it bothers me that I even *fee:l* tha:t -
CO: yeah, - but I like the way that I don't *like* it in a sense but whe- I I'm looking at your face when you say that. your your- your face all winces up like (hahah) like *oooo* I can't be*lieve* this - um
CL: [oh!]
CO: [first why don't we just give you a little bit of feedback
([ )]
CL: [yeah okay.,? - sure -
CO: (the fact that) you did it- when you were a child - you know- that you got off your bike and you finally- bopped some kid that'd been bugging (.) an'a what you're saying: to me there! is basically- as a f- as in *some* cases a tormented and frustrated child - as you were at some times
CL: mm hm.,?-
CO: you re*spond*ed- as a tormented and frustrated child- which is- not to say that that we- approve or *dis*approve it's that [ch- children respond=
CL: [n:o.]
CO: =differently than *a*dults.
CL: m hm.-
CO: and so- when you were *tor*mented you re*spond*ed as a child who is tormented.- you know it's just like if you pull a- dog's tail *long* enough- he's gonna respond like a dog [he's gonna - bite you
CL: [*exact*ly he's gonna bite me- yeah.
CO: right. (.) and what you say about *now* is you know I I *know* you weren't- m-meaning specifically but also I heard you say well I get *angry* and I get frustrated an' I'd *like* to (.) bop - somebody right in the- in the nose ( ) and you say y'know you know: you *would*n't - well first of all let me tell you there is (a warning)- you get angry,- you still get frustrated every so often- as you get older you don't get as frustrated as often ( ) - but the *difference* is- you don't respond like a *child* anymore -
CL: yeah[huh]
CO: [you don't bop them (in the middle)
CL: you do(hh)n't ((giggling))
CO: even though there is a certain- tasty- vicarious pleasure about that
CL: ((loud laughter))
CO: I mean ( ) and I know exactly (keep on working for-) every other day I think ([ )]
CL: [((loud laughter)) .hhhh- oh goodness oh it's funny hm.,
CO: and then I know what you *did* say (that's what you said to me) ( ) *have* these feelings
CL: well I *guess* the reason that *both*ers me ((sniff)) is because- I'm afraid that that puts me in a *ca*tegory of being a violent person. - an' I guess that scares me- 'cause I don't want to *see* myself as being a violent person.- I wanna see myself- well I guess I'd like to see myself as being a very *car*ing person, who wouldn't hurt *any*body - and as a rule I mean even when I was a *child*- I can honestly say that- that after,- beating someone up I was- or whatever I always felt ba:d!- I didn't feel y'know I didn't feel *good* about that- I just lost control of my *tem*per. - like I must admit at- the kids at *school* - I didn't feel as bad losing my temper with *them*- as did with my brothers and sisters. whenever I- lost my temper like that with my brothers and sisters I always felt *hor*rible.- an' I always went *back* to them an' I said look.,- I realize that what I did was wrong,- I mean you did *frus*trate me- you did make me angry- but I really shouldn't have responded that way! - because with them!- I was in a position of responsibility- with them- just like my father was in a position of responsibility with *me*- an' that's how he.,- withheld his responsibility. - so *I* did that and I didn't *like* that,-
CO: you mean your father had some violence: -
CL: aw! yeah.- well that's putting it very mildly
CO: your father was a violent man.

CL: yes., he was a *very* violent man- an' for all I know he still is a violent man - I have no *way* of knowing that for sure but

CO: and this is the man you went up to live with- with his new wife=

CL: =yeah,. - I can *guess* how he treats my half brother and sister but- I would never *ask* them. (.) but I (.) and I guess I was *afraid* - because, - I was afraid that by feeling that- it *did* make me a violent person? even if I didn't *act* on it? an' I guess because I don't want to be a violent person I was af- fraid of having that feeling in there,? (.)

CO: well,. I mean, you can- you can feel., you can disagree with me-

CL: m hm.,

CO: but my sense is that - our behaviour- is what- makes us- what we are. in other words- uhm-

CL: this is how you *act* on it,

CO: not what you think or feel not I'm not saying what you think or feel is not important.

CL: no no no no.- I know

CO: but - if everything, - that you or I thought was our behaviour.- we'd probably be in the deepest dungeon ( )

CL: yeah.,

CO: or- out of work and- whatever

CL: mm hm. -

CO: but I I think the *truth* is we *all* have - angry, frustrated, - ( )thoughts you know ( ) people.- but the difference is between you and *I* is- we probably have in many cases the same thoughts as a psychopathic murderer -

CL: mm hm,?

CO: the difference is, when *we* get angry at somebody *we* get *angry*. but *we* control our feeling.

CL: mm hm -

CO: the difference with them is they feel the anger - (they felt) ev when you s[illegible] me, Jxxx- I wish I didn't *have* those feelings the[illegible] I don't know if *we* can *talk* about it but- when I say- the fact that I had the *feelings*.- does that make me a violent person. what makes a violent *person*. violent person is a person who commits-

CL: violence.

CO: that's right

CL: well I see your point and that makes sense., - an' I guess when you [illegible] *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 - a:nd - 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!

CO: m hm,

CL: because I *used* to be 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,

CO: well I mean again ( ) I said you- you responded as a child- the way a *child* would respond

CL: mm hm.

CO: aahm- and if I ev- if I saw you do that in the school yard and you were *six* I would say- that's a child that needs to learn how to con*trol*. his or her- behaviour

CL: mm hm,?

CO: but I wouldn't be *angry* because I'd think well,- that how a *child* responds

CL: mm hm,?

CO: but if you walked into my *office* today and somebody said *hey*. - y'know I like your, - clothes! and you went ((pow!))

CL: [((loud laughter))]

CO: [((laugh/chuckling))

CL: oh! I've got a picture of me doin' that ( )

CO: I'd say- Nxxx,?- I think we got a real- be*haviour* problem

CL: ((laughter))

CO: if somebody said hey I don't like your clothes an' you ( ) well it's- tough! ( ) I'd like to, (.) I'd like to bop you but I *won't*.

CL: mm hm. -

CO: that's a bi:g difference.

CL: mm hm. - *okay*. when you 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 ( )

CO: yeah. well let me give you *another* example so like let's say you got a *man*., - ehh I'm not- trying to

CL: *no*,- oh no no.- [no no.]

CO: [you've got a man and 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. - a:nd he

dates them and a:ll the things that- people do!
CL: m hm,?
CO: and so he gets *married*.- he *pro*bably is going to have the same *feel*ings. about looking at women as he walks by!
CL: m hm,?
CO: well, women are looking at *men* as they [walk by]
CL: [y:eah.- he's gonna still be a- physically attracted to other women when he's-
CO: when he's w- when he's *married*-
CL: [mm hm,.]
CO: [what the difference is - [is he-]
CL: [he's not gonna *sleep* with them.
CO: right! does he follow the behaviour patterns of when he *wasn't* married or does he follow the behaviour paradigms of *be*ing married.
CL: mm hm.
CO: and- even though he isn't say attracted- y'know he's still attracted to them
CL: m hm,?-
CO: what we're *look*ing at is, - the behaviour.
CL: mm hm.- *I see* what you're saying,?- and again it's perfectly *nat*ural for him to still be physically attracted to other *wo*men really isn't it.-
CO: in fact- i- it wouldn't it be kind of *fun*ny if he said well he got married and he no longer finds any other woman good *look*ing.
CL: mm hm.
CO: that would sound kinda: -
CL: you wouldn't be*lieve* it.
CO: no. you [wouldn't.]
CL: [yeah.- yeah- I see what you're saying. - that makes sense, (.) yeah., - well now that you put it *that* way I- it clears it right up!, -
CO: I- I'll be *hon*est with you I I don't know if that makes it- feel *right* for you or not 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: yeah. - no., you *did* clear it *up* because, - see how *I* would look now if I wasn't looking at th- the fine line between *act*ing and- and *feel*ing. (.) I was just comparing myself to how I *used* to react. - and even now when you put how I *used* to react- I can say that really I wasn't a violent person e*ven then!* - because I was just - well I was just a *child* reacting the way a child
would react if *they* had been in my po*sit*ion. (.) bu:t umm - an' the fact that I feel these feelings *now!* (.) I'm sure that *lots* of people can feel that well I'm sure *ev*erybody has times, - I'm sure everybody has times when they even feel like committing *mur*der., - but the *fact* is they don't *do* it.
CO: ((soft))we- have you ever thought of committing murder.
CL: yeah! ((giggle))
CO: no no I mean ( )
there have been times when I thought ( )
to get rid of so and so,.
CL: [yeah.]
CO: (they were just- (gone) -
CL: mm hm.- yes, there *have* been times- but I know I could never *do* it. - I mean I've even had people - ask me questions like uuhhm (.) oh. - yeah.- so they say to me if you had the chance to meet Hitler face to face would you finish him off! - and I would say *no! - not* because I don't think he des- not because I think he des(hh)erves to *live! really*! - because in reality he's a *hate*ful hateful *man!* - an' I certainly can't say I'm sorry that he's gone! - but *I* couldn't be the one to:- to *end* his life,? - no matter how much of a hateful man he is *I* couldn't be the one to end his *life!* and that's an honest *an*swer.- an' people *look* at me an' they say,- well if *I* had the chance *I* would give it to him good! and you know they're, - but the *fact* is I don't even think *they* would. - because I think it takes a certain kind of a personality to actually *act* on those feelings of, - of - hate! ( ) I think you really have to *hate* someone to take their *life*. - and I don't - as much as I think he's a hateful man! - I don't think that I *could* take his life - or anybody *else*'s life because I feel - *who* am *I* to take someone else's life!- what gives me the right to play God- to say who lives an' who dies!
CO: m hm, -
CL: I mean *heck!* - today I was over in my client's houses- a:nd - I was vacuuming the floor- and I saw this *bum*blebee - sitting right in the middle of the floor - y'know a *lot* of people might've just said oh just *step* on it and- and *dump* it or put a *va*cuum over it or whatever! - *I* couldn't *do* it., - I didn't even *wanna* do it I vacuumed *around* it, - and then after I finished - I got a piece of paper and I picked it up on it and put it outside *I* couldn't kill it.,? - I just- didn't have it in me to- to kill a an a- a bug! an' whe- what can I *say!*, ((giggle)).
CO: that you hold life *pre*cious.
CL: *yeah*. - yeah., I guess you can

say that,? (7.8) but *anyway*, I *do* feel a lot better about
the: - *is*sue that we just dis*cussed* because now I'm able to
see things, - well you're *good* at *do*ing tha:t., (.)
I will *say* something and I guess because I'm the one
*feel*ing I'm only really *see*in' it from one side - but when
you give me the other side an' then I see both sides I feel
hey! *wait* a minute here. - an' I'm able to look at it the
way it really *is*. no:t how sub*jec*tively I look at it. (.)
if that makes sense.
CO: I guess it does- you're just - you're
able to have just a- a slightly different perspective
CL: m hm.
CO: and point of view and that just adds to your *own* point of
view and it just makes it a bit -
CL: bigger
CO: yeah, a bit bigger
CL: *exact*ly., (.)
CO: 's matter of fact I think you're unit said
to me that you don't *look* as *an*gry as often as you used to.
CL: mm hm. - no,. the times that I ever feel - *vi*olent I guess
for lack of a better word - are far and few between - I
mean it really *does* take a *lot* from me to *fee:l* that,
CO: . ght, (.) well I suspect that those times will become
fewer and *fe*wer
CL: mm hm.,
CO: they may never (reach) zero
CL: yeah!,
CO: and there could always be something that would just-
trigger you and get you sort of frustrated
CL: m hm. oh! yeah,.
for sure - I mean half of the times I'll tear my*self*
apart never mind another *per*son,. -
CO: were you thinking of
something in particular that happened- a relative in your
future or (pattern in) your past,?
CL: a-aahhmm,- not *rea:l*ly,.
*exact*ly,. (.) uhhmm- I *do* ya'kno:w (.)
that I do get *frus* w- sometimes when I *do* get frustrated
like at ho:me! - I feel like yelling and screaming
sometimes- and saying *why* don't you *see!*,- an' things like
that! but I don't- I can't think of any real, - *exam*ples -
of wanting to be *vi*olent, - it's kinda hard to *pin*point an
example- I find
CO: uh huh,- hm - were there times when you
were at home with your mother that you would like to grab
her by the neck and- shake her around a bit an' say- pay
attention,? -
CL: uuhhm - not *really*,
CO: ((soft)) okay.
CL: not not- not in a *vi*olent way- I don't really feel violent-
in that way towards her- like *phys*ically. - I may sometimes
feel like yelling at her but I don't actually feel like I
like I would *grab* her or anything like that - I *used* to - I
used to feel that way towards her when I was younger.- but
not now - I *will* say this though. - I sometimes even now.,-
and this is also a*noth*er issue that I had wanted to bring
up last time- I may even have brought it up already I don't
know if I have or not - that I get really *jea*lous - not no
no not je*a*lous- jealous is a wrong word. - but for lack of
a better one I'll use (hh)it(hh)) ((giggling))
CO: let's start with jealous and go up
CL: yeah, we'll work up -
I get *jea*lous. - when I see the type of relationship. she
has with my younger sister.
CO: mm hm,
CL: and I guess- when
they're to*geth*er. - when they're *not* to*geth*er- I can *live*
with that.- I'll seem to be o*kay* with it but then I see
them to*geth*er an' I see how they *interact*- I get really -
*jea*lous., and then I start to feel *moody*: an' *ir*ritable:
and - feelings like that
CO: mhm,
CL: when they're to*geth*er- an' I
feel very left *out* too
CO: m hm, -
CL: I just feel I *do!* I really
feel left *out!*, - an:d I feel *help*less - I fee:l - nothing
I can ever do will make this change!,- so I might as well
accept it an' *that's* really *re*ality *ac*tually - because I
don't think that that's gonna *change* - because me and my
Mum are just so *dif*[ferent we're thinking's so *dif*ferently=
CO: [((coughs))]
CL: = - and her and her younger sister are so: much *a*like. -
so it's no wonder they get along because they *think* alike
CO: mm hm,
CL: you know they got things in *com*mon an' - that sort
of thing - but I *still* get *jea*lous - because my Mum seems
to see her as a *friend* - whereas I'm just a *daugh*ter. -
CO: m hm, - that must hurt,
CL: it *does* hurt - and even though
*lo:gi*cally- I can see *why* it *is!*,- because like I said they
do! - like d- my younger sister Dxxx - is the kind of
person - that probably my Mum wou:ld be around!, ever it
weren't her *daugh*ter.
CO: they would be friends if they'd met
CL: yeah!,- whereas- my Mum an' *me!* - there's no *way* that we
would have, (.) I mean she *loves* me because I'm her
*daugh*ter but I mean there's no way tha:t -

CO: if you'd been two strangers [or-]
CL: [mm hm. - no. I don't - I think she would stay as clear of me as she could., - an' that 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)
CO: so your sister and your mother - are not only daughter and mother but- are friends or close
CL: mm [hm.]
CO: [confidantes
CL: yeah.
CO: share things,
CL: mm hm. *exactly*- *exactly* (2.1)
CO: an:d- *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!
CL: yeah.,- *light* years away ((giggle)) (3.0)
CO: an' even though you *know* - intellectually *why*.,
CL: yeah.,
CO: it doesn't change those ([of being)]
CL: [yeah! no, it doesn't
CO: excluded from this [relationship]
CL: [no it doesn't.,- it *does* hurt.
CO: right,
(6.0) Do you get a sense (that the suffering's) bothered you for a lo:ng [time]
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,
CO: your mother didn't respond to you. -
CL: *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 sh- our relationship is *different* that's all -
CO: mm hm,.- mm hm,.
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 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 dislike me- but you just find me too much to be *around* because I'm such an *extremist* - ((laughter))
CO: some people just don't *know* what they're missing -
CL: that may be true!, ((giggles)) but - I 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 aoh 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!
CO: like, - either have to accept that or change who you are!
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) 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 -
CO: you y- you really disliked yourself that much
CL: oh!- I don't [think that]
CO: [( )
CL: I *hated* myself (.) I *hated* myself I really did! - mind you - I think I also didn't really *know* myself I mean I think I *di:d!*, - 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.
CO: mm hm, then you just took that as being- [reality]
CL: [yeah! *exactly* - exactly. - and so, I *hated* the person I *thought* I was - people called me ugly,? I thought a-oh! I must be ugly if *that* many people are calling *me ugly* then: there must be some *truth* to it. - a:nd - if *that* many people are calling me *stupid* there must be some *truth* to it they can't *all* be wrong.,? - but I wasn't looking at it *objectively* either.
CO: (quite sure reality)
CL: mm hm - *exactly*,. I'm *also* very *sensitive so*-
CO: sure-
CL: I tend to take things very much to heart., - bu:t - but yeah!, -
CO: [((coughing))]
CL: [I *did* think I was repulsive because I felt, - if 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 *am* a good person an' I *do* have good qualities an' *ta*lents an' - an' that *sort* of thing. (.) so um - but it took me a long *time* to realize that,?- *ac*tually to be totally *hon*est with you I'm 25 now it's only been - it's only the last 6 years- to be *hon*est 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 - kinda sense of *who* you are.

CL: yeah.,- *exact*ly

CO: regardless of what

CL: mm hm.

CO: u-u i-ex- *in*put *out*put you're getting from some others.

CL: mm hm. -

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

CL: oh!, thank you.-

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

CL: *oh* yeah.- I know.

CO: so 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 *r:ea:l*ly 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 *like*ly to *hap*pen.

CL: mm hm!, -

CO: I mean it doesn't make the *hurt* any easier

CL: n:o., - no it doesn't - and I guess uuuhm - I *guess* in a way before- I look at it different now an' how I looked on it *be*fore - because - *be*fore- I wasn't looking at it *log*ically - in fact I guess I was very uh *look*in' at it in a very im*ma*ture way - by saying you don't *love* me: an'- you love *her* more than me: an' - you know *that* sort of thing *that's* how I was *look*ing at it - and so - but now I guess I've grown up an' - I'm *a*ble to see the *log*ic in it

CO: right,

CL: I can see the logic in things even if it hurts!,- I can still *see* it. - and so I can under*stand* - but, no! it doesn't make it any *eas*ier to accept!, - but I don't think I *have* accepted it an' I think that's my major *prob*lem, an' I don't think I *have* accepted it. -

CO: but *bas*ically - even though you under*stand* it

CL: yeah!,

CO: y- you don't want that pain 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 *ir*ritable an' I *know* I *do* it 'cause I see myself *do*ing that - I can even feel it coming on! and that's usually when I make an excuse to leave! - because if I hang around!

CO: mm, hm,?

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

CO: so you're gonna get -

CL: and I end up spiralling down into a state of de*pres*sion. - *se*cond thing that's gonna happen is I'm gonna start taking it out on them! -

CO: sort of,- sniping at them,?

CL: yeah. (.) so:- soon as I feel it's staring to come on.- I leave! - I usually make up an excuse that I have to go to work now, or, - I got things to do down*stairs*- or whatever. (.)

CO: so yo- you with*draw* from the situ[ation]

CL: [yeah., -

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

CL: yeah!, -

CO: *sad*ness depression,

CL: yeah., -

CO: pain,?

CL: *all* those things, (.) lo:nging, -

CO: longing, yeah- longing (.) sort of sense sometimes the world is just not very fair,?

CL: yeah., -

CO: ( ) some things happen to other people just because they exist an' (to get it) - an' other people can *want* it an' strive for it an'- de*serve* an' *need* it - but they don't *get* it.

CL: *mm* hm. (2.5) yeah., (7.5)

CO: and that makes you feel pretty,- pretty *lone*ly at times,

CL: *hm* hm. (1.5) yeah,. - m hm.

CO: (know that) (4.0) (don't think we're feeling) a few of those feelings today,?

CL: - well I guess just- *talk*ing about it brings a- - *mind* you I guess 'at's not *bad.*, I mean - just feelings -
CO: well it's not bad to - feel them *here* you know,
CL: *yeah.*, - well I feel *com*fortable ( ) - I'm not afraid you're gonna *judge* me: if I share how I feel.,
CO: no,- no in fact - probably the fact that you feel *com*fortable with your feelings - is a very- *refresh*ing quality in in- *peo*ple.
CL: o:h!- *thank* you.
CO: I won't say it- I won't s- I won't *show* you how *I feel* I won't show you how I feel. (I think it's crazy) you can show people. ( )
CL: oh! thank you.- maybe I'm *too* expressive with them, - ((c. ckling))
CO: I don't think so -
CL: hmm! - thank you. (2.5)
CO: so: just to- u- when you're *feel*ing this, - or when these situations come up- with your *sis*ter an' your *moth*er. - are you just gonna be able to talk about that *I* mean like- *calm*ly - sat down with, with *both* of them ( ) would you say - that you know how I'm feeling, like *why* I'm leaving and - have you ever done in your family just ( ) have you ever sat down and explained- how what this *means* to you and *why*,
CL: uuuhmm - I've *tried.*,
CO: mm hm,? -
CL: uuhhhm (4.0) but the thing is - I don't think they *see* it - not the same.,- I *have* talked to my Mum about it - an' I s- I *try* and talk to my younger *sis*ter about it too but I just don't think they *see* it. - they don't honestly see! - that I'm left out,- or whatever they just don't *see* it, -
CO: they just say:, - w:hat *do* they say- can you *I* don't mean it- to say-
CL: *no no no!* not w- that's okay,. - I don't mind tellin' you what they say - my *young*er sister tends to *brush* it off., - because I just *hon*estly don't think *she* under*stands!*, - that simple, my *Mum.* - I think that my Mum, - is more aware in a *sense*, I don't think she's aware to the extent that obviously *I'm* aware., - but - I think my Mum - is aware that she's *not* - you know,. - *com*fortable being a*round* me for long periods of *time*., - (I wanted *her* views and she says that I *talk* too loud,. -
CO: so it irri- t- the *vol*ume of your voice kinda agitates her.
CL: yeah!, (2.2) an' I find that *frus*trating because- maybe I *do* talk too loud and I am (been) trying to *work* on that, - and not to talk so *loud.* (4.0)
CO: ((whisper under breath))
CL: eh?
CO: ((whispering))(that's a pretty ( ) what you're saying (hearing you)
CL: [((giggling))]
CO: [((chuckles))
CL: no,. but I must admit that my voice does carry, - so I- I can understand that- especially if we talk about something really *in*timate- I can under*stand* her feelin' un*com*fortable if my voice is loud!, - so I *am* working on that
CO: m hm,
CL: because- most of the time my voice - see what *hap*pens, - is that I'm very easily ex*cit*ed- and the more excited I get the louder my *voice* gets because I'm (*and* I'm) *very expressive* and - I show that in every *way!* - my voice raises, my arms start to move more ekcetera ekcetera. -
CO: yeah, it's wonderful.
CL: ((muffled giggle)) (hint hint.,) - so I can understand her being un*com*fortable because she doesn't want- our conversation to be common *know*ledge to the *world* - so that's *log*ical that I should *learn* to lower my- voice I'm being more aware of my voice getting loud! because most the time I'm *not* aware that my voice is raising - until someone says shhhh! - or something - an:d-dum - so she said that she *does* feel un*com*fortable with that!, - but that's not the whole th-that's all she really says an' *that's* not the whole picture though, - because I *kno:w* - that even if I *did*n't raise my voice - I mean maybe she'd be more comfortable,- *talk*ing with me in a way!
CO: m hm,-
CL: but I *still* don't think we can ever have the kind of relationship that she's got with my *sis*ter.
CO: ( )
CL: ( ) we're just not the same *peo*ple.
CO: m hm,? - so even if you did- what she asked *you*, even if you say okay Mum I'll make an effort - to lower my tone or to lower my *vol*ume excuse me
CL: [mm hm.]
CO: [I meant to- to lower my *vol*ume - that may make her a little more comfortable but it wouldn't - get that,-
CL: no. -
CO: that close[ness.]
CL: [no. - no it wouldn't - I don't think it would, (3.2)
CO: why don't you - explain to your mother talk to your mother - your feelings about how you fee:l - u- you'd like to feel *clos*er like she and your sister do - but you don't, - have

have *you* ever, - done what she just did with you - she said that, I *agree*. I'm not saying that this is the whole thing
CL: *no.*, -
CO: 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.
CL: yeah. -
CO: mhm. - have you ever said - Mo:m - I would feel- more involved,?- if you did - this,? - and this and this. in other words - she gave you a specific.
CL: mm hm.- so if I gave *her* a specific -
CO: yeah. I'm I'm and again I'm not trying to pretend this would make everything *per*fect.
CL: *oh* no.,-
CO: but have you ever:- considered giving her ( ) - uh let me explain- more fully what I'm getting at - I don't know, and I think maybe you're the one that's *right* here. - if there's *any*thing that would ever make you that r:ea:l - closeness. that your sister and mother seem to have naturally.
CL: mm hm,.-
CO: all I'm saying is - if it were *closer* (2.0) maybe not *as* close but if it were *closer* (1.5) would that feel,? - better, (2.3)
CL: uuuhhmmm - yeah.,? -
CO: maybe maybe *have* a little than, (3.5)
CL: maybe *bet*ter- than I have *now!*,-
CO: 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
CL: *no*, no.- of course not -
CO: it might- it might pay - w- if you ever decided you wanna- reveal!, how you feel. which I think is *ex*cellent.- 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
CL: ( )
CO: ( ) excuse me
CL: that's okay,. -
CO: uum - to give her- something to work- with: 'cause she might- like Dxxx says I don't know what you're *talk*ing 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.
CL: mm hm,?
CO: 'cause what happens- 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.,- *ex*actly- [what it-]
CL: [what it is,.
CO: ( ) - you might say to me Jxxx, - I wish you were, - *nicer*.- I would say, well I *am* nice.- what are you *talk*ing about. wrawrawra! - and so *prob*ably a lot of my *defen*siveness 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, -
CL: what to do,.
CO: what to do!
CL: mm hm,?
CO: and as simple as that sounds! - it's been- shown! - many 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 mea:n when you say *this*, - 'cause it's *amaz*ing how many people - would be *will*ing 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 *ob*vious want I want you to do
CL: mm hm,.
CO: and they come up an'- can't *see* it's *ob*vious.
CL: yeah,. -
CO: but they don't *know* it.
CL: mm hm.- yeah. I see what you're saying - 's'worth a try! -
CO: just for ( ) you know, just between you and I:
CL: [*oh* yeah,.]
CO: [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., -
CL: I would just, I would *tell* them: - that, I would like to feel *free:* to - join in their conversations,? - but then their *re*action ( ) you *are* free,- 'cept I don't *feel* free. - I mean *they* seem to - *talk* - that seems very *na*tural for them- to just have a *con*versation, - 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 *per*son. - and we don't really *have* anything in *com*mon that we could talk *deep* about an' even if we *did!* they're not *in*terested in that kind of conversation ( ) *any*way. - I mean once in a *while* - you know I don't mean they're- completely *sha*llow. - and I don't mean

that I'm completely the deepest person in the *world!*
either. - but-dum - a-as a rule most of their conversation
that's *another* thing that my Mum finds *uncom*fortable 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- *uncom*fortable 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
going on with her*self.* - I mean, she takes courses,- she
wo:rks, - you know,
CO: does your mother have any- specific
interests
CL: *gar*dening-
CO: are you inte.ested in gardening,?
CL: I don't know anything *about* gardening - *I'm* interested in
the bi*o*logy be*hind* it - but I'm not interested in like
*hor*ticulture.
CO: mm hm,.-
CL: so like I could be interested in
*bo*tany '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 ta:lk *that* way with her. but again
that's too *deep* for her. that wouldn't interest her to do
that. -
CO: she'd just like to tell you how big a - pe*tu*nia
she grew last year
CL: yeah!- exactly. -
CO: the fact that
( ) with a certain biological fertilizer and all
that -
CL: ((*gig*gle)) *no*, she wouldn't ((giggle)) I mean she is
interested in *sci*ence ( ) that she'd want to
be*come* 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..me. - you know I'm an ex*trem*ist, what can
I say!, - I can't really *choose* her *terms*., - an:d - so it
makes her u..*com*fortable to *ta:lk* with me because she knows
every time I would drag her deep! -
CC: [((chuckling))]
CL: [and when I do!,
CO: I have this fantasy ( ) image of you and her just
sitting on the beach and you [(dragging in)=
CL: [((loud laughter))]
CO: =((chuckling/laughter))

((tape ends))

Interview #11.

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: she wants to do something *else* but she's *got* all this *train*ing, - and- she'd *like* to try the position,. in a full time way - for at least a *year* - 'cause ri- right *now* she's only doing part time- training: and - so she got *offered* - a *full* time position. in *Ver*non. - which- would make- a lotta more money than she's making now!
CO: as an accountant.
CL: as a *char*tered accountant.,? full time.,? - salary benefits and *every*thing.,? - the only problem is that- she's very much a family person.
CO: m hm.
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 so that I *send* her some stuff. it should arrive there.- the day 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: mm hm,.
CL: (I'm just) (sort of)- calm her down type of thing and with *Txxx* it's so hard to- *hold* it - she's - got - *lost* her other job when she got hired here ( ) was just sort of odd jobs here.
CO: what- job did she lose -
CL: she was working at Swiss Chalet!
CO: uh huh!
CL: and- um - she *bas*ically got - taken out of ( ) though. they made a lot of mis*takes* during this one month. - not *her* as- an indi*vi*dual but- the people around in *gen*eral.- [what happens - yeah,]
CO: [an' this was the girl you were talking about previously [who'd never take any *hol*idays,]
CL: [yeah! *exact*ly. - she took the responsibility for everybody. well- she came to (hire people in the holidays) and ( ) odd jobs! but- I didn't *know* that.- and I've been trying to get in touch with her - for days!- to get this organized- being that there's not a real lot of *time*. and- she didn't even *know* that Cxxx's *leav*ing,. - so I ((laughter)) *caught* her and then- we *both* have such conflicting schedules,. that - *she's* home and- and I'm not - and I'm home - (I'm never there,.) - it's ((laughing)) ridiculous. - well *any*ways,. when you came I just- I was just trying to pin her down. *when* can I reach you. ((laughing)) *give* me a time,. an' I'll phone you. - um - *I* would clearly need to use today, uhm - I'm - scared to death!- quite frankly,? because sometime later this ((nervous laughter)) week - I think I can (enough is going on exams) which I'm really not looking forward to. - I *did* a stupid thing last week. - I really didn't want to talk to her,. - so I purposely put ((giggle)) a- a time I knew I was going to get the answering machine - (I knew I can't)
CO: uh huh,.
CL: uhm - I left a message on the answering machine.,? - when I got off the phone I thought (maybe i'm) - it just wasn't my usual voice! - when i got off the phone I thought - that didn't *sound* right. - I mean it didn't sound cranky. -
CO: uh huh. -
CL: but it didn't sound ( ) me ( ) *what's* going on! and then I thought my! *God!* this is
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)) ( ) I'll let you *read* which have been going - through my mind ever since then.
(19.5)
CO: so basically you're saying number *one* is (1.4) you feel more *com*fortable with males as friends. - but you can't deny that you have feelings that are *strong*er than just *friend*ship. -
CL: 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 de*ny* - that I'm in love with him - but- I- again to the point completely - when- I- *lit*erally - feel more comfortable - now that (the unio.. is part of my *life*. · ehm - which is- *un*true he *is* but- I feel - *safer* that way.

- and because I'm doing that with *him!* - I'm starting - I'm getting out there and - *de*finitely not - ex*clud*ing- people. (who- men) but- *fin*ally I'm meeting men now,? - I'm very, very safe,.- as far as - those of them who are disguised as - as great *friends.* ( ) be different ( )- but I never see: - the poss*ibil*ity.- of anything *else!* and I *specifically limit* myself. - and I I *think* it's a security trap. right now- because I'm just not willing:- to face., - um- feeling something for someone else and Axxx,?

CO: mm hm,?

CL: and - getting *into* that- again

CO: m hm,. -

CL: but - the the thing that *bothers* me about that,. - is I'm

CO: [((coughs))]

CL: [(really nervous) (my body) - ( ) myself I'm - probably - *prob*ably 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 - *bit*terly 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 of ways find it easier to *lie* - right now. -I find it easier- to say - it's *not* that big of a deal. - *I* can for*get* about it. - I really don't *want* anything like *friend*ship. - *I*'ve got more important things to do *any*ways.- I want to get an education,. I want to - go *out* and *explore*,. I want to travel around and - (and) - yeah I *do* want to do those things. - *but* - you're *ly*ing!, if you say ((laughs)) you don't want - the *other.*

CO: ( )-

CL: and I do!- *do* that. I've almost got myself con*vinced.*

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[illegible]'s obviously -

CL: well.,- Axxx's I guess the person,- because of the fact that - that I have,- such intense *feel*ings.

CO: (right,.)

CL: he'd be the ((giggle)) *first* person but- not necessa.ily. -

CO: in *other* words there's *more* to the fact that you *want* someone ( )

CL: yeah. - *exactly*,. it's - the *mean*ing. I mean - it's- it's - I *kept* trying- to *tell* him something you still need - that - *without* it,. - that - I, - I wouldn't be losing anything- I would- ( ) *dif*ferently - 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 *depend*ed (on anyone) - and I've never - *want*ed - 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. uhm - and i-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 - des*pite* the fact I keep trying to tell myself - that- I'm just going to be *ca:*sual and just be *pa:*tient, 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 ( )

CO: well let me- let me just give you some feedback on that - Mxxx,- and *again*,. you can tell me if it seems *correct* or - doesn't.

CL: sure,. - maybe it's *not* so much- the words you use like *ly*ing, 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 -

CO: and the way *I*- hear them. it's *more*- a sense of- protecting-

CL: yeah

CO: 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. nobody *knows* if they're gonna have happy relationships,. *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,

CO: 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. - *may*be it's not so much feeling *bad*!,- in those good and *bad* words that you were using, you get the sense of - well what did you say!

hey now I really *do* want this. this really *is* important to me. - yes I really do! - and then of course you understand yourself you don't know! I mean it could come tomorrow,? it could come next year,?

CL: m hm!

CO: twenty could come next month,?- *none* could come for six months,?

CL: mm hm.,

CO: so I- I I just- I'm not trying to say you're *wrong*,. I'm just (simply) *me* when I hear you.,- it isn't this - one is a *good* way of acting and one is a *bad* way of acting. - *one* it is like,. - who knows what's going to happen. - Axxx is a maybe.,?- and it's painful.,? - and - *may*be there is,- I'm not saying it's *right* or wrong!

CL: [m hm,.]

CO: [but maybe there's something in- you your the way you are reacting. it's like let's protect ourself.- so you just don't leave ourself open and [you know,.]

CL: [mm hm!, - you *need* to have some- protection and ( ) I do recognize that. - I I *guess* the fact that it is just it's slightly ( )

CO: yeah,.

CL: 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,- 'cause (well) happens with me ( ) when (I'm) generally honest with myself. - I- and I ad*mit* my feelings.,I expect too much. - I go *in* ( ) go *out* with each other - and I ex- I don't want him - to be in. - and I tend to - create *im*ages.

CO: mm hm,?=

CL: =in my mind - of- things that are happening, what we talked about, everything. - and- some*how* I always come home disappointed. - we know what we've (missed).

CO: right.- you had this - because your *mind* is so much more creative than reality.

CL: ex- ex*act*ly,. 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 not *do* that,.

CO: o' course.

CL: s- so that I can ac*cept* the *fun* times that we have as *fun* times!- and *not* - as what we *did*n'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. [( )]

CO: [so once again - you have this *mo*vie played out in your *mind* of how it's going to *feel*.,-

CL: 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 roman-) and I'm very spon*tan*eous. and I'm (created a) - I- always,.- all the time! I don't- know why!- but when I'm- go *out* with him an' - uhm - in this it's - in a weird way (I'm the one who's- pulling back) and then apologizing.

CO: mm hm,

CL: now I think you know (if he left) because ( ) ( ) communi*ca*tion ( ) ( ) even though i'm disappointed - so by the try I'm *try*ing in some ways to im*prove* that ,.- and if I- try to be more casual. - I - I don't get quite as *dev*astated? - when- something *does*n't happen,? - and I don't *ex*pect anything to *happe*.,.- but be*cause* 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.) -

CO: and- don't get *me* wrong Mxxx, I'm not saying one is right,- or one is

CL: [yeah.,]

CO: [wrong,- you shouldn't deviate or *should* deviate. - I was just saying it didn't sound like - to *me* that it was good versus evil. it sounded like protection versus,

CL: yeah., -

CO: now I maybe you don't- maybe you *want* to say okay I want to choose no matter how much it *hurts*.

CL: [mm hm.,]

CO: [or maybe you want to sa:y- I know (to content) myself. - so I wasn't saying that you *should* do or you shouldn't *do* something. -

CL: yeah., - no I- in any- I guess that (2.2) I *guess* one of the problems ( ) I - I've *had* so many experiences in the past with no - with*out* knowing *why*. - and - ( ) ((chuckling)) I can smell the pull a mile away now but - the thing was is that - now., be*cause* of that I guess, - you: either have ( ) (your own sleep) or - the *oth*er. - and be*cause* of (I'm only coming out of) *time* - with the fact that I wasn't, - I *thought* I wasn't being

CO: [((loud cough))]

CL: [completely *hon*est with my- my*self*, - but I think now,- now that I'm sort of confident,. I think I *am* really. honestly being *hon*est with myself. - I'm

being honest to know *better*. ((laughing)) than to be *honest* - so- I I guess you could say, - a- *coding* mechanism so that, - *I* don't,. uhm - even the *pain* is um *lighter* than it used to be. -

CO: u- *I* think you said something very pro*found* 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'm being honest about my own needs,

CL: mm hm. -

CO: or how much *pain* I'm in=

CL: =mm hm!- mm hm.,-

CO: am

CL: [( )]

CO: [am I making sense to you

CL: yeah- no- I *am* (being)- but I- was *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- *far* from ((laughing)) his best (aspect)- (army) type - and he just does not,. - com*mun*icate. - he acts like ( ) really important ( )- 'cause that's what he *talks* about. ( ) and *part* of it is im*por*tant. - and be*cause* of that,. - sometimes,. - I almost feel that - I he didn't pro*tect* me or something,. but even saying - com*plete*ly,. exactly what's going on her.. - but I'm being just like *he* is. - because I'm *not* being completely *hon*est. with what's going on, some ways- right now:,. (1.5) I think that - it's- it's sort of - difficult. but I think that by being com*plete*ly honest. (1.8) you know it would be like a *bull*dozer- effect right now - which wouldn't work at all! - and on the *other* hand,. - I almost- in this *I* don't know,. it sounds really- sort of like I am being *bitchy* but - in some ways I almost - feel like- I'm 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!*

CO: mm hm,? ( )

CL: yeah:,- so I, - I'm almost- waiting for *him* to start (giving back) - I guess- with a ((chuckling)) question or - (focusing on) a conversation. -

CO: 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 - a*gain* if you disa*gree* say Jxxx no that's not it. but what *I* hear

CL: [yeah,.]

CO: [you saying is - it's a two way street,.-

CL: yeah [it is,.]

CO: [which it can't be traffic *all* one way and not the other way. -

CL: 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 ad*mit* 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 -.

CO: right,

CL: you know- and - and the *other* thing is, is,. - *I* am very shy on the inside- but I (m- move along pretty good) if that was not going to get me *any*where.

CO: ( )

CL: because you just- *don't* make things happen when you're shy.

CO: right.

CL: you just - the more *shy* and more isolated and- don't- *meet* anybody,.-

CO: right.

CL: unless they happen to somehow seek you out and - then *may*be,. so I started - actively - starting to over*come* the shyness,. and *most* of my shyness was- insecurity,. ('cause if you) what's going on with- part of it.

CO: 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 di*rect* 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 *phon*ing pretty much ( ) asking him *out*. - uhm - I did a *lot* of (really aggressiveness) as far as- focusing the conversation and what we talked about,? - I did most of the *talk*ing., - ( ) 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!* - uhm - 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.

CO: ( )

CL: it just is - I don't want that in my relationship and that's not really *me* I

want to talk to*gether*.
CO: m hm,?-
CL: you know and I don't- I want- *mut*ualness.
CO: m hm,
CL: and then we, - I- guess we had an ex*plo*sion, one (month) and - some*how* we just talked about- everything,. and I really
CO: [((loud cough))]
CL: [confirmed - confirmed a lot! ( ) about him-
CO: uh huh,. -
CL: and um, - I'm not really sure why he did - want for me to 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 at*tempt* - 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 *long*er. - 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,
CO: mm,.
CL: and so should he! -uhm - so it *has* gotten *better* but the communication- problems - are still- there,. ( ) (2.4) I'm not really sure what to do,. about that exactly but he *is* getting more *o*pen,.
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,.-
CO: okay,-
CL: there are still times when I sit there half asleep, - *qui*et,. - for 15 minutes or something - waiting. hoping. that he will start talking and I can listen to *him*.
CO: right,.
CL: usually what happens is that I end up asking him the *ques*tions ((giggle)) - because um he won't - start *talk*ing - 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. - b - uhm - but,- it *is* improving so it's- 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 anything,- part of this um - (in return) - uhm - he makes it worse. ( ) and also,. his *par*ents 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 *fam*ily 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 *din*ner 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- *eas*y for him to sort of - (doing).
CO: how *old* is Axxx-
CL: twenty three,. -
CO: well he's *still* - relatively young,?-
CL: yeah.,
CO: people are still - learning social graces at [twenty three]
CL: [yeah,- my mum said that - not to worry about him 'til he's twenty five (yet) ((laughing)) (mum'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 *real*ize- that I guess I'm (waiting)- I mean for some reason I thought I'd lie ( )- sort of - n- you know tryin to avoid the issue. - but I- I think I know it better than ( ) -
CO: (it's certainly a sign of truth)
CL: [(yeah it is) - yeah,. - okay,. - I feel better about that.
CO: ((loud cough)) (11.0)
CL: a lot of those are actually interconnected ((laughs)) (39.0) I must admit right now,. I'm- a ma*jor*ity 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 *any*thing. - 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 *one.*, -

CO: sure,

CL: um - as we're *talk*ing I just - I mean I can *do* it. but I don't do any, -

CO: it's not something you're, -

CL: ((chuckle)) *look*ing 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 hos*tility*,.

CO: mm hm,? -

CL: right now - *about* him, - about what happened, - uhm - just - just- so much hos*tility* still inside me,. and I don't really want to *feel* it. - you know des*pite* everything I really *care*- and I love the guy - but- I really, - there's times when I just - oooh! I can't *stand*

CO: [m hm,]

CL: [all the feelings ( ) so much hostility. - and I - have a lot of times when I start thinking about him (and I feel like being) bitchy. - I really *feel* like just being a complete bitch! - but - I *feel* that way,- and want to be that way,- I *want* to say - he said what he said - he did what he did,- it's it's - like three months ago or whatever, - and it's over with (and) you know - you get (from that)

CO: (sort of his)- other - girlfriend [or *some*what girlfriend]

CL: [yeah!- ((chuckling)) - we got her name through the ( ) - anyway you know- with - *with* that *relationship and* with- what he said he *didn't feel for me*- in spite of the fact that - you know,.- I *know* what he said in December.

CO: right.

CL: and I know it was contradicting what he was telling me then! - but- I'd *like* to move *past* that. - I'd *like* to be able to say,. - you know ( ) (arrange that) - you know that's ( ) baby ( ) you know it's all right let's not *talk* about it,. - it's not important. - I'm really meant to *feel* that. - but I'm *still* very hung up on him,. - it would happen *again* - you know

CO: are you mad at *him*- or are you mad at *her*,. -

CL: uhm - I'm not really mad at *her*. I think she's, I think that you know - I don't really know her,.- so I don't really, - I mean I was ( ) when he was *dat*ing her- well if he- if he *did*- (; ( ) that's- pure ((giggling)) speculation. - but- I don't *know* her,.- so - I- you know I don't even know if I'd *like* her, so I really can't say,- that I hate her. - and I'm not- and Axxx it wasn't *her* fault that he- he liked her.- it just *happens*. - and I'm - and I'm not *angry* that - the relationship- *happened*. - what I'm *angry* at is the fact that he *told* me he *cared*,. - then he said no I *don't*- that I only care about *her*. - and he w- ((chortle)) *she* was already in the picture be*fore*. - and there was *no-o* mention of - this- all of a sudden *light* bulb comes on and - and *I* was just sort of in - left *field* and then- *I* think it's *great*- ( ) got the girlfriend back ( ) ( )- you know- (in fact you can almost sense) an - an interest in *her*. - not *near* that ( ) ( ) (anybody said well look running) onto her.

CO: yeah,. - (it's not her fault.,)

CL: yeah,. - I was *more* angry at *him*.

CO: for being sort of insensitive- and immature,.

CL: uhm- well I was angry at *him* for, - well,. I would say he *hurt* me - definitely by the fact that he wouldn't *face* us. - and I couldn't get anything ( ) ( ) back. - I *couldn't* get him to (list) reasons why- he just

CO: [((loud coughs))]

CL: [(called off) the relationship. - you know and - it pissed me *off* because it was so damned casual. -

CO: [((coughs))]

CL: [that's why- the whole *business* about ( ) - 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 *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 ((chuckle)) - but - I *respect* that- but on the *other*, wind of it,. - it's just the fact that- she had more *rest* periods ( ) - you know - and that frustrates me.

CO: m hm,.

CL: 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 *noth*ing 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,. *wha:t,* - you know.,?-

CO: [right,.]

CL: [((scoff)) he's just not going to *do* that.

CO: right,. -

CL: you know,?- I mean he's *ser*ious - and he *was* he's completely serious about double dating,? and - if we didn't have fun would we be together,? nah, - I don't think so,. not if I came with someone else.

CO: uh huh,

CL: you know and it just went on!- and- and the fact that this had happened *twice.* - this was the *se*cond- *time.*- it *happ*ened to me. - *just* as we were getting to the point where he was finally starting to - going ( ) it,. - or at least to *re*cognize 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 *def*initely *him* that pissed me off - but the frustrating thing though - she- she makes me so mad - you know when I am (over hostility) and I'd just like to *shake* him.

CO: mm,.

CL: and give him a piece of my mind,. - but I've *told* him that (in is face)

CO: ((cough))

CL: you know we've talked about it an' 'e overreacts an' the the fact remains he- *just* will not- face us. - he doesn't want to end it. - but he just will not - face us. -

CO: just for the- the *sake* of, - of- *ar*gument,. I'm not I'm not saying this is going to happen,. but just- you know there are all kinds of possible

CL: ((chuckle)) [yeah,.]

CO: [scenarios that might happen,. - and the *good* ones are fine.- because - Axxx understands you and he comes back,

CL: m hm,

CO: wants the relationship to continue,- happy *he's* happy,

CL: m hm.,

CO: that's a possible scenario.

CL: m hm,.

CO: that's good- and that's *eas*y to understand. - but just - what about- the one where - he *does*n't come back. or- he doesn't- want to- make any kind of commitment. - I'm not saying that this is

CL: [mm hm,.]

CO: [*going* to happen I'm saying- I say there's a possible one here, - there's a possible one there,- there's a poss-

CL: yeah,-

CO: so what- what happened,- *how* does Mxxx live - when - if there's a if- something - Axxx says, - I enjoy your company but I'm - I'm heading in a different -

CL mm [*hm,.*- ( )]

CO: [relationship direction.

CL: yeah,. - well,- (all I'm) saying about all this *is.* - is that- if- *I* knew what he wanted. - and I could *find* someone who fit that description. - I'd go out and I'd get them to go out together. - just so that I *could* move on.-

CO: mm hm,.

CL: I mean *just* so that he wouldn't- say. - oh,. it's okay,. and - you know we'll see what happened and we'll (work out) a relation. - if he could say I want a deep meaningful relation and if I really *care* about this girl and we have a future together- an' I would say - I'd be *hurt!* - obviously I'm in *love* with this guy ((chortle)) - but- we'd have a great friendship,?- I'd *re*spect that,? I'd probably (meet the girl) probably - say- *great*- for him,? and I'd try and find somebody *else.*

CO: m hm. -

CL: ((scoff)) ((high pitch))but (can he *ever*-) do y'know,? - and he continously comes *back* to me and we go *through* the whole *mess* with each other and with this *re*lationship 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 *consis*tent,. ((chuckling)) - *ab*solutely *consis*tent. - or *third*ly,. - 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 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.

CO: m hm,-

CL: and for what he- needs- emotionally,.- depending on what he wants- from- a *girl*friend. - 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.

CO: m hm.

CL: and when that's all over with,? - we have to sort of pick up the *pieces* again- and that's ( ) because we've *lost* those - three months or four months or whatever- when I've had to sort of play - side kick. -

CO: m mm,.

CL: for someone who- never *did* make (it right). - you know- and - people become really- ridiculous,.- because- why would I want to set Axxx *up* with someone *else* if I'm in *love* with him. - but if he'd only say- he didn't- feel- *any*thing. - absolutely *noth*ing,. and there never was any hope. - and he *did* want something that was completely contradictory,.

CO: hm,.

CL: you know because we're both very individual - in a lot of ways and I respect the fact that *he's* having a change (I guess) he wants 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 de*cide* 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*. -

CO: [m hm,.]

CL: [it's just that for several *years* now - we've been going through all this history with Axxx,. - and there's been- 'xcuse me. there's been several times - when I have felt that- it *would* work between us- and there *was* something there.

CO: m hm,.

CL: and there *could* be something there. - that there was only one person stopping us- and that was him. - nd it's consistently come back to him. - and the o- 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 *min*ute. - 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 it won't make that much *diff*erence. 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 *wring*er in these things - is putting it *mild*ly.-

CO: how many times has he gone away and come back,. -

CL: 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.

CO: m hm.

CL: 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 *sur*gery,. - 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 *pur*posely went away and worked - and that's 'cause my *par*ents (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!- y- jus- 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,

CO: ((loud cough))

CL: during that *time!*, - because I was - I *want*ed attention,. I was trying to forget,?- ( ) so I went - everything that wasn't *him?*

CO: right,-

CL: right.- ( ) mistakes, but- when I came to- Cam*o*sun - 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 musket*eer*,. - when- this girl- would only be

two. - and she- really hated me from the first day.- she wasn't- pretty *plain* about it - and

CO: [((coughs))]

CL: [that really used to piss me off because he looked like he was con*doning*. - the fact that she didn't *like* me. and ( )-*I* thought he was paying more attention- to *her*,. than to *me*. most of the time.- and I *didn*'t (feel like) and it *really* was fed up to here ((laughing)) with him.

CO: uh huh,?

CL: and then - *April* came, - and- he: just went from - the Axxx I knew to some basket case. he was just ( ) - so I swallowed my pride and- asked him out for lunch - and he spilled this - at- so to speak- you know- *told* me about this - *witch* - and um- *we* got closer - and um- things were going really well - then- he wouldn't- phone me or talk to me for about two months, I think it was his way of with*drawing* to sort of get back the - control,.- so I (1.8) *tracked* him down ((giggling)) so to speak - and we went out for a drink and I *made* him (give me the) line - and I just told him- to - smarten *up*. and- you're not phoning or anything.,- you don't really *care* about me, what's going on.,- he (practically) ex*plod*ed. and then things went really well a*gain*.,- and- I guess from about (3.0) well- they went well for - a couple of months and then - I guess in No*vem*ber.,- (things) went *really* well again. - and then *Jan*uary, (he's been)- like I mean it's just a cycle- it happened- about every three or four months. - and - I'm just getting sick and *tired* of it. - because - it seems to *me*,.- and to a lot of other people,. - that knowing Axxx - *and* me - that - it's not that he doesn't *care*. - it's just that he's too afraid to risk.-

CO: uh huh., -

CL: and so he might try to pretend it doesn't exist - at all., - than - to let it grow!-

CO: uh. -

CL: but- *I* feel like I am being used (sometimes) -

CO: m hm,. -

CL: you know and - the *frus*trating thing about right now is the fact that, - I *do* feel so much hostility towards him still. (1.5) and - I have to *face* him,. - but mostly would like to avoid him,.-

CO: [right.]

CL: [com*plete*ly.-

CO: ((coughs)) (what) you are saying, - it's pretty *hard* to be treated this way and not

CL: [mm hm.,- mmhm,.]

CO: [be hurt and not be down., - what's it going to be ( ). be more of the *same*,?

CL: m hm!- *exact*ly.- and I'm just- I'm at the point right now where I - *I* don't really know what to *talk* about. with him - like - there's a lot of things that are going on in *my* life and stuff and there's a lot of things I've done - since- when we talked and stuff - but- I *just* feel so *knot*ted up!,- uhm - of the whole mess. ((sigh/scoff)) - you know, - that I'm *in* with him that um - I- I just don't feel like talking friendly topics. - you now friendly talk- but I just don't fee:l - I'd like to be able to go out an' just as friends,.- be real casual and- and - not- not w-*worry*. and not,- you know - (dangling -tied up! and-

CO: [mm hm,]

CL: [feel *any*thing. - but I- *I* feel sometimes it's *con*stantly,- because I'm in *love* with ((chuckling)) this guy and- and to go out and *see* him, it's- you know it just- stares you right in the face!- I mean ((giggling)) (you know it's) standing right there! - you know,? an' it's so - and - I don't *know*,. I just don't even really know where to begin with him- *nor* what to *say*,. - and then on the *other* - ( ) - now is that - right now.,- if Axxx was really happy.- with this girl.

CO: mm. (2.4)

CL: as much as I really want him to *be*. because I'm still feeling a lot of pain., - I don't think I could really (giggles)) take it - the right way,.

CO: m mm,.

CL: right now,.- quite frankly I don't think he's feeling happy at *all*- from what he said on the *phone*.- it sounded like whatever was - m-might have been., - been (going on) from the beginning. - but until he *tells* me what he can't (see) for sure,. - about that,. - uhm - but if something- new- did happen - and he (was very) happy,. - hearing that right now., - hhng,.- you know,. - I could take it to a point,. - but- I'd have a hard time being genuinely ec*stat*ic for him,. and I'd *want* to be. -

CO: m hm, -

CL: but - it's *not* ((laughs)) in me right now.

CO: well you- you've invested a lot of emotional in*vest*ment [in it.]

CL: [yeah.,

CO: and whether - [( )]

CL: [yeah,. yeah,.

CO: and not- I mean I don't know and you don't know whether- it would be re*turned*,.

CL: mm hm.,-
CO: it *could* be it may *not* be it might *par*tially be,? but- pretty hard to resolve those- years of hopes and dreams and prayers and wishes and wants
CL: *mm* hm.,
CO: and efforts and -
CL: yeah,. - no it *is*.-
CO: and this is- this is not like that, - *sav*ings 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))
CO: it's better you find those things out after five years rather than at the be*gin*ning 'cause you've ( ) five ( )
CL: (laughter))- yeah,.- but I guess - I'm just con*cerned* 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 ( ) ( ) not knowing- is worse than knowing.
CO: mm hm.
CL: in *some* ways - *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 *prob*lem 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 *was*n'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-

((tape ends))

Interview #23.

CO: how about you! ((laughing))
CL: ch I don't know! - uhhmm (.)
(I don't know) *what* I want to do -
CO: [( ) ((soft))today you mean,?
CL: jus- yeah,- wull, - about *anything* actually,?, -
CO: ((soft))mhm,? - mm, - how come. hm,?
CL: mm mm,? -
CO: ((laughter))hh! .hh .he.heh! you still *strug*gling with that aren't you? [like I *should* know what I want- an' I *should*=
CL: [yeah,]
CO: =make a decision an' I *should* do it right now., -
[((hand clap)) - and- it *realistically* then- this is the=
CL: [mmmm,]
CO: =*last* time you should do- (be going) through - [(struggling relationships) (.) =
CL: [(yeah)]
CO: =(try me wouldn't be) - (made your) decisions right now. (major)
CL: yeah,=
CO: =(too much turn on.) -
CL: wull,- I *did* feel. - uhhmm u-uh
CO: what decisions *have* you made.- let's take a bigger *tack* on this. - you come in every ti:me- 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 *heart*edly but still maintaining [a- ya know=
CO: [m hm,?]
CL: =reasonable
CO: m hm,?
CL: sort of doing- *B* work,. thing.
CO: mm. -
CL: a:nd-d - ahh - *that's* it. and, sort of keeping my - my- *fam*ily (life)- together and trying - trying to - *or*ganize some friend, - *friend*ships but- not being too successful with that [actually.]
CO: [m hm,. down here,? or up there., -
CL: uhhm, -
[down here,.]
CO: ['cause the reality *is*,. is that you're e- betwixt and between ((soft))isn't it. - and - ((normal voice))that's one of the reasons for feeling so un*set*tled.
CL: I *guess* so., [I-I-]
CO: [it's *not* - rooted., -
CL: ye:ah, 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.*, no
it's *tir*ing- it's getting to the point where you know an' I'm trying - tried a lot of new stuff- it- seemed to me ([ )]
CO: [right!- so it's like I'm *experi*menting 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 *years* worth yet.,? .hh [((laughter)) .hh uh and I get discouraged I- can't=
CL: [((laughter))]
CO: =find an instant *cure:* 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: but you also said like I'm trying to main*tain* my *fam*ily- what do you *mean* by that,.
CL: we:ll,- this - this you know putting enough *en*ergy and so that - the're *happy* too. like sort of -
CO: who,- the *they* being your parents,?
CL: parents - brothers an' sisters and that kind of stuff yeah -
CO: and is that something that's- [that's s-satisfying to you?=
CL: [takes energy,?]
CO: =is that something you want- to be doing? -
CL: [*aahm,*]
CO: [or are you- falling into a - ((soft))*pa*ttern here,.
CL: I don't find *an*ything to be very *sa*tisfying.,?=
CO: =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 *hand*out we have - on separations so that you'll begin to recognize (things)- is that *in*itial., it's sort of like- well all right! I'm just going to get on with my life,? an' *go* for it,?
CL: m[hm,]
CO: [an' that sort of initial: uh - burst of energy and *then* often - s- subsiding into a mm sort of sense of mild depression an' flatness an' ((soft))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: yeah,. we-=
CO: =it's not something that you can necessarily- *make* pass.
CL: yeahh!huh. ((sniff)) - just uh seems that this- this particular feeling - has been with me for years!
CO: yeah,. [( )]
CL: [( ) in *some* ways that I- I think that's - part of the reason why:, - m- m-m-m-=
CO: =((soft))(so really in) *many* senses (that could count) - m- ( ) depressed for years.
CL: yeah- [I would think so.]
CO: [just really flattened ([ )]
CL: [yeah, yeah, - an' looking - and always looking for something (that would pull) - somehow- you know change this. but-
CO: yeah - but never- sort of- really dealing with it - internally-
CL: trying to but it doesn't seem th- I don't know how to deal with it.=
CO: =yeah,.- yeah,.
CL: m hm,
CO: yeah,. -
CL: mm, -
CO: 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 ((very soft))that this is *something* (that's going to).
CL: hhhah! .hh - yeah, i- there *is*- logistics: - to that too. like there's=
CO: =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! - uuummm - I 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)
CO: m hm, - m hm, - m hm -
CL: but - uuunh an' then I want-
CO: 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- recognize (everything that was:) sort of there: and we all had common problems but - it i- e- uumm (.) aaooh! it just didn't seem to umm (.) it was nice to- sort of- like when you really need to *talk* to someone,.
CO: yeah.
CL: it was [nice to have- yeah., but,-]
CO: [it's a *support* group. - it's a support group.
CL: yeah,. - *didn't* seem to really, - do that much,- ya know,?
CL: [(what I mean,? that level,)]
CO: [yeah. - I mean it's *no:t* - .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!) ((very soft))you know,- you're not gonna get *intense* - individual psychotherapy=
CL: =*mhhhhhm!*-
CO: in an ACLA program
CL: right
CO: a:nd - 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-]
CL: [((grunt))! ((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 again it'll be more, - your decision of, - do I *really* want - to do this yet. or would I rather stay,. in this kind of- *haze*,. and- *gray* area of- *not* - moving. - which -
CL: mhhh!
CO: *on one hand is not gonna* ( )
CL: *well*, - uuhh, I-
CO: are you *ready*. [((chuckle))]
CL: [((easy laugh))he he huh! - uummm - I *think* so but it's like (.) yeah,- I just- you know. (.) I-I guess - some ways I feel like, - uuuumm - I wonder how- much - how much benefit'll- come out of it,? ya know,?
CO: y- and- you know my sense is that's *always* how you *stop* yourself- b'cause until I have proof that this is gonna be *right*., - I'm not gonna *do* it.
CL: well,- I *do*, - do like. I sort of like- *jump*,. - from one thing to the next I do try things and that an' (I can do that)
CO: nn! mhm
CL: and - you know and ( )
CO: then how much - *chance*,. do you get with these things..
CL: I don't know as much chance as I I- I *can*- you know it's- that's [all I can say,.]
CO: [(do you think that's good) [( ) comfortable for you,.]

CL: [yeah,. yeah,. -
CO: and you know *that* may be,.-
CL: [mhhhm!]
CO: [one of the pieces.- one of the (gross steps) am I willing, - to *stick* with something *e:*ven if I don't know,. -
CL: hmmm,. -
CO: am I willing to st- m- you can look at that either in terms of *cour*ses- ri*g*ht now,?
CL: yeah,
CO: am I willing: to just - .h *say* that I'm gonna *do* something and do it,. - even if I don't know if it's the right route.- at this stage,
CL: yeah, - .h see=
CO: =*follow* it through the com*ple*tion so that I can find out!,-
CL: yeah, - .hh I stuck, - through with the surveying - to the end it was really *hor*rible -
CO: m hm,?- m hm,?=
CL: =*but* - uhmmm ((chuckle))hhhh huh! - I'm finding that the uhm - courses I'm doing right *now* which are - that isn't -n is[n't]
CO: [it's not *hor*rible.
CL: i- well, - it's al*most* horrible actually it's like- it's not any- that much more satisfying- for me
CO: m hm
CL: so I'm wondering if I should just sort of
CO: m hmm, -
CL: go back to where I was: [( )]
CO: [m hm, sounds like that's- really *pull*ing on me.- but you- you're saying maybe I don't *wa*nna just- spend (it-) (.) maybe I'm not sure if [this is all=
CL: [oh ye-]
CO: =that's it's- cranked up to be
CL: yeah,. - well it's - one thing I'm - [definitely going through]
CO: [( ) yeah!
CL: see and- on - on the *one* hand I'm sort of afraid to give it *up* because it's sort of the only sorta *tan*gible - part of society that I'm still .hh - ahhm hh! *o*perating in at some level- you know that's the way *I* feel about it anyhow.
CO: *well*. I mean it's- it *cu*rrently is [the o-o- where you're=
CL: [((laughs)) yeah.]
CO: =*o*perating [it's not the only one that you *can* operate in=
CL: [yeah. well ( )]
CO: =( ) [you *are* a *stu*dent right now,?]
CL: [*that's* true. yeah - but like
CO: it's like I feel - ahhmm -
CO: don't want to give it up without something to ( ) [for,?]
CL: [yeah,.
CO: m hm,?
CL: yeah, - yeah it's like I don't know. (.)
CO: *what* do you keep hoping will *make* the decision for you. - you keep coming *back* with this nope of- something magical's gonna happen. hh! (.) without wanting to *make* that happen. (.)
CL: I:,
CO: what are you waiting for.
CL: I'm waiting for., (.) I guess a clear., (.) like I guess - evidence that- that *one* - decision will be better than another- and that - the course of action will be s- a successful course of action or something [like it.]
CO: [(,?) (.)
CL: yeah,?, (.)
CO: yeah.- I'm waiting to *know*., - if it's gonna be right or
CL: m hm, -
CO: and what if - what would be the sign! (.) how would you *know* if something was going to be successful.
CL: I always thought that if- if I felt *com*fortable - doing it- that (.)
CO: have you ever felt *com*fortable? - in your life,?
CL: on occasion yeah. uh huh,?
CO: yeah,?- what were you *do*ing. at the time (so that you felt) comfortable,. -
CL: *well*, (. ( ) I was working (harvest) fairly comfortable because it was very- an *easy* job
CO: m hm,?
CL: it was a little-
CO: m hm,?
CL: u-uhn
CO: where else. -
CL: u-u-uhn - in - in *high* school- probably and - specially *jun*ior high - ahh again I guess it was- just sort of a lack of responsi*bil*ity
CO: mm,
CL: you're jus- going through and- going through the bases - an' I can almost - you know I guess - sort of- u-uhm- my parents have offered me - to stay there next year an' do- courses and that kinda thing -
CO: [mm hm,]

CL: [it's quite-
CO: just kind of cruise through
CL: cruise- you know like it's a very tempting for me to *do* that. - [somehow]
CO: [( ) I mean it sounds like i- like in terms of looking at all the different *fa:ctors* that - play a part in- choosing a career ( ) for life or - certainly - the- level of responsibility - that we all take on is a big part. an' some people *want* to be - prime minister,? ((giggle))
CL: yeah,
CO: (hh)and- others of us *don't!*
CL: yeah right!,
CO: yeah, and it sounds like some of what you're saying is - I don't- I don't wa:nt!- a lot of responsibility I mean there's all this (hoop hoorah) in our society that you gotta make it *big*- an' move up the *ladder*, - and you're saying ((high pitch))*no:* it doesn't - it doesn't *cut* it for me.
CL: well,- it *does* cut it for ( ) I'm afraid,- [( ) ( )]
CO: [well it you- it *cuts* it in your *mi:nd*- but not when you -
CL: well it-
CO: you- you're not *com*fortable with it.
CL: well I'm not *com*fortable with it [*that's* for sure.]
CO: [yeah.
CL: yeah! you'd like, I'd like the [*be*nefits from it- that's for sure]
CO: [you'd- u- and the benefits being,? -
CL: a-aah,.- I guess the *st*atus (and the fun- and so on and) things
CO: *yeah*.- I mean it sounds like I want- I want people to *see* me.- as being. - [responsible.]
CL: [bright.
mm hm,
CO: u- so are you putting *bright*ness and responsibility to[gether,? ( )]
CL: [aaahmm u-u- I- I- guess,- just in my university- degree- and so forth,
CO: so:,- for *me.*, the reason for taking a university degree is- *how* people would perceive me as a result of that. - people would *see* me as being intelligent if I get a university degree. -
CL: a *large* part of it. it's another part of it this, - which is (waning) on me for the (rapid - it's) self-interest,
CO: mm *hm*,
CL: ( )
CO: mm! - an' I mean *part* of the *wan*ing is that you can do that without doing a degree!- I'mean you can always- read,? and- be [inte*res*ted, in -]
CL: [mmm,. yeah,.
CO: (sport) an' stuff like that!,- you don't need a- (2.4) and the *pres*tige? - sounds like *that's* waning too(hhhh!) -
CL: hhuh! wull, it just, *again* it's like - the *ef*fort I guess I'm just really, -
CO: hm hm!- it's not *worth* it. -
CL: hm, I *guess* not. I like - then I feel like I- I'm *go*ing back to where I was be*fore* an' it was sort of- yucky too so it was like-
CO: m hm,?
CL: (trip)- feeling caught- between two ([ )]
CO: [yeah, yeah!- still s-seeking sort of the magic answers.
CL: ((chuckle))yeah, (hh)yeah.
CO: ((soft))yeah *what* if you discovered that *ev*erything is yucky. -
CL: that's a - that a scary prospect. that's what I was s-sort of *won*dering about.
CO: what would want to do. at that point.- if everything was yucky.,? (7.0)
CL: *well*, it's *from*- a-at right *now!* in *some* way. nuh-u
CO: mmm!,
CL: I don't know if it's *self* in*flic*ted or *what*. I just - [nonsen*sic*al.]
CO: [mm hm. but the *re*ality- as you l*o*k at the *world* right now, everything looks kinda yucky, an'- gray, an'- [( ) an' flat,]
CL: [yes, yeah,. -
CO: an' it *makes* it real *hard* - s- if that's the world you're seeing to say hey! this looks *won*derful. I can't wait to go for this!
CL: yeah, I know but but-uh e-e- a-at's what I *felt* for, y'know let's *say for* years! but I *forced* myself into sort of- (b-) - completely which- w- there was a *be*nefit to that. (that computer course here) - a decent jo:b an' blah blah blah- you know- after going to this di*plo*ma course- program, now I'm wondering like I'm looking at- sort of what people are going through *now* an'- trying to weigh out- the the the:- cost benefits
CO: yeah,
CL: [and,]
CO: [this looks like I, - I *could* again,.- charge through - and still ( )

CL: yeah,.
CO: stuck to
the grin- whatever it is [that you put to a grindstone]
CL: [yeah,. yeah,.
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-
what what's in it- for me,.
CL: mm.,?
CO: ((whisper))why should I do it. - does anything come to
mind? - (think of this important) *ques*tion.
[w- why *should* I do all this.]
CL: [wull, it's- yeah, uhheh!((laugh)) the money
there *seems* to be a little more *mon*ey in it. uuhhm- I (1.5)
the only get-u- I think sometimes wu:ll I might,- - money
that would peop- - getting *asso*ciated with people that I
can: get along with a little more easily or - like a little
better or [whatever - aaahm-]
CO: [m hm! so *meet* more (colleagues)
CL: *yea-ah,*. yeah,.
CO: yeah. -
CL: maybe,.
CO: ya don't know!
CL: yeah,. I don't know,. - aaahm, ((snicker)) [.hhhh]
CO: [((giggles))
CL: uuhh - there is, - I guess- the uh (2.2) go back an' forth
on it but - things like (1.5) uu-uhmm - *wo*man., - u-u-hh
CO: and is that, - still appealing?
CL: the the cash,? oh yeah!-
because- it's hard to sur*vive* sort of wha- the money I *was*
making so [(I'm not alone)]
CO: [mm hm,? mm hm,?
CL: but (5.0)
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 ap*peal* to me
somewhat,- (*more!*)
CO: yeah,.- so it's like a- a (head)
I *do* see myself eventually (wanting to)
CL: may- I-I haven't [y'know I haven't but ((laughing))]
CO: [yeh yeah. certainly not-
ruling it out.- an' I think that's real sma:rt. I mean- so
many times people would come out of a separation and they
that's it,?- no way,? no how,?, I'm *amaz*ed that you usu-
that's usually the t(hh)ack [you t(h)ake Txxx ((laughing))]
CL: [((laughing)) ((laughing))
CO: congratulations. ((chuckling))

CL: ye:a-ah,.
CO: yeah.- *so* it's
like that- on *one* hand when I'm - being very logical and-
sensible an' I look ahead and I think (people do
) life style and all its advantages - there're
more advantages and -
CL: ( ) the [last time,.]
CO: [*get* in school yeah.
(when was the) last time ( ) umm -
but the reality *is*., that right now my heart's not *in* it.-
[( )]
CL: [my heart isn't in *any*thing you see but I can still *do* it.
I [can still-]
CO: [yeah oh yeah you can- [still]
CL: [half - half heartedly I
can still
CO: m hm,?
CL: grind away at it and I'm wondering well,
CO: and -
CL: maybe I should grind away at it ((chuckles))
CO: yeah!
CL: I don't know [it -]
CO: [well, that's, I mean that's something to *look*
at. it's sort of like - yeah!- my *heart* is not *in* it. - and
and that makes *sense* right,? (.) and - I know- *me* saying
eventually your heart *will* be in it does[n't *cut* it right=
CL: [((laughs))]
CO: =now so I'm not going to bother *say*ing that - ((laughing))
CL: ((chuckling))
CO: but, y- -u - so- here y'are., you're kinda trudging along -
half heartedly - getting it done,.- but- no sparks flying,.
(2.0) and - how are you evaluating it,. - what are you
saying about *that* experience.,
CL: well,- I guess- e- my
mind's like ( ) - if - *one* of two things
I guess- con*cern* me about that experience it's *not* that .hh
it's not that plug- plugging along- really - an*noys* me nor
the uhmm - you know- this sort of no *sparks* happening
because it's like- that's all that's (all right it's like) -
the *two* things that concern me I think is- the- fi*nan*cial.
- an' the thing's *bor*rowing money to -
CO: uh right,.
CL: to go to school.
CO: yeah!
CL: *again* ( ) u-uh *and*-
and ( ) do it- actually that's - that's
received a - a major focus with me ya see,.
CO: yeah,. - but
that's *al*ways been a- a major fo[cus for you, right now!]

CL: [yeahp, yep
CO: every *time* you've been going through all these things that you've succeeded at., you've been saying gee I wonder if I can do this.
CL: *oh*,. man,.- any [thing - every day,.]
CO: [right. and,- and so there's *no* data.,- absolutely no data that says you can't. that *that* the- the ac- we've talked about that *before*. that's that o:ld,? - *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.,? ((chuckles)) not (when) I'm sure when you went to ACOA meetings you recognized that habit.,? [.hhh]
CL: [yeah, I-
CO: yea-ah. - and - hhh uh- when you- are *ready* you're gonna make a choice,?- an' saying - (that's a bunch o' cracker jack) ( ) but 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. ( )
CL: yeah,
CO: or should I - *stop*., an' wait., - [and to-]
CL: [well I- yeah,. I-
CO: see ( ) what comes up
CL: *oh* I wouldn't hav- I won't go back - I know I won't-
CO: how do you know.
CL: ((stammering)) - I can't *prove* it, but like -
CO: [((very soft))(never) *can't* prove ( )
CL: 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,. -
CO: yeah,. an' that's:: - it's looking like maybe that wasn't a good decision.
CL: ((sniggering))
CO: *forc*ing yourself.,? - ((soft))(means that we can go when I want) - and- what I hear you *say*ing is *I* am determined I am *conclud*ing, I am *mak*ing the decision that I will *never* go back to school again. - it's *now* or never. -
CL: ((mumbling))( )
CO: *how* does making a decision like that help you. (2.5)
CL: ((sigh))hhhhm,hhh - it doesn't *help* me that's for sure, -
CO: how is it - *see:m* - it *does*n't help you ( ) doesn't have some *appear*ance [( )]
CL: [[well:- okay. - 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
CO: ((very soft))hm. (do you want to-)
CL: must be something that I always- I always thought it was the: - situation I was in- wasn't *me*,. ( )
[((burst of laughter))]
CO: [( ) 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)
CL: well,- I guess ( ) - too abusive an' alcoholic ( ) - and used drugs ( ) - short periods of time ( )
CO: yeah. - so you've stuck- with a- a certain *life* style. a- *health* conscious life style.
CL: w- . don't think so.
CO: yeah,?
CL: mm, -
CO: how come you've stuck with that! (1.5)
CL: hehhehhe((laughs)) why,? -
CO: *yeah*.
CL: -ell [I guess-]
CO: [why why *there*.
CL: why,? I- I guess it's because - I wanted to- you know- have the energy to keep things - keep pushing for - my *goals* (were - true) (2.0) I guess to be free., of a lot of pressures. - from ( ) I seem to be putting myself. -
CO: ( )
CL: ((soft))a lot of pressure
CO: mm! - so: u- and and - that *goal* of staying free of pressures is that been a consistent theme that you've stuck with? - 'till now? -(3.5)
CL: yeah but I always *seem* to put myself *in* a situation where I can (challenge myself) (get comfortable) -
CO: ((soft))ri:ght,? right,? and then what do you do- when you get into too much pressure. (6.5)
CL: quit, -
CO: m- hm- w- so that's *some*how 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 *addic*tion- (in a sense) was putting *constantly* (1.5)
CL: [(j-)]
CO: [putting myself- into a situation that is *not*, - for me - and then, - abusing yself in terms of *stress!*, -

( )
CL: ((clears throat))
CO: how is that,
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 an' over again ( ) (2.0)
CL: yea:h,- *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: ( )
CL: 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!
CO: *we:ll.*, - pleasing people's - cut - all what it was- originally cut *out* for. eh?
CL: yeah, found I'm- *fi*nally - yeah,. - come to that realization - I was *ce*rtainly not ([ )]
CO: [yeah, creeping in there,.
CL: a little bit- a little bit but - [but an' that]
CO: [that *also* creates a lot of con*fu*sion. doesn't it?-
CL: I don't feel mm - 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 (to be feeling stressed out! I mean what have you - 'cause they're (salutin') right,? - I'm *do*ing something here but - means that I'm *not* getting *as* stressed.
CL: wull, if I think [it's like-]
CO: [what are you doing here.
CL: wull, (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 *a*live.,?
CL: still alive., it's a lot=
CO: =still functioning
CL: yeah,- yeah but,
CO: yeah., still *succeed*ing even. -
CL: mm., I guess,
CO: yeah.,-
CL: but
CO: ((deep empathic sigh))
CL: *hah.* ((chuckling)) yeah right,
CO: yeah,? (3.0) all right.,? and so- as you look at the fact that my greatest fears,. meaning- that I'd be abandoned, -
CL: mm hm, -
CO: handleable. -
CL: hn, (2.0)
CO: al'right,?- and as you *look* at yourself having - encountered your gravest fears.,? (2.7) do you:, -
CL: mm, I'll survive: without,- you know like I'll *survive*, without- having someone there., - but- it's easier looking at like. well what am I gonna do! - (want to inside) - I don't know! -
CO: ((whisper)) yeah, - (many time raising this) this- this period of time is the first time (you've asked)
CL: *yeah*, - I've always *asked* myself what I wanted but I never - I don't I've *asked* but I don't think I've ever- realized ( )
CO: you're asking it *dif*ferently this time
CL: [yeah.]
CO: [right,? - yeah,.- this time I really *am* - asking it- not just *won*dering it.
CL: y'know - wull, hh hh you know. w- that's *ob*vious you know- becoming rather- rather blatant that's - *that's* something that a-ahng (4.0)
CO: well, it's like a *lo:t* of my reasons for doing things., - have *van*ished. (1.7) or- no longer carry - weight,. -
CL: 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) and still - the family.,?- ya know,
CO: what do you mean.- *the* family.
CL: we:ll,. - you know,.
CO: ( ) you're staying with yourself.,
CL: we:ll,- okay what I mean is their sort of - expectations of what I will do with my life *now* that, - y'know- I'm on my own [sorta I think it's pretty-]
CO: [m hm,? - and what are *you* doing with those expectations,.
CL: wull, I'm sort of like u-u- wanna make sure that- I don't - disap*point* people I guess ( ) [again u-u-u- I'm quite an*noyed* with-]
CO: [(if) you disappoint them- what's gonna happen,.
CL: well.- again the abandon thing I think is s:ort of-
CO: ( ) what's gonna happen if you're abandoned -
CL: oh, I'll *de*finitely be on my *own*!, ((chuckle)) .hh even more so.
CO: a:nd,?-

687 CL: an' that wouldn't be particularly nice if
688 I don't think
689 CO: what do y- what do you *know* about being
690 abandoned.
691 CL: ummm,? it's a- it's an un- sort of a s:cary
692 feeling,
693 CO: mm hm,?- what actually happens
694 CL: hm, (it's my)!,
695 hm, th- m- - [*anyway*]
696 CO: [and - do you have any proof that - if I- fall
697 through and do what they expect - I will *not* be abandoned
698 and I will not be lonely?
699 CL: no, I'm I'm (3.0) sort of coming
700 to th'realization that - you know - I hope- this one
701 (guarantees my) ((chuckle)) - and- and
702 *that's* sort of a hard thing for me to accept ( )
703 CO: ((whisper))( ) sounds like - as
704 much as I desperately - would like to guarantee -
705 ( ) - but you know there can also- there's a
706 guarantee: in that? - I mean there's the *guarantee* that
707 there's no guarantee!
708 CL: ((snigger))
709 CO: which means!- that
710 anything - carries equal risk of guarantee and no guarantee
711 CL: hm, -
712 CO: hm,? - I'mean *everything*- carries the equal chance of
713 either - being a success or failure. -
714 CL: I just keep thinking
715 to myself, wull, - if I put myself in this situation where-
716 I can operate on my- 20% an' still be functioning - you
717 know,? - I have a higher level - in terms of the *success*
718 rate. - ((muffled chuckle))
719 CO: run that through me again,
720 CL: ((giggles))
721 CO: (*good night!*,)- so what d'ya think., - you lost
722 me there,.
723 CL: so if I put myself in the situation where like I
724 can operate on like 20% [of my-]
725 CO: [*'kay* but *what* do you mean by
726 operate on 20%.
727 CL: wull, like,.- you know like this- u-u-uh-
728 be dead tired- just you know- just you know-
729 [jus' to get the job done an']
730 CO: [mm hm,? - mm hm,? yeah,? - mm hm,?
731 CL: ( ) more:
732 CO: so it's like you got an 80% reserve
733 there,. - that can work towards success but if I'm -
734 operating at some place where I have to put *80%* out - then
735 I have only 20% to fall back on?
736 CL: mm hm. -
737 CO: and what if I need *30%* to fall back on ( )
738 (that is,?) so do you want to work some place where you
739 only need to put out 20%?
740 CL: I don't know., - I have to- have
741 to decide that
742 CO: (do you like that,?) what do you putti- what
743 do you put what-a: what was what's the percentage right
744 now.
745 CL: in [school?]
746 CO: [here you are at- [school. (w- yo-)]
747 CL: [well- wull I'm only going hal-
748 I'm going half time- so I'm - [I'm-]
749 CO: [how much are you putting out
750 right now.
751 CL: [right.]
752 CO: [(for) interest- ((loud))if you use that system.
753 CL: o:kay,.
754 CO: ( )
755 CL: uuuhmm - right now!- I'm putting
756 out about (2.0) towards school maybe: 40%- y'know - then
757 I'm goin' half time-
758 CO: so you're- putting out 40%- so you got
759 60% reserve in there.- right?
760 CL: I think so.,- 'bout that-
761 right now!- but[- maybe-]
762 CO: [how does it *feel*. -
763 CL: wull, I'm 't's like
764 I-I'm: up in the *air* right now., like I'm- *whoa*! it's like
765 I I'd sort of did this on,=
766 CO: =( ) meaning: overwhelmed?
767 CL: overwhelmed,. with like all the- all the possibilities what
768 else I'm doing -
769 CO: m hm,? - and you got 60% in there,?
770 retained - reserved,=
771 CL: =*I'm* still (runnin')- I know I can -
772 I I'm still cruisin'
773 CO: yeah,? - but does it feel *com*fortable.
774 - I mean do you *like* working at 40% or 60%,?- or are you
775 wanting to work with 50 or 60,? or- go down to 20 or 80.
776 CL: ((smirk)) I don't mind,.- I was really bored I mean it was
777 pretty intense- and it- an' I worked, well it was like a-
778 situation where ya had 10, - 10 or *20%* early- afternoon,
779 McKenzie for a government job it was like- hoopf! it was
780 pretty intense- like.- it was like- *I* was probably a *low*
781 point in my life! actually,- (that level) -
782 CO: so:- working where you're at -
783 CL: at I'm,
784 CO: you're working at

20% with 80% reserve- was too intense,? -
CL: was: - I don't know it sounds strange but [like-]
CO: [yeah, -
CL: aahhm - yeah,.thinking about that like- but, it *could've* been- other, - circumstances too
CO: and what about last- last *semester*- when you were working real *hard*, -
CL: didn't enjoy that- that much ((chuckling)) you know,?- aahm
CO: same game you're trying to *measure* stuff. (2.2) at per- you're trying to measure something that didn't feel good at a period of your life!, -where for other reasons (2.3)
CL: I- I kinda like you think I always think well, *school's*., -
CO: mm hm! -
CL: but like- you know I - every time I *walk away* from something.- that I should've had! - some *success* at. -
CO: m hmm,.=
CL: =should've been think to myself,.- God! why'd I do that! like I was sort of enjoing that - 't's like y'know y-
CO: (it's) some of the knowledge you ha:ve., if I only pull it out - I'm- yeah,.- and here I am *again* contemplating pulling out., - an' the- the *real* data that I *do* have, is usually when I do that,- I regret it. -
CL: yeah,?- anything I've done- yeah.- I didn't,
CO: an' *again* I can continue that *pattern*: if I-
CL: mm hm, -
CO: and I- con*tin*ue that based on the *fear.*, or the as*sump*tion that it's not gonna be good or it's not gonna be successful or it's not gonna be ( ) I never *know!* - but *that's* one of the- the: the - *hooks* of pulling *out.*, that way you never know if you made a wrong decision - going into something. - you'll never *know* until you com*plete* something - whether you ( ) decision ( )
CL: yeah,- in someways I've *never* given - *any*thing 100 an' - 100% (3.0)
CO: (as a student,?)
CL: mm, I work hard., sometimes. - y'know i- it's hard to say like sometimes it seems everything seems really *easy*. an' this is- a ( ) like it's at the point where I d' know if it's like- if I *get* something,- then I think it's easy. but if I *don't* get it I think it's- terribly *hard*. (theres no certain rule)
CO: which has nothing to *do* with it- really
CL: I *guess* not., it's just I really blow it out of pro*por*tion
CO: things- things that feel *easy*., is simply an indication of-uh - of - the fact that we're doing things that come *na*turally. to us
CL: mm,
CO: I mean easy and hard are are f:alse words in a sense.
CL: yeah, ( )
CO: what do you wanna do!
CL: ((sigh)) ((chuckling))
CO: mm! I see you- checking the clock,?
CL: ((chuckle)) -
CO: geez this'is gonna be another *hour* where I ha:en't come up with a magic so*l*ution.
CL: yeah,
CO: what're you gonna do,.
CL: ( ) uuhhmm
CO: mm hm,?- mm hm, -
CL: u-u-umm- I left all my options open - today
CO: mm hm,? - Txxx you *always* leave your options open -
CL: m hm, (8.0)
CO: (sad) you've got- 15 minutes
CL: [((loud laugh))]
CO: [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: ( )
CL: *try*ing to understa:nd, - keep trying to understand getting down to the process of trying to understand -
CO: there's no such [thing as *try*ing to understand]
CL: [((sigh)) hm
- I just - whole thing seems.,- um,-
CO: what do you *want*,. - I mean, trying to understand is is a nice phrase., - you are- you've got lots o' under*stand*ing.- what do you wanna *do*.
(4.2)
CL: wull I [thought (well-)]
CO: [(take anything.) in you go and- ( ) maybe I just want to sit and - go around under*stand*ing.
CL: ((scoff)) - mm, -
CO: ( ) (7.0)

((the rest of the tape contains guided imagery and both the CO and CL speak very softly))

CO: 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
( ) -
CL: ( ) rolling ( ) country road
( )
CO: just *stay* with it (just pretend)
( ) have you got your contacts in,? ( ) -
CL: yeah [(I got my)]
CO: [just ( ) here on this country road (2.8) just
spend a few minutes (quietly going back)
((sporadic inaudible soft talking by CO)) (11.0)
CL: that's quite a hesitation! ((giggles))
CO: ((some talking by CO, then silence)) (54.0)
CL: sort of walking around the road for a while ((giggle))
CO: mmm.,? what d'you see.
CL: ooh, (it's very peaceful place,?-
like a person (not really being bothered by s-)
CO: what di- d- describe what you see.- what kind of terrain -
CL: uuuhhmm (2.0) an area 'at's - very: *wooded*-
CO: m hhm,? -
CL: lots of - maple - (like we're going through a) country lane
CO: m hmm,? - mh hm,?
CL: th'only person there- is- *me.*,
CO: mmm,? 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))
CO: what you *see.* -
CL: more ( )
CO: m mm,? - is it a- straight road or- curved or is it wide,?
or narrow,? or (9.5)
CL: mostly straight ( )
CO: m hm,?
CL: (are you -)
walking,? or running, or ( ) how are you
travelling ( )
CL: just strollin' along
CO: m hm,- you're just kinda strolling along this road and - no
uhng- *side* roa:ds or exit points ( ),? -
what happens if you turn around., (4.0)
CL: mm,.- (no exit points) -
CO: (mm,?)
straight road again,? - come - along a straight road,?
CL: ( ) vegetation
CO: hmm, what kind of vegetation
CL: wull, (it's) (3.0) *same* - ( )
small ( ) trees,?
CO: m hhm,? - m hm,?
CL: ( )
CO: how far can you see each direction.
CL: very *far*
CO: as you look
ba:ck,?- 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: (if you mean:,)
CO: just- the regular forest a big thick forest ( ) -
CL: (see) - a wooded area
CO: mm hm,. (2.8))
( ) just kinda strolling down.,
((soft speaking by CO - not possible to hear)) (54.0)
CL: always feel distracted.
CO: m hmmm,? - ( )
CL: 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 ( )
((soft speaking by CO - not possible to hear)) (14.0)
CL: ( )
CO: mm hm,?- m hm,? - just- imagine yourself
(stop working)
((soft speaking by CO - not possible to hear)) (29.0)
CL: m- I can see farther ahead - ( )
CO: mm hmm,,? but more- more distant, ( )
((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,.
CL: yeah -
CO: yeah.
CL: uhm- *little* problems with my - communication [skills. - and]
CO: [mm hm,? that's *right*,. the last time we- talked,. you were looking at- objective four. [and ( )]
CL: [so I um 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 need to do differently,
CL: yeah, she she really uhm (2.0) pointed out a- a major error that I tend to do, - and that's getting to the meat of the problem,? before really - i- u- *getting* the - the client to uhm - 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 uhm - 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,?
CO: mm hm,?
CL: and sort of- *integrate* them- into one, -
CO: so they- l- *snatches*,.- through[out.]
CL: [yeah.,
CO: yeah! because I *think* that e-
CL: I *think* that's okay!,
CO: it's no:t- I mean nursing is not like *counselling* where you sit down and say okay ((claps)) let's *talk!*,-
CL: yeah,. -
CO: the: - the talking - *comes.*, - with- *in* the realm of a lot of your skills!.
CL: yeah.,
CO: it's no less *valid*. -
CL: mm hm, -
CO: and- and really uhm - 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.-
CL: 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 I said are you finished with this and she looked up at me and she started to cry!- so *I* started to cry. - I had no idea why we were crying!, ((giggles))
CO: m hm,
CL: you know,?-
CO: m hm,?- but were you *okay* with that.
CL: 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,? -
CO: aahm,- it's not- r- *wrong.*,- it can be *better* but it's not bad.,
CL: yeah.
CO: I mean that's at [least sort of *saying*.]
CL: [y- you see my- I mean u- it's
CO: [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 why are you crying is a - can be, well just because. -
CL: mm hm., - [closed in depression.]
CO: [you know ra- yeah., it's it's sort of a - it'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's happened. -
CO: [it's that's not it's not ( )]
CL: [m mm. well anyway,. ( )
I didn't *like* how I said it but we got [(along)]
CO: [yeah., yeah.
CL: and um
CO: 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 -
CO: m hm.,
CL: and um - my *first* thought is- oh she's not *feeling* well. - 'cause she didn't eat her *breakfast*.
CO: m hm, -
CL: but that was totally *wrong*. and- and I *did* observe
CO: and *again*,? there's that *you* jumping to a conclusion.,- right,?-
CL: I did it silently and I did- you know,. - w- why are you crying., and we- she just kept crying a bit and - I sat beside her and- touched her and- comforted her and stuff - and she looked up at me and she 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)
CO: so then what did you say,.-
CL: [umm,]
CO: [what did you do, (2.0) what- if someone is saying that. what are they feeling. -
CL: they'd be sad and upset (3.2) that they can't- be - part of the fun that's going on at home., - ( )
CO: angry,? -
CL: so um, - what did I say to her, (2.0) (you're gonna hit me over the head with) what I said to her - do you think they'll come up and visit you,? -
CO: ( )
CL: she said she didn't know. (2.2) and- a- f- few other topics came up- and- before I left
CO: *why* do you think I'm going to hit you [( )]
CL: [((sigh)) - *that's* jumping to the- to the- to a - to um,. - *dealing* with it. - you know,?
CO: okay,?- so what would have been a bet- what would have been a better thing to say. -
CL: I'd um - focus it all on her, hap- you know,? - what would you like to happen or- how would you (1.5) like for- *this* to happen.,? sort of thing
CO: *again* you're jumping ahead. - *happening* is ahead. right,?
CL: okay,.
CO: what's happening right now,. - [( )]
CL: [focus on her feelings.
CO: yeah - yeah so - so if *she* says well, you know ( ) still in the hospital and my brother's coming out ( ) what could you say- to help her,.
CL: you must feel,. (3.0) really sad and lonely., - and-
(I that you might listen)
CO: m hm, (2.2) what do you s- suspect she would say (to that)-
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 thought to myself,- *she* didn't express her feelings and if I'd *I* - *didn*'t- encourage her to express her feelings (at all.)
CO: you see I- I understand your frustration right now!,- but *also* one of the good things is you're *s- you're* now *recognizing*. - what you say when you *blow* it, or-
CL: yeah,.
CO: when you should get *hit*. ((giggles))
CL: [((giggling))]
CO: [or I should - ball you out over whatever it was you said, - but you're *recognizing* very *quickly*,.- *whoops*,? that wasn't right.
CL: yeah. - mm hm,? - but you know., - it's really funny I was at work last night - at my totally different work and I was *doing* it.- practicing you know and I thought oh., *boy*. ((laughter)) you're- getting really good at this. you know- 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 *threatened* there.
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 I- ( ) this one particular fellow who was just- *so* psychotic.
CO: mm hm
CL: and uh - I *really* - played [( )]
CO: [how do you how do you *stop* yourself., - when you're on the *ward* - from doing [(all sorts of other) work.]
CL: [I don't know I don't know
CO: what's the - as you walk in- to the- whatever you had on Friday.-
CL: mm hm, - *I* don't *think*, (2.0) anything is scaring me from *doing* it,. it's just - [( )]
CO: [(well not being scared- I said) how are you stopping your[self.]
CL: [yeah. - my opportunities (2.3) I mean I was sitting down at - at work yesterday and had nothing to do whereas- I've got - (a lot) - to do- on the floor at the hospital.-
CO: and if I've got a lot to do.,

then I can't do this,? -
CL: well that's not true *either* because - I I can *make* time., -
CO: it's *also* one of the things to *do*.
CL: yeah. -
CO: how how could you make time!, - to- ensure!, (1.5) that you *give* time to the clients. -
CL: well - I *am* - setting up myself a time - management *sheet*.
CO: mm hm,?
CL: if I gave myself half an hour here just to *talk* and- half an hour in the later part of the day to talk. (2.0)
CO: yeah.,
CL: but I had these boo- mm, - lined up and we had visitors in and (they'd be sleeping in) and- unfortunately the- we didn't have any - (hit) - so -
[and I had a whole]
CO: [all right,.- so what *do* you do with the two weeks ahead of you. (2.5)
CL: I had a - a great,. time,. - having a conversation with one of my - patients taking *stitches* out of him. - you know,? an' it - and I *did* stop - *doing* it.,? - because- the conversation really got - a little heavy ((chuckle))
(that) you know [he needs my full attention.]
CO: [( ) -
what do you call a heavy ( ) -
CL: he was talking about- uhm - his wife having to be put in a nursing home,?-
CO: mm hm,?-
CL: and - I - sensed (3.2) ahm - he was getting really upset and I thought well I'll- I'm gonna stop and give him my full attention. -
CO: ((very soft))this is really important [getting stitches removed ( )]
CO: [mm hm,. ( ) I thought I I did - really well at- in the heat of the moment- uhm - as I- looked back on it- just after I did it.- I thought- well that wasn't *bad.*, ((giggle)) you know,. - then I handed it in and again I had jumped- to (conclusion) - to *help* him rather than help him help himself. this was- to [( )]
CO: [still rescuing.,-
CL: yeah.- I'm still rescuing. -
CO: *what* happens for you,.- if you don't rescue (him),. -
CL: the only time I don't think I've ever really rescued was last night at *work* and I felt really *good* I- u- mind you I don't think (2.0) I ( ) to myself was I really out to accomplish anything- or- was I *out*- just to practice,. as terrible as that sounds,. but -
CO: (perhaps other skills)
CL: yeah., ahm- this woman was- *super* super psy*chotic*. so- I think I was just out for the practice. she was really annoying. too she was real- being a real *bat* and I *guess* I was - sort of - helping her - you know. while she was being such an annoyance to everybody else by asking her the *ques*tions I asked her,. - but - at the *end* of it I really really felt *good*., -
CO: how come,. -
CL: I really believed I- I did a good *job* of helping her., - I guess- she *did* sort of help herself because she says you know it's not good to be an annoyance to the - ( ) little kid,. and she was - really being annoying to the ( ) and- by the end of the conversation she says, well *I* don't want to be like *that* anymore. I said well *that's* good.- because you know it's not right and I know it's not right and so- (talked like that an') - and throughout my, - my asking her ( ) questions and why an'- you know.- she was able to almost - figure it out herself.-
CO: so- in that *parti*cular situation you saw your role as - getting *her* to rea[lize.]
CL: [yeah. -
CO: not something you have to do.
CL: *mm* hm., - it was [funny,-]
CO: [*with* the man,- and the stitches,?
CL: yeah.
CO: what's your role,. (2.3)
CL: he was talking about his wife and I had *all* the- (material) - the *same* - help him help him*self*.
CO: but at the moment when,- m- 'cause my *sense* is that it's like when- y- when *you* feel like I've gotta *do* something,.- we talked about this before! and then I've gotta *do* something,. - *other* than listen.,? - you don't *count*- l-*lis*tening as doing.,?
CL: mm hm, (3.5)
CO: it's your so:le - primary role at that point,. (is) ( ) (3.0)
CL: (it depends on) - ( )
CO: you're *asking*. aren't you. ((laughing))
CL: uhm - I'm not quite sure what you're asking me.
CO: *well*, (2.8) you're saying *yesterday*, aren't you that the *only* thing, - that this guy, that this woman was psy*chotic*, there's not much I am going to be able to do.-
CL: mm hm, -
CO: I might as well just *get* her,

CL: well I guess when I was talking to *him* I - in the heat of the *mo*ment I thought well *I* (your own ; you know (giggling))

CO: yea me.

CL: ((chuckles))

CO: yea me. (2.0) ((soft))how successful ( )

CL: yeah right,. (3.5) not very successful ( ) (3.0)

CO: ((very soft))and you,?-

CL: pardon,?

CO: and *you,?*

CL: (at that point) (14.0) *I really* felt for him. (3.0) 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). - [( )]

CO: [what were - what were your intentions,. (6.0)

CL: *well.,* - *he* was really really upset and- I thought, - I could *do* for him ((chuckle)) you know,? - you *want* to do for him,

CO: mm hm,

CL: you know

CO: mm hm, - yeah,. - your intention, - the part that's getting me into trouble here is your intention is to *do* - *more.*

CL: mm hm,? -

CO: and that's not *helpful.*

CL: I know it's not,.

CO: that's really not helpful. - for *either.*-

CL: mm hm, -

CO: 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.*

CL: that's right. -

CO: ya *need* to- *plaster* that across your note pad. in the morning (5.0) but that's a real *hard* one isn't it

CL: mm *hm?*

CO: it *rea:lly* goes - deep inside. - I've got to *do* (for him) (3.0)

CL: I (over)think- ( )

CO: yeah,.

CL: ( ) - I understand it's wrong,. - and I - and and- I sincerely resent (this) and I- like I said to you,. - I've done for *me*

CO: mm hm- [mm hm - mm hm]

CL: [throughout this - ( ) you and me

CO: mm hm!

CL: and - think that *you* had done for me where would I *be* right now, -

CO: not at (back) [((laughs))]

CL: [((giggles))- yeah- exactly.

CO: yeah so it's like you *have* that piece of experience now.- and it's like *how* can I translate that. - everyday,.

CL: mm *hm.* (3.1)

CO: ((loud))*what would happen,.* and this- this- I hope this doesn't sound egotistical but- *what* would *happen.* if as you - be*gin* to,- you know you're taking out these stitches- and,- he starts to get upset.- if you *imagined* that you were me. (3.5)

CL: and I was talking to you? -

CO: no.,?- if you- *you're me.,*- and he's talking and he's talking.- you're not Wxxx the nurse.

CL: okay,. (3.0) what would I see,? or-

CO: what would you do.

CL: what would I do? (3.6) I would stop taking out the stitches and- I'd ((smirk))

CO: yeah, *good.* ((laugh))

CL: and um (3.8) ((very soft))I don't know (2.8) I'd really focus on *feelings.,*? - (support) his feelings.,? - directing him- by asking him (far more) questions,? - and um, (3.4) really get him - to do the dealing and the sorting *helping* him do the dealing and- and the sorting out and-

CO: how would you do that. -

CL: asking him open ended questions,?-

CO: what would you *not* do. - what would you not do.-

CL: I wouldn't - go phone his doctor for him and say look um -

CO: (is that something that) you did,?

CL: *no,.* no,. no,. no. - but what had *happened* is his wife had ben put into a- a nursing home. - and he had to see his wife in this nursing home - and - he didn't like the care his wife was getting and he hit his doc- hit- her doctor,? - and ended up in the slammer.,? - and now he's- he- he came out of the slammer and went right to the hospital to get this surgery done that he had done -and now wants t go back and visit his *wife.* - but he knows he has to go - and get his doc- *her* doctor's permission first.- 'cause that what was - (developed - - when he was) in Wilkinson. - he

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: [( ) *I* didn't think of it ( )]

CO: [well what were you *dy*ing to do though. - I mean there *again* is like what you *really* want to *do* is,. -

CL: get his wife better and out of the *hos*pital.- I mean that was, - the down- that's-

CO: [how are you - *how* are you gonna do that.] [totally being unrealistic. totally being unrealistic. - she's - got Alzheimer's and she's - in a *home.*

CO: mm, (3.0) so when you recognize that I *can't* make it better for you.

CL: mm hm,.

CO: 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))out*side* the heat of the moment as you call it. - and when you *re*cognize 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 feelings,? - basically,? -

CO: are you *ask*ing or *tell*ing,.

CL: *ask*ing. - ( ) -

CO: would you say, (3.0)

CL: *that's* what - I should be focusing on. (7.8) is that right? ((giggle)) -

CO: do you want to be rescued here,? ((chortles)) - so what do you *want* right now. (6.0)

CL: I- I believe I s- 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 dis*cussed* with you - uhm - sort of just help them build their feelings because - *real*istically 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 that that is the right thing to do! - the *oth*er 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 you know.,? but- gee! all I need to do is- stop taking ( ) - explore.

CL: m hm,

CO: and it's done. - all I have to do is help. *all* I have to do - is help them explore,.-

CL: mm hm, -

CO: *and* that's real difficult. -

CL: mm hm. ( )

CO: and- that's what I'm interested in *look*ing at and I think ( ) how come it's difficult (for) to look at - what happens for you!, - when you *get* in that heat of the moment,. -

CL: m hm, -

CO: what's - what's the feelings for *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,? ((chuckling))

CL: uhm-

CO: it's not just *his* feelings that need to ((giggling))be 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 and- and hurt,? -

CO: what *hap*pens when you sit somewhere- by yourself.,? - what comes to mind as you ( ) ((soft))I want to help (help themselves)

CL: ((giggle)) no., - ( )

CO: what do you *feel* in that,. ( ) joke about that ( ) (3.0) let's just go *back* to that one, - maybe just close your eyes and then just describe what's ( ) (8.0)

CL: (I don't think like that) I don't- ( ) I think that just sort of uh - ehm - (wants to talk so)- doing a procedure (here talk) (2.3) I don't- remember my feelings I don't think they were really *that* -

CO: ((very soft))(starts to talk.)
( )
CL: he said- he said to me - I guess you heard (I) at the night nurse. (2.8) ((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. ((chortle)) - I'm getting them mixed up here,. -
CO: what's going *on*,. (4.7)
CL: (go back,) (2.0) to the last- conversations and (4.0)
CO: bet you've tried to do *that* a million times,. (5.0)
CL: not *much* (3.2)
CL: .hh you said., ( ) what *is* that.- what's that one. (1.5) un*com*fortable- and, (7.0) incomplete,? (2.0)
CL: that ( ) (3.7) but I'm not feeling anxious or- - or up*set* or - or anything like that (12.0) a *lot* of times when I talk to my patients., - I find it very very *dif*ficult. - to uhm (3.4) sometimes (4.0) do it *prop*erly, what I *mean* when I say, that I do it properly by- *sit*ting here with Nxxx and I *know* what I have to do in a conver*sa*tion and I want to *do* it that way,. - and sort of thinking about that,? - and we're talking up a storm,. and I'm thinking now
CO: m hm,
CL: (*how*) (have we got) questions., - and ( ) let's focus on tha:t,
CO: let's figure out what I gotta *do*. here.
CL: yeah.- meanwhile they're -
CO: right,
CL: they're gone [( )]
CO: [and that's *part* of- when I said how do you *stop* yourself.- that's part of how you stop yourself.- ((smacks fist)) ( ) you - you start *go*ing on that *list*. -
CL: (steps) - yet, - I think,- (to up any) - I *was*n't in that - that- position last night.- [you know- I *was*n't,]
CO: [mm,- mm,- mm,- well what- what [position]
CL: [I was *hear*ing what she was *say*ing, - and it was [a lot of jibbering and - ( )]
CO: [m 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 *doi*n' that in the *hos*pital and I just don't know why!, -
CO: well I think what you *are* doing is that you're - uhm *criti*quing 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 *dan*ger of jumping so quickly to the judging,?
CL: mm hm,. -
CO: *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 your*self*. - it's a real *hamp*er. -
CL: mm hm! ( )
CO: 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,. -
CO: 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 appro*pri*ate thing to say *no:w*,. [((giggling))]
CO: [who *says* there is *a*nything that you have to say,. -
CL: the *si*lence goes on for so long and she's like- looking at [me.]
CO: [*as* it goes on,. what happens then,. - when it's real silent,. - [what do you say.]
CL: [most of the times I feel pretty comfortable,. but- I can remember one- particular time - this woman was waiting for me to say something
CO: how do you know. -
CL: just the look in her eye.
CO: how do you know,. - what do- do *you* conclude - about her. (3.5)
CL: I don't understand what you mean by that
CO: mm,? did she say I'm waiting for you to say something?
CL: no. - [no.,?]
CO: [no.,? - so *who* decided- that she was waiting [for you to say something.]
CL: [well you *get that* feeling of of- between two [people.]
CO: [*you* get it. - you *make* it. - you don't necessarily (know),. - but that's what's happening- right,? it's that - *you* start real quickly feeling I've gotta *do*, .mething *here*,- it's getting too *lo:ng*.,, - it's too *si*lent,,
CL: mm hm,
CO: what would happen if you wouldn't *say*

anything. -
CL: we would've *sat* there. - ((chuckle)) for *days*.
[((laugh))]
CO: [how do you know,. -
CL: um I don't know,. but, -
CO: well what if
you *had*,. (2.0)
CL: just *sat* there?
CO: yeah,. (13.0)
CL: it- it was - a feeling I I- sort of knew I had to say
something. I- I can normally feel pretty comfortable in
silence. - but-
CO: there's a point
CL: [that there *is* a point.,]
CO: [at which you feel that
I've got to jump *in*.
CL: yeah,
CO: I've *got* to. - no,? - nothing to
do with *her*., but for my own comfort. - (I have this)
[(feeling too)]
CL: [I don't know if it was- for *my* comfort (only)- but-
I think - *she* was pretty, well not that I know for *sure*.,-
but-
CO: right,. (4.0)
CL: as human beings you can sort of *feel* it though, - don't you
think so? (2.5)
CO: you *create* how you feel,. - and you *create* it - through
what you- *assess*- the situation to be,. -
CL: mm hm,?- yeah,. -
CO: we- from what we've *talked* about, *often* we sense what for
you is, - *this* calls for action, -
CL: mm hm, - I *know* that,. -
(it's -) [( )]
CL: [yeah,.- yeah.
CL: and then I understand and
I believe it *now* that it's wrong.- so
CO: yeah.- *and* it's- *and*-
there's that *lag* time,
CL: [((giggling))]
CO: [where I still *do* it,-
CL: yeah.-
CO: be*cause* - it's un*com*fortable for me:- to *not* do it. - it's
un*com*fortable for me to not ( )
CL: yeah,- [( )]
CO: [or to not
do it. - it's got nothing to do with the ( )- and
that's the part where we say let's look at what's in it for
CL: [mm!]
CO: [*you!* - you know- where is that dis*com*fort, - and what can
you do *when* you feel un*com*fortable.
CL: mm hm,. (3.8)
CO: what's a way of helping *you* - feel more comfortable - so
that you *don't* - (jumping - into) (2.4)
CL: just *know*ing that - it's not gonna to help *them*,. - has
helped a lot.- (I mean,) - you know I I'm- feeling we
should really, - re*view* that. because it
CO: mm hm- mm hm!
CL: ( )
CO: mm hm, -
CL: it's it's - I don't know,. it's
in the *blood*., ((giggle))
CO: well, no,. it's *not* in the blood.
it's in the mind.
CL: ((giggling))
CO: ((groan)) *blood* we have less
chance of doing something about- let's let's i*ma*gine that
you're sitting there with this person. and it's real quiet.
(4.0) it's really quiet (5.2) she may start to cry.,? -
(and you)
CL: ( ) -
CO: do you have to say something,? - you don't have to.,? -
CL: oh it's okay to cry, -
CO: you can cry,. -
((very soft))what happens if you just sit there. -
CL: I'll start to cry,? ((giggles)) I know,. - and-
CO: just in just- u- in *fact* let's just- just sit,. here. -
and just- watch what goes on,.
CL: m hm.
(22.5)
CO: mm ( ) - (she's)
(32.5)
CO: she wants- to be silent,? - what's happening. ( ) -
CL: *I'll* be silent.,? - ( ) (3.3)
it's time to be silent.,? -
CO: (explains) -
CL: I get thinking to myself - I wonder what she's thinking.
(10.4)
I (5.2) I don't know - *look* at her.,? - I don't *stare* at
her,? - I look at her -
CO: mm (2.6)
CL: emm (3.1)
CO: I wonder what she's thinking. (13.0)
CL: I wonder how she's feeling now,. (15.4)
umm (2.0) (quite sure) - I often-
think- when we're in silence that um (3.8)
(I makes me) - this uncomfortable for her,? -
CO: ( ) uncomfortable. (3.5)
CL: *I* don't feel I'm uncomfortable,? -

CO: mhm,? - is she still (a friend),? -
CL: (a little). (3.2)
CO: maybe a little.,? -
CL: yeah, (7.0) I would think that, (7.6) and (3.4) mmm, ((chuckle)) I ( ) that's what I'm thinking: and feeling: when I'm sitting there silently- ( ) - I hope this is (working) - ( ) (40.0)
CO: ( ) -
CL: pardon,?
CO: (what's happening with) (8.0)
CL: (a point) I stop thinking,. (24.6) I find this - sitting in silence maybe - a little tiring,?-
CO: ( ) - ( ) (12.0)
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 *si*lence and you're going like crazy
CL: [mm hm,]
CO: [y'know like this is really ( ) - a:nd at the same time holding yourself back (5.0) (this likes me,.) (2.1) (and keeping)
CL: ((sigh)) (15.0)
CO: just - (mention you sit) (3.0) ( ) (8.0) (to see),. (3.0)
CL: I find when I sit in silence. - I focus on - things (that are here?) -
CO: m hm- okay. so - you dress her.,?
CL: (something I'm not) - (standing)
CO: (makes you think) 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 ( ) I just don't like staying with other *people* -
CO: 'cause what's gonna happen first of all,. (5.0)
CL: nothing -
CO: we- at the moment what do you -
CL: well,
CO: what do you think's gonna happen. - (stare) (5.0) (happen) (3.5)
CL: m my mother used to say- it's not nice to stare!, ((laugh))
CO: 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: ( )
CL: ((very soft))( ) (3.0)
CO: (if you listen to stories). (12.0)
CL: ( ) -
CO: ( ) (4.0) if you could see- inside her - what is she thinking- and what does she feel,. (3.7) ( ) ((unintelligible))
CO: (what are your thoughts) when I stare at Mrs. Jxxx ( ) ( ) she's uncomfortable, ( ) ( ) if Mrs. Jxxx gets uncomfortable (3.5)
CL: she'll develop anxiety,? - when she develops anxiety - ( ) - then (8.0)
CO: Mrs. Jxxx gets anxious ( ) ((unintelligible))
CO: hold back.
CL: it's not my problem.
CO: what happens (to you) if Mrs. Jxxx gets anxious. what's ( ) (11.0)
CL: she's - ( )
CO: 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) - she gets anxious. -
CO: this is just if *I stare* at Mrs. Jxxx and she gets anxious then that means, uhm, (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*. -

CL: I don't- quite understand why you said that -

CO: 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* ex[periencing=

CL: [right.]

CO: =what's happening for *you*,. - it's well *she* did this and *they* - ( ) yeah it's *very* hard to ( ) do you recognize that? -

CL: sure,? -

CO: and - so I'm *won*dering if then one of the a*ssump*tions. seeing as we typically assume that everybody else operates the same way, - as *we* do., - is - that Mrs. *Jxxx's feel*ings., - are gonna be related to you- just as *you* relate *your* feelings -

CL: [I see.]

CO: [to somebody out there. -

CL: mm!, -

CO: and that's *not* true. -

CL: ((sigh)) - it sounds good!, -

CO: but it's not true.

CL: I know!, -

CO: what,. -

CL: ahm-

CO: what do you think.

CL: could *that* be the same as, - ahm- oh heck, (4.5) not feeling- *to*tally totally,. 100%. - *con*fident in myself - to help this person, - talk about - to *vent* themselves I guess -

CO: mm hm!

CL: you know that they couldn't sort of (3.0) see that - in me., - and - not *do* very well? - do you know what I'm trying to *say* here-

CO: I *think* so,- that,- gee,.- if they pick up that I feel shaky.,

CL: mm hm.,? -

CO: then- they're gonna close down - they're not gonna feel comfortable.

CL: I don't- you know, - they're gonna pick up that- I'm - going to my counsellor- once a week to- brush up on my communication skills and if they see this *in* me you know which -

CO: which you a*ssume* they *do*.,?

CL: which- you know- there's an - a*ssump*tion,

CO: yes. -

CL: uhm - I don't know. that- that might be (something to) you're saying no,.- no,. - I don't know what you said that- that *no* about, - it's not true what you said,. -

CO: if it's not true.,- that other people's feelings., - depend on you

CL: oh I see (within the)

CO: just as *you*., in fact, *your* feelings - aren't- as determined - by the other person. they're determined by the other person. they're determined by what's going on. in *you*. -

CL: and the person themselves,. - right.,

CO: yeah. - yeah. - you- you *talk* about well she's okay, or she'll get upset!, - what's happening to *you*. - when *she* get's upset., - what happens to you.

CL: yeah.,

CO: you know would you - in the same *way*., - when you stay *si*lent, - what happens to Mrs. Jxxx!

CL: mm hm, (3.4)

CO: (what's wrong.) - (tell me what's wrong)

CL: probably - not *much*. - really- or, (5.0) I'm the only person who ( )

CO: unfortunately we don't *have* - the ability the e*ffect* that we - arrogantly think we do.

CL: mm hm. (7.0) I'm not, -

CO: yeah- it's not e-e- entire-

CL: yeah, -

CO: I think that's something to just (observe here) that - uh- my sense of what your saying ( ) the same sort of dimension is I go *in* there, - someone starts expressing either- uh verbally or nonverbally (4.3) *I* start *feel*ing something,. -

CL: m hm,?

CO: but I'm not necessarily aware.,

CL: mm hm,? -

CO: and I start to do.- as a way of coping with *my* fears - my feeling of ( ) ( )

CL: mm hm,

CO: my feeling of - I've got to keep going.,?

CL: mm hm,? -

CO: gotta *do* something here.,? this is a- a *ripe* opportunity for communicating here.,?

CL: m hm,? -

CO: and *I* jump in to do it - for myself. (9.0)

883 if you can *ca:tch.*, yourself., and just simply say., - boy
884 I feel really uncomfortable- but I'm just gonna stay
885 CL: m hm.
886 CO: I'm not gonna rescue myself,.-
887 CL: m hm,. (4.5)
888 CO: I'm not gonna - put some words into this silence,. so it
889 doesn't
890
891 ((tape ends))

Interview #25.

CO: (say anything) you're having a - a period as well
CL: we:- it's just been building up- and do you remember I was talking [at the time before, - okay that was about-]
CO: [yeah. yeah
CL: marria:ge breaking u:p and-
CO: [yeah,.]
CL: [fine. *that* was resolved,- and that was gonna happen. - you know - it [*happ*ened.- sort of thing - right.]
CO: [it's been left ( ) yes I remember running into you at some point [(and you said that.)]
CL: [r:ight. 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 strartin' to think -
CO: [(like this.)]
CL: [a:m I:., - making mountains out of molehills. and then I think no:,? - [because: ( )]
CO: [these are *moun*tains. ((chuckles))
CL: there ha:ve *been* some mountains. and then - am I being silly with respect to - uuhm - am I making it *mo:re,* (1.6) than I *think* it is.,?
CO: [ye:s,.]
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
CO: [(they've happened,.)]
CL: [soon as I resolved that an' okay- now we can get on to life again - something else has [*happ*ened! - and it's just=
CO: [yeah, - yeah, - mm.]
CL: =like - now- now the major think is is- I've got *12* days up to my clinical.
CO: mh hm,?=
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 *oth*er people
CO: right,
CL: but my absenteeism - *has* been- yes! I w- I *would*n't have been particularly good - if I'd gone to th- *school* the days I've missed [( )]
CO: [yeah,.
CL: in this practicum I've missed *two* da:ys., and I had to leave early last week 'cause - [my son got sick.,?]
CO: [your son got sick - yeah,.
CL: and then today - Mxxx phones up last night- I ( ) the night - and so it's-
CO: ( ) son.
CL: my [(grand)son. yeap.]
CO: [yeah,.- yeah,.- yeah,.
CL: so I've missed two *full* days and -
CO: and
CL: two - *par*tial days.
CO: ri:ght,.- 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!]
CL: [ye:ah!
CO: and u- Wxxx you were saying also that your *fath*er was very ill? that he'd had surgery,?, is it -
CL: can I uh- tell you what's happened since - ( ),? - [okay.]
CO: [well *yeah*. even just in the last few *weeks* 'll do,?
CL: well, it's it's it's just like. just a l- I mean I know I can do it- under normal circumstances but since
CO: ([ )]
CL: [*Jan*uary- starts- Mxxx also in January February in what is absolutely - uumm - uumm
CO: ((whispered))distraught -
CL: *to*tally.- and I was just- I phoned all- sorts of counsellors and all of them said well we can help you Nxxx get over your - separation so that was f- u-
CO: [( ) yeah,.]
CL: [I could *deal* with *that*. there was a problem. Mxxx was crying,
CO: [yeah,]
CL: [how am I getting overly aggressive.- uuhm - crying for his Dadda.,- just being a horrible little boy!- a:nd - so that was that - and then January 23rd my mother- got taken to the hospital my father and my - *sis*ter, because- they found her- literally crawling around- rolling her eyes- on the floor it turns out that she: - had uumm - a (valium) *al*cohol abuse
CO: mm hm,? -
CL: uumm- and was 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.,?
CO: mm hm, m hm,
CL: was poking- my dog!- in the wrong spot with a *pok*er saying bad bad bad bad!, - he got *bit*., - and we had to spend time missed a clinical day because of that -

((whispered))(actually)
((normal volume))he got bit., - stitches- then he had an-
operation the next week to get the stitches out put his
tubes in I got pneumonia- uuhhmm- at the same time=
CO: =so it *is* it's just like next,?- next,?-
CL: exact[ly,]
CO: [next,
CL: you know,? then there was schoo:l 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 was- I've
missed- so much from being sick and- Mxxx in a- January
and February - in *school* like bi*o*logy and stuff I've had-
got way behi:nd so - it was uhm -
CO: ([ )]
CL: [trying to catch
up - and then my *car* blew up- on the- week before the test-
middle of the Knight Street Bridge
CO: b-but you *made* it. -
CL: I [*made* it so far- *ev*erything is - I *made* it.]
CO: [made it - you've made it - yeah,. but it's a *feeling*
like i- you're *cut*ting it closer and closer and closer to
the line,.
CL: *ye:s.*
CO: and so it's sort of like- gee. *maybe*-
there's some other *things* I need to be maybe I need to *look*
at this and how am I gonna *man*age. if it keeps gettin'
closer and closer to the line!,- [something's gonna happen]
CL: [well I- I think *it's* that
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 *hos*pital an'- ( )
(that's [ )]
CO: [Mxxx, - really does it kinda wears you down!, and-
makes you wonder whether- I- wanna bother goi:ng? -
CL: *yea:h.*, - but once I get there I do thoroughly enjoy it and
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 *cri*sis managing (1.7)
CL: [yeah!,]
CO: [then I- *then* I feel if I could continue on- that I'd like
to - [( )]
CL: [( ) there's only three weeks! I'm so close! and
( ) it's getting *so* close an' oh it's almost over so
I start to *re*lax and I *can't relax* yet.
CO: yeah,.- yeah,.
CL: (well,? - umm) -
CO: does it *feel*- Nxxx that right now it's
it's it's even- yeah,.- just *that* bit if I can make it
through the next three *weeks* then I'll be okay but by the
time Sep*tem*ber roles around, -
CL: I cannot[fore*see* another=
CO: [things]
CL: =five months like these *last* five months so- [( )]
CO: [can't fore*see*
it- but is there anything that's gonna be d:fferent? -
CL: aahhh((sigh)) wull. - Mxxx will be *o*lder. *hope*fully- yeah.-
CO: so - so it *sounds* like the- the *on*going issues are - Mxxx's
clearly troubled by the *se*paration.
CL: yeah.
CO: and is acting up.
CL: yeah. - and- he's starting *again*
CO: yes., - and you *said* like
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: oh, now
[(it's his Mum)]
CO: [what is happening with your separation.
CL: well I I- I've
tried- to explain I've- *fin*ally resolved myself to the fact
I could *not* do anything with Sxxx- I have *tried*, and I know
I've tried *ev:*erything possible - to: get him to realize
what he does to Mxxx by his- very *in*[frequent visits - and=
CO: [yeah,]
CL: =Mxxx just adores his father.
CO: yeah,. -
CL: a:nd - I've tried
and tried and tried- and he comes up with - *oh*, well, I've
got my own life to lead,- a:nd uh - uhm,
CO: so what would *you*
prefer.- would you prefer no access,? -
CL: oh! well as it
stands now- he *he* has him*self* he said I will *not* be coming
down to see Mxxx again.- because of- [( )]
CO: [but is that- is that
leg- is that set up legally do you have a s- [a separation=
CL: [I don't want]
CO: =agreement or anything,?
CL: uuhmm - *I've* got- total custody of
Mxxx-
CO: you have,- [yeah,]
CL: [that's- no worry.,- uhhm- and I know Sxxx
would never - *a*ttempt anything like that because - well he
just doesn't- care!-
CO: [yeah,. - yeah,.]
CL: [enough to,. and too- he's up in
Nanaimo now living on base- and he just doesn't have the

home or the *money*- or the *time* or [doesn't want to.]
CO: [so for *you* you feel like you can look ahead and see: that it's your r- i-it's your right.-
CL: *definitely*
CO: not -s *no:* interven- interference. or anything [( )]
CL: [n-no I will not I will- not allow it- if I had to take it to court - I know I'd have the financial backing from my parents - they agree with me totally- give him -
CO: (give him [ )
CL: [I mean he's just - *proven* one too many times that- *he* does not care about Mxxx he cares about him*self* and (hurting you.)
CO: ((soft))[yeah, yeah,]
CL: [and so - uumm - that bothers me im*mens*ely, - 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.
CO: yeah,. [(*you* know)]
CL: [and I will be- *I* don't feel *guil*ty anymore.
CO: yeah.,-
CL: [so-]
CO: [yeah,.- you *know* that you went through every possible - scenario
CL: right!,
CO: and - you're not at fault-!
CL: yes and and I know! - [( )]
CO: [but when Mxxx screams in the middle of the night.,? -
CL: well it's just- *what* can I do! and th-then every *night*- well he we saw Sxxx three weeks ago- tommorow is the last time! - and at 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 *per*son.
CO: [mm hm, so he should! - absolutely.,]
CL: [he's still young ( ) - and- most people *oh* he's only two and a half- *he*- doesn't under*stand* that. - *crock.* - you know,? - *he* knows and I've *seen* him, - personal experience,- he is *very* upset when I am wi- when I've been with a *guy!* - so I make very sure that - outside of the house,? that's fine,? when he's- ya know when Mxxx's not around, - that's fine.,- but *no*body.- will ever.- stay over again,?- unless it's absolutely *per*manent.
CO: yeah,.
CL: *that* sort of thing- and I would explain this to Sxxx,? - and so he came down - three weekends ago,? - a:nd- like I say he's living up in Nanaimo he's got a - I would call her a *ditch* pig - did you *get* that,?- *ditch pig,?*-
CO: ((chuckles))
CL: uhmm - 'cause she *is*- I've known her for five years. and I know that she is *not* particularly - a nice
CO: [(excited upsetting too)]
CL: [person ( ) and that was ( ) any jealousy could get in. - *but.* - he: snuck her down - came- to my house- with*out* 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., - a:nd also Sxxx had been an hour late *get*ting there., - which upset Mxxx,? - and Mxxx- was just *hor*rible was clawing scratching pulling hair- temper tantrums throwing himself on the ground.,
CO: and what happens for you when he starts acting up.- what do you what are you (concerned about).
CL: uuuhhm - 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-
CO: [(that you) - yeah.,]
CL: [to reassure *him* console him but -
CO: but [it's hard.,]
CL: [I *tell* you if I had a gun-
CO: [yeah,]
CL: [three weeks ago:, when Sxxx came home and I found that out!, -
CO: yeah,-
CL: I: woulda *shot* the bastard,=
CO: =so it's like you get- combination of being real angry at Sxxx!, and also really - [( )]
CL: [*now* it's it's it's- mostly s:adness now,. sadness for Mxxx I'm *sorry* I can't help you in this respect. [an'- maybe yes more in the back of my=
CO: [ye:ah,]
CL: =mind yes it's important [( )]
CO: [but- yeah.,- but it *is* it's that just that recognition that this is real hard time for Mxxx
CL: [yeah!]
CO: [and I can't do anything [*more* that I'm doing.,]
CL: [I can't do anything *for* you., - as much [as I'd *like* to,]
CO: [yeah,. yeah.- or I'm doing all I *can*

CL: right! - a:n' a:nd- that is *yes* a real bother to me ( )
[( )]
CO: [*and* that it's - it's me and me *alone* that I don't have any back up. support!
CL: that's [right!]
CO: [mm,?- like there's no one else around,? who can help you,-
CL: *oh* yeah., like I've I've got my - my parents.,? and I've got friends.,? [and I've]
CO: [but your - your parents are both *ill*.-
CL: ((soft))mm.,? yeah!,
CO: ((soft))yeah.,
CL: yeah. so th-that's *another* [thing that's been *upsetting*=
CO: [so it's been ( )
CL: Mxxx [at home]
CO: [yeah,.-
CL: *Papa*.
CO: yeah.
CL: is: sick
CO: your=
CL: =*Papa* has been in the hospital
CO: *yes*,
CL: Papa has not been taking Mxxx to the (b- b-)- playing with Papa is: sick in bed!
CO: yeah,.
CL: yes Mxxx ([ )]
CO: [so it's like everybody's *leaving*
CL: yeah! - yeah. - so um
CO: and you're leaving tomorrow,?
CL: e- o- (I need [ )]
CO: [(anything) -
CL: he's at Camosun he's just right across the road from here.- *yesterday morning that's - uumm - that's why* I stayed home today!-
CO: m [mm,.]
CL: [in the morning because - yesterday morning Mxxx was just so clinging clingy clingy!, - I don't know if he *senses* that the *weekend* is coming,- but I've noticed that *last* week, and this week,.-
CO: what does the weekend mean. -
CL: the weekend *was* meaning *Sxxx* was- com[in' to see 'im.]
CO: [oh I see.
CL: a:n:d- I- really don't know if Mxxx senses it or *what*- but uumm - he just *starts acting up* and yesterday it was just Mumma Mumma come back to bed night night he woke up when I was getting *ready*. - and he *clung* to me and I I - ended up getting to- there on time!, but I had to sit with Mxxx for 15 minutes and say Mxxx it's okay.,- Mumma loves you
[Mumma loves you ( )]
CO: [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 -
CL: ((hoarse))yeah.,
CO: continue on.
how do I - ow do I now- as a single mother - going to school!,- and i-in *essence working*.
CL: right.-
CO: take care of my child's needs as well
CL: *exactly*. an' and
CO: and my *own* needs.-
I mean what are *you* needing right now ( ) what do you need for the- to get through the next three weeks.
(5.0)
CL: ((soft))I don't know - uuuhhmm-
CO: and what would make the biggest - difference for you,. (2)
CL: (is !) but that's- I mean that:'s - no,. that- that's *impossible*.
CO: are you taking- courses (from him),?
CL: no.,? that's just the [progress notes and stuff. an' - uum=
CO: [( ) yeah, - yeah,]
CL: =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?]
CO: [( ) yeah,.
CL: a:nd-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)
CO: [sure,]
CL: [but then right off the bat!, - *making* Mxxx's lunch- getting Mxxx's clothes ready for tomorrow get my *uniform* ready for tomorrow - then it's *supper* time make *supper* - do up the *dishes* - uhm- *play* with Mxxx I mean I I [(owe Mxxx) that luxury]
CO: [yeah,. - it is - yeah!, - yeah!, [that's no luxury - that's a necessity.]
CL: [an hour actu- actually about two hours.,? - playing with Mxxx then it's Mxxx's *bath*time then, - get him ready for *bed* and readin' him a *book* - and then it's 9 o'*clock* or 9:*30*, - [and-]
CO: [((soft))can't wait to get to bed -
CL: and - i- 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=
CO: [yeah,.]

CL: =finishing off the laundry.,? doing what housework I can-
[and at 10 o'*clock* it's sitting down opening a book!]
CO: [so it's like- there's a lot of things there,. - there's an *awful* lot of things that I have to *do* right now or I *feel* I have to do
CL: ((clears throat))
CO: and . can't *do* them all, and work - a solid day,.-
CL: wull,- th- *exactly* - mm,
CO: and- and *you* know. I guess *two* questions come up!,- whether - uuhh- be*cause* of all the traumas and your Dad being ill and- presumably there were- visits in there and- that sort of thing - and Mxxx - struggling - do you feel that it's the kinda thing that you *want* to continue - do you *want* to continue. for the next three weeks.
CL: ye:s!, - oh I me- yeah *oh!* yea- most *de*finitely.- I know! - I can be a damn good nurse I mean I've-
CO: yeah, [I'm not *arguing that at all!*]
CL: [I *know* that - *yes* I've- no this- this is my life. if I don't finish., - this year with a pass., - that's it. everybody *said* I couldn't do it - fine. - I'll be a stereotype single- welfare mother. [( )]
CO: [that'll be your *choice*.- Nxxx- that would [be your choice]
CL: [uh *that* would be my *choice* but that will be *it*.
CO: [yeah,]
CL: [if *I* don't make it.
CO: all right,? so
CL: [for now!,]
CO: [then what are you willing to change., in order to make it.
CL: - well I have to know ((sigh))
CO: ((whisper))( )
CL: *I* think I'm just gonna have to say (2.0) for*get* any (1.6) *ex*tras.- well ( ) [extras ( )]
CO: [( ) -
CL: it's - you know - I've already cut my- housework down to *a mini*mum - I I I've been thinking about it- already and- I'm have to cut that even *more* - aahmm
CO: [some of that-]
CL: [( ) to the point where I'm ([ ) but-]
CO: [what- I mean *sounds* like the- like- the *is*sue in ter:ms of the next three weeks is I've gotta make sure I make the days. -
CL: *yeah!* -
CO: an:d the reason I *haven't* been making the days has been Mxxx - true?

CL: well, [there were it was *two* days was - uhm]
CO: [it was *my* response to- yes,.
CL: the two days- *full* days that I missed.- that was because of my father. because one was- right after he had a craniotomy.,
CO: yeah,
CL: a:nd - we weren't sure if he was gonna make it through the operation. - and then - he had a *re*lapse - and it was the Thursday,- a*fter* his relapse - I went in there- and my Dad had given up - I was *posi*tive. - he was gonna die that night. 'cause he had given up. -
CO: yeah,.
CL: a:nd-dum - then h-he *lived* and it was just - such- whoa.- wow.- 'cause- my Dad's - number *one*. - Dr. [Mxxx ( )
CO: [yeah - yeah - and what's the situation for him now,? - what's his, -
CL: it's ((sigh)) *definitely* improving,
CO: is he still critical?
CL: no he's *out* of hospital they discharged him a week early because this:- strike business,- um- but [he's still very very weak very - uhm- =
CO: [(mess)
CL: s- he's a dec- really a decrepit old *man* right now. - ahh- instead of being- [very ( )]
CO: [(a real shock)
CL: i- well yeah!- it- and it's scary, and- uhmm - c- I mean
CO: [so when you s:ee him- yeah,.]
CL: [the chance is there! it it's it's - it could happen again
CO: hm, and ( ) as you think about it- what happens for *you*. -
CL: we- I get all anxious,?- I just- it's just you just - mm kind of- it goes *up* like- you know it's an awful ( ) - my Dad *can't* die yet [(Mom would-) but-]
CO: [yeah, ( )
CL: there's every possi*bil*ity- he could, - drop dead to*mor*row - an' wish he- yes, I could *deal* with it- but- actually it would be even worse.- something else like a minor stroke having my Dad, -
CO: incapacita[ted ( )]
CL: [*exact*ly.- going from the strong man he was- a very very very active,.- to - having him like he was- (for a while) when he was - a vegetable.
CO: [( ) yeah,]
CL: [(close) - no - really - aaahhm - a:nd- that was awful. - that's what's so scary. [in-]
CO: [because it's like it's not only it's my *Dad* but it's like my whole *im*age of-
CL: *exact*ly

CO: an' and my support sys[tem - it sounds like for you -]
CL: [and it was that *close*.
CO: as long as *Dad's* around thing- is things aren't going to be terrible.
CL: exactly. -
CO: [when Dad's not arou:nd!,]
CL: [or: - in that respect even if- if- something *did* happen to Daddy. - it was- *fine*. I *knew* he wouldn't have to live as a vegetable.
CO: [yeah,.]
CL: [I could re*tain* my memories - *he* wouldn't-t -
CO: yeah,- [*I* know,]
CL: [you know, - have any memory or you know *what* if I-
CO: [you hadn't-]
CL: [hadn't done this *an*': - you know,? - but it's at- it's that - I've *seen* him,- what he could be like if
CO: yeah,.
CL: God forbid something *else* happened. - and - [*that's*]
CO: [((soft))( )
CL: that is the *scaries:t*,
CO: yeah,.
CL: awful,.
CO: yeah,.
CL: so,
CO: yeah, -
CL: um especially you know *work*ing with a *lot* of them,.
CO: *of course*- you *see*!- [every ( )]
CL: [I see!- I've *seen* how bad it can get and it's just - like ([ ) yeah!]
CO: [I don't *want* that for my Dad
CL: ( ) I I- I really wouldn't be *suprised* - this is- *awful* to say!,- but if my Dad *was* like this.,- I would find a way!,
CO: sure
CL: to do anything.
CO: anything.- that's not [awful to say- that shows- caring.]
CL: [and and that's - I mean I just can't help it
CO: yeah, - so it's like [this is hanging=
CL: [(scary!)
CO: =over you- yeah. - yeah.- it's like I can't I-I *must* not let this *happen* and yet I don't have any control - -s - and if *that* goes - then I *really* feel, - (there's no more Daddy) - and even though it hasn't happened sort of
temporarily - relief - you need that. - it's just (4.0)
CL: .hh ((breathy))yeah, I know but it's really scary., -
CO: *hmm*, - *what*- *what images come up for you when you're finding- both*- it- scary both in terms of what it would be like for him and also for you (5.0)
CL: wull- for hi:m.,- actually that almost looks like he would- 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: ((wnisper))what was going on
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 or whatever - that's just how he looked,. and
CO: and for you,?
CL: *f-for me* [it was]
CO: [((soft))( )
CL: uhuhhmm (2.0)
CO: I mean- as you sit there right now., -
CL: just it's not my Dad! - you know it's um - that *can't* happen to my- I don't know! it's just- [it can't happen to my Dad!]
CO: [yeah, yeah, yeah, I just can't really conceive of the-
CL: no! I do- I don't- wanna even *think* of it. you know,? like um - uhh a lot for *me* yes,? a lot for my- my Dad's but *more* so - oh my Dad would die anyways.- I mean he would curl up and he would die. - you know and - just his *dig*nity,. - and he he's he's *really* a very proud., - dignified man sorta thing- and- ne him *know*ing.-
CO: mm [hm,?]
CL: [that he was wetting himself [( )]
CO: [so it's like the *cru*elty of that.-
CL: [*yeah!*]
CO: [really touches you-
CL: yes! [( )]
CO: [you just don't *do* that to [people,.]
CL: [you *don't* do that to no!- don't. -
CO: and *that* becomes like a whole *dif*ferent thing- a whole different issue- rather then just hey,- it'll be sad but- Mxxx can't phone his *Gramp*a or something like that! - w- just- that real *human* issue. -
CL: oh! yeah!, it's a it u- awful that that's well it's *wor(th)* than death.-
CO: yeah,. - *worse*, -

CL: than *death*.
CO: than death yeah,.
CL: and - but it *is* I mean it's so:,? - *possible*. -
CO: and it's true -
CL: a:nd- you know until my Dad really- gets up and mobile again,? -
CO: that's still - [front and centre]
CL: [that's still - *exactly*
CO: yeah,.-
CL: *exactly* and- and like you said there's no *control* over it,? uhm - prevent- e- doctors can *check* on an' all that,?- but - look how fast *this* one happened [you know,?]
CO: [yeah,- yeah,
CL: a:nd-duh -
CO: so it must *feel* I mean my *sense* is like *rea:lly* being - *assault*ed in many ways by a *whole* bunch of things - that you can't do anything about.
CL: [well it's-]
CO: [you've *done* as much as you can.
CL: *exactly*- there's *noth*ing that can be done about- that'd be done about what's happened in the past, - *noth*ing. - it's either *been* done.,
CO: yeah,
CL: or it's already *resolved* itself - or it's just gonna take *time*. - and I *know* that - and I *realize* that [and ( )]
CO: [and the trouble,.
CL: *yeah!* - it's just - w-what can you [say!]
CO: [so let's look at what you *can* do,. - 'cause you're right.- you know I mean - Mxxx it will take ti:me- your father- who knows - aahm - working things out with Sxxx (1.5) [and - just-]
CL: [that is - ((chuckle)) -
CO: but there are things that you *can* do something (about it) - what are the things that you *do* have some control over - that would make a difference for you - *in* the next three weeks (5.2)
CL: I can say I could go to bed *ear*lier but the thing ab- bed *ear*ly I've *tried* that. - an' I just toss and *turn* and turn and *toss* - toss and *turn* - and [it's still-]
CO: [what's the *n*ature of the tossing and turning. -
CL: my mind wouldn't stop!
CO: what's u- what's going on in your mind. [(school,?]
CL: [a *lot* of it is um - concern about school what can I- you know *plan*ning ahead for the day tomorrow- or geez why didn't I look this up or *why* didn't I look that up or- I *could* [have done this better,]
CO: sounds like you need to calm down,- and do you *do* that,?- do you work like *right* up to the minute you crawl into } sort of thing,?
CL: no.- I allow myself - *most* nig...s - uh uh- hot tub with a book.
CO: ((soft))yeah,.
CL: a:.d-duh
CO: ((whisper))guess that allows you-
CL: yeah (do a lot of it)
CO: 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 *work*ing again
CO: 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 [Mxxx]
CL: [no.
CO: to- schoo:l, an' -
CL: m mm. -
CO: all right.,?- so let me be - what do you need to *do!*- I mean what needs to *happen* - to en*sure* - that you - *make* it through the rest of your practicum. (1.6) 'cause that's the real con*cern* right now isn't it.- [( )]
CL: [well,- I think it's already *happened* and it's only as- as t- Nxxx?- I *think* you can do it? I think you *know* you can do it?- and - it's matter [you hafta *be* here]
CO: [can't do it if you're not here!-
CL: *exactly*, - and that's
CO: w-when she *said* that. what happened for you. -
CL: i:t wa:s ju:st - oooh, *shit*. Nxxx you *go:ne*, too *far*.- because I *know* [(I can)]
CO: [no,? you *haven't* gone too far,. *yet*.-
CL: well that's just *I* been
CO: that's what you're *say*ing. -
CL: let's say - I *mean* by the way I'd- slipped too far. because I have.- I've just been - sliding through.
CO: ((soft))right
CL: let me *slide* through this semester- and I- promise.
CO: but [you gotta *be* there (to survive) -yeah,.]
CL: [*I* will *show* you next semester. *exactly*.- and

it (is) -
CO: so *let's* imagine that it's tomorrow morning.,? -
CL: (well no.)
CO: let's imagine that it's [*Tues*day morning,?]
CL: [*Tues*day morning,? (1.5)
CO: a:nd- you get up,?
CL: actually Tuesdays and Wednesdays are never any problem.
CO: so it's Thursday
CL: [it's Thursday and *Fri*day.]
CO: [when you're getting more and more tired
CL: yeah,.-
CO: awright.,?- so- then maybe *dif*ferent strategies are needed for like *Wed*nesday night and *Thurs*day night,- as opposed to Monday or Tuesday. (5.4)
CL: but- like *what*. - your problem there!, - is - okay Monday night - is- well we've had Monday off and we have we've gone to the hospital.,- we've researched our patient
CO: ((soft))m hm,?
CL: a:nd -
CO: and do you get enough research done that you don't toss and turn Monday night,?
CL: *yeap* - yeap.,
CO: so Monday- night's a pretty -
CL: [that's okay,.]
CO: [it's on Tuesday mornings [(like that)]
CL: [Tuesday morning it's - okay for this- for this particular - week. - sort of thing - Tuesday it was the first time with those- new patients.
CO: okay,?-
CL: uuhhm- before tha:t, 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. - *Tues*day, - was a new=
CO: [mm hm,? - m hm,?]
CL: =day.,? - new patients - *sick*er patients.
CO: m hm,?
CL: now I've dealt with - *sick*er patients since *A*pril.
CO: mm hm,?
CL: and I *liked* it. it was real- you know- *much* more [of a *chal*lenge.]
CO: [so you're - charged [( )]
CL: [I'm *charged- oh* yeah!
CO: all right so Tuesday night?-
CL: Tuesday night I start *click*in' an'- okay this is happening,. this is happening,?- [( )]
CO: [and *all* - all - *nurse* stuff.
CL: *yeah*.- [yea:h,.]
CO: [yeah.- okay,?-
CL: uhm - and so I'm doing a little bit of *re*search.- but then, - o:n, - no actually on *Tues*day. it was *Wed*nesday.- I'm I'm a day a-*head* of myself.- but that was *Wed*nesday okay Tuesday was fine because [that was ( )]
CO: [but the thing to *look* at is what do I need to do *dif*ferently,. - if if: - *Thurs*day and *Fri*day 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 *what* do you know from the pa:st!,- helps you to get to - to school.- to work.- to hospital. -
CL: it's knowing I'm very well pre*pared*- 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*,?
CO: m hm,?-
CL: o:r- more tests are done or whatever,
CO: m hm,?
CL: and I've got more *infor*mation.- and I find it *so* frustrating. - n:ot 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 [more about it.]
CO: [(at all).-
CL: yeah!
CO: yeah,.-
CL: a:nd[then,]
CO: [do you *have* to know it all? -
CL: *no*, but we have to know (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-
CO: ((soft))that's right!
CL: but it doesn't *sat*isfy me. -
CO: well,?- [which do you want.]
CL: [( ) *have* to,
CO: yeah.-
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 *prac*ticum - or- *per*[sonal- growth and- intellectual satisfaction.]
CL: [mm *hm*. m *hm*. um - uuh *ano*ther thing I find,- [( )]

785 CO: [you can always learn that stuff
786 later. -
787 CL: I *kno:w,*. - I kno:w that's [(what I don't want)]
788 CO: [so *what* would you be
789 willing to do.-
790 CL: well,,?- I want to go buy the *text*book now.
791 CO: (so I-) I will *re*search in the textbook and that's *it.*-
792 CL: yeah.-
793 CO: I won't look up anything else.
794 CL: a:nd, *yes* ( )
795 if it's a really important question ( )
796 fine ask me. - you know,?- she doesn't ( ) if it's
797 really bugging me fine she'll find ( ) material
798 for me. - so that's- kind. of been [resolved,]
799 CO: [is that- does that feel
800 comfortable to you? - for the next three [weeks,?]
801 CL: [*y:eah!* - but- in
802 the same respect I was - yeah.- actually it was (good
803 enough for her)
804 CO: isn't that what was [( )]
805 CL: [an' it's- it was *just*
806 nice to have - uuhhm, - no i-it's nice to have the teacher
807 *see* that.
808 CO: aha,. [((whisper))okay,]
809 CL: [*yes*- if it's in the textbook that's *all*
810 you have to [learn about. - y'know,?]
811 CO: [yea:h,,. so is *some* of what you need to do
812 differently is connect with (when you read),? -
813 CL: aahh- ye-es,?, - *think* so. just double check (what I'm
814 reading more.)- which *yes* I have been doing- but now she's
815 given the okay.
816 CO: great
817 CL: that's okay. [anytime. ya know,?]
818 CO: [( ) - yeah, - yeah,
819 CL: uhh, which is kinda *nice.*- uhm -
820 CO: so:- *if* you were to only
821 research the textbook,? would you get to bed earlier? -
822 CL: ((very soft))or more [( )]
823 CO: [((whisper))( ) -
824 CL: ((soft))ooaahh - I guess there's a good possi*bil*ity, -
825 CO: that, - [what about -]
826 CL: [( ) - ah um um um
827 [( )]
828 CO: [do you *want* to get.- do you want,? to get to bed early., -
829 CL: *no.*
830 CO: mm. - all right,?
831 CL: [no,]
832 CO: [so no! I don't want to. I want to
833 continue ( ) do you want to make *any* changes. -
834 CL: yeah - I [*have* to,.]
835 CO: [why. (do you?) but- *hav*ing to and *want*ing
836 to are two entirely different things. -
837 CL: aahm (1.6)
838 CO: and- who *says* you have to. -
839 CL: because if I *don't* I might -
840 well no,. I *know* I won't force myself to admit it but I
841 like to get up - at least I *think* I would - I don't know -
842 [that (hap-)]
843 CO: [m- where's *where's* the moment of decision. -
844 CL: hm?
845 CO: where is the *mo*ment.- where you decide whether to get
846 *up*- and go to sch- and get to sch- *hos*pital on time,?- or
847 to sleep in or just stay home [until,.]
848 CL: [6:15.
849 CO: cuddle,- cuddle Mxxx-
850 CL: 6:15.
851 CO: what happens at 6:15,. -
852 CL: Nxxx it's 6:15, if you *hurry*
853 you can still make it on at- on time- at the *right* time
854 without being there at 15 [( )]
855 CO: ['cause what's happening what
856 *hap*pens, how does Mxxx get to daycare. - you must have
857 some- [dr-]
858 CL: [I *drive* 'im.
859 CO: you drive him,? -
860 CL: oh, I *drive* him an'
861 my parents just live down the road! - and so I drop him at
862 my *pa*rents in Wxxx's car (on the way to) hospital.
863 CO: and then they -
864 CL: they- [drop him off at daycare]
865 CO: [take - (their car) - so
866 you *have* child care.,?
867 CL: yeah,.
868 CO: so- even if he's real upset,?
869 - and clinging,?
870 CL: uh huh,. - oh yeah they'll take him no
871 problem- it's just yesterday and today - aahhh
872 CO: ((whisper))what's so different.
873 CL: it was unusual. he's not
874 *like* that in the morning usually.
875 CO: m mm,?
876 CL: [actually he's *never*.]
877 CO: [but what was the difference for *you.* -
878 CL: how do you mean. -
879 CO: well,? - *he* was different - but it wasn't *him* that missed -
880 in other words
881 CL: [*oh*. why was it different for-]
882 CO: [what happened for *you* - that you *decid*ed.,-

CL: because- last night- and the night before.- and- 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 -
uuhh - we got up stairs an' 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-
I'm too tired. to go [( )]
CL: [I need a couple of m- *hours* more
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 I *ju:st* 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 *ask*ing me. -
CO: w:hat do you *need*., at that *moment*
to get you *out!* - I mean it's [it's *one* thing to *sit* here=
CL: [oh!]
CO: =Nxxx and say yeah well I just *know* I've got go to *work!*, -
and yet- *what* I'm *wondering is how are you going* to do- how
are you going to en*sure* 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., -
a:nd make sure it doesn't shut off?
CO: m hm,?-
CL: another- one
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,-
phone's outside the bedroom,?
CL: oh,. i-it it's in the living
room. so [it's a good 20 feet.]
CO: [yeah,. yeah,.
CL: actually that - that
would probably be a good idea. that would just=
CO: =and so like
if you're *out* of *bed.*,
CL: it's just *getting* out of *bed.*
CO: it's- that actual *act.*
CL: [yeah!]
CO: [that - 10 seconds and ( )

CL: yeah!- it's just getting out of bed an' a:nd-dum - once I'm
out of bed,? - and face washed,?
CO: it's:- you're you're=
CL: =okay!
CO: and you can even if- Mxxx's being real cling[ing and awful]
CL: [even if Mxxx's
tired!
CO: yeah
CL: you can=
CO: =just- bundle him up and ship him off,.-
CL: yeah,? - yeah,?- uhmm
CO: so that doesn't- it's no: *pull*ing of
the heart strings feeling (nobody) spend time with
my son, -
CL: yea:h,? it *does* do *that!*,- but- like I say the
the priority is: in *nursing*.,- ahh it's just ah it's just
CO: and it *is* only I mean three weeks is 12 days!,-
CL: ((very soft))I know! - [I know! it's:-]
CO: [so you only have to have that alarm
clock out there 12 *times*,. -
CL: I know!, - that's what's so: -
CO: are you willing to *do* that.
CL: yeah! -
CO: are you *sure.*
CL: *yes*,- *pos*itive.- *that* I can *def*initely do.- yeah. -
CO: the *oth*er thing is- I mean is th- that - con*nec*ted with
that is okay, *if* you - *really* f[e]el clear, I can make that
commitment I *am* going to - to *go.* because it *sound*ed from
talking to Wxxx that when you're there.- if you're *there!*,-
you'll pass practicum.-
CL: mm *hm!*
CO: you know,?- you're doin'
fine. -
CL: mm *hm.* (1.8)
CO: a:nd- *part* of what's difficult about *get*ting there, is that
you're ex*haus*ted. -
CL: mm *hm!*-
CO: so let's look at that. - what
do you need to do,- what happens for you on weekends. (1.6)
CL: certainly don't party. - on the weekends,? that's uh -
catching up on all the chores,? - housework - *Fri*day night
is homework - *Sa*turday, - i:s - I'm with Mxxx,? -
CO: m hm,? -
CL: *Sa*turday night- i:s (1.6) once every three weeks maybe
going out - uhm on the *most* part it's probably staying
home,?- and maybe watching TV with Mxxx or finishing up my
homework,? - uh *Sun*day is- cutting the lawn,- or- gardening
- playing with Mxxx during the day,
CO: and does that relax, I

mean is a lot of that *relaxing*,? or does it
CL: [no.]
CO: [feel like those are [chores.]
CL: [it's work. - playing with Mxxx no, even playing with- Mxxx on th' weekends is work.
CO: sure.
CL: uhm,
CO: so what do *you* need. (1.8)
CL: fu:n! ((chuckle)) ( )
CO: but would the- I mean *what* would in other words get you, - charged. enough. - that you can make it through the next three weeks. (1.8)
CL: tha:t's [not long.,?]
CO: [and you say *fun*. ((chuckle)) -
CL: well- even tha-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*, tee:th.-
CO: yea:h.,? -
CL: if I could just- keep diving - an' the only thing stopping me., - is,? - [not having - mhm,?]
CO: [((soft))(a buddy,?)
CL: no.,- I don't- no what,?-
CO: no *buddy*,? -
CL: *oh* no., my [sisters- I've got- =
CO: [*oh*.]
CL: =quite a *few* [b-*buddies*- and- I've got-]
CO: [yeah,? yeah -
CL: uh- [everything else is o*kay*.,]
CO: [so why are you *stopp*ing yourself.
CL: it's respect to - I want a *bab*ysitter.- because it's an all day -
CO: [yeah,. - yeah,?]
CL: [adv*en*ture Saturday,? - a:nd-duh - and *this* is what I'm- un*reas*onable 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:.-
CO: like if *you* went diving for a day,- that would just - *repleni*sh you- [no end.]
CL: [oh! - *God*, that'd be almost better than sex! - that'd be a*noth*er thing but that's not exactly an alternative right now.,-
CO: well, yeah,. ((chuckle))
CL: and-
CO: given the two probably the d(hh)iving is ((giggling)) [safer too ((chuckle))]
CL: [right! - yeah,.- yeah well that's just it- the diving *is* safer but-
CO: all [right.,?]
CL: [uhm - well that would be an [idea.,?]
CO: [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, -]
CL: [*yeah* yeah, yeah, - mhm,?
CO: who do you know who would love to spend the day with Mxxx! (4.2)
CL: bet my sister would ( ) [see *that's* anoth*e*r th-]
CO: [or even- or even uh- is it- worth *enough*- to you- to *pay* for it. -
CL: well that's- right 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: (grocery [ )]
CO: [( ) -
CL: money- is- ( ) right now=
CO: =awright.- so *who* do you know who might be - [a good choice,]
CL: [well my *sis*ters might!, - (or I w-) my *lit*tle sister might., - and my *girl*friend might but that's- I'm so afraid to *ask*,? -
CO: ((soft))what's going to happen if you ask your sister if she'd like to have Mxxx for a day,
CL: oh it might,- she she *might* say ye:s.,- but in the same respect she hold it over my head until I do her a favour back! -
CO: is it worth. it? (1.6) an' an'
CL: [(balances)]
CO: [do you *know* that abso*lut*ely that she'll- come *keep* coming back saying but I looked after Mxxx I looked after Mxxx? - or is that
CL: [(well balances)]
CO: [just let- you as*sume* that - do you have data? -
CL: she- she's done it with her own. - [( )]
CO: [that *does*n't mean that she'll do it *this* time. but that's the [fear.]
CL: [yeah,.- that's-
CO: well,? maybe she's not the right *per*son.

CL: mm. - [mhm]
CO: [you see the thing *is* it sounds like you you've *got*ten yourself into - the *trap* that's really easy (do this) I've *got* to *got* to *got* to *got* to. and it just- gets to be right where it's gonna [( )]
CL: [well., it *is*., -
CO: you don't- *you* don't have to do the chores,? *you* can leave the grass for two weeks,? -
CL: well I've done that!,?
CO: sure.,- can you- so *what* do you *actually* - *have* to do,. (3.8)
CL: my homework.,?- for Tuesday - and if I want to-
CO: that has to be done *some* time between Friday
CL: [and - Tuesday]
CO: [afternoon and Tuesday morning.
CL: yeap - uuhm - and lookin' after Mxxx! -
CO: or, - making sure that [Mxxx ( )]
CL: [making sure that Mxxx is looked after.
CO: ((whisper))right,
CL: yeah., that's really,.-
CO: that's *all* you absolutely have to *do*,.
CL: ((whisper))I know! but then I get so behi:nd,. -
CO: well I mean *how* behind can you get in three weeks,. - what would happen if you didn't cut the lawn for three weeks you didn't wash the floor for three weeks.- didn't do the *laun*dry for three weeks. (2.0)
CL: mm,.- *God*,.- ( )
CO: I mean that's *act*ually gonna happen in three weeks, -
CL: not much- (your computer's in my kitchen and-)
CO: okay,?
CL: ( ) it's only three weeks ( )
CO: it's on:ly three: wee:ks- we're talking about right now- I mean I think- after you get through *this!*, and in preparation for next *year*., we need to look at this and and how to manage better next *year* but for right no:w!,- we're just *look*in' *three* weeks. -
CL: mhm,? - and if I could. -
CO: *what* do you need to *d*- I mean it really *does* it's like I've got *three* weeks., - *noth*ing, - the *on*ly really serious thing! - for you in your life that could happen in the next three weeks.- *bar*ing - illnesses. you know.
CL: [mm hm.]
CO: [(relapsing)- is that you could flunk *prac*ticum.- that's the *on*ly serious thing that could happen.
CL: mm hm! -
CO: three weeks of grass just looks - *lush*. - ((chuckle)) -
CL: m- w-when you think it's *on*ly three weeks ([ )]
CO: [only three weeks- that's- 12 alarms - 12 alarm clocks,? -
CL: 12 phone *call*s -
CO: 12 phone [calls]
CL: [*12!* - that's *not* [very much at all.]
CO: [that's not very much
CL: I think that would be a good idea- 'cause I know that would-
CO: *and* it's - I guess *two* weekends or three weekends ( ) - where you have a *cha:nce!*, - to *do* what you need to *do!*,- to make up *your* lab time.
CL: m.- mm hm,.well, [( )]
CO: [yeah but you're still=
CL: =( ) to the lake and - and just sit around and do nothing!
CO: sure!
CL: play with *him*- *that* would be enjoyable but-
CO: and would that feel- like work or play,. -
CL: oh that would be *play*.
CO: okay,?
CL: that would be *fun!*-
CO: mm hm,? - what can you do to *play* this week. I think you really need you *need* to play.,? -
CL: mm!
CO: I mean it's *important* for you [to play]
CL: [it's a four letter word though. -
CO: mm hm!- and like *all* four letter words is very *important*.
CL: yeah.,
CO: yeah., -
CL: uuhhm - *one* thing I *was* thinking of doing *for* tomorrow actually re- we are going to *do* this. w-we *are* going off to the Oak Bay Tea Party) (1.5) but I don't know if that's neither work or play because I know we'll be running into like - (*thou*sands of city) - in anomity, in,-
CO: yeah, yeah,.
CL: with*out* knowing anybody without having to put on any - .hh you know,. I'd could find a nice secluded *lot* at the lake sort of thing an' Mxxx could have a *ble* if he took the

trucks- take the *dog,* - he'd have a blast- I would be
((whisper))peace and quiet.- peace and quiet that'd be
*won*derful [((louder))it's *noth*ing. - ( )]
CO: [it's not the sa:me, - why are you- *why* are you
planning on going to the Oak Bay Tea Party.
CL: because Mxxx
will enjoy it,? (1.5)
CO: what about you. - [is it (so)]
CL: [*I:'d* en*joy* it., - but-
CO: you said Mxxx
would enjoy the *lake.* (1.5)
CL: yeah, *that's* true, [( )]
CO: [do you have to go to the Oak Bay Tea
Party,?-
CL: no:,? (2.0)
(can I *do* with because he) might enjoy - probably the
lake better.,
CO: it's lake,- *Sh*awnigan Lake,?- or, -
CL: oh! just Beaver Lake it's in our back *yard* virtually.
CO: oh,. is that right?-
CL: yeah,.- yeah,? - ( )
((whisper))because I- you know when I think about and it's-
it's peace and quiet (cn) -
CO: (that's enough) -
just- doing nothing -
CL: doing nothing with nobody around and
nobody-
CO: [(have some time)]
CL: [uhm *bring*ing their problems to me 'cause
there's- people *still* will bring me their problems you know
CO: and you *wel*come them,?
CL: *oh,* yeah,.
[in the respect that they I- *I* feel,]
CO: [you get to really take- you don't turn them away.,?-
CL: well *no!*- they've helped *me.,?* and if you've got a *prob*lem
well fine I'll try to help *you.* -
CO: okay.=
CL: =you know,?
CO: now let's imagine that Nxxx Hxxx is coming to you and
saying hey I have a problem I need some help (3.5)
what would you tell her. (3.0)
CL: if I was coming to my*self?* - go ahead I'm not telling you.-
CO: that's what you've *been* saying [( )]
CL: [yeah! -
CO: ((whisper))yeah,. - all right,? - now if you're not Nxxx
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))mmm,.- what can I do now,? (1.5) (actually I *do* do
that.) - ( )
CO: ((soft))(don't do what) - ((louder))what- what would *you*
recognize that Nxxx needs -
CL: that's exactly what she said-
is Nxxx you're not doing anything for yourself. you're
looking out for everybody else -
CO: ( ) true, (2.0)
CL: ((whisper))ye-ah,.
CO: ((whisper))(no one *else* is looking out for)
(8.5)
((very soft))( ) (10.0)
hm,?
CL: ((giggles))( )- but then what do you *do* though
CO: you look after yourself,. -
CL: ((whisper))yeah,. -
CO: it's *harder.*- I mean it- you I think you really are *fac*ing
the- *I* think the hardest thing ((soft))that there is in the
world!- is that there's *no* one, - to *give* you that little
( ) - you *can't*- just tomorrow say hey. I need to
get away can you (look after) Mxxx for the day,. (1.5)
CL: no I can't.-
CO: [well then- you *can.,*]
CL: [( ) *some*what before my Dad's
got s- before my *Dad* got sick
[and now that he *is* sick it's just that- (*pres*sure)]
CO: [yeah, yeah, well, you *can*
still do it but it takes a little more organization. - and
it takes, - sometimes having to *say* to people. I need some
help.- and- *ask* for it? for help,? - and to take that risk,
- and maybe even decide, that - I don't *care* my sister- my
sister can hold this over- me,?- I'm still needing- and I'm
gonna *ask*- for I have a *right* -
CL: well one thing I find so
many people I mean there *have* been times yes I *have* asked.-
CO: mm hm,?-
CL: but one thing people - *all* of the time my *own*
family included. -
CO: m hm,?-
CL: they don't under*stand.,* - that
certainly *nurs*ing is what I want to do. nursing is what I
plan on doing, (2.0) it's what I want!-
CO: m hm
CL: if they don't
understand,. - then it's hard!- and my par- *oh,* when w-*we*
were in school we worked and all this and I- they *don't*
understand- [why-]
CO: [and they might *nev*er. -
CL: well, e- I don't think
they will.- but- [*no*body seemed]

CO: [do you think they'll make a *difference*. - do they *have* to understand,? before you can ask them? (1.5)
CL: in *some* respects- *ye:s*,- because they think I'm makin' a big deal out of nothing.
CO: what do- what do *you* know about that. -
CL: I: know., - that most of my- girlfriends that are taking this course, - and I *do* know-
CO: m hm,?
CL: some- girls- uhm- *three* girlfriends that I've- oh I've forgotten it now - they- *two* of them are living at home!, - with Mummy looking after all their *needs*., - I mean everything washing their,
CO: sure
CL: making their *lunches*. everything - uhm- paying their bills.- that [sort of thing]
CO: [so it's like- yes- uh
CL: *they're* ( ) on *time*.
CO: *sure*,.- [they-]
CL: [*they* wanna-
they're- Nxxx was phoning me last night *crying*. -
CO: that's right!
CL: Nxxx I can't [*handle* it.]
CO: [so what do you saying about *yourself*. but - I will not ask until - people understand *exactly* what it's *like*. (2.5)
CL: well no! I- I- I d- like this I there have been *times* when I *have* asked, -
CO: mm hm,? -
CL: not necessarily [my *parents*.,]
CO: [now you started-
right! - exact[ly.]
CL: [uhhm, - but they they say oh! come on now what do you know
CO: well,? [so *what* if they do!]
CL: [that's not so *bad*.,? -
CO: so then what do you need to do. if someone says *ach* come on you can do it it's not [so bad-]
CL: [oh I've *said!* I've *said*- well let's see *you* do it. -
CO: well,?- does that get you what you need,?-
CL: *no!* -
CO: so [what d'ya need to *do*.]
CL: [but what can I *say*. -
CO: so you *ask* someone - hey,.- will you take care of Mxxx today I need some time. - and they say *och* come on it's not that bad.,?- and then what do you do! -

CL: ( ) yes it is,? now a lot - depending on who the person is I might (ramble off) - you do the *you* try doing this an' this an' this an' this an'
[(we'll see you in the morning.)]
CO: [(what do you get - what *happens* for yourself,- do you end up [getting what you want?]
CL: [I always get.- pissed *off!* (1.5)
CO: [( )]
CL: [doesn't accomplish *anything*.
CO: right
CL: [and I *know* that.]
CO: [that's not a good strategy.-
CL: so *what* if they say.,- uuhh- *hey*. it's not so bad,? - *what* would be an actual true statement about *yourself*., not about hey, try this try that try the other one. -
CL: I feel it *is*,? -
CO: mmm!
CL: ( )
CO: yeah,? -
CL: I'm finding it *tough* maybe you wouldn't - but I am,?-
CO: well,? that not even that maybe you *would*n't because you don't know that- hey,. I'm finding it *tough* and I'd really appreciate some help! (4.4)
((soft))now what would actually happen if you said that- to somebody. (4.0)
((normal voice))that's a hard one- for you to [*say* now=
CL: [*uuhm*]
CO: =isn't it. -
CL: ye:ah,. - mm, - I *kno:w*, - okay *I* did try it on my *Dad* before he got sick I tried it with Nxxx- Nxxx and I *are* good friends.
CO: mm hm,? -
CL: but she's also a lot younger than *I* am.
CO: m hm,?
CL: and she feels she's got problems of her own though she,=
CO: =well I'm sure she does! [( )]
CL: [she *does*- they're all *her* problems yes.
CO: and when *you* see someone., - feeling like *they* have problems what do you do. - about yourself.- and your problems.- and your needs. -
CL: oh, *I* will quite often just, - oh I don't know ( ) what's your problem, - but I- I didn't [*say* to Nxxx,]
CO: [I shut off myself.- completely-

I don't attend to myself. - and that's a choice you can keep *mak*ing. - you can - do everything [for everybody *else*]
CL: [*well*,- it's it's -
CO: 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),
CL: ([ )]
CO: [but *I* have to ask for it,.- and I have to ac*know*ledge that it's okay for me to ask for it.
CL: .mm,
CO: yeah that's a *hard* one,
CL: I *did* try that with Nxxx- kind of- in a round about *way*.,
CO: m hm,?
CL: uhm, - an' I'd say- you know,?- come on over for coffee I wouldn't mind *talk*ing sort of thing [( )]
CO: [does *that* tell- does that *tell* you what you need,? (4.2))
CL: tells her I feel like *talk*ing I didn't say it exactly what I *want* her-
CO: *sort* of- maybe,? -
CL: *may*be it's kinda *ify*- I feel like talking - uuhmm - be*fore.,?* - that has been e*nough* for her to say *oh yeap*. - you know,? and she'll come over - but
CO: that might not be e*nough* [for you.]
CL: [it *was*n't enough she *ran*- when I tried- my *Dad* was- [really very ill ( )]
CO: [what are you willing to do! (2.0) for your*self* - you're *glid*ing a*way* here, - ((chuckles)) -
CL: ((chuckle)) yeah right. [((laugh))]
CO: [((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)
CL: I guess I have to try out something ( ) (3.3)
CO: (they borrow money.,)
CL: geez- that hurts too-
CO: mm hm,-
CL: borrow mon- see I *do* have a babysitter who's available- *most* of the time, - it's a matter of money though. -
CO: yeah,?- I can, -
CL: I can always ask my *Mum* ((sigh)) -
[to borrow more money.,]
CO: [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-]
CL: [yeah.,- which one's got ( )

1422 ((tape ends))

Interview #31.

CO: ( ) week -
CL: so since I saw you I really haven't - had the opportunity to um -
CO: ((soft)) to- practice
CL: to practice - mind you - Thursday w-we *all* came up here as a group,?
CO: [uh huh,?]
CL: [there was: - several groups of us that came up to the college - and - after that meeting on Thursday we were told to come in and meet with our um - instructors individually (.) about our progress.
CO: m[m hm,?]
CL: [so came on Friday,? at (.) whatever time it was in the morning,? - and - she's - *really* amazed with my progress! (.) imm*en*sely - a:nd - I mea:n,- we focused on-n objective board the communication that we're
CO: ye:s
CL: you and I have been [focusing on, - and objectified - um -=
CO: [yes]
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-[*fo*cusing on- (what you)=
CO: [aha,. aha,.]
CL: =because communication in nursin' is really really im*por*tant [( )]
CO: [((soft))oh yes,. -
CL: and-um (.) she says that she's going set up - little workshops,? because we're not finished,.
CO: no:[- I know,. I know.,]
CL: [we are out in the hospital but we're having - t:o full- carry out too f-fully in ( )
CO: yea:h,. y'have to put in your - hours for (all this),
CL: so we're going to set up -m little (.) [( ) workshops]
CO: [little workshop with mini - scenarios and -
CL: role plays[n' stuff - the whole bit - so I'm really=
CO: [role plays ((soft))ooohhh!]
CL: =looking [forward to that,.]
CO: [((soft))good! uuhh! good! is- just Lxxx doing that,? or is tha-at- going be happening for all the -
CL: they're [all - they all thought,. about it and it was =
CO: [( ) yeah,.]
CL: =basically up to the little- groups,? like we 'ad decided on it in[the little group - that would be helpful for us,]
CO: [yeah,. yeah,. ((soft))yeah good.
CL: 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 o:ff,.
CL: somebody who went in - [with a contract - and with=
CO: [yea:hs,? yea:h,?]
CL: =you know- 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: ((laughs))
CO: *good* girl,. ha huh! well (I'm) [en*joy!* it
CL: [so I've be- I've been - [absolutely ( )
CO: ['cause you you *have* worked hard. -
CL: I've do- I've done absolutely nothing all weekend
CO: good.
CL: except my [- my job.?]
CO: [excep- yeah, but enjoy=
=[it yourself]
CL: =[an' I'll look - forward to our little - workshops an' -=
=[next weekend,.]
CO: =[yeah, yeah,. yeah,. - .hhh well., an'- a:nd *you know* I mean *again* - y- y-you know whe- we talked about listening to what's *not* being said the very fa:ct- 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 a need for another contra:ct or that you're pursuing

(arbitration) or anything like that! it's just (.) keep
on trucking!
CL: I was telling ( ) *all* through high school
I was the one that - the most improvement if I was to get
an [award it was the most improvement. 'n-I-I thought=
CO: [yes.,]
CL: =[o-o-hh ((laughing/high pitch))things haven't - some==
CO: =[oh, no,?]
CL: ==things never change. .h he*hahhah!*((high-pitched laugh)).
(.) but I mean is that something to *know,?* about yourself
CO: yeah,. you have to kind of really - see the nee- I mean the
need has to be glaring you in the face,?.
CL: mm hm,. (.)
CO: to really knuckl- to really - focus in on it.,
CL: yeah, (.)
CO: 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.,? (.)
be*fore* - I'm really - u-up - up the creek. (.)
CL: yeah,. -
CO: .hh doing some of the things that you've been doing -
through pra:cticum - checking in, (.) a:sking, (.)
CL: ((soft))(get the feeling,.) yeah,.
CO: ((soft))yeah,. yeah,.
CL: and- I really feel - more organized to - [have it - within=
CO: [mm hm,]
CL: =my[self,? sort of?]
CO: [mm hm, mm hm., - yeah,.
CL: I - yeah - I often thought
you know am I really: reaching out to everywhere: you know
at the beginning of the practicum- an' I was! - I didn't
really know if I was or not -
CO: yeah,=
CL: =but I was.,
CO: yeah,. - yeah. - .hh I mean that often happens for students
that it takes - the just the day to day *grind* of it (.)
to [- to set it (.) to really feel like you're - you're=
CL: [mm hm,.]
CO: =immersed in it (.) and - [living it,.]
CL: [I real- yeah. - it - I
really really took it one day at a time -
CO: yeah,=
CL: =you know -
and that's what - I really think - helped me.
CO: ((soft))yeah.
CL: one day i- - that day's done right,?
CO: okay,?
CL: that's ( )
tommorow (.) you know, I didn't *look* next week - or
[next month only tommorow.]
CO: [yeah,? yeah,? mm, - .hhh and how do you do-
okay then the question becomes okay so - next fa:ll!? (.)
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=
CL: [mm hm,.]
CO: =time - as- taking it one day at a time!
CL: yeah,. -
CC: and had to do tha:t- then we'd - trans*fer* some what you've
done this - (tapes) - into the fall.-
CL: m hm,. (.)
(that),? (6.0)
CO: uh-uh- - you know I suspect that a - a a funny kind of
benefit- of this whole mish mash right now (in the)
practicum .hhh is - that you ma:y- end up getting
more - u-uh clinical attention (.)
CL: [mm hm,.]
CO: [in the fall, (.) which it *sounds* like works well for you
CL: yeah,?
CO: you actually:, work better under pressure?
CL: yeah,. -
well er- i- I mean tha- sounds like - when you - you've
been *fo*cused like this and had some real spe*ci*fics
CL: mm hm,.-
CO: but ( ) what were you thinking of just
then you look like you- kind [of: went *off* someplace.
CL: [*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.]
CO: [yeah right,. yeah right!
and *now?*((laughing))
CL: it's i- - I really: like I've *wan*ted
to be self di*rec*ted I think you know somebody who is self
di*rec*ted is- sort of, -
CO: .hhh now what's your understanding
of that now. 'cause I r'member when we looked at the
*con*tract you were saying you know what does this mean.
CL: I (was wondered if) - the contract,. -
CO: yeah,. what does
that- what's your- co- what do you mean. now when (.)
((whispered))you say self directed,.
CL: well when I'm on the
floor I feel - really self directed I'm not running to
the instructor for everything
CO: mm hm,?
CL: 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 (.) a:nd 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 *stu*dent.?
CO: m hm,?=
CL: =and if I'm not
feeling totally comfortable with that I'm gonna go to my RN
an'- 'cause we're a team,.?
CO: yeah,? -
CL: and if there's- an'
'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 ha-ad. and I just wanted to know what I should
be looking,? for[because I had no idea what to look for. =
CO: [hm! yeah!]
CL: =so I asked one of the fellow students who's had no problem
throughout the whole time,. an' (.) she was a straight A
student in the biology part an' that an' have you *heard* of
it, an' she said no., - so I went to my nurse and she said
no,. and then I went to Lxxx - and she said I don't know! -
.hhh and then- 'n so- you know it(hhh)
CO: yeah!- and [(and w-)]
CL: [so it's- ya know- so we went to the lab! - you
know 'cause it was something to do with - blood.
CO: m hm,?=
CL: =an' so we went to the lab and we all *learn*ed something-
which[was j's' wonderful!]
CO: [((whisper))yeah,. .hhh and what *that's* saying I
mean not only se' rected in terms of you didn't wait to
be told to do th ings, but also setting priorities,?.
CL: yeah,.=
CO: =knowing - what the (.) the *hier*[archy (feel like)=
CL: [the ladder,. top]
CO: =the lad[der - (to call them)]
CL: [the ladder- t-yeah,. yeah, uum (.)
CO: an' that the sounds like m-more *comfo*rtable asking?
CL: m hm?
[oh, yeah,.]
CO: [not feeling like you're (.) being stupid because you're
aski:ng, (.)
CL: mm, I-I'd - given it a lot of thought -
first I'd- taken it home and slept on it- [for a week,]
CO: [m hm,? hm?
CL: before I went (.) to [the teacher.
CO: [but is it contagious ((laughs))
CL: ((laughing)) - and I I- looked through my medical book and
I have a very (useful) (.) book! - an' it wasn't there!?
(.) so um (.) an' then on from there
CO: .hh and that really is a *cri*tical - piece of learning
because among *other* things about medicine is it's *not* going
to be in the books,. it takes (.) two o' three *years* for
things to get in the books. (.)
CL: so I- then we all I I'm me I sat down and I thought you
know, (.) that's people here learning something - you
know because (.) if I sort of - focused in on something
CO: [mm hm,. mm hm! (thought that was good)]
CL: [an' felt proud
CO: ((*soft*))yeah-eah?! that's *good*! ((*mumbling*)) (.)
CL: we're looking forward to this week coming up an' - the role
plays an' I-I - I'm not quite sure *how* we're doing it (.)
I'm gonna be -p-patient one day and- n-nurse the next, -
[(it will be interesting)
CO: [(it'll) be fun.? will it be fun?- for you?
CL: (o- it'll be[fun,.)
CO: [yeah. you feel comfortable with your- group,.
and=
CL: =yeah, - oh yeah., -
CO: it - (I think) it allows you .hhh
uhh - my experience with s-*stu*dents working with *stu*dents
is that you're a heck of a lot tougher than *pa*tients,.
CL: oh! yeah! [- oh! *yeah!* ((laughing))]
CO: [((laughing)) they nev- you can't
CL: ((loud))I just don't get *better*! ((laughs))
CO: yeah,. right,.
and I don't re*spo:nd* to *no:*thin'! [((laughing))=
CL: [((hearty laughter))]
CO: =((quietly again)) and so it's like if you can learn .hhh
(.) with your fellow students then - ( ) and it
is the same skills! I mean - .hh people often will say oh
it's just a role play but (it's not)
((whisper)) still the same - ( )
CL: I remember when the first-t - time (.) we started -
working in the lab (.) it was really really difficult
this sort of (.) 'cause we have *dum*mies up there that you
had sort of had to treat like a real patient
CO: yeah ( ) -
CL: an' because (.) I wasn't experienced enough? - u-uh it
was really really difficult for me to treat this [dummy.,?]
CO: [it's a
((loud))*dum*my! [it's a *dum*my! - it's a *doll!* - I can - =
CL: [(((giggling)))]
CO: =t-turn it over and bang its head it's not gonna get hurt,?
((laugh))
CL: ((laugh)) .hhn - ((soft again)) but no it's going to
be different now I'm concerned - u-u-uh especially if we

play with each other,? an' not dummies,?
CO: ye:s,. - yeah,.
CL: which I- hope we do: I'll [- suggest it,]
CO: [yeah, - well - ye- I was just -
gonna say!- if that's what you wanna do
CL: make make suggestions and that (.)
CO: all right?! - so you've done it.?. you've cruised.? - you
you can see your way through,? - .hh any thought around
u-u-uh- what ya nee:d in terms of s- aah third semester?
(.)
CL: well I:(hhh)((sigh)) - put all my books away - (n)except my
textbooks and my:- um (.) ((smack)) .hh required reading
for the- - the year - and I've started in- on the reading-
everything again (.) I'm starting in - biology because
it-'s the one I want to focus on the *most* - and I've - kept
my nur[sing (modules),]
CO: [and this is rereading - *this* year's.
CL: mm [hm,]
CO: [so we can-
sort of reviewing o[ver the summer.
CL: [yeah. m hm,?, (.)
and I know in the biology *textbook* (.) there's a few
problems where I (.) it just didn't - didn't come to me
[er I- an' I sort of - jumped over it 'n' -=
CO: [m hm,? m hm,]
CL: =it was left, (.) I
CO: it was left,. right. yeah, ((laugh)).
CL: ((laugh)) so I- - there was a few of those an' I I really
want to *know* them,? before I [go in the next year and -]
CO: [((soft))yeah,. yeah,. yeah,
CL: I have a handy little brother at home that's - always (kid)
CO: ((whisper))(yeah that's something else isn't it - yeah) .hh
and you may *fi:nd* that- now [going ba:ck,. - .hh you ma-=
CL: [in my (clique)]
CO: =you've got more experience., you've got more parameters.,
that ((whisper))( ).
((loud)) and - maybe if something isn't clicking - go at it
in a different fashion. (.)
((soft)) whatever that might be.
CL: mm hm,. (.)
but it's been a really (.) uumm (.) I highly recommend
going into the counselling [(field) - and I told Lxxx that=
[(thing)
CO: [((laugh))]
CL: =.hhh - (believe it [ )]
CO: [yeah,. - well
you've held- I mean I really see you as having come in: an'
just - at some level saying look- this is something I gotta
do,? - an' you know *there's* where some real *strength* for
you is [like- when you *do* target in on something .hh an' =
CL: [m hm,]
CO: =when you go:t it *clear*. (.) then you just (.)
just *did* it.
CL: yeah
CO: just sort o' star[ted]
CL: [the hardest part was
getting it *clear*. and that's[- where the counsellor comes=
CO: [yes,.]
CL: =in han[dy,. - you would pick up things that (.) =
CO: [yeah - y-]
CL: =I was sort of -
CO: ((soft))mm hm,? -
CL: not *focusing* on but they
were [there,? - sort of: - fluttering around and then- you=
CO: [fluttering around,. yea-,]
CL: =zeroed it in and it (r-) - that's it ya know,?
CO: yeah, bingo.=
CL: =work on it now - 'n' then it's worked done an'
- [that one -]
CO: [( ) was done.
CL: yeah,
CO: .hh so *again*- you know in terms
of looking at *next* year- if you start to ha:ve (hhhh!) this
floaty airy feeling! (.) come in at that point![and get=
CL: [yeah.]
CO: - uuhh ya know I would encourage you [to: -]
CL: [oh definitely!
CO: to: make a habit of coming in (.)
(a night there couple of) you know
just[as you - as needed but - but before it gets -=
CL: [m hm,.]
CO: =overwhelm[ing,.] -
CL: [overwhelming,. yeah,. yeah,
CO: but you *do* have
that working now, (.) it isn't often as big as it - feels
CL: ((very soft))m mm, (.) changing the subject a bit -
CO: (aha,)
CL: you know my t- - I'm a - whatever I am,
I-I and I was very close to an E and an I? -
CO: *yeah,* -
CL: and my teacher was say- Lxxx was saying to me - I don't if
you're an E or an I Wxxx I - I-e you're- I see a lot o' E!?
- you know,?
CO: ((laughing))
CL: I see some *I*,. but I also see a
lot of *E*.,
CO: ((chuckle)) .hhh - so did [you tell her,?]
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 wer~ 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 an' on an' on an:'- it was coming to an end., - and I put my hand up., (.) an' I- I'd been talking with my group before this big [discussion of all of us and *I* had *said* to=
CO: [yeah, -eah,]
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 I (strike) probab- you know - some people'd (say) oh - I wish I could be off to starting on work - summer work but (.) not me: I think it's really great that - there are -m - finding different learning needs for us,?[you know- and we're=
CO: [mm hm,.]
CL: =getting our money's worth if you want to [look at it that=
CO: [yeah,]
CL: =[way, and I had my whole - well there was *three* of us: -=
CO: =[yeah! ( )]
CL: =out of the seven., - saying Wxxx (ya know) you're right you're right an' so- at the *end* of our big discussion I put my hand up and I thanked- the instructors=
CO: =*eeeehhhhh,* hehuh!
((laughing)) ((very loud)) and *Lxxx said.,*
CL: ((laugh)) and Lxxx told - .hh(h) when I went into my meeting the next day she goes Wxxx you're an *E.* [((laughs))]=
CO: [((laughing)) r(hhaha)ight.
CL: =ya know,. [(actually) on behalf of my clinical group I=
CO: [((laughing))]
CL: =would [really like to thank you guys for making a- b-=
CO: [u-u-uh-oohhh good- for you:.,]
CL: =[the best out of a bad situation.]
CO: =[isn't that nice,. yeah.,
CL: ya know she *looked* at me she goes you're an E. [((laughing))]
CO: [((laughing)) .hhh. - that's cute,. that's cute,. yea-ah,. - 'ea-ah,.- *so* you confirmed [it for her did you,? - goo:d, m hm,?]
CL: [((laughs)) well then I shut up and= I'm an *I.* ((laughing))
CO: yeah, right. well you're *both* - u- the sum's a lit[tle more than (others) yeah. (.) =
CL: [yeah.]
CO: *yeah!* so feeling really: aaa-a-ahh- grateful and thankful,? [- for the experience, and and proud,? of your - =
CL: [mm hm.]
CO: =performance? (.) you really (.) deserve to pat yourself on the back - .hhh yeah. you were lucky to get-t - get-t [- Lxxx was a good match,.- for you,. (.)
CL: [I-]
CL: ((whispered))yeah, - ((louder))I hope I get her again. chances are - u-uh there has been chances- people have had
CO: mm hm,. mm hm,?
CL: they *learn* a lot from her [an' yet=
CO: [mmm.,?]
CL: =on the other hand - I want to say that - it's good to get a variety.
CO: ((soft))that's right.
CL: you know I've *had* a variety.,? I've I haven't had one yet,. - but then I've - got Lxxx and I've learned- so much from her.,
CO: ((soft))she's very good, -
CL: she- i- knows her stuff.,
CO: yeah.
CL: that woman - knows her stuff=
CO: =(theory -)
CL: it is incredible.
CO: yeah.
CL: I just- admi:re her
CO: yeah,.
CL: you know- she's jus'
CO: good *role* model.
CL: ((whisper))ohhhh!
CO: yeh- like to be like her?
CL: I really would.
CO: yeah,. -
CL: that woman is married to her job., 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 Mcxxx -
CO: mm hm,? -
CL: I think she's *married* to her jo:b an'- she [just loves it and i-its her!]
CO: [m hm,? mm hm,? mm hm,? (.)
CL: I see the: (.) the head *nurse* (phoned up to) her last meeting.-
CO: yeah, oh yeah!
CL: (s-)
CO: she probably *trained?* the head nurse,. ((laugh)) (.)

CL: you know - i-i-
CO: so [*good* (challenge),
CL: [i-i- if: th- if: the: - (base - rolls)
the right way I might get her: (in),. and it would be just
wonderful! - even though I'd sort of have it in the back of
my mind Friday's good but=
CO: =that's right! - yeah. and - I
mean I think it i- it will - be the important thing is if
you *don't* get her (.) what have you learned about what
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
Lxxx that worked so well for you. (.)
CL: ((whisper))aahhhh,
- I thought about that,?- an' it was- kinda funny because -
L-Lxxx could almost rea:d me,? - you know and I'd only have
to say - this is overexaggerated a bit but - half of what I
(.) *meant* to say is she she *got* it. whereas - other
instructors - I'd really have to sit down and explain to
'em over 'n' [over 'n' over - whereas Lxxx went - Lxxx and=
CO: [yes, yes yeah,]
CL: =Lxxx (.) Lxxx doesn't focus: - sh- to to grade a student
she's watching performance,? - our - discussions and we had
a lot,?
CO: mm hm,?
CL: you know, - an' [our progress,]
CO: [okay,? - so there's *one*
piece (.) I mean you *had* a lot of discussions with her
CL: mm hm! -
CO: and - if you're *not* getting that next year,. (.)
to to *ask* for it
CL: yeah,.=
CO: =you know I mean that's some what
you buy!
CL: I am- I've wanted u-uh - I've always been like
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*
characteristic by the way,?
CL: ((laughing)).- is it,? .hhhh!
CO: ((loud sigh))hu[hhhhhhh!]
CL: [last term when I *did* it - I got (.)
nailed with being: too dependent on my instructor. (.)
you know,? so I- I really [(want to b-)
CO: [but was there a *difference* in
the way you were taught,.(4.5)
CL: probably because then - I wasn't talking after she sort of
failed me midterm saying (they're) depending on me to
(crunch) so- - then I did,-
CO: mm hm,.(.)
CL: so I- I'm really
gonna have to *find* that,. (1.5)
CO: well also what *I'm* hearing just in terms of how you are
relating around this - this new *disease!* that- - that the
talking was - *not* so much this: [time. tell me what to *do.*,]
CL: [(come and help first)
let's find it [together - yeah,.]
CO: [it-'s yeah! like- *hey* this is what
I've done,? this is the process I've gone, through,? what
do you think,?
CL: m hm.
CO: any other suggestions,. - but its like
you 'd already - *taken* some *initiative* you weren't[just=
CL: [yeah.,]
CO: =kind of - u-u-u-[umm u-u-uh following along waiting to be=
CL: [I did- I,]
CO: =told what to *do*
CL: mhm,? - mm,
CO: which is - *again* that
difference in balance - .hhh that that person was a
colleague they would consult (.)
CL: ( )
CO: well- rather than the *boss,*. - giving out
the instructions (.)
CL: yeah, - ( ) - what I- I guess (.)
last term I I- went about it that way (.)
I can't think of a specific time: [but -]
CO: [yeah., - mm. (.)
but you *will*- you'll find that different- I mean a-a-
Lxxx is a (.) a close match. -
CL: mhm,?
CO: and that's one
( ) that's really worked. - this time but you're
[*not* always gonna get that and - .hh and the real *s-skill*=
CL: [no,. no,.]
CO: =comes in - when I *don't* have someone like that - can I
[at least, - yeah. can I *adjust* can I - try to get what I=
CL: [adjust,.]
CO: =need - without being: dependent or clingey or demanding or
any[of those *other* things., (.) .hh an' if I'm *not*=
CL: [mm hm.]
CO: =getting it, (.)
CL: how *can* I (find)
CO: yeah. - exactly
((soft)) where else- do I go=
CL: .=how do I- go about- (getting
it differently)
CO: ((soft))yeah, - mm. (4.4)

((loud))food for thought- for the summer. (anyway)
CL: ((soft))yes. (really - really) (.)
because - the o-other instructors I've ha:d- are
wonderful -[I mean I I ( )]
CO: [m hm,? they're *all* wonderful
CL: they really are - they're all very-
CO: an' they're all
different
CL: they're all different - yes. (.)
Axxx - is an incredibly- smart lady
CO: mm hm,?
CL: 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 (.) ( )
CO: ((soft))yeah, - ((loud)) 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)=
CL: [mm hm,. that's right.]
CO: =and you're going to have to (quit) (6.3)
CL: it'll will be (a training)- I'm looking forward to it,. -
CO: looking forward to the break,? as well,? - or are you
ready! - [you're kind of on a roll aren't you. you'd like=
CL: [ah! I'm on a roll,.]
CO: =to go right *on*. -
CL: mm hm,? ((soft))yeah, yeah,
((louder))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 -]
CO: [yeah,. 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*.
CL: mm hm,.
CO: and to just - either be
aware of that as you go *in* to *not*, - slide, i- 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 -
to see if you know in some way you can be at work as a
nursing student rather than as an *E*,? -
CL: yeah. (.)
[I'll be working at my mum's *m*edical office too. - an'=
CO: [( )]she
=does a lot of counselling and
CO: mm hm,=
CL: =people (.)
really rely on -
CO: yeah., -
CL: mum an' (.) and- I'll be taking
mum's - e- my mum's a RN and I'll be [*work*ing with an RN-=
CO: [yeah,.]
CL: =but- they're all going on holidays at some time during
the summer,?- and [I'll be filling in,? -
CO: [mm hm,? mm hm,? -
CL: and uh- it'll be wonderful exper[ience - (hopefully)]
CO: [mhm, hm, -
.hh but agai:n!- you know if you can keep ali:ve (.)
CL: (that o-[sure),]
CO: [good old- *frame*work- and all this stuff., - and -
and s-see each day as another *practicum* day
CL: mm hm,. -
CO: then that agai:n would keep you relieved. (.)
(would have been) in the framework of the program.
CL: ((whisper))okay ( ) (4.0)
((whisper))be interesting,
CO: ((whisper))mm hm! - yeah!
CL: ( ) -
CO: ((louder again))busy (suddenly you have
see) you know you're getting *both*, -
CL: yeah,. -
CO: Tillicum, - is it Tillicum? [(Glendown) - Glendan,]
CL: [(Glendale) - Glendale - and
the Brentwood Medical [Clinic.]
CO: [Glendown, ((soft))and the clinic!
CL: (.) eleven 'til two at the clinic,? and three to eleven
at Glendale,. -
CO: ((whistle!))
CL: huhuh - but I am taking some
time *off*- again,
CO: yea-ah,
CL: (I) running down to San Diego
to visit a friend,
CO: ah., good for you. hm.- take a bit of
time just before you get into [(school)]
CL: [yeah. (*about* it),.
yeah,. (.)
CO: ((soft))mhm,? (.) well go en*joy!* - you've
done it kid,? (.) [well done - well done. ( )]
CL: [( ) but I'd like to
keep on with the meetings - starting in the fall again,?
CO: al' right,? .hh *now*- it won't be *me*. - in the fall. -
CL: ((tsk!)) .hh!
CO: *I'm going back to school.*
CL: ((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 Bxxx - 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 (.) maybe coming in and having her get to know *me*,?,
CO: yeah.
CL: start in,? on her,=
CO: =yeah! o-oh-, ((muffled chortle)) yeah.- start *in* on her ((loud laughs))
CL: ((chuckles))
CO: well yeah.- I mean I think the sa- always what you do,.- with counsellors,? just as you in essence - did with me although you weren't - really ri- .hh is you shop,? - you check them out.?
CL: m hm.
CO: come and - and-duh (.) the you know see Sxxx,? - and-duh (2.6) if she's *not* here, - I'll put a note- on your file - around who *I* would suggest (.) um - and you can just as[k Jxxx ask Jxxx to look at the fi:le.]
CL: [ask Jxxx,? okay.
CO: (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 tha[t's- that's perfectly - legitimate.]
CL: [m hm. yeah. (.)
CO: (that- so),
CL: are you going in for your *doc*torate are you?
CO: yeah. (I'm gonna go) down to San Franc*is*co for a year (.)
CL: hmm., (3.4)
CO: I've had lots of *em*pathy for all you folks rec(hh)entl(hh)y ((laughing))[(h)and so I start thinking about go!ng back=
CL: [mmhmhm!]
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 o:h we'll talk about it later an' th- that's fine,? - *I* might get down there an' hate? it
CL: mm hm, (.)
CO: I did'n't want to - *have* to be staying away for *two* years (.) and -I can probably get the coursework done ((very softly))in about a year and a half (.)
CL: ((whispers)) you)
CO: ((whispers))I'm - really (.)
CL: ((louder))how do you feel about living - in the States., -
CO: well I was feeling great until last week when the people who were gonna rent my house pulled out so now I'm feeling-
CL: ow [(that's bad,.)]
CO: [so I'm panicking, (.) u-u *I* feel fine I used to live in Cali[fornia]
CL: [uh huh. - yea-
CO: an' I know- San Francisco ( ) (.) it's just all the - the *has*sle (of) ((slaps hands together))
CL: ha huh!
CO: ((strangled))*he:lp!*
CL: like to leave August first please?
CO: do what you need to do - so (.) but it's also I'm also now at the stage of my - you know I'm just ( ) realizing what I'm gonna miss,? - too like I *too* would like to continue on with sessions with you- I enjoy - working with you (.) couldn't ya just hold,? it for a year maybe- an' then take a year out - an' come back,?
CL: ((high pitched))that's good that's, [((chuckle))]
CO: [((loud laugh)) .hh
CL: .hh crossed my mind.
CO: yeah I'm sure! I'm sure. (.) but you know- I mean- so it's - like when you move *on* you know so many people, -
CL: mhm, -
CO: ((soft))'n' that's- that's fine,. (2.0)
CL: Cxxx for people to get- *doc*torates in=
CO: =mm hm,? (.)
CL: doctorates or whatever (I suppose) in psychology or:- s-sociology - is it available,? in Canada?
CO: oh yeah. - oh yeah,. very much so,. .hh just not- the- the reason I'm going to San Francisco is- that there's a specific program there called the East-West Psychology which is - u-u-mm - bl:ending (.) western psychology and - oriental philosophies (and) very interesting and then it's very useful in terms of uh - cross cultural,?
CL: m hm,.
CO: and uh- it's a - because of a specific program. but sure I could go here.? or U.B.C. or- (.)
CL: ( ) so maybe from a psych- like you're a psychologist can you: do all sorts of types, of [( )=
CO: [mm hm?]

CL: =family counselling an' - sexual counselling an' the whole-
bit,?=
CO: =whole gamut. -
CL: whole *gamut*,. -
CO: you know depending - I
mean there's- the yes I can in terms of - registration an'
that
CL: m hm,
CO: and then there's - the - yes I can because I've
got experience [in that an' training an' so ( )=
CL: [m hm,. right]
CO: = (.) but *I* say - I ca[n do it I mean that (.) B.C.=
CL: [oh I see]
CO: =Psychologist-s- say I can do it
CL: m hm,
CO: but I've uh - for
instance I would never do: drug and alcohol (.) 'cause
it's a dependency,
CL: y-okay,.
CO: 'cause I just don't have the
experience ( ) (.)
to do (.) *severe* cases of abuse, (4.5)
I *like* this sort of thing developmental
CL: yeah,
CO: you know really - tackling something ( ) growing
use your strengths (.)
[*blos*som,?]
CL: [so as so as a psychologist in a college do you you
sometimes get involved with- people's family,? problems,
CO: mm hm? m hm? yeah, the stu:dents - .hh and - up until-
recently - faculty an' staff. - we now - have the college
have what's called the employee assistance
CL: m hm,
CO: program.
which-s available (.) because uh- with the increase in
students we (prefer) - but sure- any
thing th- family issues marriage counselling - .hhhh -
CL: the reason I am *ask*ing [is because my boyfriend is um-]
CO: [hm, m hm, m hm,?
CL: is he's s-separated he's not divorced [( ) basically=
CO: [m hm,?]
CL: =( ) and he's been seeking - a psy- psychiatrist
[Dr. Mcxxx?]
CO: [uh huh, uh huh,? -
CL: and *has* been for um - a *year*
[and I (.) I don't (.) see- progression,?]
CO: [hm, yeah, (.)
CL: and um - I thought well what about a psy*cho*logist [an' I =
CO: [m hm,?]
CL: =know that - they're not on medical record,? - they're not,
CO: they're not on - covered by medical services -
CL: ((clears throat)) a friend of mine that was able to pay for
it went to a doctor - *oh* the Jewish fellow - in town -
CO: probably covers about 90% ((laughing))of the psychologists
[in town .hhh! (well no -)]
CL: [really? I can't think of his name-
but he was just *won*derful.
CO: yeah, *(Jxxx)*?
CL: no,
CO: no,? (.)
CL: he said the name was *Bxxx* - something (.) his first name
was Bxxx -
CO: (not Bxxx Wxxx)
CL: no, (.) a-anyway this - a-a-
couple of friends an' [- acquaintances only actually - =
CO: [m hm,? yeah,]
CL: =went to him an' - it was just in-credible
CO: ((soft))yeah,
yeah,
CL: ya know,
CO: you see o:ften (.)
CL: they're a 100 bucks an
hour. 75 bucks an hour. (.)
CO: ((soft))m hm,? - mhm,
CL: 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=
CO: [yeah,.]
CL: =not [my - problem an'-]
CO: [and he's not a student,. - here at the college
CL: I've *often* - *thought about him taking a course and he could*
come and get some help,? -
CO: m hm,?
CL: (it's just the job)- .hhh
you pay 130 dollars for a course! (.)
CO: ((whisper))it's less than (.)
CL: wel- he'd be getting a course!- [ya know- because he'd-]
CO: [-s than two
that's less than two *sessions* (.)
CL: so um - a psy*cho*logy course. - ya know. [because I know=
CO: [sure!]
CL: =he's interested [in it an' it'd be killing two birds with=
CO: [hey sure!]
CL: =one stone!
CO: ((laughing))ho hoh .hhh ((loud))I think you
just went into *res*cuing my dear.,? ((laugh/chuckle))
CL: no I -
CO: yeah. no.
CL: he doesn't-

883 CO: rescuing you're caring.
884 CL: he's (some things he-s) a volunteer fireman an' he's got a
885 really - demanding job but (.) trying to *get* ['im to=
886 CO: [mm hm,]
887 CL: =think that - his life is falling ap- -part around him-
888 why don't you - focus on your*self* for a little bit an'- do
889 something for yourself,? (.)
890 (so-).
891 CO: ((loud))well? - yeah? · tell him- that if he's an enrolled
892 - if he's a student enrolled in credit courses at - Camosun
893 College he's - ( ).-
894 CL: yeah. (.) do people do
895 that,? I mean I- I don't want to - jip the [system.,]
896 CO: [*no.* (that)
897 - I dunno *well,* - I I mean *I* have suggested it sometimes,?
898 CL: m hm,? - m hm.,?
899 CO: .hhh - you know. I wouldn't suggest it- if
900 someone had - absolutely no thought prior to that of -
901 education - [because - if they don't then they end up=
902 CL: [mm hm,]
903 CO: =probably failing,? (2.5)
904 CL: that's sort of - added.
905 CO: yeah. yeah. (he's a) - failure an':
906 who needs it yeah (.)
907 CL: 'cause I've often thought (.) you know [( )]
908 CO: [*that* - some of
909 what you *pay* when you pay i- I mean you've *paid* for my
910 services - you *bought* me .hh when you paid your fees!?
911 CL: mm hm, (.)
912 CO: forget what percentage of your- - fees go into
913 student services (.)
914 CL: okay., well I'll give it some thought.,?
915 CO: mm hm! (.)
916 all *right.,*?
917 CL: ( )
918
919 ((tape off))

Interview #33.

CO: care of him,. (7.0)
CL: I fee:l.,? -
CO: you fee:l.,? -
CL: except for ( ) when I called you I stayed ( ) all day (that) - ((sigh))-
CO: ( ) go again,?
CL: - *yeah.*,- but then *Wed*nesday- and *Thurs*day came.,? - and- I just (2.0) on the *go* too much. -
CO: it's really trying to find the - the *bal*ance point,.- with -
CL: so- I was [trying to-]
CO: [this new life of yours,. -
CL: and I was- uhm - it was always running through my mind the business about running water - .hh - and I was trying to *get* -
CO: sit still.,- ((chuckle)) let the silt settle,? - ( )
CL: (uhm - as - uh) ((sigh)) *I* got in*volved* with another m*assage* therapy group yesterday- and it was kind of like I had to do it yesterday- or I wouldn't be able to get in for two wee:ks, - and I felt quite good after that.
CO: m,- mm. - I mean that's- I think one of the things that's awfully tricky. is that sometimes you *do* have to move - *faster* in the *mo*ment. than you might - otherwise like!, in order - to catch some of the other- things in ( ) in life!
CL: [mm hm!]
CO: [in the world! you know and - and *then.*, knowing it- you know,. something like m*assage* therapy you know that that eventually will let you - *be* in still water,. hh! -
CL: yeah!,- and it will it was- interesting. it was different than the [woman I had before.,?]
CO: [m mm,. mm hm! mm!,- you also sound a little more *set*tled than when it sounded like you were kind of shaken by - what Mxxx said ( ) kind of let that *in* more, -
CL: yeah,. - I'd- I um,. (8.0)
CO: are you blanking out or *read*ing. [( )
CL: [*oh*,.- I'm rea- I'm reading. -
CO: is this something there you want to,-
CL: yea:h,. I was jus' - uhm, - when you were- used the word *pledge* last time,. that kind of, - I really *heard* that.- ( ) -
CO: tell me what I said. *I* obviously *did*n't.
[((laughing))]
CL: [((laughter)) oh- some
CO: what did I say,. ((giggling))
CL: something about- *some*how - ahm - or - sort of -
CO: pledged yourself- to- h:im.- [until he dies.]
CL: [yeah,. yeah.- because I said something about the easiest thing would be for him to [*die.*]
CO: [well, or what you have to d- what has to *happen*.- is. that he has to die,.
CL: yeah,. - for me to go on.
CO: (pardon me but) what did you hear. ((chuckling))
CL: *well*, - it - it struck a chord,. I didn't quite understand what it was about,.- I *know*,- that at *one* point. - actually when- near the be*gin*ning in where I used to work for him - .hh - *I* felt that *I* could have *died* for him,.
CO: m hmm,. -
CL: if someone was trying to harm him,. *I* would have leapt in the way!
CO: (that's the end of it). - [yeah - yeah]
CL: [I- I *really* consciously *felt* that. - *I, don't* know if I feel that - *now.*, that I would *do* that,- but I almost feel like I would- uhm, (2.9) if he had a fatal *ill*ness,. - I would *stick* with him til the end!
CO: yeah - yeah - mm.
CL: and that I- I just couldn't,-
CO: so some of the- the *hear*ing, is kind of a really,- an- acknowledgement - of that,.- that sense of commitment.
CL: mm hmm!
CO: (lost touch with)
CL: *I* (4.0) if I don't know. if, (3.0) some of this is tied up with like father - business,?
CO: m hm. -
CL: aahm (2.1) so that's- that's not clear to me,. I (phoned)- he had some *friends.*, - guy h was in the army with - in Israel. - and they came and stayed ( ) - and *they,? - knew* I wasn't living with Mxxx- but *I* had met their *sis*ter and *they* wanted to meet me,. and ( ) house for *din*ner.
CO: m hm,?
CL: and they were absolutely de*light*ful couple,. and they were really warm.,?- a:nd (they'd even listen,?) - they live in England
CO: uh huh -
CL: and- near *Stone*henge.
[((laughs))]
CO: [u- uh well,?- it's - (*down the road*) ((chuckle))

CL: 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 - ahm - you know,. and they had pictures and this is probably the room you'd *stay* in if you came and visited us in *Eng*land. and it's like - *they* were - being r- - really *o*pen about *accep*ting me and like *my* little brain's going, - people should not *do* this,. because *I* am not with *Nxxx* any more.-

CO: ( ) I don't belong.

CL: I don't be*long*., - and *these* people still ( )

CO: ( )

CL: right! - and they were ( )

CO: kind of con*fus*ing. -

CL: I *know*.,- I could feel this warmth,? pour out of them? - and-

CO: what did you choose to do. with that warmth,. -

CL: 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- *in*to the warmth,? - I wanted to fe- and- I felt almost like this incredible ( ) child who had just, -

CO: wrapped up in your - comforter,. maybe -

CL: *yeah*,. - and I sort of thought,. whoa whoa whoa,. wait a minute - how much of this ( ) are you [*bat*tling.]

CO: [*push*ing. - yeah,. -

CL: and - *a*nyways, it turned out,. that *they* went away for a day and then th- Nxxx phoned and said they wanted to take us out to *din*ner (so I went out on the weekend and) at the end of the evening I came down - from the- (ceiling)

CO: m hm,?

CL: .hhh ((sigh)) and- was *eas*ier about taking - in,. -

CO: ( ),?

CL: that's Nxxx's,. -

CO: other half,?

CL: [((laughter))]

CO: [( ) or - whatever occu-

CL: right.,

CO: occurs ( ) -

CL: yeah,.- I don't know. - and- uhm -

CO: so what do you figure they could - discover. -

CL: ( ) - we go through these little battles,. and then, - ( ) just so sa:d,? - u-uhm m-maybe people just like me for who I am,?- I suppose ( )

CO: yeah,.

CL: I'm *go*ing to, - Denman Island.,? - I don't know if I talked to you about them - these friends,- they're again friends of Nxxx, - they're young. uh they're more about my age actually,.-

CO: m hm,

CL: a:nd they- bought a *house* that used to belong to a *pot*ter. - she - she's got *art* training, but she knows nothing about *pot*tery. (and so)

CO: m hm -

CL: (couple months)

CO: mmm!

CL: and *I* sort of wait- for Nxxx to come *to*,?- but [then.,]

CO: [why. -

CL: .hh aahh- be*cause*, I,. - *did*n't think they really wanted to see me,? - (as a one) 2.8)

CO: how could you test *that* hypothesis out. (4.7)

CL: *well*,- I kept hearing it,. when the- ( ) *I-*,? sometimes didn't,.- sort of connect with the woman., - *but- they* phoned. and *they* wanted to talk to me and it just happened that I was at ( ) both times - and - *they* wanted to talk to me! - they said,.- no I want to talk to *you*,.- and she got on the phone- and was real warm in - wanting me to *come*,? - a:nd- so it was sinking in.,- and then when I sort of phoned her and said I was coming,. she didn't recognize my *name* yet. - and I said -

CO: how did you *say* it.- *first* of all. (2.6)

CL: I said hi,. this is Sxxx Dxxx -

CO: mm [hmmm,?]

CL: [and I guess I peb- should- .hh and *then* I said - I was sort of, - enx- and *she* thought I was somewhere near*by* and she says, - y-you want to come over now,? I sort of,.- busy, like I think she was just confused. she didn't know who it *was*,. -

CO: how do (we) know that. -

CL: well she said that.

CO: uh huh.

CL: (said)- you don't remember ((giggling)) who I am do you. (((chuckling))[ )]

CO: [good for you,. good for you!

CL: - a:nd - and- and *then* I said I'm - you know. ( ) from Victoria. and I- *I* don't know if I mentioned *Nxxx's* name or not. (3.4) and then- it was hard like (come) - (over time),? -

CO: mm -

CL: it's that, *I* don't know,. I suppose-

CO: as you *talk* about it what do you feel (you need)

CL: ((sigh)) - um - uhh - it's okay,. - [it's okay.]
CO: [it- it's *ques*tionable.
but it's okay.
CL: *yea:h.*- I'll go and do it,? and- 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 Sxxx Dxxx- a:nd-
(and a program).
CO: right. -
CL: a:nd -it's a very good *community*
CO: (*isn't* it though).
CL: ((sighing))yeah! -
CO: largest 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 Wxxx Nxxx- for a while.,? -
CO: so- lives on Hornby.,? about -
CL: *right.*
CO: fifteen minutes from
Denman Island,?-
CL: she doesn't *live* there any more.- I found
out.- she lives in *Cum*berland. and she's six months
*preg*nant. -
CO: (be sure and tell me all the story about it)
CL: she is- she's a bit *young*er than *I* am.=
CO: ='kay but what
*mean*ing-
CL: [*oh.*]
CO: [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 Nxxx]
CL: [*just* me,. - just me.
CO: *all* these people that are just
CL: [*yeah,.*]
CO: [wanting you,.- it's weird
[isn't it.]
CL: [yeah,. - and well I- 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))*avoid*ing me,?-
CO: mm hm,? - so a *lot* of it,- is
like here you have a whole sort of sequence of the week,.
of Nxxx 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 *exten*sions. -
it sounds like you're paying attention to it.-
CL: yeah.,- I am.- I'm really *not,*
CO: but *that's* what you're
*choos*ing. - very *con*sciously. - to listen to,. rather than-
yeah! someone didn't answer the *pho:ne,*- Nxxx doesn't *love,*
me, - da da *dah,* - things like that -
CL: people *won't.* - be
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: [s- st- and still? - in that sense,?
CL: yeah., - and- *I* don't feel so *needy*. - I don't feel the
kind of *hun*ger.
CO: yes,. - desperation=
CL: =yeah., - (they weren't
( ) 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
easier for me,?
CO: m hm! - [mm hmm! ( )]
CL: [((sigh)) ( )
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,
CL: mm hm.,
CO: and in fact the more I *do.*, it's the more practiced I
become and therefore we -
CL: mm hmm, -
CO: reach- reach *out,*. and-
respond to people's - given
CL: 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,. -
CO: ( )
CL: ( )
CO: ( )
CL: yeah,. (3.2) ( ) (3.0)
I want a picture of them and their cat. they have the most incredible cat -
CO: incredible what,?
CL: ((whisper))*ca:t* -
CO: oh *cats*,.
CL: ( ) great- big- cat. -
CO: and you want to feed them,? or-
CL: ( )
CO: ( ) ((laughter))
CL: I don't know- their *cats* are called=
CO: =so *again* you start to now *see*., - the potential for *you*.- [in this,.]
CL: [yeah,. yeah,.=
CO: =and indeed there are things- as you say!,- that *I* want to do nothing. - ( )
CL: m hm. - m hm. (3.0) hoh,. ((sigh)) um,
CO: so *again* and though, - it *felt* like it was going to be a really traumatic week., - ( )
CL: m *mm*. - m mm. - mm *hm*. - .hhh - the, - I almost,? (2.5) th- I feel ambivalent about this. u-u- okay. - I've got these one set of feelings about Nxxx where, .hh (3.0) in one way. I- *I* need to be pushed out by him,?- because *I* won't *walk*
CO: yeah,.- you're *waiting* to be [pushed out.]
CL: [I'm waiting to be pushed out right now. - and ((sigh))- uhm, -
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) it was like we weren't *cold* with each other. which was nice too,. because he's still ( )
CO: hm!-
CL: (this one) it kind of throws me a little bit.- some[times I want more,.]
CO: [we keep expect- I mean- many ((giggling)) I mean this is like the black and white- right,? - you're not getting it anywhere else so you have to get it in your clothing,? [((chuckling))]
CL: [((laughter)) -
CO: yeah. I mean you keep thinking that if someone says - I don't want - to *live* with you,.- that therefore tha- you know,.- Nxxx should be a complete bastard,? and hit you and be cold and-
CL: [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 con*fu*sion 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.
CL: *yeah*,. - and also I can't, (4.0)
CO: *you're* not playing by your rules.
CL: yeah,.- I can- I kind of (been like this so long). -
CO: ( ) - 'kay - it's quite different.- you know you ( )
CL: *yeah*,.
CO: [(the super dialog),]
CL: [( ) it's a - longer than really *tense* for a short period [of time ((laughing)).]
CO: [((laughter)) yeah,. - .hh just can't *carry* it anymore. right,? -
CL: and- uh
CO: like- oh kids, keep *try*ing to be mad. ((laughing)) -
CL: *he's* letting me have the *car*,. -
CO: what do you know! - [( )]
CL: [( ) I'm just- he coul[ve - just- I'm just putty in your hands,. -
CO: *well* ou could've said I don't *want* the car?,. (3.1)
CL: I *know*,. I *want* the car.-
CO: wel- ([ )]
CL: [it gives me more independence. - ((sigh))- ahmm, -
CO: so, - it's almost like there's a *bat*tle between, - hey,. - you know,? if I *just* *accept* what's going on.,? - and - enjoy our enjoyable moments,? and- and acknowledge that- things are different. - it's really quite - (blunk)
CO: mh hm,. - [.hhh]
CL: [but when I keep thinking that it- it should be a certain way,? (2.6) ( ) (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- u- I'm *not* gonna be with Nxxx 'n I want to get out there and ex*plore*.,
- but I [haven't,]
CO: [which you *do*,. -
CL: yeah,. - okay ex*plore*- *men*. -
CO: ah,.- *okay*.-
CL: as- as - as there's all this other exploring going on too. (1.5) ahhm, -
CO: just *teach*ing- (the better ( ) -
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 and I had to keep,.- a-a- I had this,. - I needed to *say* to him,. - 'cause I felt *he* was,.- 'cause occasionally he'd say well are you going *out* with anyone yet. - and, - I wanted him to know,. (3.8) that I,- i- *it* was- it's like I *can't*, - kind of *leave*, - *leave* him so fast and go with someone else,.
CO: m *hm*.
CL: and I'm not- I um - [you know used-
CL: [I don't *want* to leave him so fast,.-
CL: yeah,. - and I don't wanna go out with just *any*body. [( ) I just don't want to.]
CO: [o' course,. yeah - a thing that's just not something that's - of particular *in*terest to you.- I mean that *is* certainly one of the - the *stereo*type *activities*. that- you know you break up with *one* person and you're immediately supposed to go and find someone *else*. but have you *ever* done that. -
CL: .hh aahm,- I can't re- I don't remember.
CO: *no*.,- let's- I was [just- really,.]
CL: [well I was- not- involved with him.
CO: *no*,.- I mean that's just not how you *o*perate. - *and*,- that you *do* care,- there's is a big *part* of you involved in Nxxx and even - even if you *reach* the point of sreally severing that 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 wanted him to *hear* that.-
CO: mm [hm,?]
CL: [and he *heard* that. -
CO: what was- what were you wanting,.- in having him hear that.
CL: ((sigh)) ahm,
CO: as far as- *him* [being that important to you,]
CL: [*ooh*. -
well, I *felt* he was - he was *push*in' me. -
CO: sort of
CL: [(and)]
CO: [and- *and* you wanted to say don't- ex*pect* me- to,.-
CL: *yea:h*,.- and
CO: (to).
CL: as - as the- and then now I feel I sort of want- to do this (want) a *ba*by and,- ( ) ((sigh)) (3.5) and if it I *can*not *do* it. at that speed.,- and- if I can let en- I want a recog*ni*tion that it's *o*kay for me to do it at my own speed.
CO: (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 ( )
CO: (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.,?
CO: *mm* okay.,? this is fair enough.,? -
CL: 'ause just from *last* time.=
CO: =yeah right, keep it - keep it straight. right,?
CL: [((laughter))]
CO: [let's keep the system right,. - that's fair enough.,?- okay.,?- so,,? - make some - requests,. -
CL: I just want you to let me- to do - in my own way. - *I* want to *fee:l*. it's okay for me to do whatever way I want to *do* it.- *e*ven if it doesn't fall in with people's preconceived ideas.
CO: *your*- preconceived ideas.-
CL: with *your* preconceived 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 *o*kay for me to do this.
CO: ((soft))say that again,-
CL: I want *you* to say.,? it's *o*kay. 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)
CO: ((soft))(so there's your) (4.0)
CL: ((sigh)) (5.0) ((sigh)) (2.5) *euhh*,- ((giggle))
CO: if feeling,. - ( )
CL: I- I'm sur*prised*. it feels easy for me to say this to you now. I think- ( )
CO: try it out.- try it out.-

CL: ((sigh)) - it's okay, you can do whatever you want at your
own spa- at your *own* speed,. - within your *own* space, -
there's nothing - wrong with me for doing that,. - I still-
hhh. - I feel a little uneasy about it, but it also it's
been times it feels easier for me to *say* this.=
CO: =mm hm,. -
CL: ((sigh)) -
CO: as you *say* that? (2.8)
CL: .hhh- I fee- I- like ( ) -
CO: ( )
CL: ((laughs))
CO: (you),. ((chuckle))
CL: it's okay ((giggling))
CO: you can do it at your own space.- at
your *own* speed, and in your own space.-
CL: okay. - ((sigh))
(4.0) ((breathy sigh)) (6.0) ((sigh)) - (you know all) -
CO: mm [hm,]
CL: [( ) in my body- ahm-
CO: ( )
CL: ((sigh)) [oohhh,.]
CO: [the reaction.,? (6.0)
CL: uhm, - ((sigh)) - ( )
I want a ( ) too,?- [( )]
CO: [mm hm,- m hm,? ( )
CL: ((sigh)) - ohh,. - ( ) at last.,? -
CO: ((soft))mm- just *say* it.-
CL: ((sigh)) - at last- okay at last-
((sniff)) I don't- at last I don't have to struggle,? -
CO: what *do* you ( ) -
CL: (wanting it with)
CO: how are you feeling
towards her now,. (4.5)
CL: I feel quite warm,. I can almost let her in.,? hhh!
CO: I can almost let *you* in.
CL: I can almost let *you*,. in,? (3.0)
((sigh)) I- I uhhm,. (3.2) ((sigh)) I- feel I want to sink
into it, like I don't want to hold on any more? (3.4)
that maybe you:, hold *me*,? (3.2)
CO: ( )-
CL: ((sigh)) (3.5) oh,.- I- I- I
( ) - it's funny you stop sinking,? -
CO: ((soft))let yourself,.
CL: m hm (3.3) ohh,. -
CO: just shut *up*. Bxxx,? [((chuckle))]
CL: [((chuckle)) (3.5) ( ) (2.0)
((sigh)) (20.5)
CO: (just bring feels)
(it encourages) (19.0)
CL: (we also have to) (4.0) so:,
CO: mm hm,? - okay.,? (2.5) well don't *try* to think about it,.
just i- just let yourself., - *strug*gle and- you're trying
to do it *right* here.
CL: ((sigh)) (9.0) ((sigh))
CO: (the violin stuff).
is you *ask* for some approval,?- you *give* yourself some
approval. - ( ). (43.5)
(you think) - ( )
CL: ( ) ((chuckling)) ( )
CO: imagine you- wanted,.- ( ) (24.0)
( ) (29.0)
( )
CL: m hm,? - ( ) (5.2)
CO: ( ) (10.5)
CL: I feel- tension ( )- but I feel (a lot)
(of energy [ )]
CO: [mm hm! m hm,? (3.0)
CL: ((sigh)) - ((sigh)) -
CO: so:- (where do you)
CL: ((sigh)) - ((sigh))
CO: ( )
CL: ((wail))*oh*,. ((sigh)) (4.5)
CO: re*solved*- is the word ((giggling)) for the *feel*ing. (2.5)
CL: m hm,. ((sigh))- it uhm (2.2) *I* felt- a strange combination
of (6.5) sinking in and - giving up the struggle. (4.1)
and, - not as much as it would be but over here, just- a
little fear of being taking over.,?
CO: m hm- mm hm - m- on
guard,. (2.0) ( ) (4.0)
I don't *feel* like I just did., -
CL: ((sigh)) (3.5) ((sigh))
wel- uhh((sigh)) (5.5) I think it's - I think it's
appropriate.,
CL: mm hm! ( ),? (3.0)
CL: ((whisper))that's fine,.
CO: ((chuckle))
CL: ((sigh)) - it's -
CO: nice little crises we're [having,. ((laughing))]
CL: [((laughter/chuckle)) - it's -
CO: *I*.- ( )
CL: *I*,.- I-
CO: what would you *say* to her- over
here in the corner. -
CL: it's *me!*, -
CO: uhm [mm mm,]
CL: [I moved over here.
CO: um ((laughter)) - okay,? ((giggling))all right,? -
CL: I - I think it's good to stand you over there watching and

protecting her. - looking - looking out. - thank you. -
(lot harder to do it) - watching,. - protecting me
CO: *not* interfering.,? -
CL: no ( )
CO: cramping your style
CL: ( ) (5.0) (you can try) ( )
CO: [((loud laughter))]
CL: [((chuckling)) - ( ) ( )
((sigh)) - golly
CO: ( )
CL: ((sigh)) if it- I know, -
I *know* I'm on that road, ((sigh)) - and - I- there's
nothing to stop,.- I mean- I *will* not stop myself. -
CO: and it's- what- strikes *me* in terms of this last *week*- is
that- what's *not happ*ening anymore! - is you get- you know
trucking *along*- and then you get a knock. - and you
stumble. - you get knocked *off* (to your road) - *you* didn't
stay there very long at all.
CL: no.,
CO: you just got right back
on and just kept on *mov*ing. - and that's- *that's* a re:al
strength, - 'cause we *can* prevent ourselves from getting
knocked off. ut it's getting back *on* again- and *that's*
the real *that's* the strength. ( ) doing that
more and more!,
CL: I've,- well,.
CO: and and- quicker and quicker.
CL: yeah, - and you know, - what!,- I was like I was thinking
*yes*terday. - I phoned a friend and- I won't be able to s-
she won't be able to *see* me.-
CO: mm hm,
CL: and -
CO: po*ten*tial for di*sas*ter.,? right [there,]
CL: [right. - but it was *al*most
as though I just wished- I had more time., - teh to to *soak*
let the *fee*lings I had about it *soak* in. - it was like - it
*di*dn't matter what the feelings were,- I was just really
aware I had that feeling,? and I wanted to enjoy,?- *it*,.-
no matter, -
CO: whatever it was.
CL: *yeah*,.- even if it was - like
I know I had my kind of- sense of re*jec*tion - stuff.- but
it was almost as though - *I* just wanted to be a*ware*,? of
that- I know there's a certain *plea*sure in a*wa*reness,? - so
it's like,
CO: I *know* that I- no *long*er. - feel the need to de*ny* feelings
or run a*way* from them and in *fact*., - I'm realizing that
re*gard*less of what they are,. - there's something really
alive and- about it- allowing yourself to experience it. to
not run away - to put this *in* it. - whatever the feeling
there's energy there. -
CL: yeah,. - I just,
CO: the relationship.
CL: ((soft))yeah! yeah!- I do! - and I could- I could- *see*
that I could- get myself into *trou*ble,. - but - I also,.
CO: uh you're a*ssum*ing you could get yourself into -
CL: *right* like, well I *could fall* into *my* old patterns. -
CO: mm *hm*. -
CL: 'kay though I didn't want to do that but I wanted-
CO: yeah,- yeah,- well but that's not a ( ). -
CL: no,.- not [the feeling of ( )]
CO: [no,. yeah! that sort of- uh -
the *wa*llowing in - in *fake* feelings,. of ( )
CL: yeah.-
CO: *rejection*,. *when in fact I'm not feeling rejected*,?
I'm just - (friend) -
CL: I know but - ((yawning)) I just - oohh. - I know you said
something about when I yawn,. - uhhm, -
CO: how do you *feel* when you yawn,. -
CL: *I'm* not getting enough
air,. - ah-it also feels nice when I yawn too,.- yawning
(meant spontaneous stretching).
CO: no:! - breaking the rules,. (3.0)
CL: I was too *busy*,. yesterday to enjoy everything that
*happ*ened. - and I was sort of an*noyed* about that,. (2.3)
(to the *full*est.) -
CO: life is coming fast and
*furi*ous. ((chuckle)) -
CL: yeah!
CO: uh hng! - and I re:ally
wanted, - it's sort of - it's like being at a really good
meal and knowing you have to *leave* early. or something like
that I *really* want to *taste* it.- [( )]
CL: [*yeah*., ((yawns)) - mmh.
CO: and that doesn't mean,- that it has to be a one *time* taste
only,. - sort of if you start to feel that. like-
CL: yeah.
CO: um I'm missing the full p`easure. - you have to stop and
( ) - ( ) - *stave* on in
that one space there. -
CL: *no*,. - that's um - that's true, and
even, well *I* was thinking about,.- you know there's all
this *hub*bub of just stopping for ten or fifteen minutes.-
CO: mm hm,?-
CL: and that *that* was actually quite ( )
CO: ((soft)) m hm,?- oh- yeah! - and- *some*times you could stop
and be going,.
CL: ((sniffling))

CO: in the sense o:f, - uuhhh- if you're riding the bus. - you can- get on the *bus.*, -
CL: [right,.]
CO: [and then you- *you* can *stop.*- the bus can keep going.-
CL: uh huh,.-
CO: you're *waiting* for the bus. -
CL: ( )
CO: just as you did (a *year* ago).
CL: I- ( )
CO: ( ) y-*use* that. -
CL: *I* came really (close. I mean) - I *wanted* to.-
CO: ((soft))m hm! -
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)-
CO: m hm- mm hm
CL: and just *sit* there. - [(while they -)]
CO: [m hm., mm (2.0)
CO: now they- may- think- they're- (bet-ter),.
CL: yeah,.- ((sigh)) and- um -
CO: it's okay,. *those*- are some of the skills,. that you're starting to remember ( )- o*kay*,. I have *choices* here.- and that's how I make my choice (6.0)
CL: ( ) ((sigh))
CO: ( )
CL: ((sigh)) (2.0) I even feel stronger about making my attempt to get to- work or to (working)- I have had a lot of *fear?*
CO: mm hmm, -
CL: and I want to s- - I f- I want to face the *fear,?*
CO: hm,. [hm.]
CL: [and *a*lso to do with,- the was I talking about feeling weak,? - I can't remember.
CO: (nothing) not spec*i*fically,- I know you've often,. -
CL: yeah,.- and that - ( ) (with) - I want to go beyond that and *go* to these (and I can't do this).- and just sink into that feeling
CO: mm hm,?- m hmm.
CL: and [see how-]
CO: [(what)-
CL: and- see how *scared* I am.- because that happened last *Thurs*day. - and I had the *job* interview Friday morning. - and - *I* felt real strong., - and it didn't matter what the outcome was,.- I was going to say what I wanted to say. - I did not get it,. - but- I said what I wanted to *say*,. and then I found myself ( )
( ) I felt good about that. - and- uhm (3.5)
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) -
CL: ((soft))m hm,. m hm,. m hm,? - *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)
CO: but you say I *used* to,.- [(you used to.)]
CL: [yeah I know - I - and - ( ) 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! -
CO: sure!-
CL: and then,- *doing*,. (3.3)
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 un*know*ing. - you know it's a new area that you [don't *know* anything about.]
CL: [oohh!, - yeah., - yeah,. (3.0)
CO: ( )
CL: I'll think about that one more time
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.
CL: - right,. - .hhh - I can't (remember) -
CO: ( ) -
CL: yeah., - it it's like- *yes*,. - ((sigh))
CO: *a:nd*., - and when you- even when you *are* feeling- fearful and ( ) - you're still *doing*. (6.1)
CL: I'm - ((sigh))- accepting,. - tha:t - and I make decisions about,. - *what* I do, - what I need to do to *survive* that. -
CO: hmm, - ( ) - so it's like *I* can feel scared.,- and go to bed alone.,? -
CL: m hmm!
CO: I can feel scared,- *I* can feel confu:sed- and - uhh - not belonging,.- *and*- go to

dinner with these people.,? - and ( ) what *happens.*
CL: hm, (1.5) *my* fe- like i- this is real common with the *art,*-
program,. my theory was that,. - I would get sca:red or -
really really int*ens*ely - before the actual *event.* - (in my
). - this is all right because I'll- I'll get it *out*
now.- and then- the actual event becomes ( )
CO: well,.- and the thing is you get sca- we get scared., - and
the anxiety is what happens to us in the face of the
( ) - I mean that's our- our bo:dy's reaction
to- a potential *threat.* - and- you have a *mind* that can
create such wonderful
CL: [((loud laughter))]
CO: [potential ((laughing))threats., -
that lead to total panic that reality, is just - who comes
in a real poor second. right.? - and I think that's *true.*-
I mean you build in your *mind.,* scenarios of (how) this
is gonna *be,.*- it would be awful if we could just go up and
(hello is that it?) -
CL: ((giggling)) I just- I know I know
you're kind of saying that,. but I want to say it it's- I-
it's very *real* [to *me,*.]
CO: [no it *feels* real.-
CL: it feels [really - *real.,*]
CO: [that - and the *feelings* are real. - the feeling
the *fear* is real. - what is *trig*gering the fear, what get-
what *gets* the fear *started* is - is a thing of fright. -
know and- you know,. I know the- that the the *fear* is real.
CL: - *I:* had 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 would - deal with it? -
CO: m hm,? - changing a lot!
CL: *I,?* always felt,.- in a way,- my
mother pushed me out in the world too soon!
CO: mm,?- and now,?
CL: here I am trying to get ( )!, - and (1.8)
ahm - here - here I am saying I was put out too soon., I
have to do this a different way,. I have to come back,. I
have to
CO: m hm,?- m hm,-
CL: get, - make a support,? - and go *out*
and when I have the support, I- I function much *better.* -
CO: and what (1.9) you're saying- today!, is that- and I am now
ac*know*ledging the support I have (2.9) I *haven't* got
(to)-
CL: I *don't* have to ( ) -
CO: it's the- I have the ( ) to ac*know*ledge it-
CL: yeah,. (I have to) -
CO: ( )
CL: yeah,. you do.
CO: yeah,. -
CL: *yeah,.* -
CO: which - e*lim*inates a really big *task!* of
- building it up in the first place.-
CL: oh!,- *good.*-
CO: there's nothing to it- it's just *there.,?*
CL: [*oohh,.*]
CO: [and all you have to do is just- *go* to these people? and -
arrive in England,? and there's a bedroom for you,?.-
CL: well, - that's true. it - it's - it's *hard* to *ask* for. I
mean it *does* and I make a s- (I made I make a series of f-)
and in some ways I don't.,- do a *lot.* - during the day,. -
but what I do takes all my energy.- and that's all I can -
do.
CO: ( ) more you can do.-
CL: ((sigh)) -
CO: what more can you
do. (5.0) ((sigh)) (4.0) ((sniff))- I - I still have the
little voice over here that says I should be doing more and
shouldn't be so., - [I'm not working hard enough,.]
CO: [( ) -
CL: oh., - shut up. ((laughter)) - I - ((sigh)) (2.5) ((sigh))
oh., I- think- I'm - tired of the struggle - and - so-
giving up the struggle is real scary,? -
CO: you *make* it scary.
CL: - I will be taken- if *I* let down my guard,.- I will be
taken over. -
CO: prove it. (2.3) ((snikker)) oh please. -
prove to me., -
CL: ((sigh))-
CO: *fac*tual data,.- that if *you* let
down your guard you will be taken over. -
CL: ((loud))*all* right. *I'll* come in here
CO: [((loud laughter))]
CL: [( )
((giggle)) - ((sigh)) I see.- um, - ( ) I,
CO: check with the *guard!* (3.0)
CL: mm, (2.5) ((sigh))- I- I
(hear you). (4.2)
CO: ( )
CL: well- you know I-
CO: [( ) ((sigh))]
CL: [I- I hear you. and there's
no sort of response to that. ( ) I guess I gotta go -
CO: yeah, well,
CL: let's see what happens. ((giggle))
CO: that's right. - seems like a good ((giggling))place to
[stop,.]
CL: [(giggles)) -

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,.- yeah, you see *now* you see the- 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.) [( )]
CO: [( )
CL: ((sigh))
CO: all right,.- go do it,. - you going up to Denman this
weekend?
CL: yeah it's time., ( ) I hope so.
CO: there i- are you aware.,?- of- of what an artists' -
community Denman and Hornby are? -
CL: yes.- yes. and there's a
fair in Courtenay.
CO: well there's a *Court*enay fair.,? -
CL: yeah.
CO: but there's also Denman Island each year. that has a big -
CL: ( )
CO: great.
CL: yeah., - *I* hope ( ) -
( ) this weekend -
CO: I know and in fact-
( ) it's usually., - you know when it is., it's
usually real late *Nov*ember 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: ( )
CO: enjoy! -
CL: well!,
CO: it'll be *beau*tiful up
there, have you ever *been* to Denman before?
CO: yeah yeah a
long long long time ago,. ( )
CO: ((chuckle)) ((guffaw)) in another *life,?* did you say?
CL: e- no,. it's an *is*land ((laugh))

((tape ends))

Interview #34.

CO: so- how *are* ya.(hh) -
CL: o:h,.- it's [been an event- - =
CO: [ungh::::!]
CL: =eventful:=
CO: =month or so,?
CL: [yeah,]
CO: [*couple* of months [I think since=
CL: [couple months]
CO: =I've seen you really,?
CL: yeah,.
CO: yeah!=
CL: =I *did* get into Mensa.,? -
CO: ah! you *did!*
CL: and [I went-]
CO: [good for *you!*=
CL: =to one of their lunches- [yesterday.,?]
CO: [*how* did you do I mean how did you *do* it. did you- get tested by Jxxx?
CL: yeah.
CO: oh, good!
CL: and
CO: (very) happ- I didn't know if you had followed *up* on that.
CL: I di:d! a:nd - I just *bare*ly squ(hhh)eeked b(hhh)y ((giggling))
CO: ((nasal))doe:sn't *ma:*tter,? -
CL: ((smiling))I said the Sahara desert was in Asia I *know* it's not in A(hh)sia ((laughing))
CO: were you nervous,?
CL: ((voice quivering))ye-a-ah,. -
CO: ((soft))yeah, yeah, - well good for you!- *well!*- congratulations *I* think you're the first one I *know!*
CL: ((laughter))
CO: my first Mensa person.
CL: hh!
CO: and have you gone to some of the meetings.,?
CL: uhhm- well I just went to a lunch., -
CO: mm hm,?
CL: yesterday,.- they don't really have o-organized meetings they do lunch.,? and dim sum.,?- and movie night.,?
CO: oh! neat!
CL: and bridge and stuff like that
CO: and did they feel - they -
CL: well,- what I liked was: - I got in a [conversation]
CO: [you're looking particularly (greasy) [((giggle))]
CL: [((laughs))]
CO: yeah.,?
CL: right (Exxx)
CO: yeah
CL: and they were- u::m - I like the quick repartee? [and]
CO: [yeah, - yeah, that's sort of the ex-
CO: ((finger snapping)) [the wit,]
CL: [yeah! so I was- happy with that,.=
CO: =oh, good!
CL: I didn't feel that *awk*ward an' that's what I [often- feel with people, - they asked why I joined Mensa=
CO: [yeah, yeah!]
CL: =though,? and I had to say curiosity I fe*(hh)*lt 'ind of bad ((giggling))
CO: that's probably why most of did you ask *them* why they -
CL: no(hh)o(h)o ((laughing)) I should have yeah -
CO: well *good* for *you* I mean there's an example of you know i*dent*ifying something that you needed to do- that would-
CL: m hm!=
CO: =h:ave some chance of being more, -
CL: [(filled)]
CO: [you. -
CL: the next thing - that I di:d in the personal *growth* department,
CO: hmm,?
CL: was rather interesting, and amusing.,? - and - turned out really good,. but - I put *per*sonal ad in Monday *Mag*azine -
CO: ((whisper))oh gee (how did you)
CO: ((louder))God! you're gutsy - [((shriek))whooo!]
CL: [it didn't start *out* as one.- I was with [one of my friends an' -]
CO: [it didn't start out ((laughter))
CL: it *did*n't!- we were writing down what we- would look for in a man
CO: ahhh,.
CL: and then we thought - hey this sounds like one of those ads!,- and then we kinda twisted it around and made it sort of facetious and everything?
CO: ahuh,?
CL: it worked really well I got 17 responses
CO: wo-ell!

CL: a:nd- so - I went
out with about four of them.,- and then I met one that I really liked- Jxxx- I felt (good together)
CO: yeah,. *right*,. yeah right!
CL: a:nd=
CO: =good for you:!
CL: so that's:- *good* except - I don't we're kinda *dating* 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 *prob*lems. (clear)
CO: yeah., - yeah!,- so it's sort of a *game*,. it's like- it's hard - to stay: in that - that *per*iod u- u- I mean like my sen- I mean if you say *prob*lems of sort of recognizing that you know this may not be a life long *commit*ment here.-
CL: *no*,.- no,. I'm - pretty sure it's not,.- but
CO: what,
CL: 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 *bas*ically I - uummm - I can be openly inquisitive so ((giggling)) at times - and uummm-
CO: curiosity killed the cat,? -
CL: a let- u-*he* was I wa- we were at his apartment and he went downstairs to do - his laundry ((giggling)) a *let*ter from her was sitting on the table and u-
CO: your *eyes* just *hap*pened [to glance at-]
CL: [oh! yeah,. I just happened to like totally read and *mem*orize ((giggling)) the whole thing - a:nd-duh
CO: well you're *pay*ing for that. [right?]
CL: [ye:ah. - 'cause I found it really threatening I found the *tone* of the letter really threatening - [a:nd-]
CO: [what you *did*n't read - is how he *respond*ed to it.,?
CL: well I know that- he's invited her up - for that weekend.,?
CO: mm h'!
CL: a:nd- I don't *really* have a problem with that because I *think* most of th- the *let*ter 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.
CO: right.-
CL: [and that I can't wait ( ) ((giggles))
CO: [(you want each other to *know*.,) unless you want to be *real* honest about this thing,. -
CL: [(it's a-)]
CO: [so *agai:n we're* into one of these situations that hasn't happened yet where you're catastrophizing - a:nd imagining: and- gettin' freaked out about it. -
CL: yeah,. - and I'm o*kay* now because he's in Vancouver. he goes away a lot.
CO: m hm,.
CL: and - so I'm quite relaxed about it now ( )
CO: what do you wanna *do!* - here's another opportunity to *do*., instead of to worry.
CL: the best, -
CO: that would work well, -
CL: what would work best for me., - would just be - to- kinda lay low- not mention it - and then - *af*ter (2.5) you know this week*end* - ha- thing has trans*pired* 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.
CO: mhm,
CL: and see - what *does* happen. - u- that's
CO: [what i- what is it-]
CL: [b- that isn't what my *im*pulses are saying.
CO: what's your imp- what are your *im*pulses saying.
CL: uuuhhmm- to *talk* to him about it now!, and let him know that I'm really- feeling un*com*fortable with it.
CO: ((very soft)) m hm,? mhm how. and how are you *stop*ping yourself from doing that. -
CL: with gritted teeth ((giggling))
CO: all right let me rephrase that wha- *why* are you stopping yourself. -
CL: uummm -
CO: what do you [imagine ( )]
CL: [I thought that I'd get overly emotional., (1.8)
CO: where have I heard this before.
CL: ((nervous laugh))
CO: if I get overly emotional with him, what's gonna happen. -
CL: I think he'd find it a little bit threatening,? -

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 ser- *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 *hm*.-
CO: whether I *mean* something, to him. -
CL: yeah,. - and- he sends *really* mixed messages that way. - I mean - uummm (3.0) like he said (2.0) uummmm th- this was *very* early on! I was suprised he even said this to me. (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? - tha:t- basically if if we turn out- to be f:airly compitible we'll *date* each other for a while. - a:nd -
CO: what do you think he's saying about him*self* 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 ambiguous but this one ((giggling)) takes the cake -
CO: *well*., - but n-also I think it's it's- you know. an' we've talked about this be*fore* that it's hard for you sometimes to - you know you seize on *one* but you - *my* first reaction to tha:t 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*,? something (from you) -
CL: *yes*,- see I didn't - *get* that.
CO: you didn't *get* that one [did you.]
CL: [nno::,.
CO: and- *neither* of us knows which is correct!
CL: m [hm!]
CO: [if *either* -
CL: m hm! -
CO: a:nd - how do you know., - what- what do you do., to find out what's correct-
CL: you have to ask,.
CO: ((mocking voice))you have to ask- she said with a groan!
CL: and to *me* it seems like it's way too early to- even dis*cuss* that - like on *my* little timetable (well big ti-) you go out an' you have lots of fun for about three months,? and then - and then you maybe- start
CO: on the fourth month- day one
CL: ((laughter)) ( )
CO: well what *is* it i mean in a sense it sounds like *really* it's not- you not necessary - saying yeah. I want I w-I want to- see the name on the dotted *line* sort of thing, - *sounds* like just- *your* concern is gee I wonder how he's *feeling* about me,.
CL: emm hm,?,
CO: *not*- how is he gonna be feeling for the rest of my life,? [his life,?]
CL: [no,. - it's sort of like
CO: so how *are* things ( ) with you. (2.0) doesn't have to be! you know I mean that's *that's* legit. - I mean if you just asking him how are *you* feeling about the fact that you know we've been going *out* together and yet this girl's coming up,? -
CL: yeah,
CO: how is it- how does that fit for you. -
CL: when I- talk to ( ) about that I want to try and be as rational as possible,. -
CO: *why*.
CL: ((muffled giggle))
CO: *what's* so great about rational. ((smirk))
CL: because - last time [we went]
CO: [th-maybe my- I'll get my devil's advocate[robe (on here) ((laugh))]
CL: [I kno:w ((chuckle)) (that) [((laughs))]
CO: [so *what*. -
CL: last time.,- I-s - he was in *town* and I wanted to talk to him about it I could feel myself getting, - turning into a ((monotone))jealous- bitch from hell: ((chuckling))
CO: and when *you* feel- that *you* are turning into a jealous bitch what do *you* start - deciding,. (6.0)
CL: well, I - decided to put off *talk*ing to him until I could be more rational.
CO: ((whisper))yeah -
CL: but it's a real bite

the *bullet* thing.,
CO: mm.- but e- you know what you're *saying* is it's got nothing to do with *his* reaction. - to my being ((whispered))a bitch - he hasn't ( ) *seen* on this stage of mine - [it's if *I:* get scared ( )]
CL: [( ) if *I* tell him I'm really insecure and uncomfortable with the whole thing,
CO: what's gonna happen! (2.0) what do you imaging ( )
CL: uummmm (1.5) tha:t - 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 women that can't handle me going *away,* and meeting- fun people th-
CO: go:t any da:ta,? (2.2)
CL: *no,*
CO: no ((mocking wail))*no,* hh! - let's change the- let's change the scenery. -
CL: mm hm,?
CO: guys you've been goin out *what's* his name,.
CL: Jxxx
CO: Jxxx- so you and Jxxx are going out together ( ) *a::n:d,* - a long time male friend of *yours*- comes up an' ( )
CL: mm *hm.* - and staying at my apartment.
CO: and staying at your apartment.,? - and Jxxx says to you - I dunno Lxxx,? I feel real uncomfortable about this. - makes me feel real insecure. (3.0) what would your impression be. -
CL: 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 uuhhm- there wouldn't - be (be anything that should affect) - (3.3) I think, (4.5)
CO: and yet- do you *assume* that *that* kind- of reaction would never even occur to Jeff if need to were to tell him that (instead of) wishy-washy ( ) bitch -
CL: ((muffled snort)) - yeah,. (4.0)
CO: ( )
CL: well, - and that this girl isn't old *friend* of his I mean - [she's just someone that-]
CO: [(*previous*- it- but it's an arrangement that had been set up right,? -
CL: 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, -
CO: well, her *she* would've gotten I mean you don't know! what *he* would've done ( ) - you have no:- information- how he responded (to her) -
CL: no:.,? that's true,. - he shoulda left his *response* to the [letter ((loud))( )]
CO: [yeah I know. ((loud))( )
make Xerox *copies* of his return *letters.*
CL: ((scoff))
CO: *if* there's even *been* a return letter.
CL: 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,*.]
CO: [what's on- what's on [*your* desk.]
CL: [and I didn't, - hh!hh!hh! o:h a:(hh)ll(hh) .hh! ((sustained tittering giggle)) all those guys who are answering *my ad,* - ((chuckling)) -
CO: ((high pitched)) here we have a little system of uh double standard [here- right,?]
CL: [((laughing)) -
CO: including the ones that you're still *keeping* in case this doesn't work out,. ri-ight,? -
CL: instead of asking him about it though, - I did something that - was - I don't know - I wanted [to see his reaction=
CO: [copied down.,]
CL: =no I didn't *copy* 'em
CO: ((giggling))(to try and *call* them ((laughter))
CL: I um-
CO: see I'm even sneakier than *you* are
CL: ((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.
CO: and *because* he was completely bland., what did *you* therefore assume. -
CL: that there was nothing to the whole thing,. - and- it was probably from some time *back,*.
CO: mm! - that's not what I expected you to say.
CL: oh!
CO: that's good!
CL: okay,.((chuckle))
CO: mm! (all right.,?) - so you're doing testing,. you're *testing* again,.

CL: ye:ah,.
CO: 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 o:n-
CO: right!
CL: and- you know [(his perception) it won't take long before=
CO: [and- I *don't,*]
CL: =I ( )
CO: yeah! - so I mean there's also that recognition that *I* could be doing myself some damage here.
CL: yea-ah.-
CO: yeah,.- I really- would prefer not to do that but to take a different *course*!, - feels: *risky*.- scary. to- to speak *out* about how I'm *feeling*. to actually communicate-
CL: m *hm*,.
CO: what- what it's *like* for me with - him going and ( ) - which feels *worse* for you. to:- risk *saying* that,? and recognize that - he might call me overreacting,? - he might also hear it as being a real expression of my caring for him,?- and my desire to- be with him,? (2.5) or to continue to be feminine ( )
CL: well, I *knew* I wanted to abandon (the *think*ing behind it) didn't know what I wanted to ( )
CO: mmm!,? well, let's look at- shall we look at something that might feel - *safe* and comfort- a a safe and *com*fortable replacement,. hm,? - yeah. - the *imag*ined replacement is- ((shrieks))*oh, my God*,.
CL: ((giggles))
CO: right,?
CL: *no:*, no:,.- I (had us looking at it just being communication with something).
CO: m, hm, - which you ((chuckle)) *reluc*tantly recognize [as being important to you]
CL: [((laughs)) yeah, - one thing that I *do* like- is the fact that he's away: fairly often,
CO: m hm,? gives you that- private time
CL: mm yeah,. -
CO: it's good and it's bad,. - I mean- relationships like that- yeah there are some real advantages that - usually when you're together you're really together,? - ya know,.
CL: yeah,.- that *can* be., - that can be bad too though because it sort of extends the- unrealistic infatuation thing ( ) -
CO: that's right! and then- you don't get down to just the- the normal everyday life of yes sometimes I haven't washed my hair and this is the way I *am*,. folks,?
CL: mm hm, - he *has* a female roommate that doesn't bother me ( ) -
CO: but he still how *come* what's the *dif*ference.- what's the difference between the female roommate and female *visi*tor. -
CL: ummm - *she* doesn't,. - she just doesn't.,- wull she has a boyfriend (for one thing,?) she:,-
CO: do you know if this other woman has a boyfriend,? -
CL: judging from the tone of her letter I would ((giggling)) s(hh)ay th(hh)at she *does*n't.,? -
CO: we can't *judge* from the tone of the letter though that doesn't *give* us information on boyfriend right,?
CL: hhh! -
CO: we're *work*ing on a *lot*ta *lack* of information here,. right,?
CL: ((laughter))hhyeahaha,. -
CO: if I don't have the information I'll make it up. (2.5)
CL: I-I don't know,. I just- *don't* find I don't find h- his roommate threatening to me -
CO: *I* don't create a threat!- out of his roommate.
CL: yeah, - I'm I've *seen* her.,
CO: I mean partly it's - you know her. right,?
CL: yeah,.
CO: this is - when there's something real,? -
CL: it's easier,.
CO: it's easier. - 'right,? - so when are- what would- make this- *other* person *real* for you. -
CL: uummmmm- - *meeting* her., (3.0) maybe trying to find out a little bit more about her from Jxxx!, (2.5) 'cause right *now* in my- imagination I have this you know *how*!
CO: [((loud))( ) - right!
CL: [((loud))(ya sometimes) big dreams!, and- ((chuckling)) -
CO: mm!
CL: hhh! - but -
CO: m hm,?
CL: umm
CO: and if *I*- if *I* sat down with you- and I said hey y- guess what. I've got a friend coming up v- visiting someone that I haven't seen for- - or- you know I met this person - I met this person at a conference a couple of months ago and he's coming up ( ) - just- you know. it's just you and me chatting- what would you say to me.
CL: oh! that's nice., -
CO: hhh! - period,? -
CL: yeah.,? (2.2) I'm- I

you know I- *m:ight* [add,.]
CO: [maybe I'm not a good example.
CL: hehehe!((chuckle))
CO: uh,h -
CL: but it- well if one of my friends said that I might ask a little bit,.- [(more about them)]
CO: [what would you ask.
((very quiet))what would you ask. -
CL: why did you invite them ((tittering giggles))up for the weekend ((sniggering))
CO: would you? - would you ask that of a girlfriend like a *girl*friend [right,?]
CL: [*yeah*,. - just because I want to find out - uumm is this going to be their next big romantic interest,?- or- is this just someone 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- in[quisitional- tone or anything]
CO: [no,. - yeah,. yeah,. yeah! yeah! the- sort of the- like well ho- how did it happen that this person is coming up! -
CL: yeah,., -
CO: could you see yourself saying that to Jxxx?
CL: well, he *told* me that!, -
CO: hmm! (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 than my judging it,?
CO: u hmm!
CL: how- and I didn't *get* to that part in the letter so I don't know .hh but *apparently* -
CO: [how did- *he* desc-]
CL: [he:- *she* wrote- he- okay. *he* described the letter- as being - that - uh- *she* wrote me this letter that uhh - was kinda funny - because - she: thanked me for not *try*ing anything with her(hhehehe!) ((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, -
CO: and how're *you* 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.,-
CL: yes. it does.- (I was-) well,.-
CO: how,.
CL: hhh! - she's trying to make herself look totally virtuous and wonderful. - hhh!- when in actual fact she's [probably]
CO: ['cause *that's* what *I* would do if I was being sneaky. -
CL: yeah! -
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 I 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 in[formation,.]
CO: [I kno- exactly,. - but you sure make *up* wise,. [right,?]
CL: [ooh, yea:h,. (1.8)
CO: and *again* ( ) what do you wanna do,. do you wanna torture yourself,? -
CL: [noo:,]
CO: [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: wel- you don't *have* to,. but it probably would feel a lot more, well it'be kind of anticlimactic but you would feel -
CL: calm, ((laughs)) - maybe that's better,.
CO: mm, - and the fe:ar,? 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 *hap*pen. -
CL: it would probably make- dating other *peo*ple look very(hhh) ((chuckle)) attractive to him
CO: hm, - (something)
CL: yeah.- then again he may leave *any*way. -
CO: m hm,? - or he may stay (3.5) *are* you clingy and possessive?
CL: sometimes. -
CO: all the time?
CL: (no) -
CO: 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)
CO: clingy and possessive,? or:,? are we- just saying,- you know,.- I *need* you. -
CL: ((soft))ri:ght,- 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 know I mean the *only* way you can find out how someone - feels in a situation is either to ask them or y'g- *do* it. -
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 I like ( ) - I'm well I'm caring a lot about you and I don't want- to be replaced by somebody else!, (1.8) would you (offer me a good ,?) -
CL: no, (3.0)
CO: ( ) -
CL: I'd appreciate the fact- that he had been so open and ( )
CO: m hm,? - it's pretty hard to resist being told that someone really wants to spend a lot of time with you -
CL: yeah, I guess ya would,. (3.2)
CO: ra:ther than - than scaring people off! that usually- draws you- *closer*. (2.0)
CL: m hm,? (6.0)
CO: ((soft))*but*.,? -
CL: no- I- I just- I think I *will* tell him how I feel about him. - he gets back- this weekend - so (2.0)
CO: ( ) have you taken Psych one tw- yeah.- you *must* have [taken Psych 124. well *I'm* gonna *remind* you of=
CL: [yeah,]
CO: =some Psych [124 stuff. - just one thing. but it's a- it's=
CL: [mm *hm*,]
CO: =the *thing* to keep remembering when we're *in* - a- position like you are. where you're *not* scared, about- anyway you're moving into a different le:vel. - right,?
CL: mm hm,
CO: yeah,,? okay. honeymoon's over- now let's see- what we got here. - (what good old)
CL: mm hm,
CO: yeah,. it *could* be threatening.,- to someone, or- off putting if you said (1.5) *I* know you,.- you're gonna go and- *shack* up with this woman *you* don't care about me and you- *I* just ((scoff)) (1.5) ((soft)) but if just simply (state the pain., you know)- as I think about you, - having this weekend with this girl!,- I- I felt I feel *scared* you know,? (I'm the one at issue.) (2.0)
CL: I almost ( ) (3.5)
CO: 'cause you *do* know, - yourself.- I mean that's solid ( )
CL: mm, - m hm., - there's *another* thing- I don't know I told you- that- Jxxx Gxxx- helped me get a job at the St. Anne's Residence.
CO: ((falsetto))*no:*!
CL: and - which is probably Queenswood [( )]
CO: [yeah right! Mxxx- with Mxxx Exxx!
CL: right
CO: Mxxx Exxx is a *counsellor* here you know- [did you know that?]
CL: [uumm- I just discovered that one ( )
CO: mm! - yeah! - hm! - what are you doing ( )
CL: well I'm on the nursing floor with another nurses ( )
CO: oh really great! [(how won-)]
CL: [yeah - and it's- going really well! - tonight's my first *night* shift that they're- all by myself 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 sa:id, - I know ( )
CO: well- obviously I wasn't needed. you got it *anyway*.
CL: yeah, -
CO: great!,=
CL: =but-
CO: oh good!
CL: so uuhm
CO: so little- um,.
CL: wull it was- kinda scary to be you know this is the first time (I've)
CO: immedi[ately]
CL: ['mediately, r:ight- right but-
CO: [how (available)
CL: [her supervisor- Axxx - lives upstairs - she ( ) but anyway
CO: there is *some*one upstairs,.
CL: yeah,. right,. - a:nd (1.8)
CO: *and*- it's also not an *acute*- floor,. -
CL: no,. - *that's* true. (1.5) the *jo:b* is great,- um- they're kind of letting me go beyond what a nurse's aid - would do ( )
CO [( )]
CO [yeah!, - well *that's* what- *that's* what M-Mxxx Exxx said to me 'cause originally she sh- *I* said- well what about the - long term caring. will it continue
((whispered))(

CL: well maybe- maybe you *did* actually get something
CO: [maybe get- s:tarted]
CL: [( ) because I went- on your recommendation to get a job- the resume,.
CO: oh, good,. yeah I'm gonna take- I'm gonna take 10% [credit for ( )]
CL: [I sa- *I* think so,.
CO: okay. great. - right.- so it's it's uh but is it it's it's *scared* ah is it scary or ex*cited*. -
CL: both, - it will be kinda neat to be in charge - yeah, yeah
CO: and - 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.]
CL: [yeah., yeah,- a:nd um -
CO: are you also still working at the deli though?
CL: [no:.,]
CO: [or is this a full time.,
CL: 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 un
CO: bottom of the heap - [three-]
CL: [(more) people don't register until August (2.2) and that's really [scary,.]
CO: [okay, you don't know,.
CL: mmmm -
CO: ((mock cry)) 12 seats left,
CL: I don't know it's- really nerve wracking (5.0) that's - so- *Patho* means,- so it's people finishing this year, -
CO: yeah, I mean you don't know,.- it's been an upsetting year for- first year students ((whispered))(practicum) ((animated overlapped exchange))
CL: ooohh,.
CO: I [was thinking ( )
CL: [(I was kinda glad that I went) [( )]
CO: [I know I was thinking about you then I thought - I-I did think of you and I thought you kno:w,? - there is always - silver
CL: [( ) heheheheh,]
CO: [some silver lining still cl- every cloud has a silver lining or something ( )
CL: stress [stress for me hahahah]
CO: [for me,? and it's not been a very um- satis- fac- you know a lot of- people just- so -
CL: yeah,. - it's too (late)
CO: *well*,?- what if you don't get into Patho. - another year? - is
CL: [yeah,.]
CO: [that - what h- what happens then,?
CL: yeah,.but I might - 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.,
CO: [or you might find a job! ( )
CL: ((soft))yeah, - she's adjusting fine!,
CO: and you ( )
CL: *yeah.*,- I think it's (find your own)
CO: ((soft))yes - *again* - look what you're doing. (2.8) and don't (hi-) - catastrophyze it.
CL: yeah,.
CO: what do you *know*,. about your ability.,? - of finding jobs.,? (a job,?)
CL: ohh!, - that- usually works out,.
CO: yea- well *you've* found more jobs in the last- three months
CL: [((chuckle))I kn(hh)ow]
CO: [than most people have in the last three *years!* -
CL: yea:hh,- nhuhuhuh! -
CO: *yeah.* - it would be *very* disappointing. -
CL: ((soft))(and um) - it's no:t- being (2.0) no,. - but I really *want* it to,.
CO: mm,
CL: (you know)
CO: ((soft))yeah! - and you don't know that you'd *like* it. -
CL: no,.
CO: you're assuming [(you might not!)]
CL: [I 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,.]
CO: [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
CL: ((very soft))you were ( )
CO: mm hm! - how are ya gonna- like h-help with tutoring first year [students?]
CL: [sure,? sure,? sure!- so that-t *you* know. *again*. there's a lot of different - possi*bilities*. none of them- as

CL: yeah,.
CO: as nice and neat.,
CL: yea:h,.
CO: as you would *like.* -
CL: 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., and I don't even *know* that
CO: yeah, ( )
((high pitched/loud))good for *you!*,- hey! *progress* is being made.,
CL: I know people who had trouble getting into 161,.
CO: sure - sure - *lot* of people have trouble getting into that. ( ) I mean - *my* response when you said [that which I didn't *voice* is- oh yeah.,- here we go-]
CL: [heheheh ((laughter))
CO: I've heard this before,. - wait until July the sixth,
CL: heheheh! - ( )
[((loud laughter/talking))( )]
CO: [((loud laughter/talking))yeah,.- I mean- ((laughter))
CL: ( )]
((loud))I'm *trying not* to say that because it's not *exactly*
CL: [((loud laughter)) it *was* something (mean) ((laughter))
CO: ((laughter)) I wasn't getting quite as dramatic as you might wonder
CL: yeah,. [(wanted to go through)]
CO: [dragging out the ashes and *sack* cloth heheheh ((laughter)) ( ) *and* the same *time* - you 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- ((chuckle)) ( )
CL: yeah, (4.2)
CO: the:- it's- it's a question of okay. *if* that doesn't happen what do I do,? - to make that interview with Mxxx - as ((very soft))attractive as possible,?
CL: m hm! (2.0)
CO: and- to *solidify* (myself- as much as possible,.) -
CL: mm hm,.
CO: working - *essentially* as a first year student. *nurse* is- pretty good way of keeping yourself ( )
CL: yeah,.- but I would- I would (need weekends- in September) heh! -
CO: *so,?* ((chuckle))
CL: ((wavering))well, - I'll lose my *daycare.*- for the week and- possibly ( ) daycare 'cause I don't really have an urgent need for child care-
CO: because you're ( ) student - yea:h.,? -
CL: so it does have., - sort of *snowball* effect, ( ) -
CO: maybe something to start thinking about is if I'm *not*- taking the *nursing* program this year do I want to take something else! (2.0)
CL: *no!* no!
CO: okay., m-
CL: I don't wanna spend time- on courses that aren- ((comic voice))aren't relevant.
CO: yeah,. right. (2.4) so then okay so I *may* loose my *daycare* spot so I need to maybe do some things now to *cover* for that if I - *do* lose it maybe a I can maybe put - put her on - a list for some of the other - *daycares.* or something like that - do you know about Goosey *Gander?* (3.0)
CL: ((chuckle))
CO: it's- it's a *terrible* name but it's one of the best daycare centres in town! and it's- quite close to Queenswood. -
CL: oh!
CO: ( )
CL: I'm living in Fernwood now -
CO: mm,- (send to school)
CL: no, - it's been a real hassle getting to work from Queenswood or
CO: ( )
CL: the buses - ( ) (2.2)
CO: mmhm, - hm, - but my *sense* is if and- let me just check this but - you know you go along and you in *fact.* - in reality handle these things well (making) preparations you've covered - .hh while you're doing that sort of internally these things kind of only have a little ( ) and almost like needing to come in here periodically kind of- *defuse* that.,
CL: yeah- well *I* [find ( )]
CO: [and like getting out of hand
CL: yeah! [- yeah!, - yeah!,]
CO: [(half way through a thing) and yet I see you sitting here now and almost sort of like - *hoh* yeah right. okay,. -
CL: yea(hh)h! -
CO: like- y-okay, I've done it no:w, (2.5)
CL: yeah,?- ( ) (6.0)
CO: ((soft))(what is)
CL: ((soft))I don't know., there's something that- I might have on my mind - and I keep remembering again - ( ) -
CO: m, - okay,. (just) you just sit there. ( )

(7.0)
CL: d- y- I don't know! (3.0)
CO: just - done?
CL: hm! - *may*be,. [((laughter)) ( )]
CO: [((laughter)) ( )
- yeah,. *again* it's one of those ti:mes where - um u- y-e- I *sense* I'm beginning to catch your pattern.
CL: *he*heh,.
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 jo:b th- and *then* there's this kind of: *w:oaw*. -
CL: [yeah,]
CO: [((soft)) (what have I done this for) (5.0) and - that's ( ) getting stuck - ( ) - you gonna stay there for good ( )
CL: yeah. yeah.
CO: alright,? ( ) there' a *plot* to this. (1.8) ( ) (3.5) *and!*,- if it doesn't work with Jxxx,? -
CL: I've still got 15 ((giggles)) other fellows [( )]
CO: [I was *wai*ting for that answer,? I just have this image of this *file*,.
CL: ((giggle)) that was *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
CO: which *w- which* one was it. I mean *I* have fun *read*ing these=
CL: =really,?=
CO: =oh sure! - [sure]
CL: [oh it's the first one asking for Nxxx my (opaque) man,? - ((quiet giggle))
CO: ((quiet giggle)) that's that's great -
CL: and - ummm -
CO: heheheh! -
CL: 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 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 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 do:wn.,?- I kept them and the next week there were 5 more., so I went down to get those but the *fun*ny part was both times I went down there were different people. - at the [( )]
CO: [at the desk -
CL: and- u-u-uh - I'd walk in- and I say I'd like to pick up the letters from box (number)- and they'd say ((excited))*oh!, you* must be Lxxx yeah you've got another 5 here you [((giggling))( )]
CO: [((giggling)) you had a cheering section formed I'think that's great.,
CL: that was really funny
CO: so you got a bit of a connection with them
CL: yeah
CO: *commun*ity with them,
CL: ((chuckle))hehheh -
CO: *yeah!*, but- you know., I mean, *also* what that says to *me*., is - w:hen 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 re*plies*., - and *she* had *da*ted Jxxx - during *A*pril - and 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 *fun*nier the first time Jxxx and I went out. Dxxx was my *bab*ysitter. and he did not *re*cognize her ((giggle)) *a*ctually 'cause she- she was wearing glasses and she- didn't look like she was on a date or anything [((chuckle))]
CO: [he *prob*ably wasn't paying a lot of *att*ention to *her*.,?- [if he-]
CL: [and i- so it was quite, humorous - *they* know each other through the Armed *For*ces. - a:nd um - but - *she* said - oh we were driving - ((soft))oh just around the ( ) and then *I* mentioned that Dxxx ( ) - and he said - and I said you- you know the girl that was babysitting. - ((giggling)) *that was Dxxx*,?, ((chuckling)) - so.- then I explained that we were - that she had bothered to introduce us *any*way so we would've had to endure (the first)((giggling))
CO: hehhuh! - sometimes your humour really carries you for the first- (little [bit)]
CL: [ohh- it *al*ways does., hehheh
CO: it's a good strength we have- I'mean sometimes it - does you *in*. doesn't it.
CL: ((falsetto))no, no.,- *u*sually it's [a good thing., - yeah,]
CO: [no, yeah yeah,
CL: it's uhm
CO: keeps you solid -
CL: yeah - sometimes you have to laugh at

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 fli(hh)pped out
of my hand and landed ((giggling)) and hit Jxxx's- plate -
((giggles))
CO: 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)]
CL: [I just said I'm only
throwin' food on the first date ((chuckle))hehehe ( )
CO: hehehe! -
CL: ye- I mean - the *oth*er 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 *u*sually
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,)
CO: mm,.
CL: the fact that he said it twice,? - on two completely
different occasions,?
CO: mhm,?-
[okay now what do you interpret n- okay,? ( )]
CL: [( ) the first time I
took it. at face value okay,. the- you know,. he likes -
Amazonian *blo:nds*,. and I'm not.,?=
CO: =no he didn't say that.,?
CL: yeah he did!
CO: oh,. he did. - w-oh,. okay,?
CL: he's usually attracted to blond women with brown eyes,?-
CO: m hm,? m hm,?
CL: to girls that look *taller*.
CO: brown hair with blue eyes.,?
CL: then I'm a midget ((chuckles))
but- and then *he* went on to say that it was other things,.
CO: mm hm.,?
CL: that - kept him interested sort of- but then the
*se*cond time. kind of -
CO: m hm,? - [(what was the context)]
CL: [it was ( ) at night - he said you know
if I saw you on the street I wouldn't look at you twice,.
((breathless chuckle))
CO: hmhm,?
CL: and I said (
too poetic) ((giggles))
CO: alright.,?
CL: [(I'm saying ( )]
CO: [what was your *feel*ing.-
what were you *feel*ing when he said that,. -
CL: piss off.
[((chuckle))]
CO: [all right,? and what did you do,. and say to him.-
[about being pissed off,.]
CL: [I said, I said,. u- you're just too
poetic I can't *han*dle that kind of tenderness ((giggles))
CO: does that tell hi- *tell* him how you're feeling about that,?
CL: I think it should.,? -
CO: you think it *should*. -
CL: yeah.,? I mean it was sar*cas*tic- but I was trying to make
[( ) of it]
CO: [does sarcastic tell,.- about how you're feeling. -
CL: *angry*.,? - hurt,. (5.0) I mean- to tell you the truth I
wouldn't look at *him* twice. if [I saw him *eith*er.]
CO: [m hm,? m hm,? -
m mm,? - and so does that mean that you:- don't like,? him-
and that uh (2.0) you're probably gonna leave him?
CL: no.,? but - maybe he's more *shal*low about things like that
than I am ( ) maybe it's *impor*tant that people
be physically attractive,.
CO: how would you find that out!,
(2.5)
CL: next time he brings it up I'll have to ask him
CO: m hm,?
CL: I don't think I'd just bring [that up]
CO: [it *al*so wouldn't hurt- to
tell him how you really *feel* about comments like that,. -
CL: I *did* the first time though I said you know that - I said
that uumm - that it - didn't feel that good the way you
worded that.
CO: mm hm it's just a slow learner you going to
have to say it again! - it's more *hon*est than saying you're
not very poetic isn't it,.
CL: yeah,. -
CO: I would also look at the ( ) (2.2)
( ) (7.0)
CL: yea:h,- quite a bit of that ( ) seems to ( )
spend a lot of time (with dating) - and stuff like that
CO: and *again!* just, - I'll share you my- tell you *my* reaction
to it ( ) is that since uuhh - well *this is* really
*in*teresting you know I thought I'd had myself all figured
out that I liked- blond buxom - *lad*ies and here I am with
Lxxx! ( ) and I- here I am *again!* - I've been
here again and again! -
CL: maybe.,
CO: m hm,?- mm! -
CL: I suppose I did *look* at .. (as the worst -)
CO: I suppose you did (8.0)
((soft))it's real *hard*- (for me to lose a man)

someone you actually ( )
CL: ye:ah,
CO: 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 -
CL: yeah.,? ( ) -
CO: ( ) all the opportunities this had to not, - think. -
CL: ( ) (3.2)
CO: you're gonna have to answer the ad.,? -
CL: no.,? -
CO: once contact was made.,? you ( )
CL: mm hm!, -
CO: once first date ( ) come back for a second
CL: mm hm, -
CO: .( ) (4.2)
CL: yeah ( )
CO: 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*,.
CL: mm hm.
CO: yeah,? -- and when you *look* at behaviour., (2.0) you feel *better*. right?
CL: mm hm,? -
CO: 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)
CL: I think ( ) running out of time here (6.0)
CO: ( )
CL: ((giggle))
CO: ((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: [yeah, yeah, yeah,- yeah just- black out.]
CL: [a:nd studied *really* hard,?- and then, the day- I got into the exam,? - *I* don't know what *happened*
CO: just the anxiety.- [right,?]
CL: [yeap,? - I fro:ze., -
CO: okay. - when *was* this like - a year ago?
CL: no,? just in June.- June 22nd.,
CO: m hm, in- [June-]
CL: [actually June 21st. -
CO: mm.- *yeah*. 'cause you were in- ( ) *this* year.
CL: m hm,? yeah.- right.-
CO: okay,? [I'm getting my-]
CL: [( ) (this year)
CO: a:ll right., - [( )]
CL: [so I- so I *got* into this exam.,?
CO: m hm,?
CL: a:nd - it was-
CO: what *happened*.-
CL: I don't really know.,- [it was-]
CO: [well just *just*- do a play by play.
CL: 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:- th:ought., 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' waiting an' waiting, *vigilator* doesn't *co:me*- you know,? - and that- I guess it was about 25 to 9 the vigilator came. - there was directions up on the board *no*body seemed to understand them. we couldn't seem to figure them out, [Jxxx was there an']
CO: [a'right, and *as* this is going along what are you starting to say to yourself.
CL: *hurry up!*,- let's get going.,
CO: yeah,. - like- [getting real impatient.]
CL: [I'm- I'm *ready* for this. - I don't [wanna sit here and wait all day.]
CO: [yes, yeah,.
CL: so we got our exams., - fumbled through them,- tried to figure out- where to fill out our names and everything else tried to *get* - that -
CO: mhm,
CL: in con*trol* I suppose
CO: yeah., -
CL: a:nd - *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.
CL: - 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: and if I don't get the same ((very soft))amount of time [(then what)]
CL: [((soft))(I'm not gonna)
(3.0)
CL: 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 yeah,
CO: *probably not consciously*
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,-]

CO: [yeah,. - yeah,. yeah
CL: and I'll fill it out and make sure everything was right - and then, *I* expected,. - the vigilator to say *okay* the time is- quarter to 9 everybody *start*, - you've got until [quarter to 12!]
CO: [yeah, right,.
CL: and I also thought that maybe she'd count us *off*
CO: 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 *as* you were going through then what reason
CL: well the first page!, was- just - over*whelm*ing.- and it got worse and worse,
CO: because - how [did you ( )]
CL: [it became.- it was complex - complex multiple choice., - and it was a *lot* of reading.
CO: right,.
CL: and another thing they also told us this- when you came- to speak to us.
CO: mm hm,
CL: we were - taught to go through exams,. - and *high*light,.- and I'm *not* a good reader.- so - I *worked* with that,.- all year through my exams - got this new *sys*tem down pat for *high*lighting and
CO: [yeah, ( )]
CL: [picking things out. - and we weren't allowed to touch it. - we couldn't- touch the exam we couldn't highlight it
CO: ((whisper))I: [see - okay- I see]
CL: [so,? so it was a fight [( ) and try to-]
CO: [and when you - yeah. and *as* you st- and a*gain* - you know as you start to read it and realize hey I can't underline - what- what thought goes through your mind. -
CL: wull, - the questions- seemed to be so complex. like they *a*ren't just,. - it was like the English language turned into French.-
CO: [yeah.]
CL: [they weren't just- asking us for the fact- or if you knew the answer or not,- they were just- it seemed like they were trying to confuse you,? - and I thought - [this is okay., I can work it *yeah,*]
CO: [and that's something that you start saying to yourself,.
CL: yeah,.- I mean- there was like- two questions on one page and it was - like a *para*graph multiple question and then there'd be - the four answers.,- [and then, be*low* that there would be like *pick* out of those four ans[wers]
CO: [yeah,.
CL: so by the time I *went* back an' reread it. and (came back) to it - and I had- I'd- I'd *to*tally - lost track of time.-
CO: yeah
CL: I had *no* idea of what time it was. - time wasn't important to me,. - getting *through* that exam was important
CO: right,
CL: and there was *parts* of it that I remember thinking ((whisper))oh shit! - I'm never gonna get through the exam
CO: ((soft))okay,. now hear what you said to yourself,? - see when we *talk* about exa- I mean what *sounds* like happened - is. that you had a real- good (old) case- of - anxiety.
(3.5)
would you agree with that,?
CL: oh yeah!
CO: w-eahh!- hahahuh, - yeah!- and - m-because- you know. I mean all the other- data says you *did* know your stuff. -an' so then one of the *first* things is to recognize *that*.- that if- that this - s- terrible, and have *you* even gotten your scores *back* yet,?
CL: *oh* [yeah,.]
CO: [e- okay,. so you *do* [in fact know that you- you've-]
CL: [(know) yes. I'm uh- scheduled to - rewrite on August the first.-
CO: okay.- all [right,.- good!- mm m]
CL: [so- Tuesday morning at 9 o'clock.
CO: all right,?
CL: here at the college.
CO: okay,?- and as you *say* that to me what's the *thought* that goes through your mi:nd,.
CL: I just want to get *at* it again,.- I want to finish it. I've-
CO: ahah,? - so if [you:]
CL: [*thought* about it and- *tried* to - you know.- all my books- were shipped home - were shipped back laughs)) a:nd-duh- I've *thought* about it- I *think*- it's really, - encouraging- when I- speak to Jxxx- because sh- they were *all* worried about me they knew that it was really hard
CO: m- m hm,-
CL: so- she's- talked to the college,.- and I think what it *was* was.- *not* so much that I didn't *pass* it. - but I didn't finish it?
CO: yes,.
CL: and the uh- *eth*ical part that was that- an *es*say ethical written. - page I'think there was about four questions- I never even looked at the [page]

CO: [yeah,.-
CL: I [never even *saw* it.]
CO: [yeah, yeah, yeah! an' it's real hard - to get
CL: [so, yeah,.]
CO: [a real good *mark* on something if you've only done I mean- if you *do* only half the *exam!*, you've gotta get a 100% in order to pass!
CL: or more,.
CO: even *more* so.- yeah,. -
CL: so this and - you know in- in my *mind.*, I think my strategy this time will be I *have* to have my- I have to find my own vigilator. - so I think what I'll do is ask my vigilator to- time me.- like- *tell* me.- hours gone by: or-
CO: a'[right,?]
CL: [and keep me on- track,.-
CO: [you could use the practice.]
CL: [and I think I'll also start with my written my written - ((soft))like start with the essay part first.
CO: ((soft))a'right,?- okay,? - and to figure out!,- I mean some of the strategies - .hh sounds like a *couple* of things happened. - aahm - it didn't work *smoothly*, and so:- what starts to creep in., the way we create our anxiety is through how we're thinking about the situation. - often *not* consciously,. -
CL: m hm,? -
CO: and so- as things start to pile *up* and you say I'll *bet* I'll never finish., - I mean your *brain* takes that as an instruction. I'm not to *finish*. ((giggle))y'know and therefore - don't bother paying attention to *time* - an' so there are things that we can practise between now and then too! - so that- *both* in terms of the- the- the ski:lls of doing an exam like that. I mean *one* of the things that sounds like it- *threw* you was- I *can't* do what I've learned works well!
CL: m hm,
CO: so *there*fore that means I'm not gonna be able to *work* it well.-
CL: right,
CO: and- and practising was [( ) practising some time]
CL: [and I felt like that was - really taken away from me and I couldn't, - because the questions were so hard!- and it was - you know- *what* are they asking for.
CO: [right,.]
CL: [and I have to keep *read*ing it to *see* and then - y'know typical. there's- *never* a right *answer*.-
CO: [((soft))that's right - that's right.]
CL: [it didn't *appear* to be it was like- which one- might be the *best* one.
CO: all right, -
CL: [so:]
CO: [as you *read* the situation. - so - paragraph, (1.8) and then you read - the question.- and then there's the bunch of ( ) - did you remember to do.,- *one* of the things to do,. at that situation be*fore*,? you look at the answers? - is to answer the question,?-
CL: I usually try to ( ) that
CO: yeah. - okay,
CL: but the *prob*lem is is. - perfect- I- I *answer* the question and the answer's not there. -
CO: ahah,?- ((soft))so then- you need to find the one that's closest.
CL: right
CO: ((whisper))right
CL: so then you *fight* with it.- and the (chance of determining) which one -
CO: is [the closest,]
CL: [which one should I pick. - it could be [the ( ) or it's]
CO: [*well.*,? it it's: - ye- naw,? you *ask* which one is *closest*. - not which one should it be - .hh *as* yo *think* about August first,. - what are you saying about your chances of success, -
CL: oh!- I'm- gonna be successful. -
CO: *oh.*-
CL: I'm gonna get *through* this.-
CO: yeah- a'right. - hm,.- so recognizing- .hhh- that there're some things I can *learn* out of the last phase. - as you *say* that you also start to tear up though.- so what's happening (with you).
CL: ((sobbing))'cause I'm so - *angry* - that I didn't do it the *first* time -
CO: ((soft))angry at yourself,? - w-what are you *say*ing to yourself,.-
CL: *stu*pid *me*,? - I should have, - *I* just wanted (it to be)- ((sobbing)) a neat little *pack*age
CO: yeah,.
CL: ((sobbing))I want [it to be *fin*ished,]
CO: [yeah, m hm, - [*so* it's:-]
CL: [my girlfriends had already do- wrote letters.,?- and-
CO: yeah,.
CL: you know they've *passed* and- they're successful and I just laugh it off and say no that's great -
CO: it's okay,.
CL: I'll get mine in August,?- ((sniff)) - but it's really

tough - because - I worked really hard - and I've waited a long time to get here -
CO: so it's not so much angry as I'm really disappointed. I *rea:lly* wanted a- a *good* year, I was feeling *good* about it I *wanted* that - finalé I wanted to- celebrate.-
CL: ((weakly))be finished,
CO: and to be *fin*ished.,- and no:w,
CL: and to be certified.- that's why [I'm here.]
CO: [yeah,.- yeah,
CL: and I still haven't- haven't *done* it.
CO: ((soft))( )
((louder))*any* in there, any- sort of nigglings, - of - I can- I don't know if I can,?-
CL: [*oh* no.,]
CO: [or- what if- what if-
CL: what if the same thing happens to me again and I can't do it? -
CO: and what're you *imag*ining. - around there. let's just follow the what if *cycle*.- because this-
CL: ((soft,))(may I have piece of kleenex.) - (oh thanks.) - I though some of the control ( )
CO: yeah yeah,. - yeah, right. - if everybody said that I wouldn't need kleenex. (2.1) what do you *say*.- what if *don't* ( ) what if I *don't* do it in August- what happens then, (2.1)
CL: ((soft))I don't know.- ((chuckle)) immediately I'd say I quit dentistry - hahh! - but I know that I'm - a darn good dental assistant - I was a dental assistant for five years before I came here
CO: hm hm,
CL: I came to get my certification,?
CO: ((soft))yes (1.6)
CL: but I - you know,. - I just can't bear the fact not doing it- again.
CO: what do you see is gonna happen if you don't- ((soft))get it the next time and- and ( )
CL: ((sigh))
CO: ((soft))(happens,) -
CL: I don't know -
CO: ((soft))(care.) what do you imagine. -
CL: if I don't do it *again*?
CO: (well are you) saying I [*can't* bear the thought of *doing* it again.]
CL: [hhhh! ((sigh)) - [(but)]
CO: [by doing it again you mean the *course* again?-
CL: *oh no!* - I wouldn't ever have to *do* the course again I don't think!- unless I can ( ) *bo:mb* this exam! - ((sniff))
CO: mm, - so there I *am*.,- I've got the exam coming up,.- if I don't pass this exam ((soft))(I might lose) (2.0)
CL: I'm still a (registered) *dent*al assistant.
CO: and that [means,]
CL: [I still can't *do:* what,.- I've been trained to do! - which means - I don't *know* what - do I- I mean I have a jo:b!, - but- I don't think I would be too proud to go- to my job and - continue to do what I did before!
CO: ((soft))mm- all right- so what if I don't feel proud to go back and do my job,- what does that mean (3.0)
CL: I need help! - somehow I have to get through this exam!- it can't be that bad!- why [can't they]
CO: [because if I *don't* get through this exam that means- what.- let's just *fol*low that I know it's un*com*fortable.- you don't want to - *look* at that but it's also what carries all the
CL: ((sigh))
CO: the (*ma*st) - if *I* don't get through the exam, - ((soft))(let's have another moonlight job,) (6.6)
CL: ((soft))I don't know I don't think I would be too happy with myself - not right now!
CO: mm - and if I'm not *happy* with myself- what [happens,-]
CL: [I probably won't be *success*ful. - no matter *what* I do.
CO: m hm,?- if I'm *not* successful,- with what I'm
CL: [((laughs))]
CO: [doing, then what's gonna happen. (2.5)
CL: (I don't know,?) - I'd be *use*less, ((chuckle))
CO: m hm - okay,? - and if I'm useless then - what happens (4.0) (to Mxxx) (5.2)
CL: ((very faint))(think that I'm stupid or something) - (I can't find) -
CO: ((very faint))(who would think you're stupid,?) - ((louder))anyone in particular,?
CL: ((very faint)no
CO: everybody. - mm- if everybody thinks I'm stupid- then (2.5) (what would happen)
CL: *oh* I don't think everyone would think ( ) Mom and Dad certainly wouldn't- they're really supportive an' - [( )]
CO: [but if everyone *did* think I'm stupid. - what would happen - what about me. (4.0)

CL: I really don't know I don't know how I'd feel. -
CO: ((soft))( ) (6.2)
CL: ((soft))( ) (7.0)
CO: what happens if everyone thinks- I *am* stupid (4.0)
CL: ( ) change my mind - that I'm *not* stupid. - 'cause I *know* I'm not stupid.-
CO: mm hm, - but it'd be pretty easy to believe I'm stupid,?- if (that)
CL: *I* suppose.,?
CO: m hm,?
CL: I mean if- if I don't do it - *this* time - then - what's my *problem*. -
CO: m hm - so.
((soft))(it means) that I have a problem,? -
CL: (I guess) -
CO: and if I have a problem,? then what's that mean. -
CL: what *is* it. - hhah! - why *can't* I do it. - what - you know. - *what* made me not do it *first* time. ((sobbing)) when I was - I was *so* prepared for it.- I worked *so* hard for i-it -
CO: so it's like my *God* if I can't do it- with all that preparation. - then -
CL: ((sniff)) - it's just like right Nxxx *I* don't want to study,? ((crying)) I just want to *do* it.
CO: hm, [hm,]
CL: [I don't *want* to ((sobbing)) open those books.- I don't know *where* to start because: - I don't really think- that - there's anything in those books that's gonna help me. - get through this. - I mean it can be an open book exam - and the answers aren't going *be* there. - so-
CO: so what are you [saying- that]
CL: [*part* of me is: scared to death because if I don't study I might fail.,?-
CO: ye- [hm,?]
CL: [and if I *do* study - really, - you know,. - obviously I'll just, -
CO: if I *don't* study - I'll fail.,? (2.5) if I *do* study? -
CL: well, - *I* don't know.- maybe I'll do better,? maybe I'll- stay the *same*- I don't really know!- I mean I'll *re*familiarized myself - but I'll feel *better* about it because I'm- gone a whole *month*-
CO: [yeah.,]
CL: [without-
CO: but that *sense* of like *I* don't think that's what's- what I need to *do*. - [probably need to do some ( )]
CL: [not *really*.,? I just want to you know after I was to*:ld* it was like- give to me on Monday again- let me do it again.- I don't want to *wait* a month.
CO: right,.- because if I *wait* a month, -
CL: ((chuckling)) I'll probably for*get* it all -.
CO: yeah,. - and if I for*get* it all., -
CL: probably won't pass it again -
CO: ((very soft))(if I don't pass) oh I'm useless. (stupid) ((normal voice))you know I don't - uhh- *push* you on this (cycle) just for the sake of making it ([ )]
CL: [*oh no!*,- it's just that I don't [know where- I mean]
CO: [but it's yeah. -
CL: I *know* that. - my family is very very supportive and so are all my friends- and they're determined to help me get through this
CO: but it isn't a - but it doesn't [cut it. does it.]
CL: [but- it's still - well
CO: no,.
CL: because ((sobbing)) my pride is *shot* - it's [shot like hell.]
CO: [right,. right.,
CL: 'cause every time I *talk* to somebody and say- well did you pass,?- congratulations. way to go!- what do you *say*.- ((sob)) *no:*- I didn't. -
CO: ((soft))and what happens when you,- I mean what's gonna *happen* if you say no I didn't pass,. (2.0) ((normal voice))that's where we're *stuck* right now.,?- we need to explore that a bit, an' it's uncomfortable - what i- - *what* do you imagine: is gonna happen to you what's it mean. - if everyone (like) - what does that whole feeling mean,. -
CL: ((tearful))that I won't be ((whisper))successful.
CO: ((very soft))( ) everybody thinks I'm *stupid* - [an' it's not]
CL: [I've waited - so *long* to get here., - and 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. -
CO: yeah, - and so if I'm *not* successful- if *don't* get this on *paper*. - I can't get on with my life,?
CL: ((soft/tearful))right (3.0) I don't wanna be just a *dental* assistant anymore ((crying)) I was de[ter-]
CO: [and if *I* can't get on with my *life*- then that means (4.5)
CL: well, - I never thought about- *doing* anything else. like I- when I first graduated from *high* school- I wanted to go into education. but - I just- I *love* dental assisting - that's what I wanna *be*! - so if I drop that!,- what am I

gonna be? ((tearful)) -
CO: um- n- u-u- *usually* we'd phrase that *question* to ourselves *too* it's like I'll- I'll be *nothing* right? -
CL: I suppose,? - I mean I know I'll stil' be a *dental* assistant,- I could be a DA for the rest of my *life*.-
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: ((nervous laugh)) - ((soft))I don't think I'd be very (1.6) proud. - or happy, or feel that, - every day is- worthwhile
CO: yeah, - and if I start going through my life!,- not feeling proud or not feeling that the day's are worthwhile., -
CL: I don't have *time* for that though.- because I love life. ((giggles)) [((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 ends up is just either the vision of totally - empty life or even- *death*.-
CL: m- 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: but that that's 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. -)
CL: no,. [(I think I should have)]
CO: [((chuckle)) yeah. - but., - we start *think*ing about - the event. - and if we start thinking in this *line*. - like oh my God I'm not gonna *pa:ss* - 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 *s'art* thinking I won't be successful I can't get on with my life I'm stuck. -
CL: .hh - probably feeling de*pressed*.- I mean - dragged down with a ( ) - but I'm *no:t*- like I'm not
CO: wel'- not,-
CL: I mean I
CO: not- not *totally*. for the moment - and also my *hunch* is e- at *this* point isn't, isn't this where the- you start to get scared,?- too?
CL: yeah,
CO: yeah! - mm hm! - yeah. - and *then*., - *from* the way we're *feeling*.- then we start- uhh- action - an'- *some* of that can be- just -
CL: 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 ti:me.,]
CL: [I d- I: (3.0) ((soft))I don't kn:ow,.- I- really don't know it seemed like it was (3.0) I don't know before I knew it it was like ten 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,. ye:s so that's [the ( )]
CL: [to hand it in like I didn't even *realize* what time it was- nobody *said* what time it was.
CO: [yeah,.]
CL: [the *clock* was behind me. I
CO: [yeah.]
CL: [wasn't paying any attention to it at all,. -
CO: [so you were just *in* another wo:rld. - yeah,.]
CL: [I was *angry*, - I was *upset* - um - *I* couldn't even *stand* there. and hand in
CO: [hm, - mm hm,?- mm hm,? - yeah.,]
CL: [my exam- I just *left* everything and got up and walked out because I couldn't- *face* the fact that I hadn't even - ((high pitch))I hadn't even *looked* at that other *pa:rt*.
CO: yeah,. - [yeah.]
CL: [and I *honestly* feel [that if *some*(body had)]
CO: [and at *that* stage start gettin' real *angry* at yourself. -
CL: oh I was!- and my girlfried was yelling at me she was telling me to start *colouring*.- and I'm like I *can't* - and she said you got - 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
CL: I can't *do* it because I haven't=
CO: =just froze. -
CL: *well*- I haven't looked at the questions. how can I *answer* something that I haven't [even *looked* at. ((sniff))]
CO: [((very soft))yeah, - yeah, yeah,.
CL: [you know what's the *point*.

CO: [so *again* that's sort of- scared and panicky - yeah.- and as you *say* what's the point -
CL: and as I- I mean when I *left* there I thought for sure I was gonna *die* I couldn't breathe,?- [I was:]
CO: [yeah,. yeah,. yeah,. - ( ) breathing,? -
CL: I was - like - practically *choking*. to death - ((sniff)) -
CO: and then what *happens*.,
CL: ((soft))you die -
CO: yeah! I mean if you start- not breathing
CL: ((chuckle/sigh))
CO: then we get to *recycle*. and start to say - *gee* if I'm not breathing I really *am* gonna screw up and - [die,]
CL: [die- it's (all)
[( )]
CO: [yeah, I know. but it's that *same* - it's the same example. and the *thing* to look the reason I write it down is because - you know I understand sort of what's going on right *now* but *also* let's look at how to- how to *change* it. so it doesn't happen again.-
CL: ((very soft))'kay,? -
CO: and the *whole* - *power*., is in here. ((taps, head?)) -
CL: ((very soft))m mm,? (2.0)
CO: in a sense., - ((knocks over something)) - ((soft))sorry -
CL: augh)) (1.8)
CO: the *way* we're *thinking*. (1.7) determines how we're viewing (our reality) - [(e- before)]
CL: [you know - *I* went *into* that exam,. - so positive
CO: [yeah,.- yeah]
CL: [and so re- so *ready* (1.5) and I walked out - totally [negative.]
CO: [totally destroyed, and *this* can tr- ya see because what can happen we can *have* up *front*,. - consciously - *hey* I've done my *studying*, I've passed my *exam*, I'm *ready* boy this'll be *great*, I've been - mm,? - ((soft))all it takes is *one* little thing - and - subconsciously. - yeap,?- wait a minute. you know,? she's ( ) I may not get through this,- whatever it was that *trig*gered it - it's the - the *cycle* that we then started to *say* you know if I- if I *flunk* this I'm *doomed*,.- ( ) think I'm *useless* - I'm *history* I won't be *successful* da da da da dah. (2.1) but the thing to *look* at- is - are any of these statements *true*. -
CL: no! - 'cause I don't *feel* that way about myself -
CO: but right now!,
CL: [I mean,]
CO: [you don't *think* that way.
CL: no., I suppo- I mean I did *ob*viously with that *exam*
CO: [yeah,.]
CL: [and I still have a hard *time* with it every [time I *talk* about it-]
CO: [yeah,. ri:ght!
CL: because - I [*do*.- like my pride is *shot*
CO: [(it's just) u huh.,?
CL: it's- just=
CO: =and *what* is that what are you saying that that *means* though. if my pride is shot!,- *that* means- I (5.5) I mean in a *way* I want to do ((giggles)) with y(hh)ou - what I call the *cal*lous theory of cou-
CL: [((laugh))]
CO: [of counselling. heh so *what* if your theor- so *what* if your pride is shot.- what does that *mean*. - for you,. - what're you saying. -
CL: ((laugh))that I'm not this - ((breaking down))wonderful dental assistant that everybody says I am - [((sniff))]
CO: [but is that- true.- can you *prove* that statement., - 'cause there's *s*- there's your- [(chance) to do it- right,?]
CL: [((loud noise of papers dropping))everybody ((sob)) is- constantly encauraging me and telling me that I was so wonderful and I was such a good- dental assistant and then I went - ya know,?-
CO: I'm *no:t*- a *wonderful*,. (1.5)
CL: ((sobbing))how can I [be that wonderful if I can't,]
CO: [dental assistant. (1.7) well, - okay. - *Cxxx*,? - ((soft))*prove* it. - give me - *ab*solute - real
CL: ((sniff))-
CO: *tangible* proof. - that *you* - are not a wonderful- *dental* assistant- wonderful person,. - all those things.
CL: I *can't*- because I know that I *am*.- I [know that.- I]
CO: [prove it *how* do you *know* that.- how do you know that,. -
CL: because - uhm -
CO: give me some data,. - here. (2.0)
CL: ((sigh)) - I'm well trained - I worked as one for five years, - I *ran* the office, - I'm- *en*ergetic- I'm, - you know- but,-
CO: keep going.,
CL: reliable, - ((sobbing))I'm a good

worker-
CO: how do you *know* those things. -
CL: because I feel it ((sobbing)) within me - I *know* that I am - [I know that I'm a really *caring* p-]
CO: [well feelings - feelings are *important* but they're not *data*. - in this sense.- let's look at - ['cause]
CL: [because everybody has told *me*?-
CO: well- [is this true,?]
CL: [in the office that I'm- *and* - is - I mean they've - basically *written* a *contract* for me to be back they want me back- all year *long* - they- they're *bugging* me to [come back]
CO: [((soft))a'right,?- a'right,? -
CL: uhm - I've had *four* job offers *here,?* because every practicum that I was at- I was - very good I had *excellent* evalu[ations]
CO: [okay,?- *now* as you *start* to tell me *those* things - what do you start feeling.-
CL: oh! I feel goo:d!
CO: (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.=
CO: [mm hm., mm hm!]
CL: =I was A *plus.*-
CO: uh'right,?- okay., - so: it becomes [the]
CL: [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
CO: [that's great. mm, mm.,?]
CL: [it. you're on your own - two weeks- I was on my own- and I
CO: 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: ((very soft))mhm
CO: you 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
CO: mm hm,? - m hm- well., you I 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 lou- *showing* that you're *n:ot* 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
CO: [right, right exactly
CL: with flying colours.,
CO: and the reality is we're not *talking* about being *dental* assistants.
CL: *no.*,
CO: we're talking about writing the [*exam!*]
CL: [an exam,. ((chuckles))
CO: 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,.]
CO: [be specific. give me some examples. (3.0)
CL: well, uhhh! -
CO: ((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
CO: m [hm,? yeah,]
CL: [I think that-
CO: and- I passed them,? -
CL: I *passed* them?
CO: ((soft))m hm! -
CL: you know.,? *I* never- th:ought that I'd- come in here an' - be the A star student *anyways*=
CO: =m [hm,- mm hm,?
CL: . [*I* just wanted to be *successful*
CO: mm hm!
CL: [it was important that I-]
CO: [(were you) successful in passing the exams?
CL: yeah!-
CO: m hm,? - *all* of them?- all of the ones in the program?
CL: yeah?-
CO: 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
CL: [*too* many ((laughter))]
CO: [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

an exam well. -
CL: ((soft))*m* hm. -
CO: and *that's* the one you're focusing on.=
CL: =well *I* just- *I* think- everything that I possibly could have (1.8) *used* as a *strategy* to get through that exam,. - was taken away from me. - I couldn't do my highlighting,-
CO: a'[right.,?]
CL: [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]
CO: [right ( ) so what does that tell you you need to do for *next* time. (2.3)
CL: I don't *know* I walked out 'o there an' somebody said to me well why didn't you just highlight it *anyway*.
CO: ((soft))yes
CL: *yeah*,.- well, *sure* that sounds *great* but (the officer) said if you *touch* the exam or do anything to it or it's not right then, - there, - you are going to be disqualified *anyways* -
CO: all right,? -
CL: [(and yet still)]
CO: [so ( ) so you're saying- well- okay.- I need to be able to highlight- the questions. I need to be able to pick out - things that are important.
CL: but do I really think that that's gonna make any difference '(softer))on this next exam.-
CO: what're you *saying*. -
CL: I don't *know*-
CO: yeah - wha-s- what're you *saying* to yourself. if I *highlight* (2.0) ((soft))what're you saying about it to yourself. (2.4)
CL: if I *get* to highlight.,- then I *do* I mean- at one stage I said I don't care I was doing it
CO: [m mm, m hm mm,]
CL: [anyways. - 'cause that's the only way that *I* think,. *I* will feel - *positive* about working- through this exam.=
CO: =so- in *many* instances it sounds like a- you've got *all* this *data* around having been successful on exams! - but you're *placing* that - giving *all* the *credit* for being - successful on the exams to the fact that you were able to highlight the questions.-
CL: I don't -
CO: [did you highlight- all the questions]
CL: [*think* so:- except for - *I* - have - I'm not - I'm *not* a good reader I never *have* been [a good reader.]
CO: [how do you know that.
CL: becaus:e-
CO: *who* says that,.=
CL: =I *hate* reading,. ((chortle))
CO: that's different from not being a good [reader.]
CL: [*well*,.- I just don't think that I (1.3) comprehend or understand what the question is asking. *that* was evident on my exams in the *past* year.
CO: [a'right.,? and did you talk ( )]
CL: [and when I would sit down and talk to my instructor and say - I don't understand this.- and she'd say well look at what it *says*,. -
CO: all right,?
CL: and then
CO: and what did you have to *do* at that stage -
CL: go back and reread it and pick out the words - like at *one* point. - I was doing too *much* highlighting - and I wasn't picking out what- *needed* to be picked [out.,]
CO: [*has* to be *essential*
CL: so my instructor went *through* it with me. - and then- it seemed like - the *next* time - it was fine,?!-
[and I did *better*]
CO: [mm mm! so you learned! -
CL: yeah,?
CO: m hm,? (5.0)
CL: *I* don't know.,?- I - .hh
CO: so so much for not being [a good- being a good *reader*]
CL: [( ) maybe maybe [it was:]
CO: [I read *differently*,.
CL: yeah,- maybe
CO: [((soft))(it was hard) hm,]
CL: [it was just the fact that- *other* people - in the room- flipping pages and it went- I mean when *I* was in *school* I used to have to plug my ears. to read.- because any distraction.- I [couldn't get through,.]
CO: [mm hm,? a'right,? - so it *sounds* like some of it.- well I I'm hearing a *couple* of *levels*. - one, - *damn* it it's *not fair*.,- that that stupid exam should stand in the way of me being a CDA,. I'm a real good dental assistant and I- and I- stop. ((snort/chuckle))
CL: okay,.
CO: ((chuckling))
CL: I guess w- *another* thing too is it- .hh- it just bugs me why - I mean right now., I could be sitting all nice and happy like everybody else and
CO: [yeah yeah!]
CL: [have that piece of paper that says that I successfully completed it

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,. *yeah.* - okay,?
CL: so I mean yo- you see- you can look at- I mean- *yes* I'm [so-]
CO: [disappointed.,- I wish I were out having a good time and celebrating - I'm no:t - I have a *choice* right now- on whether I just *can* the whole thing.,? or I write in *August* - and (1.2) clearly you're making the [decision ( )]
CL: [h'oh!- you *betcha*.
CO: ((smiling))*yeah,*. - *all* right.,? - *so- then* it's like okay. what do I know: I need to do *differently*. - and then we can look at *strategies* that very much- .hh I mean that's one of the things that's that's sort of - tough to *recognize* but sometimes,.- *not* doing well on an exam!- is really *useful*.- because it tells you what things to do differently.- and I'm hearing- I needed *some* way to find a way of highlighting. now highlighting doesn't have to be - on the actual exam. -
CL: ((soft))m mm,?
CL: you can take a piece of paper in - with you - and just have it *by* the questions- and just write *down* the key words -
CL: m- I don't have time- to do this
CO: how do you know it's now *see* what you said to yourself,?
CL: *yes*- because it
CO: a'right,?
CL: I didn't have enough time- just *reading* it-
CO: *you* had *plenty* of time. you didn't *use*,? your time right,? -
CL: ((weakly))I suppose.,?
CO: mm I n- and that's the *other* thing is I need - to *use* my time *differently*. - I *need* to *look* at this *belief* I have,. - that I *have* to read it over and over and over again. (2.2)
how many times did you read each question. (1.2)
CL: probably twice,? - sometimes three,?
CO: yeah,. - yeah,
CL: I just ( ) ((chuckle)) - I mean I-
CO: [(what else)]
CL: [like you said you'd *read* it- and you'd *answer* it.,?
CO: mm hm
CL: 'cause- that was something that I'd learned from a girlfriend- and a strategy that I used all *year.*,- and then when I'd look!,- and that wasn't there!, - I had to- *rather* than- choosing the next best!,- I'd go back and reread it and think oh gee!,
CO: and you see *while* you're re*read*ing (1.6) two things could have been happening. - you *could* have chosen one of the others.,?- *or* just *left* it.,? - and- gone *on* - and read- the *next* one,. - which you may *know* - and get it - one of the- *critical* things- in an exam is to *keep* (going). -
CL: I *think* that's my problem. is I don't - I *can't* answer it- so I get frustrated [and *sit* there and I wait]
CO: [and- yeah *yeah!*
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.
CL: right.
CO: *certainly* not with *that* piece of it.- in*stead* you keep on moving.? - uuhh- you might find four questions down the road- that something gets *trig*gered- all of a sudden you know what number one said.- and you go back. - to keep on moving,- you keep a wa:tch, - 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: =hundred [- 75 ((sniff))]
CO: [the- the essay was 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- I *asked* my girlfried. 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.-

CO: mm hm,?
CL: 'cause *I've* I mean I've been going through this since the day I found out about *how*- I could do my exam better.-
CO: good!-
CL: and - *she* said. - she don't - she- was *pretty* sure it didn't it take her more than 20- 25 [minutes.]
CO: [yeah,. yeah,. which is- (just about)
CL: mm (1.5)
CO: and - you see the thing *is* that you- you set that up *ahead* of time. - in your mind,.-
CL: yeah,? - *that's* why I thought I would do that part *first*.
CO: mm hm,? - mm hm?
CL: and- and get it out of the way 'cause I *also* think that (2.1) you know *I* didn't have time to - ya know it was funny when you *go* right through it you think - oh geez., you know - ( ) didn't have a *bathroom*. what if you had to go to bathroom and
CO: m mm,?
CL: gee,.
CO: you could go to the *bathroom ahead* of time. -
CL: but- the thing of it is *(short) time.*- like the three hours went [by *so fast*.- that you don't even *think* about=
CO: [but you *make* time,. (don't you),?]
CL: =getting up to go to [the bathroom - really it's the *last*=
CO: [no,. no. no,.]
CL: =thing on your mind. -
CO: well, - it *should*n't be that *well*- going to the *bathroom* should be [the *first* thing on your=
CL: [*yeah*. ((laugh))]
CO: =mind - but *time* should *not* be.
CL: oh no!,- the *bathroom* part was
CO: *yes*.=
CL: =you know e- *exactly*. [it was]
CO: [yeah,. - and a*gain* you see you're aware of you know al*ready* - *some* of the concerns you had the *last* time around- you know -
CL: [yeah,]
CO: [to not even *worry* about.
CL: yeah,.=
CO: =yeah *you* can hold it for three hours.,? - [((chuckling))]
CL: [((laughs)) *yeah* - *no* problem. -
CO: but *tim*ing. - so I think- you know we can't- heh!- no time to*day*.,- to *do* that. but we can run through! - doing the practice. on *how* you would (1.6) literally.- we'll do some rehearsal if you want,.- on how - to get started with the exam. how to move on- how to look at some of the questions. - would that ( ) (what you need) - [give you some strategies,.]
CL: [I think ( ) so much right now is the - number one of multiple choice. you know: like- the very first [question ( ) 165 questions]
CO: [( ) and if I can't get the first one that means -
CL: hhh! - 164 ( ) -
CO: what happens- with 164 (remaining) (2.5) if I can't get the first question that means -
CL: well,- I (*know* something) *this* time I'm *not* going to - sit around and wait [for (them)]
CO: [w- what are you saying to yourself,. 'cause there's the critical piece right there is that- what did you just say., (about) to yourself. -
CL: ((crying))I won't be successful again. -
CO: (and) can you *prove* to *me* that because you can't do the first question. - that means absolutely that you will not be successful.
CL: *no ((sobbing))*
CO: prove it. - give me some data. -
CL: I *can't* prove it because I'm *going* to be- I'm determined I'm going to be [((sobbing)) ( )]
CO: [well you don't *have* to be- you'd- no you don't.,? - you don't have to be successful.,?
CL: I do for me
CO: you *want* to be.,? - but you you don't - you don't *have* to be. (4.2) a:nd *if* you don't get the first question. (2.0) what actually happens. -
CL: hh. - I *prob*ably feel like I'm not going to get the *rest* of it. -
CO: well,- *if* you're- deciding now that that's how you'll *feel* then you *will*. - you see,?
CL: m hm,?=
CO: =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.
CL: *I* don't if it's this over *that* it's just *getting*, -
CO: well,? - listen to what you're [saying to yourself]
CL: [( ) ((sniff)) (4.0) (I) just what scares me is- opening- the anxiety of

opening it up - to *forget* about everything else- to work my way through it smoothly to feel *positive* about the answers

CO: m hm,

CL: that I put [down - a:nd]

CO: [mm,? and it isn't just hh it i- i- - y-you need to *look* at then is - it's *not* e- what *scares* me is- the anxiety I mean you are - *making* that an[xiety.]

CL: [yes,

CO: and you can unmake it.- and you can start to w- you know. *work* towards - I'm gonna give you a *homework* assignment. - ((soft))oh joy, [((chuckle))]

CL: [okay, - no problem,? ((laugh/sniff))

CO: I want you to *start* to pay attention. - to what you're saying to yourself. - and to li:sten.- to as you think about the exa:m - *listen* to what the very *first.* thought is before you *go* on to the more *rational* thing number one you know that doesn't make sense. I do ( ) what's the *first* thing you say (2.0) just see if you can prove- s- see if they're - rational or irrational.- *irrational* meaning is not provable. (2.1) you can't prove to me that your whole life - will be doomed if you - don't *do* the first question.

CL: (no) - of course [not]

CO: [right,. - but you - that's what you're *saying* to yourself. (3.0) and - it *sure* makes- a lot of sense- to *me!* to be real freaked *out!*- if you think- that your whole life hinges on one question. - I mean that seems pretty logi- realistic if - *if* it's true that your whole life.,- depends on you getting that - uh whether you get that *question* right or not - you *should* be scared.,? (5.5)

CL: I guess I just don't want to feel like I can't do it

CO: mm,

CL: because *that's* how I felt last time. - anyway *I* never had *any* problem with the first question what (I met) on the exam it was not a problem. it was like half way through that I-

CO: yeah, [( )]

CL: [( ) *geez* ((snaps fingers)) you know,? like it started to click

CO: doesn't matter where it is - it's when it happens. - and the s:kill. - and the protection against that. - is - becoming aware of what - when you do that.

CL: what is that.=

CO: =when you start getting into this cycle. and turning it off.

CL: well I remember saying to myself - I can't do this. -

CO: ahoh!- okay. - there you *go!* if I *you* should've walked *out* at that *point*

CL: ((soft))yeah

CO: but is that *true.*

CL: no!

CO: (yeah).

CL: but that's what I wanna *do* is-

CO: [upset that.]

CL: [overcome that.- yeah!

CO: exactly.- so [that's what ( )]

CL: ['cause I normally *can't* do [that.]

CO: [all right,. - and so my- my *homework* assignment - if you're willing to take it is *as* you go *through* the next few days- we'll set up a time for- early next week (1.2) *as* you *hear* that.- come up. - in your mind.- as it- sort of f-filters up from the subconscious. - *change* the thought. - but wait a minute - that's not *true* that I can *not* do it. - what *is* true is - *yeah* I didn't do some of the questions the last time around.,? on the other hand I *have* done this I *have* done that - I *do* know this- I'm learning,?- to be- *change* my anxiety level - see if you can reverse that. - does that make sense,?- I mean do y- do you understand what to-

CL: ((very soft))yes,

CO: [( )]

CL: [the *first* thing if anybody says to me is - about - my exam- or- this *next* one

CO: [mm hm,?]

CL: [is (2.0) *how* can I pass it, -

CO: *well,* then don't *do* that,.

CL: well, I am!, [((laughing/crying))]

CO: [well you don't *do* that. and you see that's the poi- .hh *that's* the- the -

CL: *no,.* I don't know [that ( )]

CO: [you don't know that sure. what *do* you know. - what *do* you know.- what have you got *real* solid proof for. - see we don't know anything about the future.- you can't st- stay here and prove to me- that you're gonna fail - you have lots of data about passing exams though (4.0)

CL: ((very soft))( ) -

CO: and you *don't* know that you're gonna pass the next one,? - you *do* know, - that I passed *all* my exams (without the assistance of) - that I passed them - by: - strategies- some of these I can't use so I'm gonna replace them with these, (6.4)

CL: ((weakly))I never felt so confused, - ((sobbing))(what is

it that you call it.) (2.0) (I'll figure it out,?) (3.6)
CO: and when you feel confused [then what are you saying about]
CL: [doesn't seem like it should be
this difficult? -
CO: m, - it's not fair,. right (3.0)
what are you finding difficult then (2.0)
CL: ((sigh)) (4.2) ((tearfully))I don't know what did I find
difficult at first when they said I wasn't successful
CO: yeah,. - yeah. and what's difficult is - is- a-as you say!
your pride is hurt - you're a-ashamed to- to face people or
afraid ((whisper))( ) - like you're stupid
or ( ) or think less of you -
((louder)) you got any data of that,? - got any proof that
people-
CL: [no,?]
CO: [think any less of you,? - ((snickering))
((loud/high pitched))I hate - *hate* [to bring thi-]
CL: [but I certainly- I
certainly avoid- if people ask me if I've passed
CO: sure!
CL: ehh,
CO: well,? (2.0) *yeah*,. and that's hard,.- I mean that is
the hard part
CL: I *hate* that.- it's [like]
CO: [yeah,.-
CL: ((clears throat))
CO: *well*,? what would you like to say to people when- when -
they say *so*,. how did you do!-
CL: ((sigh)) I don't *know* yet.
((chuckle))
CO: that's true. right,? -
CL: ((gasp)) it is - I mean
a lady asked me yesterday I said I don't know yet I haven't
got the results ((chuckle))
CO: all right,?- now *that's* not
true.,?
CL: well,. -
CO: but what- what would [you ( )]
CL: [she's a total
stranger.- why would I tell her I failed,. ((sniff)) -
CO: well what would you like to tell her - what's what would've
been the *real* honest answer from you
CL: I *finished* - I was
successful - ((clears throat)) now I'm just having a nice
summer and I'm going to work
[illegible]
CL: it's not
CO: - e not ready for the true statement.
CL: ((sniff))
CO: when *she* says - w-what - what would - *what* did
you *want* to say to her.- not- I mean not- yeah everything's
hunky dory. -
CL: I *wasn't* successful.- I didn't pass it and
have to [( )]
CO: [did you *want* to answer her,? -
CL: not really! because
- like I say she was a total stranger,? and she was in a
s:tore,? - there's other [people around,?]
CO: [s:o wha- so wha-a- what could you
say in*stead*. (3.0) what- what led to your answer then. in
the first place. (2.0)
CL: ((laughs)) because she was standing
there staring at me
CO: ( ) - what would happen if you
just said-

((tapes ends))

Interview #37.

CL: need to do (an' it) - they grab it before it falls off [the table]
CO: [oh,. God,.- sakes, ((chuckle))
CL: I-I don't like that.=
CO: =yeah,.=
CL: =that - that really -
CO: that's a little too uh=
CL: =yeah- that's a bit-h it's=
CO: =uh huh,. (.)
I [mean it's *still*- you know- ethically they've sti:ll,.- =
CL: [yah, yeah,]
CO: =have the right to- to s:ay *hey*. you(r) almost dropped your pen here.,?
CL: yuh., I h- I had [the - a-a session that I had=
CO: [yeah,]
CL: =u-u-uh in- the ( ) *trainin*g course. - u-uh our- particular - instructions for that week [had to do=
CO: [yeah,]
CL: =with- - uh closing a sale. - .hh and uh so. - we- did our- study- at home. and then came in to[: discuss it as a=
CO: [hm.,mm, mm,]
CL: =group of agents - and uh- our moderator said who had a good sale this week. and I'd had a particularly good one - .hh and I- said oh I [had a good (sale) and he says oh.=
CO: [((giggles))]
CL: =what'ya sell!- and I told him what I sold and everybody [was suitab- suitably impressed (.) and then he says .h=
CO: [yeah]
CL: =((whisper))hhhow did you close it. (.) (you know) - and I said- well the client said - well sign me up!
CO: ((laughs loudly)) .hhh! whoops,? heheh .hhh (.)
CL: that's not how it's supposed [to *be*. - you're su- you're=
CO: [uhn uhn huh]
CL: =supposed to be the a*ggressor* in this [situation.,]
CO: [yeah! tsk -
CL: uuh but - when I explained it to you my my feeling was that if I explained it it was well explained.
CO: ((softly))yeah!- yeah - yeah- - u- (.)
.hhh ((loudly))*s:o* how you been,. - I gather s-=
CL: =don't know!
CO: you don't *know*.
CL: no.
CO: *sure* you do. - you just [haven't checked in!]
CL: [well I don't- *fee:l* very good about how I'm doing -
CO: ((quietly))yeah. [- what's uh- .)]
CL: [aahhm and the kind of thing- well I-yuh (.)
CO: [hard to hold on,]
CL: [three weeks ago (.) three weeks ago- uuhh- managed to get a job working in a hotel working in the back *office*- and I thought wow- this is really great.- you know [the experience and so on and so forth (.) u-umm (.) =
CO: [yeah,? yeah,? ( )]
CL: =a:nd - after - the ninth day on the *job* - Nxxx says hey! - *goodbye*.
CO: ((softly))ah no!
CL: yeah.
CO: any reasons? - given?=
CL: =uummmm - well.?- they- they- are talking about the fact that- that-tah you know they wanted someone (.) that could re-((catch in throat, swallow)) really work like a fool. .hh - okay,? which I'm quite capable of,?
CO: yeah.,?
CL: once I know it!
CO: ((softly))yeah,.
CL: and- but-tah they said we don't have the time to do the training - and uh
CO: there's *also* s:ome reflection on what their - general attitude - is gonna -
CL: okay.- well they were I *knew* they were- demanding
CO: [ye:ah,.]
CL: [somehow I *knew* that they were demanding.
CO: yeah,.
CL: uhhm,- *personally* I liked. them,? and I liked their attitude.
CO: uh huh,? 'kay,?
CL: ya know,? [I I- felt that they=
CO: [so it didn't- feel-]
CL: =were a *r*- a real professional-=
CO: =uh huh,?
CL: kind of a*pproach* to it you know there's *some* hotel owners that come across kinda sleazy
CO: yeah,. yeah,. [or like shape up or ship *out*]
CL: [and these people *didn't* well th-the shape up and ship out is a little *different*- I understand that in [business that's- pretty - pretty=
CO: [yeah, yeah,.]
CL: =standard. - ah it's just that-tah
CO: there's- the als- there's also though the we'll *help* you shape up-
CL: .hhh -
CO: so that you [don't ship out.]

CL: [o- o-*okay* - but- once you- once you're
up- to: you know, once: you've been given a fair *chance*.,-
[to shape up- *or* ship out,.- ya know,? - a:nd- aahmm - so-]
CO: [yes. oh! sure!- then, ((softly))yeah,. mm,.
a real disap*point*ment. -
CL: it is:! - it ahmm (.) uhm- (.)
it's:- it's- con*fronting* also. - uhhmm - let's say- n- your
whole life flashes in *front* of you.
CO: ((soft))m hm?
CL: which is
an interesting thing- because um- I see so - uhm (.) wu-
some of the things he said for example. this- might *help* -
to [see where my thinking was going.]
CO: [yeah ((whisper))yeahhh,
CL: we had hoped., -
that - uh you would have more *street* smarts- *about* - the
*bus*iness .hhh - and so - be*cause* you don't. - the amount
of training that you require - *not* only in terms of being
able to do the task of *account*ing. - but *also* to be able to
understand the hotel business and integrate the *two*
CO: uh huh!
CL: we don't have time to [train you.]
CO: [yeah., uhn hn., -
CL: the other
thing - is- (.) you:'re- the first person tha- in:: -
twelve years, - that I have *liked*.,- and fired. -
CO: ng hn., -
CL: aahm - and- then- to con*tin*ue with that, - one of- the
th-things that is a problem for *us*., - is that you're- s:o
nice! ((chuckle))huh! - .hh and- when we want you: *at* your
desk,. - *pump*ing out the work like mad,? - *you're* going
around the hotel being a- Mr. *Nice* Guy.
CO: ((softly))yeah yeah
which is not part of your job!
CL: that's not part of the job!
- he says - *you're* out there.,? - goin' around doing this
stuff,?
CO: m hm,
CL: and he says *I'm* in here doing *your* work (.)
CO: ((soft))uhn, - uhn *hu:h*.
CL: *essen*tially he said you were doing
my job and I was doing yours!
CO: uhn huh -
CL: and- I ap*pre*ciate
that.
CO: uhn hm. .hh [what have you *learned*., from it]
CL: [I s- well I
see where- old skills,?
CO: mm hm,?
CL: interfere with new
requirements.,?
CO: ((soft))yeah,. - yeah,. .hh skills and-
just personal inclination- [too - and accounting is quite-=
CL: [okay- yeah,? uh huh,?]
CO: =*dif*ferent in its de*mands* than your general personality.
CL: ((sighs)) yeah,? but- I think- *rather* than personality I'd
rather sa:y- m- ahh quite different from: what I had
developed an experience in
CO: okay,? yeah al'right,?
CL: ahmm -
the- .hh the- kind of things that come to me is- you know
I think to myself- ((softly))*damn*. if I'd worked that hard
in sales!
CO: uhn huh,.
CL: as hard as they want me to work in *this*
field.
CO: uhn hn,. (.)
CL: I wouldn't *be*, in the [mess that I'm in now!]
CO: [uhn huh, mm hm!
CL: I think- to [myself,]
CO: [so it's (right) like in a confrontation of-
just- where my- where I put my *en*ergies, -
CL: a-a:nd- uh a-and
yeah! y- you uh and- but you know th- that confrontation of
- o-of u-uh well a *lot* of things. the *oth*er thing that kind
of fits in with this is the ability and willingness to
cooperate. - aahhmm - y-y- you know. raised very severe.-
kind of *Cath*olic- [you know I'm very Irish *Cath*olic kind=
CO: [((quietly))(uh huh uh huh)]
CL: =of background.,
CO: ( ). -
CL: uh- I was a very self righteous
- young man,. (.) and as time went on - I::, was able to:
let go- of some of my *relig*ious self righteousness,? - but
not some of my relational *business* self righteousness. -
CO: and how do you see that coming out of your work- *that*
*con*nect in this position.
CL: we-ell ((voice wavering)) I saw
it feeding me in the more- to the other position,. and into
developing the kinda skills that I *did*.
CO: mm hm,
CL: ah- you know
in as much as - whi:le I - *want*ed- - to cooperate- much
more- [with these people. yeah.,?]
CO: [he:re - this one.- yeah,. (.)
CL: that- some of [the *old* things,
CO: [I was- yeah- old patterns were
interfering- [cause, - really cooperating would have been=

CL: [yeah.,]
CO: =staying in your *office* all day- at [your de:sk!,]
CL: [w- well of 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 .hhh so that and- you see [the thing is-]
CO: [*and* you didn't ask (.)
CL: okay.,? -
CO: true? (.) I don't know. (.)
CL: .hh I began to under*stand* that that was important-
CO: ((softly))'kay
CL: and I began to: restrict. the amount of time that I was away. .hh first off- whe:never I was hungry and whenever I wanted a smoke.- I [would leave the office.]
CO: [m hm, m hm,
CL: then it got- so that- just whe:n: aahh (.) I would ehh -d de- and and when I *did* that- I would go into the *din*ing room and have a coffee there! - highly visible.
CO: m hmm,. -
CL: then I began to stop having the coffee.,?- .h then I began to: sneaking out the back door 'n grabbing a quick cigarette and dashing back.
CO: mm hm!
CL: 'kay,?- so., - I began to-uh- [discern - what was happening.]
CO: [so not uh- *yeah.* it's l- l-*learn*ing the whole sort of - *cul*ture in that - [organ- organi- we=
CL: [( ) yeah,?]
CO: =talk about organi[zational *cul*ture.]
CL: [yeah yeah,?
CO: you know what's- fair ga:me,. what's- what's appropriate, .hh and what it *strikes* me is that .hh - e- my *sense* is you've never *ha:d* an office job. - have you really. .hh
CL: [no.]
CO: [sales- isn't really an office (.)
CL: [well, w-]
CO: [I mean you *have* an office and you come *back* ( )
CL: yeh but while at Eaton Financial. - it's like a department store. you're there[and- people=
CO: [yeah,.]
CL: =come [walking in,. - so- it was office but it *wasn*'t.]
CO: [yeah *that's* true no,.
CL: because if I *felt* like having a cigarette,? [or a coffee?=
CO: [uh huh]
CL: =I'd say listen let's talk business in the cafeteria.
CO: yeah,. yeah,.
CL: 'kay? so there was a looseness=
CO: =there was more - yeah. [so it's a combination of - .hh ne:w - ne:w,?=
CL: [yeauh,?]
CO: =skills and expectations around those skills and performance [.hh and new s- and new *styl*- new- w-working=
CL: [and- some of the old habits.]
CO: =also in a more structured environment. -
CL: ye(hh)s!
CO: yeah- I mean - even though Eaton's is - you know it was - like you *say* a department store but *you* were in charge of how you were using your time and- how- where you were 'n -
CL: no ah- ry [time was out of control. *most* of the time. - =
CO: [(no)?]
CL: =y-y- whe- you know b- if your - if your b:usiness is to look after whoever walks [in immediately.]
CO: [yeah yeah,.
CL: then - you can't manage your time around that you have to just be available.=
CO: =okay. so you were the:re.
CL: *yeah.* and- and- so
CO: (and so what there's) *some* alterations
CL: yeah. - but it *also* means that- for example to set out objectives for the day
CO: yeah,?
CL: and say: - ya know from eleven til twelve- I *will*! -
CO: yes. -
CL: ehh- the opportunity's not there be[cause there's=
CO: [yeah]
CL: =seven people come in be[tween eleven and twelve you gotta=
CO: [well yeah. it's here
CL: =look af[ter them.]
CO: [ya know yeah.
CL: yeah,. - and and so there's you know. ah - the time *man*agement I think I've learned *more* about time management- an' not that *much.*
CO: mm hm,
CL: over the last year!
CO: mm hm! (.)
CL: uhmm
CO: you don'- what what *strikes* me I mean you *had* a- u-u- you know you *got* the job and th- - nine days later you're with*out* it, .hh - and- obviously

feeling bad but- what- what I'm really - amazed at- is
you're not *dev*astated.,
CL: .hh - well I've been pretty close
I've - had my cry with Joan.
CO: yeah,? [good- good thing.,?]
CL: [Cxxx .hh
aahhm - but I've- really I'm- like the [ah-]
CO: [( )
CL: the *con*fidence level- [is - you know I uh like I uh - =
CO: [mm mmm!]
CL: =you know - I can sit here- and be *nice* to you - but when
it comes to: (.) y'know when the rubber hits the road! -
I don't [think that I'm g:oing in: as many places- as I=
CO: [( )]
CL: =could or [contacting as many people as I should.]
CO: [yeah yeah but are you-
doing it. (.) are you doing as much as *you* can. - given
who you are at this moment - now. -
CL: yeah! but m-(ha*ha*huh,)
((laughs)) but - [n-n-ne*cess*ity calls - that I do more!=
CO: [w-what more can you do.]
CL: =because *I* need to [you know like - I've- I've run out of=
CO: [((softly))you need to get a job]
CL: =money!
CO: yeah,. [yeah. yeah! so (it's like) - so I need to=
CL: [((laughing))]
CO: =find- I need to beef up my efforts (.) and- not allow
myself to- to get *stuck* in discouragement,? (.)
and at the same time! I am who I am! and how- how do I -
how do I cha*n*ge that then.
CL: ((softly))yeah,. (.)
CO: where did you just *go.*,- you just exited. somewhere there
CL: yeah I did - umm (.) I guess - what I was thinking (.)
aahhmm (.) I-I- w: thinking of - the kind of thing -
that- is *poss*ible i: - a you know a- moving into an
articling position. - aahm - you know I think my mind kinda
leaped there. in as much as - .hh you know and- but that's
still a concern [to me too,.]
CO: [well what do you *mean.*,
CL: well what I mean
is- that- *typ*ically if - if you're an articling student.,?-
then we assume that you're - twenty - two- twenty three
years old whatever,? - y'know you just got out of school-
maybe twenty [five]
CO: [they assume that you've just gotten out of
school
CL: [yeah.]
CO: [I don't know - if they assume you're an *age.*
CL: well- tha- th-that becomes a *part* of it.- in as much as the
majority of people who just got out of school.- are of a
certain age. (4.1)
right,?- by the time they've finished a degree. (.) umm-
(.) I have a concern.,? (.) and- this may have been
part of what was going on at the hotel,? I don't know. .hh
but *if* you- are twenty five.- and- *just* coming out of
school.,? - and going into a job - they assume that you
don't know a lot of the other office skills that go along
with it - and so they- are somewhat tolerant - of- the fact
that you're in a [learning situation.]
CO: [hmm hmm you don't know that,.
I mean that- would depend on individuals. (.)
CL: are: there some pret- I m- I may not *know* it- but i isn't
tha- isn't that a- ahh (.) isn't that a reasonably good
inference?
CO: well it uh- i- *you* know, I- I *think* I can see
where you're *go*ing which is *hey.* they're going to make
allowances for twenty five year olds
[that they're not going to make for *me*]
CL: [that they're not going to make for *me*- and
[really in that area.]
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))hhhho!
CO: yeah!
CL: yeah!
CO: yeah!- sure! - and- but- I mean e- you know.-
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* (.)
I mean [that's just really *man*ipulating yourself.]
CL: [( ), - ( ). m'kay.=
CO: =because you don't *know* that, it depends on the individual
em*ploy*er it depends on the individual employee,. .hh- it
depends on what the person *says* 'n how they *act* - and it
depends on you!- I mean - did you *say!* to them- I'm a real
young ac*count*ant. hh! (.) hhhh!
CL: ( ) well they could
tell,. -
CO: how do you *know* they could tell,.
CL: *well,*. m- bi-
from my rezhume. -
CO: if they read. it,? (.) and if they
thought. about it,? (.) did you tell them,? -
CL: well uh - one of the things that they *also* said is that
they were two people that they- w- I'm trying to answer
your question [here.]
CO: [mm hm, -
CL: .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 a:n- accounting *machine!*- that's what we want [sitting in that chair.]
CO: [m hm,? mm hm?
CL: (.) 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=
CO: [((softly))hm,? m hm,? m hm,?]
CL: =we want - does that answer your question?
CO: no,? (1.5)
CL: hh! 'kay,?- ask the [question-]
CO: [can you remember what the question w s? - .hh
CL: umm (5.8)
no,.
CO: ((sigh)).hh hh - what's going on right now- for you., (6.0)
((softly))( ) - talk to me in a couple of minutes,. (5.0)
CL: well- a lot of *fear*.
CO: ((softly))okay (.) scared that I won't get a chance,? (.)
CL: ((smacks lips)) hhhm - I- I think - u- yea:h,? but- also, - that I've used *up* my chances.
CO: ((softly))like that's the only chance I'd got, - I blew it, (.)
CL: awh- I was thinking in a -
CO: in more en*light*tened=
CL: =in- in yeah! -
CO: I can only get so many chances ((softly))in life and - you got any uh - .hhh [data to support that?]
CL: [not really! - well no,? uh -
CO: .hh that you only have x number of chances [in life and you're using those-]
CL: [*no: (hhh)*
no I d(hh)*on't* have objective evidence (.)
CO: yeah (.) what in fact *do*,? you have some objective evidence of (.) in terms of you: and your life- in accounting. (9.4)
CL: that is hard, to get into! (.)
CO: *you* got *into*. it,? -
CL: uh- into school!- ah I(hh) mean j- eh ((cnuckles))=
CO: =you got a job,? - how *hard* was [it.]
CL: [didn't last,? oh it was hard.
CO: mm,? - you got a job.,? - and you lost. it?, - so you've *got*ten one job and you've *lost* one job.
CL: yeah,. okay - now at the same time - I was also working weekends - night auditor [for-in a hotel]
CO: [m hm,? hm,? so you got *two* jobs! - lost one
CL: lost one[- and,]
CO: [.hhh you ever keep baseball scores,? hhhh! - *got* two *jobs*,. lost *one*., - what are the odds- so far .hhhhh=
CL: =well let's say that-tah - ((smack)) 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,?]
CL: =be filled out - you know *do* it. - so at first - you're not even- able to- figure out- what is supposed to fit into the [different slots]
CO: [uh huh,? - so what do you need to *do* about that, -
CL: well there's no one to ask! ((laugh))hhh!
CO: so what do you need to *do* about [that,]
CL: [*do:* the best that you can.,? - .hh a:nd- leave the rest.,? - perhaps come back. - you know weh- like .hh
CO: who is your supervisor. (.) when you're doing the night (1.6) [((softly))auditing]
CL: [well I'm the only employed person in the hotel! -
CO: someone's [responsible for you.]
CL: [( ) s- yeah okay. .h well let's say there's the- the *head*- night audit guy. -
CO: m hm,?
CL: 'kay who comes in the *other* five nights of the week.
CO: m hm,?
CL: - 'kay so ah- wah- *he's* the only other person who *knows* the job
CO: m hm,? so [why didn't you,?]
CL: [so ther- (3.0)
((softly))(more you keep goin') in your own time,? (.)
CO: (contemplate?)
CL: yea:h,?
CO: maybe *sit* a night with him,?
CL: okay,? - which 'as been done.,? and he's also come in [and- sat a night with me!]
CO: [has it been done by *you!*
CL: .hhh - ye- wel- I've [I've gone back a couple of times- yeah. - but that's=
CO: [((softly))what did you do]

CL: =another thing- ya know it's like- .h like kn:owing that - you you *say* to yourself - th- this is an attitude that has to change. - like for example you say- I need to be more *task* oriented here - that regardless of what happens between people,. - there's still- a job that needs to be done.
CO: ((softly))and that counts more=
CL: =yeah.=
CO: =in accounting that counts mo:re- than whether [people like you.]
CL: [then that
CL: yeah. - yeah. - .hhh [now-]
CO: [*that's* what I meant about the difference in incli*n*ation- because your - n:a:tural tendency is you wa:nt to make sure that everybody (.) [is happy.]
CL: [mm hm? - mm hm,? - yeah - very folksy. - yeah,? - and- and so to- to make that uh wha- m-making the dec*i*sion - there's still all of the other i-it's- it's funny how the su- there's a lot of *sub*tle habits [that are involved in the- in the whole thing,? - and uhh-]
CO: [mm hm,? sure sure
CL: and- so *then* the question is,. do I just ac*know*ledge that- and say hey this is- .hh there's more *to* this than just taking a bunch of accounting courses at school and then headin' out into the *work* [force. .hh - that I'm rea:lly- =
CL: [yeah,?]
CO: =.hh going to have to *ba*lance a lot of my natural tendencies and- emphasize things that ar- do *not* come naturally for me? .hh I'm gonna have to- .h ask lot of questions when in fact I like to look like I know - ((softly)) what I'm talking about,? - .hhh - I'm gonna have - true?
CL: well - I *don't* mi- although uh I you know I *don't* mind that but I *do* mind it. [that's a really,? *fun*ny one.=
CO:. [yes]
CL: =.hh because- ah- it's very embarassing. -
CO:. ((whisper))right
CL: to be still there- at twelve o'clock when your shift is over at seven (.) but bent bound and determined that you're gonna complete it as far as you possibly can,. (.)
CO: m hm,. -
CL: now that I find that *really* embarassing. and and the thing is- that not only that- the thu- the way it works out .hh you become, - incred*i*bly visible.
CO: m hm,? m hm,? - ((softly))and what happens for you when you become incredibly visible -
CL: ((sigh/ puff on cigarette?)).hhh hhhh - we:ll,?- *I've* 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 ta:h, - I've get 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- we:- have had a meeting today.- we reviewed - your performance for s- uh from aah Saturday night- and you had a total of- fifteen mistakes. (.) aa-ahm (.) and so - for that reason we've decided that-tahm- you shouldn't come in for - training,. tonight. (.) that- there's a [shift from=
CO: [yeah,.]
CL: =manual to computerized- uuh going on in this place. - so that ah *and*- then he says- he follows it up by saying - we- will- be- back- in- touch with you- later this week. -
CO: u-huh,?
CL: okay. - there's-
CO: ((softly))so what *point.* are you making right now,. -
CL: aaahh - 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 - *sev*eral 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))*yeah!* like *yeah.* 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 I- I h-f - I can *see* where- ya know,.- d- ah - I can *see* where - I:'m - i:n: (.) further over my head,.
CO: ((whisper))*that's* the [(word.) hh!]
CL: [than - than
CL: the em*ploy*ers (.) had hoped or wanted,. -
CO: right,. - are you further - are you o- *more* over your head - than is *com*fortable for you., so that you can per*form.* to the maximum of your ability. - in other words is it too scary for you are you setting yourself up to be so sca:red., and so stressed out! that you can't perform. (.)

CL: that was *happening* at the other job. the full time one. -
CO: [yeah,. yeah,.]
CL: [that was really happening.- I-I get eczema on my feet when
CO: yeah,.
CL: and *my* feet told., me - [before the *boss* told me,.]
CO: [that- this is not,
yeah.=
CL: =that - I was- in *wa:y* over my head. (.)
[yeah. hahaha!]
CO: [and can you: - in your heart acknowledge that? and
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.
CO: ((soft))yeah, so what did [you need to do-]
CL: [((soft))you know I-
CO: ((whisper))in order to find out -
CL: ((whisper))I don't *know!*
CO: - what do you need to do: what d'you need to find out.,
(9.5)
CL: .hhh - I: think you: *want* me to say.,
CO: ((chuckle))*hm!*hm.hm.
CL: that I should ask! (.)
CO: m, not necessarily. (2.8)
CL: well oh- uhmm - I don't know ehh- - I don't know how else I
((giggling))cou(hhh)ld (hhh)ave kno(hh)wn.
CO: okay,?- al'right
so I could've *asked* them what was involved in the job? -
CL: oh yea:h!,?- well they said- well.,- *pay*roll's involved -
you know,. - a:nd I thought we:ll okay well I've
((whisper))never done it before but ((soft))you know.,?
after a couple [of weeks I'll catch on.,?]
CO: [((soft))but wha:t! how do you *know*
that. (.)
CL: ((normal loud voice))how do I know *what.*
CO: ((soft))that after a couple of weeks ((whisper))I'll catch
on., (3.8)
CL: ((indignantly))well 'cause I'm not a *dum*my.,? (.)
as a matter of fact I''ve got a: - you know if IQ. is a
measure of intellect I do very fine! -
CO: al'right,?- but is
catching on to payroll after two,- .hhh in other words what
it is- it sounds like you're saying hey you know I *took* it
o:n, .h - and- you know I can really understand it because
there's that - the- the *wanting* and now also the *nee:d.* -
to *get* a job., - so it's like *here's* a job I want it it
sounds good it's in the right - line of work - I'll go for
it 'aven't *done.* it before but - ( ) catch on. -
without- a- a- an' and my *sense* is that - ya know we've
talked about as*sump*tions - there's a lot of assumptions in
there. - (al'right,?) so all I'm inviting you to do is
let's *l:ook* at the assumptions,. - and *see* if there's some
things you can do., - to get some information on those so
that you *know* more about what you're going into you *don't*
get ((whispering))( ) -
you're ma:d at me right no:w are you,? ((chuckle))( )
CL: ((loud))ah *hah* I reme- tha- it may be that th- you know I
feel somethin'- I don't know what it is ((laughs))ha ha ha.
CO: [( ) what you *mad* about.,- see if you can (take in=
CL: [but I *feel* somethin',]
CO: =some truth.) (.) feel like saying.
(9.7)
CL: ((softly))I don't know ho:w to- aahhmm - ((loud))you know
well okay.- the [*first* thing that came across my mind,? - =
CO: [( )]
CL: =is- hey! - we're- given- we're even - unofficially an' un'
an' and-duh - *qui*etly!- encouraged- they'd- *have* to- you
know - *lie!* ((laughs))huh heh about what ya can do. .hh
heh! 'cause when you get *in*to the job. after a couple of
months,? *you'll* be right up to- snuff,? and- ya know,? a:nd
we'd just go!
CO: ((softly))*if you can be given several months.*
CL: yeah. - and- and the thing is that there are all kinds of
peo- I know in my past life I've been really aggravated
that I knew that I had a better qualification than someone
else,? - I was honest to my prospective employer,? - they
lied,? - [heheh, and they *got* it.]
CO: [so it's like it's *not fair!* - ya know other
people have gotten- *lied* and gotten in and been given the
cha:ance.,
CL: no,? I haven't blamed someone else., this is b-
I- *I,*? decided- to:,.
CO: ((whisper))yeah,?
CL: you know it - yeah
I might be- angry at *them.,* for *ly*ing., -
CO: right,.
CL: oka:y,?=
CO: =you're also angry -
CL: yes:,?
CO: yeah,.
CL: angry at *me.,* for not
having a-m a good enough *sense.* - to know what I could say
and what I *could*n't say. ( )
CO: oka:y,?- and so
now the choice,?- is- do I *stay* mad at myself,? (.) or do
I *look* at okay what do I do differently ((softly))next time
around (.) what do I do:.,- the next time 'round that I
didn't do this time, - to *avoi:d* - hhh! eczema on the balls
of my *feet.* (.h hhh) (4.2)

CL: well,?- le- let's say I've- learned a helluva lot!-
CO: mm mm!
CL: in a period of a- few weeks!
CO: m hmm!
CL: as far as - you know in those two weeks- I learned an awful lot about what's required of a person in the- field of accounting., -
CO: ((softly))okay,?
CL: 'kay,? - .hh it [has *not* turned me off!]
CO: [do you feel, okay,?- [good,? - ahh-]
CL: [it has *not* turned me a*gainst* it .hhh- and what I [have,]
CO: [do you think you can *do* it., (.)
CL: ab[solutely!]
CO: [not- not the accou*n*ting part all the o*th*er stuff[like can you *sit* at=
CL: [absolutely!]
CO: = your desk - without talking to people for a day. -
CL: it's *more* than ca:n! - y- although I a*g*ree I think- *y:es* I *can*,? [- number two yes I *want* to - number three- *yes*- it=
CO: [m hm,?]
CL: =is necessary - for my *ul*timate success - be: it- in acco*u*nting, - or anything else.
CO: ((whisper))yeah. yeah. -
CL: 'kay,? - .hh and I start looking at- .h ah- like- *now* I understand do you know. ehh- - they would say to me.- *hey* you've got it easy here. - I'd say ba*lo*ney I've got it easy here. with all of the thing ycu know la dee da da da da,. - .hhh - but- If have been aaahhh - let's say- .h *I* think - =
CO: [could-,]
CL: =that I am probably a *far* better salesman- than I thought I was- .hh when I think that I could ea:rn - in the area of thirty five thousand dollars before .hh -
[financial penalties!]
CO: [y:ou're not wanting to *try* and be a salesman,. -
CI: .hhhh
CO: or *are* you,-
CL: well I- (4.0)
CO: is that some[of the struggle,? - I still *fee:l* and think=
CL: [no:,? no:,?]
CO: =[of myself as a sa:lesm-]
CL: =[(hh)*no* but wha- no I it's it's a *self* recrimination (.) in as much as: - if- I- had- put - the *e*ffort - into selling.,? - that I am *go*ing to put- into accounting!
((belly laugh))*hah hah hah!*
CO: how do you *know* you're going to put it into accounting.
CL: uh *pro*bably because now I understand! (.)
CO: what are you going to do! - what's - (I mean) you say I'm going to put a lot of
CL: [*well*,- okay like the kind-]
CO: [effort into accounting what are you actually gonna do,.
CL: well,? - aahhmm - w-yeah I've had people say- Rxxx,?- have a tender heart but a tougher ego - [okay,?]
CO: [((softly))what are you gonna do, Rxxx=
CL: =well,. - what am I gonna do, - I am going
CO: [((softly))let's get specific.]
CL: [to know:- that I've got- a *job* to do - and I am going to lea:rn, - to put my *head* down - and [crank out the work - =
CO: [((soft))yeah]
CL: =and- come up for air - when - the job's *done*. - which is different- than how I wanted it which was *at* five *thi*rty. -
CO: ((softly))right, o[kay,. - and that - *s:ounds* very=
CL: ['kay,?]
CO: =admirable - how are you gonna do it.- how're you gonna lea:rn,. (.) to sit down and crank,. (3.4)
CL: only by *do*ing it! (3.4)
'kay only by *do*ing it. -
CO: what if you're cranking and it's not the right kind of cranks- *hhhh!* ((chuckles)) this may be getting c(hh)arried away here
[heh heh *.hhh*- but you know what I mea:n.]
CL: [no,? - no ( ) I know what you're saying- yeah - yea-
CO: 'cause there's a *dif*ference - y- you know- 'cause what I'm *hea:r*ing is- damn it?- they're *not* gonna get me.,? I'm gonna *do* it,? - and that- determi*n*ation which has been a *won*derful s- - support and *strength* to you over the last year!, (.) but- I'm wondering if there're also some *o*ther things that we need to look at,. like *in* terms of things like getting the resources getting the he:lp,. .hh - making sure that I'm *in* a situation where training is appreciated, (.) I don't *know*. -
CL: .hh *well*,? (.)
okay,? um (.)
CO: what do you w-what would be- a - good thing to look for ((softly))(struggle) - (struggle)
CL: okay u-uhmm - okay what what comes to me as rather a new way of going about things- [is- to focus completely on the=
CO: [((softly))yeah, okay,.]
CL: =fact that the job has to be done! (.) and- and- that means a few things. like- the ripples of this are. - number one - don't i-it doesn't *mat*ter - whether you're afraid of your super-i- because I have superior sup - a subordinate superordinate - [difficulty.]

CO: [yeah,. yeah,.
CL: you know ahm- it's a - .hhh ah -- but- if I *have* to go, - to the superordinate superior - I will. - period y'know I- because I just *have* to - aahmm - but- at the same time I wan- I- uh I *do:* want to be as independent as I possibly can I know that that'll be part of it. - .hhh and - if it- sometimes- I don't I don't know where the balance *is*?
CO: yeah=
CL: =perhaps [someone can t-teach me,?]
CO: [th-that's what I'm hearing you *strug*gling with.
CL: yeah,. I don't know.- when have you asked enough questions and when have you gotta shut up. .hh
CO: how would you *know* that- I mean how could you find *that* out.
CL: ((rumbling sigh))ughhhh,. (4.4)
CO: how did you find that out *this* year. (4.8)
CL: to find out the balance? (2.4)
CO: well you're saying you know for instance *how* would I find *ou:t.*, (.) 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., - [you know,? - yeah.]
CO: [yeah. you've - well you've just finished *say*ing 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*.]
CO: [that's, right. - yeah.
CL: ya know.
CO: *well* or (at least) you - tha- that's- worth- checking out!
CL: ((whispers))yeah ok(hh)ay.
CO: right,? [you don't know!]
CL: [yeah,. yeah. (.) sociability is:- can be reserved for other times .hhhh
CO: how [is that. - in other words - w- what I'm *sens*ing,=
CL: [by,]
CO: =is that the *part* and uh I-I think it often taps into your *fear* is, .hhh you go around - s-*say*ing to yourself .hh ((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 or not-
CL: you're ri:ght
CO: ((softly))uhuh,? (.) but that's *gar*bage what have you been *doing* all year., - is learning how to *know* (4.9)
((quietly))so tell me how you know how to know., (.)
((chuckles)) sounds like Italian so *tell!* [me.,]
CL: [och! - haha[haha!]
CO: [((loud Italian accent))how do you *know* how to *know*., ((laughs)) - what have you *learned*- about knowing how to know., (.)
CL: well - there's a *couple* of things: - one is tah- find ou- *well. period!* find *out.* -
CO: [how.]
CL: [okay,? - how,? - ask questions. - but at the same time,. - do some of your *own* thinking and figure it out., (.) ((softly))'ka:y,? (.)
CO: 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 doin' *so* far. - is this right. - is there something else I should be thinking of- does this fit with your system (.)
CL: m hm,? - [mhm,]
CO: [then (we've got something.) - then you're *show*ing what you know! (.)
CL: 'ka:y? (.)
CO: what else do you know about knowing how .hh 'cause a *job*'s no different from school, (.) here you've got a task to do- the task is to learn this- material. (12.5)
CL: *know*ing how to know. (.) well.,? - uh-uh- r-read.,?- ((laughs)) (hh)okay (.) ahhm, (.) the- well there'll be additional reading,- there'll be- ahhhhm - conversations with - associates - there'll be courses and classes - and there'll be superordinates,. (.)
CO: ((softly))superordinates (whadayamean) the other emplo[yees and bosses- your boss- sure .hh other employees=
CL: [*bosses*]
CO: =colleagues,
CL: *yeah- associates- that's* what I had- colleagues (.)
CO: 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 *account*ing knowledge
CL: mm [hm- mm hm- mm hm,?]
CO: [( ) tho- those kinds of things and *those* probably *are* k- some of the things that - *par*tially you- can learn from your books,. - *par*tially would- I thi:nk! - doesn't it depend on sort of like what's the system here, (.) you *know* that *sort* of

thing- so *talk*ing to people.
CL: y- okay. (.) yeah. - m- but
but there's also [there's an aspect that is just pure=
CO: [some of-]
CL: =theory. - you know,?
CO: yeah. - okay - al'right .hh but then
there's this whole *other* realm that you're talking about
which [is- lea:rning about working]
CL: [there is- (we'd say) *human* ski:ll, - okay.
CO: jus- just learning about *work*ing and what's it like to work
and ((softly))(what) and again there's
some things ( ) but also just
watching - and not ass*u:m*ing (.) 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: ehhh no. - no I'm *with* you, - ehhhm i- (.) *often*times.
(.) maybe this is setting myself [*up* again - but=
CO: [m hm,?]
CL: =*often*times- I will ask questions about- what- is expected
- a:nd I get - I get- rea:lly a wry: looking- looks.
((laughs)) glances .hhh [in as much-]
CO: [(you) (.)
CL: yeah. *why:* are you asking that, n- every doc-
((chuckles)) d'you mean you don't *know*, ((chuckle))
CO: yeah,? I'm not s: - 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!
CO: ((softly))right - and that's what ( ) -
'cause then how can you learn any *more* (about that) (3.4)
what would happen if - say someone *did* say what'ya *mean*,.
you don't *know* about'it? - what could you say,. (.)
CL: hhh! ((chuckles)) (hh)I(hh)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))*ask*ing what you usually do Rxxx(hehehheh)!
CL: 'kay - no I *don't* know -
CO: ((softly))hm,? - yeah.?- and I'd like to find out! (.)
CL: 'cause- ehhm
CO: can you look at me,? and say no I don't know,
(.)
CL: hm, ((quietly))I don't know ((laughs))hahahahahahah*hahhah!*
huh. .h 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: come on let's:
stay on topic here. ( ) so: - what's the difference -
for you.- between- your kids (.) and your employer. (.)
CL: one's a s:ubordinate and one's a *super*[ordinate]
CO: [((softly))what is
the difference between (them) -
CL: okay (you could be) like
stupid in the eyes of that person - in the position above
you,?
CO: ((softly))who says., (.)
CL: *feel* stupid ((chuckle))ha ha hah
CO:.((softly)) who says you're (that) stupid. (6.8)
CL *me*. - mh. (.)
CO: do you think [your kid-]
CL: [and I don't want=
CO: =do you think
your kids are stupid when they ask you questions,? (5.6)
CL: no,?- *well?* - *once* in a while- yeah,?- but - most of the
time no., (.)
CO: and- the person who *never* asks questions?
(4.2)
CL: ((quietly))he's in *deep* ( ) (3.8)
CO: ((short laugh)) (that's quite a) huhm! (3.0)
I can give *you* a (s-) -
CL: ((softly))'kay,?
CO: ((softly))tsk- the only dumb questions are the one-
((whispers))( ) (.)
CL: my saying I thought [it's easy for *you* to say ((chuckle))]
CO: [((loudly with humour))you mean I'd
trade- trade sayings,? .hhh - but it's that sense of like -
e- you know I can se- I- I can under*stand* what you're
saying it's like you *so want*. - to *be* accepted, - and to be
((soft))approved of - and- to [be acknowledged as (known)]
CL: [and ya see- I can't just set
that aside - ['kay,? *part* of that is to set aside the=
CO: [yes m hm.]
CL: =ne:eds - .hh ya know and to *ask* the *ques*tions- because it's
the *job* that's important,
CO: well in*stead* of setting aside
let's just reframe it again,. now. - one *wa:y!*, of really
being accepted - and appreciated - is to ask no:w., and
lea:rn and show that I'm eager to learn. (.)
((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

task. y'know *always* asking questions. and the answers would
come, and I would be .h
CO: mm hm,?
CL: you know,? -
CO: how [were you *asking* them. - how were you asking these=
CL: [but in the last,]
CO: =questions. - maybe it's the *way* you're asking them,. (.)
CL: well it'd be w-what's the code- for- *such* an' such. or- uh-
CO: just z-*zap*,
CL: yeah,?- just zap,.,?
CO: nice- clean and simple.,
CL: mm hm,? -
CO: al'righ- and lately? (6.2)
CL: I get- a *rea:lly* strong impression that you're- supposed
to- find out! - without asking. don't interrupt me- I'm too
busy to be interrupted. -
CO: al'right and when that's said to
you, what do you do.
CL: hold back! -
CO: ((soft))right (al'right)
do you want to do that,? is that good for you- and the
employer,?- (if you hold back,?) (7.1)
(assertive way again) (5.5)
CL: I(hh) don't *know!* (.)
CO: well,?- what do you *need*- first of all. at that point,? -
you've got some questions,? -
CL: I need *answers*. -
CO: m hm,? - do you need it *in*stantly? (2.1)
CL: *gen*erally - yeah. uh ya know i- the- these are things that
come up when *when* you're doing something. (.)
CO: ((soft))'kay. - mm hm,? - so someone says well- don't *ask*
me anything- ya know. go 'way I'm busy (.)
(what). (.)
CL: I still need an *answer*. -
CO: m hm,- so how would you- *what* are
you prepared to *do:* - to get the answer you need., in order
to do the job ((fading))(that)
CL: ((quietly))ask some more questions (.) make a phone call
CO: ((under breath))make a phone call ((louder))make an
appointment for questions (you have) - I understand
you're busy right now, - can you set aside some time later
on (when we can) go over these points (.) keep a list of
questions (.) ((softly))these are the things I need to
know (.) is that- something that would be comfortable,?
CL: mm *hm?* yeah. I could see [where that-]
CO: [but- (ya know) that's that cri-
the critical *point* is when you go *krrhhkk!* - 'cause as soon
as you're out of the- .hh ya know, it's like you've come
off the *playing* field., - how can you possibly win the game
if you've exited((chuckle)) the *playing* field. .hhh (.)
CL: hm - ((deep breath))[.hhhhh *hh.*]
CO: [so it's like what do I need to *look*
at - to *do:.*, (4.3)
((very loud))*hey!* let me get your *pen!* ((laughs))
((chuckles)) does that *click?*- Rxxx?- does that make sense
to you -
CL: de- e- ehh *yea:h.* I think [you're- hitting on=
CO: [yeah,.]
CL: =something [really im*por*tant here.- that's why I'm writing=
CO: [yeah,.]
CL: =it down.,
CO: yeah,. okay (.)
CL: critical point. -
CO: mm hmm, -
CL: dot dot *dot.* (.)
CO: mm hmm, - how do I stay in the *game.*,
CL: ((sigh)) (15.7)
CO: so it's like (.) and and *two* things I see you doing that-
pull you - out of the game. (.) *one* is as *soo:n* as - as
someone says something - like that,- like I can't *talk* to
you right now - .hh y:ou - *exit* -
CL: hhh.
CO: al'right? - .hhh
but the *other* one is you assu:me - that they're going to
be angry?, - you assu:me that they're- *cast*ing you a
*with*ering *look* and you- maybe they've just got something
in their *con*tact.
CL: ((softly)).hhh yeah.,? (.)
CO: you as*sume* that they're annoyed with you for asking
questions (.) right? (.)
CL: you (tolerate annoyed) - etcetra etcetra,=
CO: =ye:ah, - that you're so:me - so:me - *mos*quito that's
*bug*ging them or something like that and they just want to
swat you and get *rid* of you. .hhh (.) what *they* want is
someone who ((softly))can do the job., (.)
CL: mm hm,?
CO: u- a-and they've invested money in you in hiring
you - .hh *and* it's- to their *advan*tage to make good use of
that money. - and if answering a few questions., and if you
letting them *know.*, - that by answering these few questions
- I can do this *job* better, (.) which is what I meant
right at the very beginning when I said about .hhh (.)
you know attitude and- around *train*ing and that. - I think
when- in going for a *job,*? interview that's a really
((softer))important thing to investigate (.)
you know what is- what- do they *have* training programs. -
how do they go about training -
((softly))their employees now,. (.)

what happens if new procedures are i- *im*plemented, - what kind of training you know actually *ask*ing them what kind of - training - packages and programs do they provide- for their employees.,

CL: well - kah- you know w-*work*ing for an *account*ing firm- I had no concerns - they *know*, what people are like- when they come [in there]

CO: [how do you *know* that?!

CL: by- in *talk*ing to other *people*.

CO: al'right but *that's* [not what *I'm* talking about - I'm not talking about=

CL: [okay,?]

CO: =whether they know where you are right now., - I'm talking about (.) wha:t's their attitude gonna be towards learning (.)

CL: .hh the accounting firms ( )

CO: uh- i- *any*body (.)

CL: uuuuhm - lot a people want that learning to have occurred *prior* to.

CO: ri:ght., ((softly))right, (.)

CL: y'know they want it- you know the kind of thing that like- w- ehh one of- my attitudinal things that I had i- at Eaton Financial ahh- and other- companies - was the fact that - I *wasn't* doing well,- and it was *their* fault- because *the:y* hadn't trained *me:*., - 'kay,?- and in September and October of last year I had that same thing. I'm failing the course and it's because [*that* instructor is no *goo:d.*,]

CO: [((soft))right right yeah but that's a long time-

CL: but then th- you come to the realization that the *ball* is in your *court* (.) and you could you know and *you've* gotta and it doesn't [*mat*ter, - what kind of training is there- *you've* got - =

CO: [and it's the- *that's* why I said-]

CL: =to do - what [*you* need to do - in order to learn - what=

CO: [yeah, yeah,.]

CL: =has [to be learned.]

CO: [that's right! ((soft))that's right! .hhh and *one* of the things you can do - even *prior* to coming into a job., - is finding out! - *how* many cards are being stacked against me. - (and that) -

CL: [okay- (far as I had) no idea of what was gonna happen=

CO: [((soft))(yeah) that's- yeah.]

CL: =with- I'll tell you something *else!*- which is rea- I only found this out at - five to twelve today! - is that *that* particular *employer* that I had - has:- *not* got a very good reputation[with - aahh - like the the employment agency:-=

CO: [((soft))right yeah.]

CL: =abilit- per[sonnel when you *send* someone there.]

CO: [so that's what I'm *sa:ying* those are some of the questions me- you know like if you've got a job interview with s:omebody- coming up., (.) ask *around!* get *talk* to Jxxx- *talk* to building personnel talk to: ah- .hh - Better *Business* Bureau if it's: - ya know. appropriate or something (*entertaining* for an hour,) .hh- or just to: *any*body you know!- or talk to: talk to some of the *employees* (.) (I don't know) what's it *like* working there (4.0) it's researching - ((soft))researching (6.3)

CL: ((soft))okay,?

CO: mm hm,?

CL: okay,? [( )]

CO: [so it sounds like- yeah! *pain*ful lesson- but a- lesson that you're *learning* from: it sounds like in terms of *sharp*ening (.)

CL: I got *so:* much to ((whisper))learn.

CO: ((softly;;yeah,? (.) well better that than I've got *noth*in' left to learn,

CL: and there's nothin' that ya *know*. - eighty percent of it's not even in the books! -

CO: now there are *some* books, do you *want* some books.

CL: ahhh (.) I don't know it seems y'know like for example I've heard it said- like for example - ya know I go to these motivational inspirational things I remember Pxxx Txxx saying - above all else - don't let the boss know- that you know what a *jerk* he is. (.) y'know,?

CO: but that's not talking about anything about things I should *do*. .hhh - ya [know. (I think it's-)]

CL: [but it *is* it is and it *isn't*- all of a sudden I begin to realize- what a-a- *jerk I* was- so often in my other positions - and that it w-wasn't necessar- you know based on what I [know *now*- I can look=

CO: [((whisper))( )]

CL: =back and say - .hh Rxxx- it *wasn't* necessary for you [to *do* those things.]

CO: [right, and as long as you- uh connect it with *now*.,- what *I'm* concerned about is that you're- .hhh are gonna slip into just - oh, woe, wasn't I an awful person and I'm really realizing it now. (2.1) let's look at, - okay that's the way I *wa:s!*, - now- what do I do today. (8.4)

CL: ((laughs))

CO: what's this

CL: is that a good face.,? ((laughs)) (.)

CO: mm *hmm,?* (.) I mean it's one thing. and I'm not I don't want to- to - come *down* on you around the *awareness* you're getting about *yourself*- and your old habits. .hh - but

there can be a trap- there - of just - staying stuck in the
.hh- awareness of old *hab*its 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 - g-going
*for*ward and th- they an: - as I say that some of the
*in*sights 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 *re*alize that yeah.
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- *han*dicapped 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- uuhm that where - where I impeded
myself. -
CO: yeah.
CL: and what I am *some*what concerned about -
is - is the fact that- aahm

((tape ends))

Interview #38.

CO: well you sound more like yourself! no:w, - god! you sounded awful last week.,
CL: *yeah* I was really sick ( ) I've been on- um antibiotics for one- it's been one week, - (and I just [ )]
CO: [( ) to your chest, -
CL: I have an i-infection -
CO: ((soft))mm,. -
CL: so I'm trying to get better., -- still - ya know - it's the same virus that I got in - in January,? - an' Txxx an' I have been playing ping pong with it.
CO: m hmm,=
CL: =I actually - hhh! ridiculous- *I* actually went to bed before *her* last night,.
CO: yeah *(hh)*. -
CL: she:'s uhm .hh - she's been,
CO: *that* makes it *hard* though when you at a time of change any way- an' you're vulnerable- an' tired an'( )
CL: [well i- actually-]
CO: [everything's just- *bigger*
CL: yes that's true.- an' I actually figured out why I've I - *why* I've been s:ick! - I *just* don't *sleep* enough. -
CO: ((soft))m hm! -
CL: I never *knew* that before- I *rea:lly didn't* [*know* that! and I sat back the= other day - and I said - Lxxx!, - you're *morning* person *and* a night person- *that's* not *possible* you can't *be* like that
CO: [mmm,.]
CL: =
CO: ((soft))m hhm!
CL: but I *am!* - .hh and it was okay when I was napping but I haven't been napping since January - and- .hhh! *imagine that*!- I've been sick since January. - right?
CO: ((soft))m hm,?
CL: so anyways
CO: ((loud))*click*, -
CL: right. - so that is good to know. - so I went to bed last night- at ten o'clock and I woke up this morning- *m:is*erable. -
CO: ((whisper))because you slept (with an)
CL: no.
CO: (maybe)
CL: *no* actually,? 'cause I had to do something today which is *difficult* - that's why - um - you know Nxxx [I-
CO: [miserable or *scared*. (.)
CL: I don' know! - miserable- I *yelled*,? at everybody, (.) 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: ahm - what *is* it?
CO: yeah!- I mean what's *happening* (when you're [struggling)]
CL: [*oh*,. hhahha ((mock crying;falsetto))I'm not gonna *tell* you I'm not gonna *tell* you - .hh ((mock wail))oow[whhh,?]
CO: [(we're back with Bxxx)
CL: oh! (for [ )]
CO: [((laughing))
CL: I might be [(tired) but=
CO: [*well!*]
CL: =I'm not crazy.
CO: ((laugh))
CL: no actually,?- um (.) I *didn*'t do my (*English* course) (.)
CO: ((whisper))(supposed to be) suprised?
CL: *no,?* (.) m mm. - I just - an' I have an appointment at 10:30 with Jxxx- I called him up yesterday - I said can I bring coffee to your office,? and he went su:re! - so anyways
CO: mm,.
CL: and (.) it's - sort of that- I decided about - 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 *fi:na*l - like I have to go and see 'im today and- and [*talk* to him,?]
CO: [right. you have to *acknowledge* that this is [the decision I made.]
CL: [right! that's right. - and- it's just - it's *ha:rd!* - it's really hard! - and I was thinking to myself,. (.) ya know- it's *no:t* the end of the world!- it *really isn*'t the end of the world.
CO: it's *one* cou:rse,. -
CL: [and,?]
CO: [one course that [can be repeated,?]
CL: [as far as I- that's right.]
CO: ( )
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. - .hh uhm -
CO: ((falsetto onset))*but* you don't like,. -
CL: wull it's-
CO: [( ) it's - what it represents. right,?]
CL: [y- you know what *happened*? you know what happened Nxxx,? - last night- my friend and I were sitting around, - and she- she's got this Ai Ching book and it's- throw the coins right,? - I Ching,?- okay,? -
CO: ((soft))(know what) - (I I think)
(.)
CL: uhh - *persistence* is a virtue.
CO: m hm? -
CL: the smart man - *fin*ishes,.
CO: ((soft))eventually,. -
CL: and I *just* cracked *up*- I said - I *hate this stuff*. .h hah! I *hate* it because we did it *last* time- .hh an' it was right *on*
CO: *oh* of [course- it always (comes)]
CL: [as well! an' I just went - *what* does *this* thing *know*. hh! - .h but it just[blew my *mind!*- =
CO: [okay.,]
CL: =it *really did*! (.) *and*=
CO: =*what* did you- I mean when you say it blew your mind.- what did take from that. - what meaning did that have for you.=
CL: =wull- because *that* was *what*, (.) I was upset about. - that's what I *am* upset about
CO: yeah.- that [I *didn*'t hang in (there)]
CL: [( ) I *didn*'t - I didn't - an' I say to myself - there are a hundred times that I *did!*
CO: yeah,- m hm,?
CL: but there was this[one time that I *didn*'t!]
CO: [one time that I didn't - uhh.
CL: an' it it- it *does* mean., - it's important to me.
CO: mhm,.
CL: an' I- tried to write Jxxx a letter.,? an' I- tried to have a conversation with him last night.,?- like just Kxxx (was [ )]
CO: [yeah.,? -
CL: .hhh and (.) hh. I just- I respect'him he's a really- n- a nice teacher and he went out on a *limb* for me and I respect that.
CO: ( ) yeah- an' it sounds like- yeah an' I- I feel disappointed in my*se:lf*- I'm disappointed that I'm letting him down when he extended himself.
CL: *right!*
CO: uhmm - and I'm facing some- sort of the *co:n*sequences of my be*hav*iour
CL: that's right!
CO: (wish I couldn't *do* this) and now I'm- p- *pay*ing ([ )
CL: [that's right (.)
CO: ( ) *and* at the same time it's not the end of the wo:rld but at the *mo:*ment [im*med*iately- yeah! yeah!]
CL: [I feel *bad* I feel bad
CO: I've *done* something- an' I regret it.
CL: right!
CO: ((soft))( )
CL: *exact*ly - but I *don't* regret it to the point of bea:ting myself up [over it - which=
CO: [no! no!]
CL: =really makes me *happy*
CO: yeah an' I mean *that's* what I'm - what *I* was recognizing is that - of *course*
((softer))you regret something like that - doesn't- I mean ((louder))it doesn't do any *good* (out of it) a:nd - and- you know you don't like disappointing him.
CL: th[at's true]
CO: [*and* at the same time you're not letting (that to yourself) (that was) the way my life was right now I have a lot of (new things) - I *just* didn't have the mmh!
CL: *no!* - an' it's only- for that one *thing!* - I did everything else!
CO: (that's) yeah!=
CL: =but I *just* couldn't do that one thing .hh- well I don't have an explanation why I *just* [couldn't finish that one thing!]
CO: [mm! mmh! I just *didn*'t
CL: that's [right]
CO: [I just 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- .hh I mean it's- a bit t- I remember a- uh phrase once- it said something- I- can't remember it- you know said it beautifully and I'll (mangle it) - that *matur*ity is- is in a sense *rec*ognizing that we have chains- and accepting them and keepi moving - you know- that we're not perfect yet - *you're* not perfect yet, -
CL: mgh!
CO: you're a heck of a lot *more* perfect than you were a few *years ago*
CL: well - uhm - [you know ( )]

CO: [speaking of persistence
CL: ((soft))speaking of persistence, - ((louder))yes that's true - that's true- I did [I sat down,]
CO: [( ) didn't *have* persistence
CL: mm hm! - that's right- everything except that!
CO: yeah!
CL: well just- just about everything except that.
CO: hm. -
CL: and-dum -
CO: well everything on a larger scale! I mean you've adjusted how you can keep going
CL: m hm,
CO: so that you *could* persist (.)
CL: that's true - it's been one thing after another, - this um - a real awful thing is happening right now- it's really ahm - ((smack)) oh it just makes me wanna (.) cr:y: - *some*times - and sometimes I actually *do* cry but anyways .hhh uhm - my *mum* is *rea:*lly sick right now., - we *thought* she was gonna be *bet*ter but (.)
CO: m,
CL: it's [*not* gonna be- better.]
CO: [m, m, m,
CL: *uhm* - my mum has cancer.,
CO: ((whisper))yeah.
CL: she's had cancer and- *can*cerous-
CO: ((soft))around- been around[for a while]
CL: [taking her aw- taking her away from us - we've- she's been - sick and had operations an' they re*moved* things and they did *this* and they did *that* and she had chemo an' - she's been *fine* - um - just before Christmas - she had a tumor., - on her brain.,?
CO: mm,?
CL: they operated - they took the tumor out., there was only one:- [there was- fine (.) she was recovering,? she was=
CO: [m hm,]
CL: =bald,?- she did a video., an' (.) real sense of humour right,? ((falsetto))*hey look kids.* an' then she put her head down an' come up with a wig an' .hh- she was just great. right,?
CO: ((softly))( )
CL: well she's- got six more. - they can't operate.,
CO: ((whispered))yeah,. ( )
CL: right. - *exact*ly. - so [(this is before)]
CO: [and is that- real recent- just knowing that last piece -
CL: about a month,?
CO: ((whispered))yeah- so this is rea:lly starting to ( )
CL: uuhh *yes*. - it's been um - uhhh! - I owe my *life* to B C Tel I- believe me it's ridiculous I've been- talking 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 *you*(hhh!) is [more *like* it. ((chuckling))]
CL: [yeah, that's right - it's incredible
CO: [yeah - but it's essential.]
CL: [all that- *right*. - that's right (.)
CL: and-dum (.) when it first started - it- it was really wi:ld and an' I- 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! - an' I said - I *know* you do- everybody does - especially with our mum - because our mum is so .hh s:*piri*tual - she's just that kind of person - an' it's just so hard to think of that your *mum*my's not gonna *be* there. - right,? -
CO: when she's been so- I mean - *one*- we just don't think of mothers dying,. [and - especially it sounds like you've=
CL: [right,.]
CO: =*got* her real,. close,. by,. ([it's been really)]
CL: [I do and she has- [she has- that's right]
CO: [hard for *all* of you and especially for you.
CL: she's put her *whole* life- into her *child*ren - that was what she *did* - is
CO: [m hm,]
CL: [raised her *child*ren - an' she was *there* for us,? - every minute that- every time that she could possibly do it she was there for us.,
CO: an' when you look ahead to- she might not be there!,-
CL: it's [just- *mind* blowing]
CO: [( )
CL: and- *I* was sitting at a point where- like I can - I know my brother. - I have close relationship with my brother. - and-duh - 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 I said *lis*ten, - what does chemotherapy *mea:n* - it means that - they could ex*tend* 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))( )
CO: ((whispered))yeah right (.)

((loud))anyway- sounds like also- in telling *him:* you're kind of trying to - tell yourself [to ( ) like you=
CL: [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 mommy's supposed to *be* there that's what mommy's are supposed to do!
CL: right,
CO: who do I *turn* to ( )
[( )]
CL: [right and I turn around an' there's *my* little girl and I'm her mum! -
CO: ((soft))yeah, [( )]
CL: [an' it's just like - sometimes it's just really wild!
CO: it really is=
CL: =it's wild=
CO: =*really* being caught in those two roles right now [very *much* feeling the *daughter*]
CL: [m hm! m hm,?
CO: wanting my *mum* around
CL: an' then having- uh turning around and my daughter wanting me! -
CO: ((soft))yeah,
CL: it's really um=
CO: =so really experiencing the *chain*
CL: that's right, - that's right! - and- I *li:ke* it - and I actually- it's been *helpful*
CO: ((soft))yeah
CL: it's been really *helpful* for me., (.) uhm
CO: having Nxxx there [- in a sense- it's a kind of a (rein)]
CL: [m hm,? right -
CO: ((whisper))'kay
CL: so - u-uhhmm- I've talked to
CO: ( )
CL: back East - my brother called - an' my brother=
CO: =where is your mother- here: or-
CL: 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 whe:n!, - 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 pho:ne- I just pawled my eyes out - and - then- my sister-in-law called me,?- with the n- de*light*ful news that it will cost me nine hundred and two dollars to *get* there -
CO: I was going to say - (planning for it) (.)
CL: ((rough coughing)) I just I love that - nine an' nine and two ((sniff)) full fare for my daughter,. - I - like - em- my friend said to leave her he:re! - 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'=
CO: [she's not gonna la- you're not gonna ( )]
CL: =that's *all* (.) and isn't it goofy that I'm calling you in the middle of the day- *hahaho- bye!* - it's *great!* (.) it's [just ( ) great]
CO: [so it's like *rea:l*ly- u-uh also just to say hey!- you know - [what we're doing:- what we have- and=
CL: [what- that's right]
CO: =what's important-
CL: and the rest of it (I was pulled off)
CO: that's right
CL: I pay the phone bill- I always do
CO: [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-to *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 *rea:l*ly good - and I sat back and I said - I said to uhm - I can't remember - someone I was talking to I 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 Mom? - I said no it doesn't hurt me (in the average)
CO: ((whisper))yeah,.
CL: yeah. - an' I said - uhm- I know some of my- m:y friends have *lost* their parents. ((snaps fingers loudly))
CO: mm hm,.
CL: bang. - and they never get a chance to *say* it.
CO: m hm,. m hm,=
CL: =so I get to *say* it., -
CO: I think that's the *o:ne* advantage,. - of [slow terminal- is that you *do*-]
CL: [right! if you're

aware=
CO: =and you clearly *are*., -
CL: ((soft))right.
CO: you *do* get a chance to say and do - things that- that need to be said
CL: xac- *exactly*
CO: so there's not as much ( )
CL: right!=
CO: =the *dis*advantage is you have- a longer period of - human ( ) .hhh
CL: maybe. uh-uh- that's debatable.
CO: ((soft))right
CL: well, -
CO: so it's like [you're *see:*ing this as=
CL: [I'm *not* ( )]
CO: =a real oppor[*tun*ity.]
CL: [((coughs)) - I haf- .hh I *have* to *say* that.- I have to focus on that because if I didn't I'd just lose my *mind!*
CO: ((soft))yeah,. -
CL: I really *would*
CO: yeah, -
CL: an' I'm *really* trying hard [(to overcome)]
CO: [there'll be *mo*ments when (you mind) (.)
CL: well, - I already *have*
CO: (soft))yeah, - [( )]
CL: [an' it's been okay,?
CO: yeah,
CL: I: - I: was holding it all together and I went home and I walked in the house- an' I freak- I *walked* in- an' I *slammed* the door- and I closed all the curtains- and I ju:st *s:crea::med* - an' cri:ed - and sat down on the floor and- had a temper tantrum?
CO: yeah,?
CL: all those things,?
CO: ((soft))yeah,?- an' then got up [( )
CL: [punched the cush-.the- the pillows,?- ((soft))I just went nuts!
CO: ( ) not fair [( )]
CL: [an' I *sat* down an' I *cried*- and I let it all out - and I phoned my girlfriend- an' I said- I can't *han*dle it I said- I'm so miserable- an' I don't want to be alone,? - and I cried on the phone to her,?- an' she just *talked* to me an' I *bawled*- an' I screa:med,? - an' then she came over a couple of hours later,? - and she went - well you're fine,. ( ) - so we had tea.,- an' she left. and that was it!- right? - but that's what friends are for!
CO: that's what friends are for an' - the *fact* that you're willing to let that happen to you is going really (k-) *help* you - you know rather than feeling like I ((imitating low voice))got to be *tough*- I got to be *strong* [( )]
CL: [well that's- I just could not *do* it [anymore!]
CO: [yeah, yeah.
CL: I just *could*n't- an' after I did that I said to myself - when I want to cry:,. - I'm gonna let myself cry! - and-dum .h hopefully I can just *steer* it to places where I'm- you know *alone* or something. - I don't want to freak out the *class* or [anything.]
CO: [yeah. an' you won't. (.)
CL: (never know) (.) I'm hoping., -
CO: yeah! -
CL: anyway
CO: it *is* I mean- r-reaching out,- to your girlfriends - and and to your *family* - one of the things that can be a real a- a *gift* out of this is have a family., (.)
CL: u-u well I've- i-it's *true* Nxxx- I found out about this,? - and I was just - beside my- I talked to my mum., and it [was like]
CO: [mhm, ((soft))o:kay - o:kay, (.)
CL: an' I just- *died* inside - I just *died* inside an' I thought to myself (.) my mum is *dy:*ing! - that's *exactly* what's happening now- that's *exactly* what I thought .hh an' she said to me ya know,? - I've had this *four* times- and I just (felt an' she says)
CO: ((whispered)(yeah,.)
CL: yeah - an' I just - I I I- c-could barely *han*dle it an' an' I- but I kept it all together.,? - ((sniff))
CO: on the phone,.
CL: on the phone,.,?
CO: kleenex is right there,.,? ((laughs))
CL: and my dad,? - my dad,? - got on the phone? - for the first time I ever remember my dad said - ((sobbing))I love you Lxxx,? - an' I jus- I just couldn't - like I (.) it [blew me away!]
CO: [((very soft))mm, - yeah,?
CL: it really blew me away - an' I sat [back an' ( )]
CO: [blows you away and then takes you to what really counts ( ) -
CL: yeah,.
CO: it's like- as you say I mean .hhh ( ) *why* do we have to wait 'til *no:w*,. - [to say that.,]
CL: [right that's right

CO: ( )
CL: that's true - 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 Lxxx- 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- he 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*.,
CO: ((whispered))'t's right,
CL: and I really feel - he said I I don't want to say he seemed *trapped*!, - but he said I *feel* that way- an' it- it was *incredible*! - an' I thought - ((loud))*Bxxx!* - ((laughs))- where are you! [( )]
CO: [*(where's) the change machine,*. [((laughs))]
CL: [no kidding! - it was really incre:dible - it was really great - [and-]
CO: [for both -
CL: [no kidding!]
CO: [for both of you [( )]
CL: ['cause I kept saying to him- well how are *you!*
CO: ((soft))yeah,
CL: 'cause he just
CO: putting the focus! back- good for [you:]
CL: [right! - and- and I thought to myself you know,?
CO: hey! this *stuff* really works!
CL: wull- yeah! - it does! I've been actually using it with my kid.- and I *know* it works- but I thought - this is the best Father's Day present that he got!
CO: ((whispered)yeah,
CL: because someone actually acknowledged - him!
CO: ((whispered)( )
CL: that's right!
CO: ((whispered)yeah,
CL: and uuhh - yeah -
CO: *good* for you!- you're right - that's a gift - [that's such gift to give-]
CL: [I *kno:w!* - and that's what I felt- and I- and I new it
and I [woke up an' I thought - I'm gonna phone my dad and=
CO: [( ) ((chuckles))]
CL: =I know exactly what I'm gonna say (.) and it really made me feel happy
CO: yeah,
CL: so:, - it's one of these situations where - things are - I feel closer to my family - it's inevitable- I mean I had five brothers and sisters and- everyone has children and- .h we've never dealt with a *death* in our family- [an' it's a- and- and it's-]
CO: [((soft))yeah, yeah your parents are gonna die! - *both* of them are [gonna die,.]
CL: [((blows nose)) that's *right*!-
CO: ((soft))your mum now,.
CL: that's right - ((blows nose)) so,.- anyway- do you know what I'm gonna do Nxxx,?- this- Axxx gave me this idea and it's a really good idea she said- .hh call the *Cancer* Society an' tell them that your mum is ill., - and you are a poor *student* - an'- is there anyone that can *help* you. (.) what a good idea.
CO: *what* a *good* idea. - going to a hospice. ( ) one thing about hospice too [( )]
CL: [( )
CO: *hospice* - .hh is an organization- Victoria Hosp- Hospice - (what ever) Society or something - *hospice* is the ( ) *care* unit
CL: [*oh* yeah, - uh]
CO: [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 individial - aahh counselling and that an' and just s-*support* systems there *too* but *also* yeah!- phoning and seeing ( ) financially supportive
CL: why no:t!
CO: why *not!*
CL: be[cause-]
CO: [( ) if you don't a:sk! -
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 -
CO: yeah right! [( )]
CL: [(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 pro:blem -

CO: ((soft))no,.
CL: it's not their problem. it's *my* problem - I'm an *a:*dult an' - that's the way it *is*.
CO: ((soft))yeah,.
CL: .hh and my *girl*friend said to me when this all started. (.) I've got charge cards.,
- don't worry about it if you need to go home we'll get you home.- so - *Sun*day *morn*ing I said to her. - I have to talk to you. I said- it that- does that still stand. - and she said yeah it does she said I *find* it really difficult to- to take that mon- that- your *fam*ily hasn't sort of helped you- .hh an' I said you know, - I'm 31 years old I'm a responsible adult. - I don't want to *ask* them. - I really don't want to *ask* them. - everyone's going through enough right now I just want to take care of it- .hh I said I don't really (.) like the thoughts of going into my - schoo:l- my student loan with a thousand dollar deficit it doesn't make me *happ*y- but - I'll *do* it
CO: ((very soft))that's right.=
CL: =right,? - so yesterday Axxx said well phone these *places* you don't know unless you ask -
CO: ((soft))that's it - (hang on) you don't know if y- i-if you don't *a:sk*- you don't know if ( ) (go stand by,) -
CL: right,
CO: does it have to be-
CL: I don't know if I can go - I don't know,. -
CO: yeah!- I mean those are some of the e- .h do you have to go by plane! -
CL: well [that's-]
CO: [( ) a *train* trip
CL: right, - [well,]
CO: [you know,.
CL: or- (parking) *cars* or - aaahhh -
CO: what about - going down to Seattle and flying across,
CL: right, on the *bus* ( )
CO: yeah! - you know those the things ( ) - but what you're *do*ing is saying, right.- first and foremost is that I *go::*, - and if it costs a thousand dollars that's okay,.- that- I'm- I'm real clear on what's im*por*tant to me.,=
CL: =right - that's [right that's right,]
CO: [and, yeah. - there's no *ques*tion there.
CL: an' you know- yeah! that's right- an' you know another thing is that (.) every single part of my life it seems like I have to - research find out. find out. [find out.=
CO: [mmm,]
CL: =find out.- that's ( ) .hh and it's like -
CO: ((soft))who needs it,.
CL: I just want to see my mum,.
CO: right,.
CL: you know,?
CO: and you know maybe that's the decision you made.
CL: [right,]
CO: [maybe you say- I don't, -
CL: I don't care!
CO: there *may* be a *cheap*er way,- but at this point - *I'm* not - I'm *not* willing to do all that work I want to put my energy into just *get*ting there., [and going.,]
CL: [right! right! - but I see to be feeling more an' more *like* tha:t
CO: ((whispered))yeah, -
CL: I sat down and I thought - w-why do I have to do all this stuff
CO: ((soft))mm hm,? mm hm,? mm hm,?
CL: you know half of me likes it an' the other half of me is saying- .hh but you *got*ta you *got*ta you *must* you *must!*
CO: ((soft))yeah, [yeah,]
CL: [an' it's like- I th- I [*think* what it is it's that per*fec*tion in me=
CO: [maybe ( )
CL: =it's like - .hh but *have* to I mean ((very loud))*look* at how *won*derful I *am* I can do *this this this* it - you know? - aren't I [great,? - just like]
CO: [not right now,. not [right now,.]
CL: [it's all who *ca:res!*=
CO: =yeah,. -
CL: who *ca:res!* -
CO: ((soft))yeah - *what's* most important right [now,. - is is *find*ing the=
CL: [*right!* - to *me!*]
CO: =most economical - uuhhm *cut*ting it *fi:ne.*, -
CL: ((soft))yeah!
CO: s:ituation what's important right now- or is just preserving *my* strength - to put into my *mom*- to my family to Nxxx
CL: right
CO: and I think that's - that's one of the things that *ha:rd* in a long term (.) situation is that your energy you don't *work* on just a burst of *en*ergy
CL: right=
CO: =ya know which *hap*pens when there's a ( ) - and so *mon*itoring it and keeping - yourself solid becomes a

very important thing!
CL: right! -
CO: and- you're *not* solid right now,?=
CL: =that's right!=
CO: =you're ex*haust*ed you're *sick*=
CL: =I haven't [been solid since January!]
CO: [the end of school, you haven't been solid since January,?
CL: an' I want to be*come* solid.
CO: right. - and what do you need to do to become *sol*id?, (.)
CL: ( ) I need to see my mum,?
CO: ((soft))yeah,?=
CL: =I need more sleep,?
CO: ((whispered))yeah,?
CL: I need to ahm,-
CO: an' - be in an *environment* where *someone* else could take of *Nxxx* for a bit,?, -
CL: ((sigh)) (.) ((soft))right, ((louder))I do *know* the things, - [I do know the things (that could make me)]
CO: [yeah, yeah (did you) [( )]
CL: [and there e- *yes.* - but this is the transition - time! - this is the transition time. - in September I'm starting - schoo:l,? - I'm - doing the switch to s-student loans,?
CO: m hm,? -
CL: I'm actually doing that,?- I'm- I can't believe it,? - but I am,?
CO: ((soft))mhm!
CL: an' that means I'll be- in school in- spring an' summer as well,?- which is all right? - I've thought about it,? I'm- [I'm okay,?]
CO: [as long as you pace. it,? -
CL: that's right! - I feel really *fine!*- and the house that I'm moving into my buddy,? - my- girlfriend Axxx has a single - a little girl like I do? - she's doing exactly the same thing as I'm doing? - so - she - it's [okay.]
CO: [is that happening in September,?
CL: no that's happening on July [1st]
CO: [((soft))yeah, yeah
CL: so - it's - like I've *done*- a lot of *work* this summer. - I've pulled a lot of pieces together. (.) and - but I'm just waiting for them- jus- you [know how it is,?]
CO: [yes,- an' you know how we've talked sometimes about the Myers Briggs and- Js an' Ps -
CL: ((soft))right,=
CO: =I mean us Js *don't like!*- being in that limbo situation.
CL: right=
CO: =you want it wrapped up and done! an' it's not the end of June! yet you can't be in there - you're not on the plane yet. -
CL: ((soft))*right*
CO: and that's *hard,* - I'm just acknowledging that. - u- yeah! this isn't *com*fortable .hh - [I don't *like* it.]
CL: [no, no,
CO: yeah.
CL: then what actually I - I think I can - em- I'm - the thing with my mum- is okay
CO: ((soft))mhm,
CL: it is o[kay.]
CO: [((soft))yeah.
CL: I've given it a lot of thought [and]
CO: [m hm, -
CL: I feel okay [about it.]
CO: [and you're dealing well with your feelings [(around it - you're)]
CL: [I- feel that I *am!* and my and - and I'm trying to figure out when I'm gonna go an' my *sis*ter wants me to go,- so I can - look after her *k:ids- so I can make* some money when I'm there- an' we're sort of try t- [in-]
CO: [yeah.
CL: you know what I mean trying to get it all worked out- an' I feel okay about that .hh but- the- *where* I'm feeling *uncom*fortable (.) is (.) where I'm living right now. - I really want to *talk* a[bout that.]
CO: ['til - 'til the end [of June.]
CL: ['til the end of i- of June. - I've been there since (.)
CO: yeah -
CL: the *beginning* of the *month.*,?
CO: *oh* this is *not* the same place
CL: no:! - this is my girlfriend, (.) she's got a three bedroom condo I- I *houses*at for her be*fore*,? (.) her: son goes to school with my daughter.- I've known them for about two years - and u- we're staying with her an' it's *awful* nice of her to share her house [with us - and-]
CO: [yeah, that's a (too)
CL: *yes.* - (a[gain)]
CO: [i- in term *limbo*,
CL: [( )]
CO: [( )]

CL: and that - I'm
having *really* hard time., (.) *deal*ing with that. and-dum
(.) ((sigh))hhhhh -
CO: ((soft))I *just* want it done. -
CL: yeah!
CO: I just [want everything wrapped up ( )]
CL: [I *do!* but it's not! but
I've got like 14 more days an' I guess what - what it *is* is
that - my (.) ((sigh))hhhhh - I *love* my friend,. - she
has a heart- of gold. -
CO: *but.* ((laugh))
CL: she really does.
CO: yeah?
CL: she has a great heart. -
CO: but,? -
((loud))there's this *big but.* glowing out here.- .hhh
CL: I really, (.) ((sigh))hhh (.) I don't know whose *prob-*
there's: there's a couple of of-f *prob*lems that I'm *not*
sure if it's *her* problem or: my problem. I think
[it's *my* problem.]
CO: [( ) your. - combi*n*ation.
CL: ((soft))right. -
or: the situation.
CO: mm hm!=
CL: =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
*bus*iness,? I don't know if I have [the *e*nergy?]
CO: [what's the issue. -
CL: the *i*ssue is., - ((soft))her kid! (.) and -
CO: ((soft))(what are your on) her kid (.)
CL: he doesn't have any *li*mits,- he doesn't have anyone to *tell*
him - [no one]
CO: [somewhat different- *child* rearing-
CL: right!
CO: practice
CL: right! - well with my *daughte*r - if she's being a little
dink! - I'll lock her in the *bed*room until she's gonna
listen an' that's *all!*
CO: ((soft)uh hm,.
CL: 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.-
CO: ((whispered))yeah,
CL: and-dum (.)
all the people a*round* there have children and I - h-hope
they understand. - people [( )]
CO: [and if they don't,? -
CL: tough.
CO: ((very soft))right.
CL: but that's what *hap*pens well,
CO: so what
are you wanting to do with your friend,.
CL: I want to., (4.1)
I guess I'd want (.) ((blows out cigarette smoke))
I don't know Nxxx,.,? - I don't know [(what I want to do)]
CO: [what do you want-
what do you want to *hap*pen. what do you want to be
*dif*ferent. -
((quietly))oh just put it(,cigarette ashes)) in the -
CL: what do I want to be different,? I guess I want her to be
happy. - she's not *happy* with her son. (.) and (.)
I: think I know *why* she's not happy with her son but that's
me!- that's not her!
CO: m hm,=
CL: =an' I guess I just want her to
[be *happy*.]
CO: [do you even know- that she *is*n't happy,. -
CL: well she *tells*
me that she's not happy. - she talks- she -
((strained,under breath))I *hate* him - I *hate* this kid -
I can't *stand* 'im - ((normal voice))she talks like that. -
and - sometimes *I* do. - an' some[times I feel that way an'=
CO: [sure.]
CL: =I think every parent does [but basically- I *love* my=
CO: [*sure.*]
CL: =*daugh*ter. (.) I really- I'm *really* connec[ted to her=
CO: [an' so what-]
CL: =an' I love my daughter.=
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.
CL: right!
CO: an' I wanna make it right
CL: *right!*
CO: I wanna make her *love* her son. -
CL: well- I wanna make
her I don't know! - maybe - maybe that *is* what I'm saying-
I don't know! I'm=
CO: =yeah, -
CL: I'm- I'm caught up in all this
stuff (.) you know- [this is a ( )]
CO: [( ) do (3.0)
what do you *want* to do. (3.5)

CL: I don't know - I 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 *chil*dren,? I mean [what the hell do *I* know.]
CO: [yeah- whose business is it,.
CL: that's right! - it's like it'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! -
CO: so that what's happening for *you:.*, is - is the pain of watching other people - doing things differently than you would ( )
CL: right!
CO: *want*ing - everyone to feel good - to:
CL: *yeah!*
CO: to *and* at the same time! intellectually recognizing it's none of my damn business!
CL: ((whispered))right,
CO: you wouldn't want someone - telling you how to raise Nxxx!
CL: ((soft))right (.) oh I *have!*- an' I don't I didn't like it [at all!]
CO: [yeah,. *right!*
CL: I didn't [like it at all! - but th-]
CO: [yeah right even if it was with the best of intentions. (.)
CL: I'm not *sure* about that part- I'm really not sure about that part - because I always had it - *not* the best of intentions.
CO: ((whispered))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 *bet*ter. - *may*be. - I don't *kno:w!* -
CO: 'cause somehow it's like - this is going on! an' I watch it and I feel troubled.
CL: right
CO: an' so *I* need,
CL: well it *does* affect *me!* -
CO: yeah,.
CL: it does effect me *while* I'm there!
CO: of *course.*
CL: because I yell at my kid more than I *u*sually do - my daughter is a *bra:t!* - because she's hanging around with this kid!- and I mean she's not - she's a brat anyway! - but - different things.,
CO: 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 *in*fluence 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: right, -
CO: with these *oth*er people or at least with myself and my child!
CL: '(soft))right,
CO: like what can I do with myself! - that would make me feel better.
CL: right, (4.5)
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: m [hm,?]
CL: [that makes me feel better,? ( )
((falsetto))( ) - 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 wrong with making yourself feel temporarily good!
CL: right.
CO: maybe you have *more* success *that* way - than trying to change this woman her child and her - *child*hood friends.
CL: ((whispered))right - ((soft))right well it's - she has *asked* me for advice., - before. - and I said to her (.) *I:,?* am not expert on child rearing I said I feel - okay about the way I- deal with my *daugh*ter., - 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 childr- um - my child., (.) so that's [how I got-]
CO: [and yet you're saying that internally ((very soft))( )
CL: that's it's *ba:d,*.
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 *bad,* - or just it *upsets* me [( )]
CL: [(I think I'm saying that upsets me.
CO: 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 - disccra- and conflict.
CL: and that's exactly the way I'm *feeling*,.
CO: yeah-
and that's exactly where you *are*,
CL: that's right- so I went through [( )]
CO: [for the next 14 days!
CL: right! .hh so I went through this on dis- situation of *last* year- with this- Gxxx - my boss. right,?
CO: right,?
CL: ohohh! och!
CO: and that really wore you down!
CL: and- *that* isn't e*ver* over yet- there are th-things *dangl*ing over my head which- just- would make you sick if you *new* about it., - *any*way.,=
CO: =( ) *you* sick. -
CL: ((smirk)) *yeah*. it's ridiculous - at- the stuff I'm still dealing with- there's lots of stress., - and - th- so I'm- temporarily in this situation an' it's - *dif*ferent discord but [it's]
CO: [((soft))but it's still discord., -
CL: right! -
CO: so what do you need to do knowing that you're in a situation of discord - temporarily - what do you need to do.- for you! (.) (to)
CL: uhm -
CO: if you were *so*lid, and ([ )]
CL: [what I- what *I* really like doing is- what I've been doing a *lot* of is saying ((whispered))Kxxx why don't you go an' *I'll* take the kids. ((hushed))- I'll look after the kids.- I *love* it I give them a *bath*, I read them *stor*ies- we- you know - I I really en*joy* that
CO: ((whispered))yes!
CL: so I've been scooting her out an' saying ((hushed))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 be doing that a lot and that makes me feel really [good]
CO: [sure!- so- hm! getting rid of one of the discordant par*ti*cipants
CL: right! (.)
an' [then just - and]
CO: [in the stor*y*, - and having [fun!]
CL: [and also I find that - in *that* way the *chil*dren are - they *know* what the rules are with me.
CO: yeah - oh [yeah!]
CL: [we have no *pro:*blem
CO: yeah
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 tonight 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 *ass*ertive around, -
CL: that's [right!]
CO: [either asking *her* to leave,?
CL: [( )]
CO: [( ) or taking some time for *yourself*. [yeah!]
CL: [that's right
CO: an' then, - you- you know there's always two situations you can try and change the discord.,
CL: right, ((giggle))
CO: you know you 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. -
((soft))an' just *remove* yourself (from the situation)
CL: right,?
CO: given that it's only 14 days. -
CL: right, - but you know what Nxxx there's something - in*side* 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! (.) maybe that's where the *con*flict 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: right!
CO: I-I'd like,? to 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 Lxxx I wish we could take it together because - she said a lot of times I think I close my eyes

an' I don't even see what's happening? - .hh and you could *help* me? - an' she said just like I- 'cause I I (.) have *tried* to be really good., but the other day I just couldn't help it- an' I said - Jason,? - if you don't sit down and eat your supper - you're gonna be in trouble I said ((imitated shout))*s:it down*.- an' *ea:t*. ((normal voice))like I just said .hh ((higher pitch))I can't believe it,.- that kid got up 15 times like it's up down- an' I can't handle that right,? .hh and I said *sit down*. right,? an' I thought ( )

CO: ((soft))so what happened -

CL: an' I- I said something the next day I said - I hope I didn't make you uncomfortable an' I hope I wasn't rude.- I said - I just couldn't help *it* - I said it was like a family,? and I feel comfortable with you guys, and it just came out of my mouth! - and I said I was raised that a child sits down,? and really *bothers* me. - and I hope I didn't overstep my bounds.

CO: ((soft))an' what happened [then.]

CL: [she said no! not at all she said you know I didn- I don't even notice,? it any more? - and so she said - if you: - like if we did the course together you could help me out., - so she's -

CO: okay,. - okay., - so maybe here is a place where you do some more of your active listening. -

CL: right,

CO: because it sounds like you're saying - you know she *asks* me for advice- I don't feel *com*fortable giving ad*vice*.- saying [do this do *that*. - but I *do* have=

CL: [right]

CO: =this- this desire to be of *assis*tance to her.

CL: ((soft))right

CO: helping her .hh- *where* she needs some help.

CL: ((soft))right, [(think about)]

CO: [one of the best *ways* is to just-

CL: ( ) so she can figure it out herself.,

CO: just like with your dad!

CL: ((soft))right,? - okay,. - ((louder))that feels- *that* was just a *b:ig* moosh of con*fu*sion [inside of me.]

CO: [yeah., yeah -

CL: an' I thought- I need to go in there an' say Nxxx - could you please [active=

CO: [*naah!*]

CL: =listen to me,? because I just- I can't figure this out.

CO: right!=

CL: =and I *know* there's [a solution.]

CO: [yeah - yeah - yeah - and it's th- *a*lways the solution is looking okay what do I feel comfortable doing!- I don't want to give advice. -

CL: ((soft))right,

CO: right,? - uhmm- I also don't want to ignore it. -

CL: ((soft))right, - right (.) no- that either *one* of them don't feel comfortable [with me.,]

CO: [no! no! - so what's in between there.- well *helping*., but how can I help., - where that person - I want to help her help herself- as you're saying

CL: yes, - oh, do I ever., -

CO: yeah. -

CL: and you what the thing about it is that I can (.) ((soft))I mean everybody has problems and I'm not saying that I'm perfect but I can see what's happening. - like I really can see it. - and (.) I mean I could sit down an' say *wow*. - bla bla bla bla blaa!- and she would go-

CO: yeah. (why don't you get lost)

CL: that's right! - and I don't want to do that because I *really* like her.

CO: ((soft))yeah.

CL: she's my *buddy*.

CO: ((soft))yeah, - and just you found with your *dad* one of the greatest gifts you can give someone is to stick up for them .hh you know you're really acknowledging then - that - she is capable?

CL: right

CO: she can do it.,? (.) (I can listen)

CL: ((whispered))right,. - (well how are [you-)]

CO: [and you're *so good* at that. -

CL: ((soft))thanks Nxxx (.)

CO: ( )

CL: thank you - I uhm - she's gonna help me with my tape. - for my- course. - so there you go (.)

CO: ((whispered))right,

CL: I just have been um - a little bit- off-f focus

CO: ((soft))mhm

CL: but I think we're gonna do that tonight!

CO: and you just keep- see the *hook* for you:., - is I wanna help.- I mean that's also the strength!

CL: m hm.

CO: 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 - ( ) - you're feeling con*fused*, or- you don't- you do- don't know what to do when he gets up (.) ( )
CL: yeah, - okay. (.) I think that'll be fine now.
CO: *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.,?
CL: right, -
CO: there's nothing wrong. if you- doing all the other- short term -
CL: right,. - things - to [get (me)]
CO: [*strat*egies to get you through the next- 14 days! -
CL: ((soft))right (.) and it's goinng to work out very well! - I just have a really good feeling., - and - after what had happened with um - Ga:il., - 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- .hh 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*. ((chuckle))
CO: she's great.,
CL: she said - uhmm - .hh - sometimes you just -
CO: e- you just [know,.]
CL: [you just *know*. - she'd say *shut* up.
CO: *and!*- I w- well *I* would sort of say *half* 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 stra:tegies- ma- n- get some real cle:ar, -
CL: right,. (.)
CO: you know,.- c-c- *con*tract or whatever you want to call it at the beginning [( )]
CL: [right. well that- exactly - and that's what I did. -
CO: ye[ah!]
CL: [that's exactly what I did and I thought- that 'cause I *did*- .hh I did *work* with that one [for a couple of weeks and I said - I'm not=
CO: [sure. sure yeah]
CL: =going to - clo- I *can't* I *can't* close off my- I *can't* [close myself off - that's *not* the kind of person I am.]
CO: ((soft, high pitched))mhm uhn uhn! no no
CL: and - I also don't want to be stupid,?
CO: yeah. yeah. so what have I got to *learn* from this -
CL: right! - ((whispered))you know what happened? - I drove around for 29 days with no insurance. (.) [(and the car)] (.)
CO: [(just)
CL: *I* got *I* got *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: ( ) - good thing I didn't get in an [accident. (I was)]
CO: [(forget) what you just - forgot?
CL: no!- it was not my responsi*bility*!- *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? I have to go back,? (.) it's just ( ) yeah, - just like- these things-
CO: who got dinged whose *car* is it.
CL: it's *her* car. but *I* was driving.
CO: ((whispered))yes - (I know) -
CL: so I got - I got dinged! - but anyways - so *I'm* the one- like I have to deal with it.
CO: m hm. yeah,?- well,?
CL: so, (.)
CO: yeah,
CL: it's [not]
CO: [it's an expensive *lesson* but, - a*gain* it's ah- life -
CL: *exact*ly.
CO: a lessen of - the difference between., - not being totally distrustful. - but- being *wary* and watchful and on guard an'- and maintain - *check*ing.- not being afraid to say! - hey Gail!, you know,- insurance is due have you done it?

CL: ((soft))right -
CO: think about it
CL: that's why I'm pleading not guilty.
CO: ((whispered))yeah, -
CL: Your Honour,?- I'm *stupid*. I didn't even *think* about it- if I would have thought about it - it would have been different.- but - I rea:lly 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 o:ne, an' you were feeling fine- you'd just (cruise on by)
CL: ((very soft))*right!* - ((louder))I knew I *said* to myself. - school ended on Wednesday- I had m- two exams. - Thursday I went home and Gail gave me my notice. - to leave right,? - and I said to myself - *I* have this feeling in my stomach. that this is going to be- one- hell- of a- *hard summer* for me. - I just *knew* that is was! - and - an' I - ((very soft))and 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: [yes - get out
CL: so I said- I got all dressed - an' I said - I'm *going*. - and I might sleep *over*, - *who* knows.- I'll be home by Monday morning - for sure. - and that- th- this is where I am
CO: mm hm. -
CL: 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 *brrla 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 it. - 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: [((laughs)) *.hhhh!*
CL: so much for that eh,?
CO: yeah right, [well that's-]
CL: [had a little temper tantrum.,
CO: yeah - *well*- but it *works!*- doesn't it.- it gets it out. -
CL: right,
CO: and *that* is valid- in and of itself
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 - 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: ((loud))I've done *enough*. - I'm [( )]
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: relatively under con[trol.,]
CO: [and once - July 1st comes. -
CL: ((soft))right, (.) 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! -
CO: ((soft))so it's like - 14 days of (.)
CL: (should I trust) yeah right - whatever ( )
CO: 13 and a half days
CL: ((whispered))(whenever I can do it)
CL: ((soft))that's true (.)
CO: ((whispered))okay, -
CL: well- (the damage is not too-) (.) (I'll coffee and you go - have a meeting ( ) do my stuff - go down and ( ) at one o'clock to deal with my - ((sigh))
CO: ((whispered))( )
CL: no- I did that yesterday,

((tape ends))

Interview #43.

CL: used to get hordes of Americans.-
CO: yeah,-
CL: and *this* year it's hordes of Japa*nese*.,
CO: ((soft))yeah,=
CL: =it's jus- unbe*lie*vable=
CO: =isn't it., - and- yeah,. they come - in *waves*., ((giggle))
CL: oh yeah! - the *men* are always in- always wear suits,?=
CO: ((soft))yeah,. -
CL: they're very bright,?
CO: [yeah,]
CL: [very quiet.,?=
CO: =oh yes,-
CL: uuhm -
CO: the women wear (silks)
CL: yeah., - so *any*way. - purpose *here*. -
CO: yes! -
CL: *ahhm* - I *spoke* to one of the: - ladies out- in their little *cu*bicles and she was the one who trotted me over *here*. - uuhmm - I've I've pfff! - been *go*ing to UVic for a while., - and not doing very well - [frankly, I'm a *crum*my student. - aahm I *should*n't]
CO: [m hm.,? m hm, m hm,? crummy *stu*dent,? or you just haven't been doing much *stud*ying. -
CL: I haven't been doing much [studying.]
CO: [yeah,.- it's *dif*ferent isn't it.
[((laughing))]
CL: [yeah! ((laughs)) *this* is true. - *any*way I guess I'm your- typical *jock*.- I spend more [time in McKinnon Gym,]
CO: [((soft))yeah,. yeah- yeah,
CL: and- it se- hh!-it's been kinda *fun*ny because I've been seeing oh a few of my, -
CO: (uh what,?)
CL: I've been s- running into a *few* people, - hhm! - from- UVic up here,.
CO: at- at- Ca*mo*sun.-
CL: *oh* yeah,. yeah,. some of my old cronies.,-
CO: [yeah,]
CL: [uhm, - *any*way. - the reason, - I'm here. is - uh- I'm taking *Eng*lish right now,. - remedial English,.- and I'm taking remedial math by correpondence - aahmm- I *used* t- I should m-*em*phasize I used to be a *very* good student in high school.
CO: m hm,?
CL: aahmm, - I'm not anymore! -
CO: well you're not *do*ing anything. -
CL: *exact*ly.- ((sigh)) uh the *Dean* is as mad as hell at me,? - frankly,?=
CO: =what were you taking at uh uni[versity.]
CL: [poly sci - an:d- I took a- smattering of different [things.]
CO: [yeah. -
CL: a:nd anyway,.- the *Dean*,. - I can- *never* remember his name I don't know if you - they have a new Arts Dean up there.- um - a:nd he he he *really* laid *in*to me. - I don't know who he was *talk*ing to.,- but ((laughing))I guess he *decid*ed 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 di*plom*a 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 de*gree* they said- they didn't specify. - ya know,?
CO: I don't- don't know! I mean a-*again* it depends on - what you're going *in* for, -
CL: *stock* [broking.]
CO: [yea,- yeah. - but I mean like whether you - you *en*ter the firm at -
CL: [okay]
CO: [it'd be *up* to them to de[*cide* that.]
CL: [exactly.- they [they-]
CO: [m- a *business* di*plom*a is certainly a good -
CL: start.=
CO: =*pack*age to ha:ve!, - 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 *chang*ing. - 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 *grad*uates - so: I I guess I'll have to [check that myself]

CO: [did you,- did you,- when you- *said*
that did you *ask* the- *ask* him - u- him or her,? ((chortle))
- presumably him [((laughs))]
CL: [yeah - it *was* him., -
CO: yeah,. - uhhm -
whether - I mean did you *mention* a business admin diploma,?
or did [he just say you needed a university degree or not.]
CL: [no.,- I didn't I- this took place- this took place
before I- discovered you see *I* saw *your* program here!
CO: m hm!
CL: and- then they- they clued me *in* as to
[the difference between a - di*ploma* and a- de*gree*.]
CO: [uh huh., uh huh. degree.-
ye[ah. - yeah.]
CL: [because I really didn't - under*stand* that.
CO: yeah,.
CL: [*ahh*,]
CO: [it's *really*- a breath u- you know a university degree you-
you: take a more *general broader*- more all encompassing. -
CL: yeah,. -
CO: and- more theoretical. - and then the business
program *here* is very much you target an area that you want
to -
CL: [okay- well-]
CO: [( ) *practical* skills for
getting started -
CL: *exactly* now- I *should* - mention two
different directions that I may actually go in- *one* is s-
securities.
CO: ((soft))m hm,?
CL: the *other*- approach,- and this
one bears some looking into is starting my own business. -
again- I see that you hav- basically are set up- *geared* to
people like that.
CO: ((soft))m hm,?- m hm,
CL: aahhm - I better
give you some background on this first- I ride horses as a
hobby. - okay,? - an' *one* idea I had - a:nd- a top rider
here, - I've talked to about it several times thinks- I
have something here. - she says [that she-]
CO: [like some skills for- e-
*rid*ing you mean? [when you say I have something here,.]
CL: [aahhmm no.- it's- an idea.
CO: *oh* okay. -
CL: she says hhh-um. she'd do it her*self*- ex- *but*
for the fact that she's so occupied with running her stable
an' a:nd- riding on the *cir*cuit full time, - uhm there's
only one *tack* shop in town - aahm sells riding equipment.
and they've got an absolute monopoly. - they just *mur*der
everybody. and there's *room* for another one.
CO: ((soft))right,- [(some)]
CL: [that's possibility number one. -
*pos*sibility number *two*., - is - there is a lady in- in
*Cal*gary Alberta., - who- from *Ger*many,. - ahm who is
manufacturing *horse* blankets. - a:nd repor*t*edly - making
about 300 thousand dollars a year- according to Alberta
Re*port*. - selling this stuff. - and Bxxx that's the lady
here. - when I discussed it with her she sai. why don't *you*
do something like that.- she [said,]
CO: [so it sounds like a *lot* of it
is in *shift*ing - *shift*ing my focus *away* from general
university - to: looking- at - what career (style) what I
want to *do*.,
CL: exactly.
CO: out there
CL: ahm
CO: and then what do I
need.,- in order to *do* that. -
CL: uh-I- if *if* I was wealthy. -
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!,-
CO: ((soft))yeah,. hm
CL: ahh- I'm *twen*ty nine.,- I just turned twenty nine- I didn't
go to university until I was *old*er-
CO: yeah-
CL: uuhm (2.0)
and ((sigh)) um- I've a- a *very* good friend of mine.,- this
is w-*one* of- there're several catalysts. - sort of been
pushing me [(into)]
CO: [catalysts towards- getting going on something
CL: *exactly*
CO: *prac*tical- [yeah.,]
CL: [uhm, - very good friend of mine her
her- *boss* is only 33 and owns the video store where she
works,.- he owns about *five* of these things. - and I g-
uuhhmm - and he is just- he's got it made! - ya know. he
started with nothing
CO: so- what's *that* mean for *you*.,
[( )]
CL: [oh it's just the point is- is I don't want to be- fooling
around toward a university degree working at - stupid
little *jobs*.,- [aahm- *that's* not a challenge.]
CO: [yeah so it's like hey I'm *ready* now,- I'm
ready to g- to get *roll*ing
CL: [yeah,.]
CO: [on something - but I'm not
quite sure where I want to *roll*.-

CL: well the *thing* is- I'm 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 of *one* of these types.
CO: ((very soft))mhmm-
CL: aaahmm 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)) [( )]
CO: [yeah,. I mean th- there's a piece *miss*ing there which is- what do I need to do in order to start a *business*.
CL: *exactly*. - and that's wha- what I'm [*here* for.]
CO: [yeah, - yeah.
CL: so what courses [( )]
CO: [coming h-*here* - so in *other* words saying hey.- that's - that's my *goal*.,
CL: [yeah,]
CO: [which is- to- to *head* towards setting I *want* to get - the background I need., for setting up - my own business.
CL: *exactly*.-
CO: and what do I need to do. -
CL: so here I *am* -
CO: well.,? I mean it's *certainly* the business admin- *program* is- *set* up - for people- going into business.
CL: m [hm,]
CO: [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's- *basically* there's accounting- too - there's accounting that- do *you* have a *calendar* -
CL: [yeah I *do* actually- I've- *read* it.]
CO: [(of - courses ( ) 'cause it's all *in* there. - cou- there's *accounting*, there's finance there's marketing- and there's general studies.
CL: right,.- oh I *see* [that.,]
CO: [and- you know,. you take the accounting or the marketing or *finance* if you know that's *that's* the- *particular* stream you want to follow- now if you're *still*- juggling do I go into - uuhh *securities*,- versus- set up my
CL: [yeah,]
CO: [own business. - *then* you may - need to- to do some *think*ing on that and- and the- you don't *make* the choice until second *year*. - so your first year is- is pretty general [anyway.]
CL: [it's the *same* for everybody, -
CO: you know. yeah. - a:nd-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)
CL: there *is* a course called that,- 'cause uh *Sxxx*- Sxxx was looking at it. she found it for me. -
CO: Sxxx, -
CL: she's sh- this is the girl who works in the video store
CO: oh. yeah,.- yes - yeah. *this* is- ( ) (7.0) *first* year, - everybody takes the same things. - accounting the business the math and-
CL: mhm, -
CO: ((soft))where does it start- right in there.- same thing. - then in *second* year - which is accounting finance - marketing - and general [studies.,-]
CL: [( ) I'd be looking at [finance (and)]
CO: [yeah,. e- don't *don't* mark it.
CL: *oh, I'm* sorry.
CO: (s-) use your own. - (hhh!) - uhm- general *studies*,- you: - select from - all of these.
CL: 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.]
CO: [mm hm,- yeah,. I know.- mm hm, mm hm, -
CL: and th- (and I would suspect) (6.0)
CO: there *is* also - they have - uuhhm (3.6) a book that's 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 certain amount of semesters and then you work -
CL: *that* would [be interesting]
CO: [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*-
CL: mm hm-
CO: 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)

well I can't find it ( )
CL: you can do a prog- a *coop* 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., - specifically.- there's- there's *finance*.,? - which is covering more than securities-
CL: so is finance- could I do it with a small business option,? -
CO: well,- there *isn't* a small business option.- that's what I'm saying [that would be *your goal!*, eventually ( )]
CL: [*oh* I see. but you're saying- there's a- *coop* program.- would that- there's a coop through marketing? -
CO: yeah,?- through *all* of them.-
CL: ahhm-
CO: [all of the options.]
CL: [how would like- wha- *how* 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-
CL: m [hm,]
CO: [*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 (1.6) you have- *third* semester which is in the *fa:ll* - you work- and then you have the May to August -
CL: oh *I* see.=
CO: =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, -
CO: well you'd be out- i-in in during the *work* terms?-
CL: yeah.-
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- posi[tion.]
CL: [positions [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: o[kay]
CO: [but *they* are- the- the *instructors*- uhhm (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,? in a sense - uhm - but - they're also *considered* part of your - your- *program*. - and ( )
CL: yeah,.
CO: *that* sort of thing. - but it- the *advanteges* of *coop* - is it *gives* you experience with- with really related - experience
CL: mm hm, -
CO: uh within a *context* where you can then come ba:ck and - *use* it.- and attach it to your academics and - particularly if you find it *difficult* to - to *focus* on *academics*.-
CL: yes,
CO: you could (got) something tangible to- hang *on* to.
CL: m [hm,.]
CO: [(get on) -
CL: do they o- does the *marketing*,- uhm, what I was getting at. I should ( ) marketing getting back to the *horse* blanket idea.
CO: m hm,.
CL: is uhhm - you see s- the *i*- what we'd be aiming for ultimately is to start up a small company.,
CO: m hm,?- m [hm,?]
CL: [uuhmm - she said I s- sh- start *small* with things like *bandages* for exam[ple. - uh-]
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 to: - get- to create capital
CO: m hm! [mhm m hm m hm]
CL: [(you know how's) - and that's all taught in: -
CO: 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,.
CO: go home an' *read* it- but uh - uuhhhm hhm- *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 m:ight-
get credit for it. ( ) -
CL: business finance, - busin- *oh,. bus*iness finance is what I
would presumably - [( )]
CO: [w- *where* are you looking,. there,?-
CO: okay,.
CL: [yeah,.]
CO: [now *that's* the accounting option.- this
CL: [oh,.]
CO: [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: no. I understand.
CO: yeah. - *that's* the real
difference between uh- a diploma- a *career* diploma program
and say a university education.
CL: oh.
CO: at university you can-
say I want this an' [that.]
CL: [this this this an' this one.
CO: yeah.
CL: and a- a*muse* yourself as it-
CO: yeah,. - but with *this* one you
have to take the whole thing. -
CL: finance [( )]
CO: [although with the
business- general- *studies*- you - you pick and choose a *bit*
from the other -
CL: do these- like do these courses
specifically- would one of them tell you how to raise
capital? - [I mean then-]
CO: [I don't know. -
CL: no,.- [okay,.]
CO: [((soft laughter)) (2.0)
you'll have to look at the- the uh-
CL: [( )]
CO: [I can *show* you where
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 s:tart 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?

CO: no. - no. - although they might suggest that you *go* there
at some point- but they will help th:rough- developing a
business plan,- and - looking at- options for financing -
and uhm -
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: yeah.
CO: and [uh]
CL: [yeah -
CO: and it may be that you've *got* enough -
[experience]
CL: [*poss*ibly,
CO: yeah,- [yeah]
CL: [uhm - *next* question - uhhm - oh I've
lost it. - *tired* today, - ((sigh)) uuhm - oh yeah!- do they
offer e- are any of these - courses available in the
summer,? - if I decide to go ahead, - I mean I'm taking
English right *now*., what about *next* term.- (I-s decided to)
( ) take *bus*iness- uhhm
CO: well,- you *can't*
take, i- there are *some* courses- I *doubt* very much that
there are any available in the summer English *150* would be
avai- is *that* what you're taking right now?
CL: what- English,
- 08-0 A or E or something like [that. - um]
CO: [okay. - if you've *got* both
of 080's - then you *could* take the English *150* if there're
still any spaces available.
CL: okay,. - [uhm,]
CO: [probably aren't but -
CL: but this-
CO: [ahm]
CL: [*this* stuff none of this stuff
[would probably be offered.]
CO: [but most of the *bus*iness courses- you - the: spaces are
reserved for people in the program. -
CL: [oh I see.]
CO: [the way it works is
when you have- the prerequisites. *if* you're thinking of
taking the business program.-
CL: uh huh,-
CO: and if you ha:ve -
when you *get*- your English 12.,?-

491 CL: [right]
492 CO: [which is your 080- A and
493 E. - do you have Algebra 11?
494 CL: yeah,. oh yeah
495 CO: okay - once
496 you've got those two. the first thing to do is to apply to
497 the program.-
498 CL: okay,.
499 CO: and-duh - and- in essence what happens
500 is you get on the *list*.- and then - we just move down the
501 list -
502 CL: is it a big list?
503 CO: it's a *big* list- but it's *usually*
504 - I don't know what the situation is this year whether
505 everybody is getting in or not.-
506 CL: so I should do this as
507 quickly as [possible.]
508 CO: [yes. - as soon as you get your 080 A and E.
509 CL: okay,. -
510 CO: then- get on the list. that's- you know. - don't
511 *try* and decide whether this is something I wanna *do* or not,
512 get on the list *first*.
513 CL: right,.- understood. -
514 CO: and- then- if
515 you *don't* get it in September there's another intake in
516 January.
517 CL: oh I see.
518 CO: either.- so that would be the- the
519 *latest* probably.
520 CL: right,.
521 CO: [aahhm,]
522 CL: [understood. (2.0) okay!
523 CO: there is *also* a *part* time,? - business administration
524 program if you decided that you wanted to - uuhh- *try*
525 setting up
526 CL: a [business,- and]
527 CO: [a working- and - studying part time. -
528 CL: (part time) in business:
529 CO: ( ) it's the same program
530 CL: [yeah,.]
531 CO: [it's just- ahh - ahh late afternoons and evenings usually
532 CL: I think that might be the ticket.- but- but I'll *get* on the
533 list
534 CO: yeah,. - yeah,. an' it - i- I *think* it's the same list
535 CL: yeah,.
536 CO: you know,? - emm - why is it they don't have it-
537 *listed* in here, (12.0)
538 yeah. it doesn't *say* it but there *is*.-
539 CL: m hm!, (1.5)
540 ((high pitched))*okay!*-
541 CO: but it sounds like *first*., sort of
542 thinking you know., - do I wanna go to *school* first an'
543 *then* try: to work or do I look at seeing whether I can make
544 this work.- and- *supplement* it by going to school.- I mean
545 like *add* to-*gether* my [(going)]
546 CL: [this *may* sound - like a h-house of
547 cards but *ultimately* - you know I I- I'd *love* to go back
548 and get a law degree.
549 CO: *yeah*.,
550 CL: at UVic. or some[thing.]
551 CO: [eventually
552 CL: but- you know. but I- I *look* at the way various people do
553 it an'- one- *one* option is what I call the *courses* option
554 CO: [mm hm,. - yeah - mhm,]
555 CL: [(which I know) - *another* way is the way I'm
556 doing *now* which is - part time *garbage* job. -
557 CO: [yeah,.- hm,]
558 CL: [um - option
559 and a *lot* of people do- well the *majority* seem to do that.
560 - and- the *third* way,- is *this* way. - and - uuhhm - I'm
561 sort of- angling toward *this* way,. hh.
562 CO: *well*,.- what
563 CL: yeah.,
564 CO: what *getting* ehh-u *one* of the advantages of a diploma. -
565 is it's *short*,?-
566 CL: uh huh.
567 CO: and it gives you something *very*
568 *marketable*,? - that you can go out.,? and you can start
569 making money an'- and - be moving- in that way.,?- and then
570 as you *say*., - you can either - *continue* on in university
571 or you can - take your securities course, or you can - you
572 know there's a lot of -
573 CL: *yes*,
574 CO: um - a *lot* of the *business*
575 programs - uhm - have- where are we here. - are *hooked* up
576 with - .hh - you know the various *institutes*,- such as,?-
577 and I think the securities one is one,? of them isn't it? -
578 CL: I'm *sure* it is.- I saw the book in the- bookstore for the
579 course (2.4)
580 CO: it's not listed there but -
581 CL: I saw the [*book* for the course]
582 CO: [ya know.- so yeah-
583 there are. - umm - (they've) - so that's
584 *another* thing that a lot of students do is they - get their
585 program and then they work towards a CGA or - real estate
586 or something like that,-
587 CL: real estate's not- oh you do it-
588 through real estate here too eh?

CO: they can get you can get someone for your real estate- courses.
CL: uh huh. -
CO: ((soft))hmmmmmm ( ) (3.5) *hmm!* - gee. maybe you *can't* anymore. (4.6) take that back. -
CL: 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,? -
CO: you don't *need* to-
CL: [no,]
CO: [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*.
CL: yeah,
CO: you know, you'll just get your name on there and you know at some point- and then you-
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 - *bas*ically run out of things to *ask* [you. I don't know what else]
CO: [yeah yeah yeah
CL: I think we've covered some territory here=
CO: =well, it *sounds* like for *you*., that the - the *main* question right *no:w*., - is- do I want to go to school!, -
CL: or get out and [make *mo*ney]
CO: [( ) - *I'd* encourage you to go- and *talk*,- to- to the people in the business development centre. - if they [laugh at you and=
CL: [yes,]
CO: =say for*get* it mister you've gotta- do too much you haven't a hope in hell!,-
CL: yeah,.-
CO: then - ((chortle))
CL: then here I- here I *am*. [((laughs))]
CO: [and *there you are!* ((laughter)) *right!* here I [*am!*, - ya know.,? an' I- my, my im*pression*=
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 *success*ful.
CL: yeah.-
CO: 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 *bank*ruptcies.
CL: well that's th(hh)at's- [((chuckle)) exactly it yeah]
CO: [yeah,. yeah,. yeah, - but they're *very*- I know a *num*ber 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) - I should *men*tion that a *friend* of mine who- w- has mountaineering sho, downtown
CO: mm hm,? m hm,?
CL: and-dum
CO: (Axxx Pxxx?) -
CL: yes. the one, (Island Alpine),? it's [on- Broughton,?]
CO: [yeah- yeah- yeah.- I know that one ( )
CL: he uhm - 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 [( )]
CO: [I wouldn't sug*gest* that as a [*way* ((laughing)) of doing it,]
CL: [*no!* ((laughter)) (3.0) but -
CO: sure!- oh yeah! it's a *very* successful store.-
CL: oh! yeah! a:nd uhm but the thing is that he uh- I gather you're a- climber or a hiker or [something]
CO: [yeah,- yeah,.- mm hm,?,-
CL: uhm - he worked *also* works at the restaurant where I work.
CO: uh huh!

687 CL: and - but *he* says he *hon*estly- could actually- just
688 work there full time! and make as much money.
689 CO: m hm, -
690 CL: a:nd- you know and he *he* uses that to pay for his
691 university
692 CO: yeah,
693 CL: and - so - he said (to me)
694 *I* gotta do something like this [((chuckling)) - so]
695 CO: [yeah. - yeah, - well, -
696 well I think the *main* thi- you know.- a *lot* of the success
697 in business. in starting a business is being really willing
698 to ask lots of *ques*tions and just- seek out people and -
699 CL: yeah,.
700 CO: you know. get the help and not be real arrogant
701 about how I can do this and-
702 CL: yeah,.
703 CO: that sort of thing -
704 and be willing to put lots of time in (to be sure).
705 CL: *mm* hm - yeah. - work your *butt* off.
706 CO: *yeah*- yeah!
707 CL: yeah
708 CO: and- you know. if it's something that you *lo:ve!*,- then
709 that's easier to *do*.
710 CL: *exact*ly - yeah, -
711 CO: ( )
712 CL: well thank you very much [( )]
713 CO: [come an' I'll show you some stuff
714 out[*side* emm - that-
715 CL: [sure - yeap -
716
717 ((recording stops))

Interview #45.

CO: you were aahh referred by Dxxx Cxxx
CL: Dxxx Cxxx yeah. I've been working with Dxxx an' Mxxx since .hh - August-
CO: uh [huh,? uh huh,?]
CL: [of last- year,? (.) and we finally go:t - they v- had me *assessed*- .hh and [my IQ,- an' then they=
CO: [((cough))]
CL: =got me in here to do this placement [test.]
CO: [mm hm,. mm [hm!]
CL: [a:nd - hhh.((sigh))
CO: ((whisper))(it's all computerized)
CL: I'm a *writer.*, - I am *no:t*- a computer operator - I am not a waitress - I don't scrub floors - I don't even dust. I'm *really* - umm (.)
CO: (levels anything) -
CL: .hh yes,.- I feel- well - *I* don't know - how important these other things are that people say - this is- this is the Camosun College thing - they wrote it- giving me a- uhm
CO: ((soft))this - this is your placement. yeah,?
CL: yeah. - but she told- I- I under*stood* - her to say,? - 'n fact I wrote it [on another piece of paper - the lady that I saw- when=
CO: [(d-) ahh. ahah,?]
CL: =they called me in to talk about this .hhh- that I *wa:s* ehm eligible - .h uhm - for any of the- 100 level - *Engl*ish-creative writing English - and *she* said - entry to university or first year *col*lege .hh an' I said well I thought I would just start with (.) English. period.
CO: ((soft))just a sec. ((reads)based on your scores ( ) English 080 - is- grade *12* English,?
CL: yes. - she said I could take university (.) and- I had a *choice* to make- I could *ei*ther go straight ahead.,? - or- I could take something - like I said I'd take that first.,? (.).
CO: well,- I don't- I mean a-a-ah the way I read this and you [would need to check upstairs 'cause I'm not *that* familiar=
CL: [m mm,]
CO: =.hhh is that they're saying: that - based on these *sco:res* you - you would be placed in English 080=
CL: =m [mm.,?.
CO: [which is the equivalent to- grade 12 [English .hhh- once you've taken=
CL: [yeah.,?]
CO: =that!, - .h that opens *up* - all the universi-i
CL: mm hm,?
CO: all the university - c-courses
CL: uh huh, - yeah! - but that's not what she said in the first place
CO: okay well=
CL: =she [said I had to make a *choice.*]
CO: [I don't know but what- u what are you:- what state w- let's back up a bit [where *are* you,]
CL: [((laugh)) woohoh!
CO: who *are* you., - why're you he:re, ((laugh)) - what's goin' on.=
CL: =uuhh, y- ([er worth going)]
CO: [so you're thinking of - going to school?
CL: (.) .hh yes. I *have* to - uuhh- go to school I'm concerned about (.) I'm on welfare
CO: mm hm,?
CL: welfare is not interested- in me learning - the only thing that I'm good at (.) un[less it's s-]
CO: [which is writing,?
CL: which is [writing: is my strongest=
CO: [(good at)]
CL: =point - ahmm - when I took my IQ test at - at - university - aah psychology department- I got a - 70 - and 80 was - the highest
CO: 70 in what- in your verbal score,?
CL: yeeah,. - yeah it's writ[ten down there.]
CO: [it- so you - so the *love* for you ((soft))and it's clear where your *na*tural (.) talents rie - lie in the *expr*ession [(is)]
CL: [yeah it's the only thing I know (.) it's th'only thing I ever *learned*=
CO: =this is a very important thing to *know.* -
CL: wull [(that's what)]
CO: [it opens up an awful lot in careers!
CL: ng::o.hhh- so: what has *happ*ened- *so* far - ((lower pitch))i:s- that I have come up with the- .hh appli:ed- communi*ca*tions course.,?
CO: m hm.,? -
CL: which makes - the welfare [happy,?]
CO: [*well,* - when you - okay so you 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)
CL: *no:*, I don't *want* to get out- to be *work*ing because- to tell you the truth I'm *very* very *prac*tical - 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 *wel*fare=
CO: =right - b~but I mean *event*ually - [I mean (-ss)]
CL: [oh yes' -- *I* want to earn my - *I* want to earn my living writing!
CO: right., - okay - [that's what I mean]
CL: [and I *don't* mean: - just sitting at home writing *books*
CO: ((soft))[okay.]
CL: [*I* mean - it *has* [to be - a job,]
CO: [sure, *look*ing at all the *jobs* that involve writing [(and)]
CL: [yeah, creating with *words*. (.)
CO: ((soft))okay - aahh a-and so yeah as you *say*- u- I don't have to be a great Canadian *no*velist [to *do* that huhuh]
CL: [((scoff)) yeah!
CO: [but I want to ~ be involved in -]
CL: [((whispered))yes m hm,?
CO: *ver*bal communications,
CL: yeah!
CO: *writ*ten communications
CL: and
CO: and that opens - *thou*sands of jobs
CL: yes! and the closest I have - can come to that to - so fa:r.,? [to satisfy - the welfare=
CO: [eh huh,?]
CL: =department .h is the applied communi*ca*tions - which is *not* practical for me because I do *not* have a-b a a- *back*up- fo- for- sitter for my *child*
CO: and it's a- I mean i-u *again* ya know you're looking at a- at a *pro*gram as opposed to an occupation in tha- at that *stage*
CL: m hm,?
CO: .h uh - and a *lot* of the occupations that come out of applied communications - .hh *other*. than - the the *jour*nalism p-[positions *don't*=
CL: [mm,?]
CO: =involve - [writing, - what are you thinking you'd like-=
CL: [yeah.]
CO: =to do. - I mean not not education - yet- 'cause anyway it's always finding the job *first* - [and then finding the=
CL: [*that's* right?]
CO: =[training that's involved.]
CL: =[well, to tell you the truth I'm *not* opposed to some(thing that'll paint) the town. - where I have a jo:b- as a- mid[night DJ - at *all*]
CO: [((clears throat)) uh huh,?
CL: uhmm I-
CO: so - *ver*bal can also be talking.
CL: *oh*. I'm very good at talking. [hhh!]
CO: [uh huh,? -
CL: I mean if I could get a job sitting down in a chair for fifteen dollars an hour *talk*ing to people [I would be very happy in*deed!*]
CO: [aha. aha. okay so it doesn't have to be just writing.,
CL: no,? it doesn't. it *has* to involve words,? - um it has to - invo:lve- ideas,?
CO: mm hm,?
CL: it has to involve - a certain ski:ll,? - of aahmmm (.) when I'm at my best I'm very good at convincing people they should give me my own way
CO: mm hm! -
CL: uuhh- that's- a survival technique
CO: yeah. *good*! it's *also* a skill
CL: yea(hhh).
CO: -s a: real skill
CL: aahhmm - however *I* couldn't sell myself out of a paper bag! I'm talking- survival skills - a-I: - feel that - by: - taking (.) uh educational [*cour*ses - 'cause that's what *I look* at=
CO: [yeah,. yeah.,]
CL: =them as
CO: yeah.
CL: .hh uuhmmm (.) I can learn: - and yet - often it's a- - to: *sell* myself out of that paper bag.
CO: yeah,. -
CL: aahh- I have never *had* that oppor*tun*ity yet -
CO: yeah. - *yeah*. and so it it really is- the education serves - u-uh *two* purposes [*one* - getting some kind of a ticket=
CL: [m hm,?]
CO: =and and *that*- k-[kind of thing but also just the time:=
CL: [m hm,?]
CO: =for: for growth and maturity and - [.hh developing a=
CL: [that's right.,]
CO: =[sense of yourself]
CL: =[I: um - *also* have to look at- the practical side- is that uh- .h I will *al*ways be a large woman,?
CO: m hm,?=

CL: =*I* cannot stand 8 12 hours on my feet- throwing cash out onto the customers,
CO: but you [wouldn't be looking at=
CL: [(you know,?)]
CO: =those *any*way because they don't th- *that* doesn't meet any of the other requirements you have.
CL: oh they would be quite happy if I did that.- (go take a cooking course.)
CO: yeah,.
but y- we're talking about *you*. -
CL: oh,. me,. aahh've - [(no-)]
CO: [yea-ah.- 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]
CL: [*I:*,? took another test [(so)]
CO: [what're you go- what're you gonna do. (.) I mean what do you- w-w-willing to do.
CL: what am I *will*ing to do?
CO: ([ )]
CL: [I'm willing to come here an' learn creative writing,? an' take English courses,? - .hh aaahh'm willing to - in*deed* I would *like* to *ve:ry!* much to take ap-plied communications [course .hh - b-but my=
CO: [yeah,. - yeah,]
CL: =*fi*nances and my- b-baby sitting *back*up - is nil.
CO: how old are y- how old is-,.
CL: *my*, I have one son who's ni:ne,.
CO: yeah,.
CL: at the moment (.) I mean he's n- at the *mo*ment ((laugh)) [( )]
CO: [yeah I know what you mean ((laugh)) [*he*'s not nine, - he's *nine*. ((laughing))]
CL: [( ) yes. - aahmm
CO: planning to be *ten* at some point ((laugh))
CL: ri(hh)ght - umm - and I just can't leave him:
CO: ye-
CL: a-a-ah it sounds *very* exciting an' ex:*tre*mely interesting to know that - you can be zapped out of your a*part*ment at a moment's notice- an' go down and - there's your *ta*lent and we are going to - *re*cord
CO: mhm,
CL: or we're going to *ca*mera or we're going to - blah *blah* - .hh and- it's: -it's *won*derful if y-
CO: so that - the i*de*a that kind of a life- and that kind of a [( )]
CL: [*oh! yes*. I've - I've
CO: but not right *now*- not yet. (.)
CL: *I*'ve been saying that right now- I'm gonna cry.,
CO: th- that's okay [kleenex is right there - ((soft))kleenex is right=
CL: [( )]
CO: =there,
CL: ummmmmm ((sigh))
CO: ( ) what's the what's - what is that,.
CL: I've already (missed) four children on welfare. (.) aahh they're in - 28 down to 23- 21 (.)
CO: ((soft))m hm. (.)
CL: a-a-ahhh my time is coming my time is coming (.) a-ahhm all those years- for the last 15 20 years - while I was *do*ing this - single parent - a-aah (welfare department) - didn't bother me too much. - .h er what're you gonna do: with a woman who's ah 200 plus or a 400 (bust) - whatever it i- (that they) happened to be - uuhmm who doesn't - know anything and (.) [I just resist]
CO: [( ) and so no:w? - when you're talk[ing about doing something,]
CL: [this still - I'm s-t- -till I *know* what I want to do and I'm held up- by this dear little boy - .h who needs me.
CO: ((soft))yes,
CL: I can't *dump* him- and say- well too bad for you I'm *go*ing
CO: no,
CL: and - *time* is getting *on* an' I'm getting *more*- .h I was *so* sick in August I was a ba:sket case. - that's when Dxxx Cxxx and Mxxx got hold of me (.) u-uhh er I got hold of *them*
CO: yeah,.
CL: they've been *won*derful to me- [I would never=
CO: [(mm,)]
CL: =gotten - .h to this *fa:r*- without them (.) aahh- I mean talk about side by side! -
CO: so it really is- it's like - 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,]
CL: [I'm trapped, - I'm *trapped* aahh- I'm trapped by the *wel*fare system is that- uh here it is the 29th! -
((falsetto))there's no money in my house already!
CO: yeah, - yeah,
CL: ((falsetto))*my* little [boy is (going)]
CO: [so it's like *how* do I ((breathy))how do I - be*gin* - at least be*gin*- to get- that sense of (right *I'm* now,) -

CL: ((soft))yeah! yeah
CO: without an' - an' I think ya know so often when we're *trapped* we see things in black and white it's like -
CL: ((soft))yeah [that's right]
CO: [((loud))either I have to dump my kid
CL: uh [huh]
CO: [and then I have total freedom ((muffled laugh)) [sort of thing, - ( )]
CL: [((loud))*yeah.*,- and I know that there's somewhere in the middle if [I could just find the - the *support* systems,?]
CO: [right, right right
CL: .h to fit *my* particular
CO: yeah,
CL: and my experience with the welfare department- which is the only experience I *have* - .hh is- that you either fit into this slot or we can't help you. - and I just have never fit into that [slot!]
CO: [and so it's like finding - you know- finding *grooves* in the slot., - that fits [for me]
CL: [yeah,. .hh and I- um,
CO: which would be what. - what would fit.
CL: (I dun[no?)]
CO: [let's *assume* that there's a slot there we don't - *know* that yet but let's - leave that assumption that somewhere in there there's a groove (.) that I want to be in.
CL: well,? -
CO: given your situation right now- this ((laugh))
CL: ( )
CO: would work best for you.- what would be a good balance. (.)
CL: fo:r - uummm (.) I-I can get day care for my little boy day care's the big deal right now.
CO: yeah.
CL: aahhh he can go to the ( ) school - at the - just d- like a block down the street to the Y
CO: ah huh,=
CL: =aahm- I: live on- Craigflower
CO: uh huh,? - yeah. -
CL: (that - see what I s-) Vic West Y - so - *that* part- can be [taken care of.]
CO: [so - *he* could - he could be okay fro:m, - what is that- 8 'til,
CL: yeah. then they'd take him to school and ( ) you know- and so that's fine. [(so *finally*,)]
CO: [so theoretically I- half- a *day* -
CL: *yes.* - [now.]
CO: [and what would you like- to do with that. (.)
CL: .hh I would like to come here and do whatever it is- that I'm doing - to learn (.) I w-*want* this - communications course .hh but I want the creative part first. (.) [( )]
CO: [creative part meaning the English [business]
CL: [((whisper))yeah,. - ((louder))I:'ve got to have that first - also I've got to take some typing 'cause I can't take- type 30 words a minute
CO: ye(hhh),
CL: I mean I can't sign up for creative- the ahh
CO: ((soft))heh! depending on the ( )
CL: ye:ah. 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*
CO: mm hm.
CL: umm- but I *have* plans for - .h ahh I *have* a *han*dicap, - in: in uh (.) that I blank out - under stress,? -
CO: mhm,
CL: and I *can't* really -
CO: ([ )]
CL: [yeah. - I mean (I did w-) - *well* in fact I did my- um (.) my essay under stress - my my brain was a complete blank=
CO: =blank. okay
CL: an[:d]
CO: [that's not so much a *han*dicap I mean i- it it *is* a handicap when we're *doing* it [but that's something that=
CL: [yeah,?]
CO: =*you can[w:or:k* (.) *it's just anxiety]*
CO: [it's a: (-ogical) it's=
CO: =it's just anxie[ty! ( )]
CL: [( ) ummm - it happened - when I got to the university
CO: yeah, sure [sure]
CL: [I can't (.)
CO: yeah.((finger snap)) I just (.) probably stop *breathing*: brain goes *dead*,

CL: ye:a:h,.
CO: *blank* out.,
CL: *that's* it.,
CO: yeah.
[right]
CL: [I - I forget every- *an*ything that I might [possibly know]
CO: [right,. m, -
it's something you can learn to ( ).-
CL: yes that's
right., - aahh so I - my- plan was to take a typing course
- a:n' just (.) plug my ears sit in the back of the room
((giggling)) an' - .h when *e:*verybody starts the quick
brown fox all to*ge*ther- I will just ([ )
CO: [so learning some
typing:- learning some English:, -
CL: m hm,? (.)
CO: if you were taking two courses,. (.) would you feel ( )
like you were - on the move,? -
CL: .hh ah yeah I'd be hard
pressed to take two courses,.
CO: yeah,. [so ( )]
CL: [(actually)
CO: so maybe for *starters* even just doing *one* - just doing your
( )
CL: m hm,
CL: *now,*-. I have talked- with- Gxxx Mxxx,
CO: mm hm,?
CL: an' I've talked with Jxxx Exxx - about it - ( )
.h I took my, *I'm* writing a book right no:w. I've got (.)
two others in my head - aahhm - the:y: - were i- - quite
impressed - they both sent me away with more books - on how
to write English: uh (.)
CO: ((soft))grammar -
CL: e-e- y-y-yeah w- *was*n't so much the
*gram*mar part- was how to wri- how to write a b- in
essence how to write a *book*
CO: yeah,
CL: you know- *that* kind of
thing
CO: a hah,.
CL: aaahhm- now - *one* of them told me that his
so:n - they were very nice- I mean talk about (jam
everything up!)
CO: yeah - I guess so - yeah an' tha-
CL: they were *very* encouraging- *yeah* I'm very talented
apparently
CO: mm hm,.
CL: in: in *writ*ing.
CO: m, - .h *so* in *terms* of
being I'm I'm u- just a little confused for Vxxx too for
being *here*. - today. -
CL: oh [well *Dxxx* sent me he-ere.]
CO: [(was it once)
CL: *I* needed- I mean y- financial help and I'm needing *day*care
help - and I'm needing to find *some*thing (.) perhaps
there's some *oth*er (.) t-training for a *jo:b* - that- I
could take that would encompass - the writing - that's my
*strong*est
CO: yeah,.
CL: point -
CO: yeah,.
CL: *I've got* - I *don't* wanna=
CO: =there are a *lot* of *jo:bs*.- where (.) if you ha:ve - good
writing skills!
CL: mm hm,. (.)
((loud/high pitch))see I [already have good writing skills=
CO: [an' that's yes,]
CL: =an' I know *noth*ing (.) I didn't even get out of grade 8!
CO: yeah. - but that doesn't *mat*ter if [you've got the *skills*.]
CL: [so (you have to)
yea:h,.- so the *skills* are there .hh- but they have to be
ho:ned, - an' they have t- you know [( )]
CO: [and *also* I think some
of what *you're* saying- around, - the *skills* are there but
my *con*fidence level is down -
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
*look*ing at Victoria - you wanted- to *sta[y:* here,]
CL: [ooooh 'nother
*prob*lem- 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- .hh who:: (.) my course
was in Vancouver ((mumbling)) *we:ll.*, uh u-u- y-
CO: a course that you were interested in,?
CL: *oh* yeah very.- I
checked out very *care*fully 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 here 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 *fat* to take this e-e-h elective goal
- .h it was- it had to do with - u-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! -=
CO: : [a ha,.]
CL: =I was talking about real - *stage* make up
CO: a ha,
CL: everything from the- top to the bottom and the history of the whole thing .hh a:nd- s:o she told me I was too *fat* to take that course.- [an' I can't- under*stand* it because=
CO: [mm hm,]
CL: =they're intelligent=
CO: =how would *that*- fit- with: the *writing*. [( )]
CL: [.h a- di- it *didn't* - it was just something I=
=[*had* to-]
CO: =[this is something else - earlier o[:n]
CL: [but this is be*fore* I met Mxxx and Dxxx - and I was a-casting around for *some*thing- *any*thing that I could - I had *so::me* -
CO: yeah,
CL: *small* amount of talent you know [( ) ya know. - .hh=
CO: [ye-, ye-,]
CL: =and that was it. but that was in Vancouver an' I said *no*- so I said well how about a *flow*er - you know *flo*rist course (.) *oh.* great.- there's a little- *nice* little cour- I said no no no. a [*real* one.]
CO: [well, - what- is so I mean a *lot* of the confusion is *I*- i-i- you know your*self* saying I don't know what I wanna *be* when I grow up. -
CL: ((loud/falsetto))*oh!* I know what I wanna *be*- an' then I can't convince the welfare to *let* me be. -
CO: well, (.) and yet you're you're - saying a *lot* of things like when you're saying e- - m-*make* up uu-uh - u- I mean *all* [(those interesting)]
CL: [( ) various little talents that I have that I was [(grown up to:)]
CO: [but what is it that the- the the:- the de*sire* for you:- is (.)
CL: writing=
CO: =is the writing (.)
CL: and
CO: and
CL: be*sides* those other things don't *pay* well. -
CO: so, - I want to write,- but I wanna do it - here in Victoria? I want to [work at it here in Victoria?]
CL: [well I *live* here yeah I *live* here. -
CO: an' [an']
CL: [(so I really) want to - continue here.
CO: you know I just want, b- - u- - see in terms of identifying a ca*reer* - it's just like what are all the different *pie*ces that we want [(in here).,]
CL: [((soft))mm hm,? -
CO: I want - I want to be *writ*ing or speaking.
CL: mm hm,? -
CO: I want- to be in Victoria,?- an' I o- t want to move.,? (.)
CL: *n:ot* to take a *course*.
CO: oh we're not talking *courses* yet.
CL: oh. good. but I'm *will*ing to move,. (.) if I've got a jo:b -
CO: okay,.
CL: that *pays* well.,
CO: okay,. what would paying well - mean. what would you be looking for.
CL: *I* need- just to scrape by I need to take in 15 hundred clear - and that's *just* scraping by! (.)
CO: uuuhhmm (.) what *oth*er things would you want to ehh - say I don't *want*- to- be [I don't
CL: [I don't wanna be on my *feet*
CO: so: (want it to be fairly) - sedentary
CL: I want- *no:,?* actually I just want to be able to sit down while I'm writing.
CO: to sit *down*.,
CL: yeah,.
CO: okay. [so y-]
CL: [no you can't do it in coffee shops.
CO: right. so I wanna(h)- I don't wanna *have* to be on my feet but -
CL: yeah!=
CO: =it would be nice t- I don't also wanna *have* to sit
CL: *no.* no. [( )]
CO: [for eight hours,
CL: no. no- not exactly. - although I - guess I would be comfortable enough *doi*ng that.- aahmm (.) but- I would like to be my own boss as far as sitting and *stand*ing - is concerned
CO: ((soft)) m hhm.,? m hm,?
CL: aahm - I would like my *son* to be- um (.) (y- b- -s) uh some kind of ca:re.,
CO: mh hm,?
CL: where: - it's pretty flexible for my *son*., - uuhh=
CO: =so- flexible hours for *you* you mean [so that you could- =
CL: [mm hm,.]

CO: =[connect with him. -]
CL: =[yeah, yeah,
CO: .hh if you were going to be
writing. - what would you like to be writing about -
[you said I want writing an' words an' ideas -]
CL: [ooh, we:ll,? -
uhm (.) *apart* from my *novels*., (.)
CO: we:ll (.) you know the novel is not going to be the
occupation.=
CL: =that's right=
CO: =so that- here you are in some kind
of an occupation where you're communicating
CL: mm hm,
CO: about
ideas. you said (.)
CL: well [I don't know *I'd* kinda like to=
CO: [(thing)]
CL: =write-
CO: (wouldn't you test it) -
CL: *I:* would like to work with
a group of *people* on *commercials* for instance. -
CO: mm hm,?
CL: uumm (.) advertising and *newspapers*- [(somehow,) (.) =
CO: [uh huh,?]
CL: =I - would *lo:ve* to write a column - on- a *cooking* column -
CO: m hm,
CL: not necessarily- I'm the *cook* but (.)
CO: about *food*.
an' [nutrition]
CL: [about *food* an' an'(.) ( )the nutrition just
comes in there as a little bit ( ) creative- uh the
poor people- interest me.
CO: mm hm,?
CL: uumm - for instance I- I
don't want to write a column about .hh (.) our budget is
so low this week that we are on macaroni so we are going to
go out and buy .hh *half* a pound of different kinds of
cheeses and make a casserole. - right [come on - poor=
CO: [mm,.]
CL: =people don't *live* like that, [I know! I'm *one* of them.]
CO: [m mm,.
mm hm.
CL: uumm, (.) I-I'm *very* descriptive in my writing I
often write marvelous - descrip[tions of - of *food* - uh=
CO: [( )
CL: =of - pretty nearly *anything* (very descriptive)
CO: so - u- so *marketing* advertising (.)
u-u-uh (.) publishing an' (there I mean) writing - for
publication
CL: mm hm, (.)
CO: what else are you in[terested in,. ( )]
CL: [I wouldn't mind ge- I- if *I* could get
a jo:b - in- uh the *Colonist* ( ) .hh he said it
was good,?. - but not good enough that he *had* to have this
woman - .h when all he had to do was turn on his FAX
machine and he could get it for three bucks,! - (already) -
you know from *New York* or some place. - uumm (.)
yeah I'll try it - in a newspaper column, a weekly column
CO: ((soft))m hm,? -
CL: uuhh, - *I:* would like- to write ab- uh
another thing would be a weekly column .hh uh of: for a
large size *women*! - [fashion uuhh - the p-practical- - in=
CO: [m hm,? m hm,? m hm,]
CL: =the practical sense of just g- - getting on a *bus!*
CO: yeah,.
CL: u-uh you kno:w?
CO: sure!
CL: how to pack in to a stall *gracefull*-
I mean [like *I'm* taking large *ladies*.]
CO: [yeah,. yeah.
CL: [( ) you know,?]
CO: [( ) yeah! I was gonna *say*
it's taking - knowledge you *have* - and *putting* it - to:
(.)
u-uh something to your- to *your* advantage as [well as to=
CL: [m hm.]
CO: =everybody *else's*.
CL: ((soft))yeah,. (.)
CO: a:nd- at the same time feeling like - okay these are *good*
solid ideas - I don't *have* as you *said* th- the sort of the
chutzpah, the guts- [to - to go out to: (the Victoria.)
CL: [hmm, I don't *know* how to go=
=[about it - I don't simply ( )]
CO: =[yeah - yeah so it's *also* learning *those*
skills
CL: mm.,?
CO: like *how* do I:, (.) how do I present myself
how do I (.) uhm - go and (.) *talk* to - someone and
convince them that I can do [it (I mean I) - *show* the=
CL: [yeah ( )]
CO: =skills I've got! - on *one* hand as well as hey are there
some skills that I need to get!
CL: still! - there's a lot of
skills I need to [get!- too.]
CO: [yeah, yeah,. - although you've also
got a lot. -
CL: yeah. yeah I *have* - yeah
CO: so - kind of - v-

betwixt and [between.,]
CL: [yeah,. I *al*so like nos*tal*gic writing -
CO: mm hm,?=
CL: =short stories in the 50s- *I* was raised in the *50*s
CO: unh huh,?
CL: .h a:n'- I'm p-playing 'round with a piece that's part of - a-a a book.
CO: uh huh,.
CL: aahhn (.) that describes - th' child's eye view of- a: - oh like the *slough* that was in the back of our - house.
CO: yeah,. (where you could have fun,)
CL: it was *all* it really *was* was just a s-s- - a wet *pas*ture ((laugh))
CO: not for a *kid* it wasn't ( )
CL: no no. ((laugh))
[no no that was a *slough*- yeah! you know that kinda I've=
CO: [*n:o:*:! that *was al*i::*ve*]
CL: =got *that* written down- [it's- it's *quite*- descriptive,- =
CO: [yeah. u huh!]
CL: =.h I'm overly descriptive- I've got to learn to (t)*hone* that down so that - each [word- for *no*vels an' that but=
CO: [maybe,]
CL: =*al*so I mean you can say okay whe:re!, - is- overly descriptive-
CL: mm hm,.
CO: a *be*nefit. (.) (well ya know they) *say*- you know if you were- .hh well *two* things in- in terms of writing,? one- *ad*vertising - .h um but also technical writing
CL: m [hm,?]
CO: [you know like writing: ahm - a-a-ah (.) aahm ( ) - well *man*uals and those kinds of things where it - it *is* very im*por*tant- scien*ti*fic kinds of things [( )]
CL: [((falsetto))I'm not *in*terested in that so [much so much not at all. not at all.=
CO: [*so much* ( )]
CL: =[not at all.]
CO: =[not at all. - so you don't want to be doing the writing., (.) if it's- if it *is* s:trictly - aahmm -
CL: *strict*ly descriptive. - I-I want- creative - I don't want- technical.
CO: okay.,? ( ) (.)
CL: and it's *very* important to me an' and- *and* -
CO: so it sounds like yes this is sort of what I want,- *and* I'm also wanting - to come back to school to feel like um - um getting *a start on something:*,
mm,
CO: get it rolling,. - uhh
CL: and I feel a little frustrated with that because I (have 't felt that I'm) *do*ing: - that uh - Social Services ([ ) accept ( )]
CO: [yeah.] and they've got to accept ( )
CL: yea- wul- *yeah!* they've really right they- you know,. - *oh* you can take this- uuhh you know Applied- Communications .hh but when *I* say well - .h you know there's - I need extra *ba*bysitting money I mean like - ((falsetto))*oh no no* no [(doesn't)]
CO: [well and the reality is: - - the reality is that you *can't!* take it *yet*. -
[(y-) you *don't* have it so it's sort of like - =
CL: [( ) yeah!]
CO: =in terms of right *no:w*., (.) [what would (.) =
CL: [mhm,?]
CO: *if* I'm, - if I am heading for that - and given that it might be., - two three years,?
CL: which is okay by me.
CO: yeah! in fact- i- in a- in a sense that's probably even good! - [because then- .hh son is - three years older and]
CL: [oh yeah. and the more I grow i-i- for my*sel*- yes. my *son* is three years older and for myself .hh [uuhmm - the more I repeat something the=
CO: [mm hm,.]
CL: =better I *get* at [it. like *I'm* good it - I passed - the
CO: [yeah,.]
CL: =*place*ment test so well - .h because - I've been *read*ing for 44 years.
CO: yeah, yeah! sure.- that'll *dc* it.
CL: you know.,? I: have been fiddling around with my *no*vel for *twen*ty years.,?
CO: yeah,.
CL: I've been trying to learn on my own!
CO: yeah [yeah ( )]
CL: [an' that takes a *lot* of reading!
CO: yeah,. yeah. (.) an:d- yet it shows!
CL: u-u- ye- (well I) you know (they) (there's a lifetime essay) with this place - I was su*prise*d
CO: so - so (.)
(so let me just- mention just 'cause it just comes into my mind .hh are you familiar with the course did Dxxx mention the course called Employment Orientation,? - for women,?
CL: ye:s,.

CO: (W),?
CL: yes- I took it.,
CO: you *did* take it
CL: yes I did [( )]
CO: [(did Sxxx know?)
CL: no,? no? - I took that course when my son was three- so that would be about-tuh
CO: six *years* ago
CL: yeah!
CO: yeah -
CL: *and* - *they* p- put me - their assessment of me at tha:t time., was - in mathematics I should start at the very beginning of the book and work my way up.,? -
CO: this is- scholastic.
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.
CO: mm hm! okay. .hh what about for you- in terms of like the work experiences- did you- did you go out on work experiences in that, - in the six years ( ) (.) 'cause a-a- *couple* of things that occur to mind is clearly you want to - pursue the English. and - and it's - it's (.) u- you know identify this to what English - you want to start on.
CL: m hm,.
CO: uhh- and that can be *seen* as - as heading towa:rds - an applied communications
CL: mhm,?
CO: school.,
(.)
CL: uhh- - and also- what I'm responding to is that sense of confidence that needing - .hh that sense o:f - I can make it out there.
CO: m hm.,
CL: uhh - and often whether employment orientation lessons,-
CO: well there's *two* of them- Employment Orientation or *BEST* is the other one (.) Basic ( ) Basic Employment Skills Training - what- *both* of them what they *do*- is they - give you a chance to *take* a talents you have
CL: m hm,?
CO: and try them out- in various places so that - [someone like ( )]
CL: [(oh really,?.) that's
[another big worry of mine, you know?
CO: [yes that's that's the thing it's like *find*ing having a chance to experience [( )]
CL: [I I w- -n( ) I suppose it sounds nasty but- oh prejudiced ev- [er whatever - but there was=
CO: [mhm,?]
CL: =this really ' .) she was a dingbat. I mean like the woman was - out to l nch .hh - but ehh she waiting for a loan the same time I she had gotten a loan - at 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 (.)
CO: (does that what-) tell me what you're saying about [( ) I'm not sure of what - w- what are you saying. -
CL: [okay., *umm,* - she fit *in*. - they g-gave [her]
CO: [but you don't feel like you fit in,.
CL: ((whisper))ohhhhh! I I! - ve- it was very *clear* to me here is this dingbat of a woman (.) aahhm - who- could take she they'd train you to be a nurse's aide - well we can *fit* you *in* here see dear.,? -
CO: [(nurse's aide]
CL: [but *I:* come along - an' I said well [( )]
CO: [nothing fits for me. - not so much I don't fit in!- but none of *these* choices -
CL: yeah!=
CO: =*appeal* to me. -
CL: yeah!=
CO: =an' I don't *want* [to be,]
CL: [((falsetto))well I have more *brains* than that woman an' more imagination.,? I-
CO: well that's actually got nothing to do with brains or imag*ina*tion it's- *in*clination - you're well you're saying
CL: [I wasn't in*clined* (I was)]
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
CL: y- since I was 12.=
CO: =an' that doesn't (.) there aren't - easily - aah identifiable and accessible little packages that [make me into a writer.
CL: [yes ye-es
CO: and that's *true*- [there aren't]
CL: [yes there's nowhere to go to uh (.)
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 ti:me! -
you're saying - *I* wanna write I wanna communicate that is
the *most* (.) universally needed - skill (in your
occupation)
CL: m hm, (.) um (.)
CO: n:ow you're putting some - th- things an' saying like I
don't want it to be technical and that sort of thing I
want it- to *also* be something that interests me - and even
just - you know jus:t starting with something like this-
just starting with your *English*
CL: m mm, (.)
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: *yes!* [yes- and where-]
CO: [what's- what's available ( ) (.)
you know what are all the different-
occupa[tions involving- English skills]
CL: [a::nd 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 (.)
CL: ((high falling pitch))I *want* that applied communications
course but I *want*. that creative writing course *first*
CO: all right,?=
CL: =I- [took a look]
CO: [okay.,- so if that's true- then what do you
need to do! -
CL: .hh *I* - want to take these- English courses I
- *fi:n*ally got a book that- told me exactly what they *dealt*
with - [I'm not going to make that welfare *happy* I'm:- =
CO: [((very low))(English)]
CL: =really worried about that -
CO: okay now I - then- I don't
know how that all works- I know that are *lots* of students
here - who are on social assistance., -
CL: that take that
course?
CO: 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: [(if you
- 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: [( ) yeah,? ( )
OADA and E,? -
CL: *yeah.,?*- but I don't know whether she knew
what they *entailed*- because *I* didn't (to tell the truth)
CO: ( )
CL: probably *did* eh,?
CO: I mean is this uuhh - one of the *rehab*-
CL: *yes.*
CO: yeah.
CL: [yes,.]
CO: [yeah - sure.
CL: uhn- it didn't say *anything* about basic
English., -
CO: no,.
CL: I mean *I:* - don't know ['cause we have-]
CO: [( )
the rehab *workers* are pretty *familiar* with the-
[Camosun (procedures)]
CL: [wwhhh! - *oh*. well then that makes me feel better ( )
CO: who *was* it. - ( )
CL: ah- no,-
CO: Sxxx Bxxx? (.)
CL: (it's) (.)
CO: m, - .hh you see I mean the *thing* is, .hh sure you *wa:nt*
applied communications but not right now, but then i-it's-
not a question o' right now 'cause we don't *have* it yet,
CL: yeah,
CO: the: - *r:e*[quirements for it]
CL: [(I better) - work *up* to it
CO: yeah!
CL: [a:n'-]
CO: [as of right this *min*ute you're saying, hey! really what
would work well for me - is if I could start by taking one
- English course this semester,?
CL: m hm,
CO: so take 080A in the

fall,? - and then the others in the winter.
CL: m hm,? -
CO: that- I would feel like I was moving?
CL: m hm,?
CO: that I was getting what I needed,? - and start to - get the confidence of being a - student
CL: yeah,.=
CO: =ya know- (the loan) 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 about other things, (.) finding out where I ( ) and - ((falsetto))( ) horror of - ((normal voice))maybe this is all a mistake - *all* of this was just a big mistake.
CO: how would you (g- 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 be*long* in this (hole) you know - a - ( ) - because you're not *good* enough - I mean what if- Montgomery an' Evans - and- the people who made that a*ssess*ment maybe this- it's all a big mistake.
CO: what if it *was!* -
CL: I would be *dev*astated. -
CO: and then what would you do- after you were devastated. -
CL: I'd- figure out- how (.) (see I go) - with my writing at *home* - some days I think this is absolute garbage,.
CO: 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 look at it an' I think - .hh - ((low voice)) eh! Jxxx! ((high pitched))[this is *good.* - =
CO: [*hot stuff!*]
CL: =this is really- ya know there are good *stuff* in here -
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 look at it an' I say ((low voice))this is garbage,. ((louder))for*get* it, - you *have*n't been to a *class*room, - nobody's taught you how to *do* this,.- .hh how could I- *pos*sibly - .hh and it goes in [*cir*cles]
CO: [uhn hn,? - sure. - sure! - .hh an' it's *true.*- maybe!- maybe there's been one giant big mistake. (.)
CL: no:,? I di[(-)]
CO: [you got any proof of it,? (.)
CL: n- w- *so* far you see everybody's been responsive. - *very* res- s-scarely responsive=
CO: =yeah!- I mean it- I- class is scary because it puts you on the line!- isn't it.
CL: yeah! I-
CO: ( ) at *home* you can say yes I'm good - no, I'm lousy - .hh but you're the only one that's doing the (mar[king)]
CL: [yeah- part of my frustration has been that- you see (.) in my circle (.) where I live - I'm the only one (.) that writes - [I mean I I the on`-]
CO: [( ) big fish in a- small pond,? kinda thing?
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. (.) you know,? a:nd- 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. 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.,? .h 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 - *want*ing the- the- - the in*form*ed critique
CL: ye- abso*lu*tely! an' I have- I don't *get* it- an' *then* I go into.,
CO: but Vxxx [I might get it,.]
CL: [(have it?) (.) oh I go into- to Mxxx and they say - this is *really very good!* - I could get *in*terested in this!.=
CO: =and what did you s- as *soon* as they said that what was the first thing that went through your mind,. (.)
CL: are you sure you know what you're ta(hhh)lking about,? ((laugh))
CO: ((laughing))
CL: an' then- [I s-]
CO: [if this is *good.*, (.) ((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. -

CL: it means that I've f-finally, u-u- - there's two- *I* feel
two ways about [this.]
CO: [m hm,? mm [hm,?]
CL: [aahhmm (.)
I was over the *moon.*- when I - was *called* - from (.) this
school. - after my English placement.
CO: ((soft))mm hm, -
CL: aahmm - they said- don't even call till Monday to all of us
CO: m [hm,?]
CL: [after 9 o'clock an' the next morning - somebody phoned
an' said we don't usually do this but we've got to *see* you
right away - ((laugh))*wh(hahhahhah)y!*
((loud))*you* wanna *see* me right *away!* -
((softer))oh no-.good news! - .h a:nd - she told me - what
it *was* - an'- I was so:! (.) (I couldn't but) - I finally
did something *right*? you mean this is, -
CO: god! blows the
system doesn't it?
CL: ho:! - she said - [it was *rare!*]
CO: [all this time an'
you thought I was - mm dear,.
CL: she said it was - wel- that's
her - she said it's *rare* we get papers like this - she said
your essay was *wo:n*derful! (.) (an' th- w-) it was-
CO: so *now* what do I do, right?
CL: uuhhh, - yeah. there was a big
release - in there [and I sat down and cried.]
CO: [yeah, yeah,
[yeah,]
CL: [because all of my life - *I've* been the stupid one (.)
big fat lazy *bum* you don't know nothing - that's my family
CO: right, - and here's this woman saying uh uh!- it's not
true., -
CL: 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 - *Dxxx* said no
no no.- he was- comparing the *writ*ing 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
CO: [yeah,. - yes,]
CL: [of writing - that I would get *past,?* it - but I mean - the
man compared me to *Stein*beck (.) *Stei:n*beck! I mean -
((giggle))
CO: so what do you- end up saying about your*self* then. ( )
CL: ((sigh))aahh! - this is when I started *push*ing for this -
because I- I-
CO: ((soft))and if you get it? (.)
CL: if I get what I want? (.) *o:h,.*
CO: what if you get in there into your English class ( )
(.)
CL: that- it that would be just - uh (.) I don't know - I
can't - begin to describe - the- the *opportun*ity (.)
uumm (.) to have people that - actually know (.) to
hand them a piece of work and sa- have them say - look -
you can do better than this - this is wrong - this is wrong
an' that's wrong now go fix it. -
CO: al' right well, *w*-would
that - [mean ( )]
CL: [whhhow!- I mean like this is- somebody to really -
.hhh - oh, I know I'll be offended at times bacause this is
my baby and I can't get rid of those words but I know
there're gonna be right.,
CO: yeah, - so it's like yeah I'm
scared- that they'll laugh at me and say this is garbage
(.) underneath that though -
CL: but [*I* know.,]
CO: [that there are, s-
be*side* that- I recognize - that this is something - that
would work
CL: 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' s:- 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.
CO: yes. - saying that you [have decent *in* you -]
CL: [he's,- yes.
CO: go *get* it.
CL: yes. - like- y-I- you can do better than this -
and I am fully aware of tha-at.
CO: ((soft))yes,
CL: *my* frustration is all the little people around me who say,
this is wonderful [this is wonderful this is wonderful]
CO: [hm,? sure. ya.
(.)
CO: b-[but that's not s-]
CL: [((high pitched))*wait* minute.,? even *I* know that's
*gar*bage. -
CO: ((soft))yeah, yeah, - ((louder))yeah so it's
like - two appea-, *two* things appealing,. - *one* - the
*opportun*ity for cr- for criticism - [for *pro*per criticism]
CL: [( ) I
((high pitched))*need* [that- how can I grow with*out!* it.
CO: [yeah, ( ) that's
right - and *also* the the opportunity to be with peop-
amongst people - who have a similar interest [and desire]

CL: [*yes.*
y[es.]
CO: [and *no:t* to be with people who're just going yeah yeah
((low pitched))yeah you're wonderful [you (can't work)=
CL: [yeah!]
CO: =with that.
CL: which does *not* [do a thing *for* me]
CO: [doesn't doesn't do *an*ything
((very soft))yeah,. yeah,. hm,. - .hh
((louder again))so what would happen if you went ba:ck 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. (.)
an'- I'm [just - really *boy.*- I saw the thing ya know=
CO: [so, som- ( )]
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: ye[ah,.]
CO: [you know,.
all the rest of the stuff- around where do I *go* with this
where does it take me,=
CL: =m hm,.
CO: .hh you *kno:w* that getting
English 12 is automa:tically taking you
CL: m hm,=
CO: =many places.
CL: yeah,. -
CO: you know,? - yet to be determined which one you
choose.
CL: ((soft))mm hm,?
CO: aahmm - yet to be determined
[which one you choose.]
CL: [oh I wanna take *all* of those,? -
CO: yeah,?
CL: that's there.,?
CO: the- all of those that's [here.- the English- 080A,. -]
CL: [th- that's- and
CO: E or F- ye- [see what it is- is it takes - *two* 080 classes=
CL: [yeah,.]
CO: =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
[( )]
CO: [(that's the) - and that's- the nuts and bolts stuff.
CL: yeah.
CO: and then E and F - I think E is poetry, and F is- -
o- what is it - *one* of them. I mean- a- they're- they're
[more the literature (than)]
CL: [I- I want prose.- I don't want poetry,=
CO: =okay well so take *prose* then. -
CL: I'm going to - if it c-
all *poss*ible ((laugh))
CO: yeah, just to yeah. one of the
(worries of) English - how do you spell English (.)
CL: ee en gee,. -
CO: .hh I'm only kid- here ya go,? -
CL: whoah,? *huh!* ((hollow laugh))
CO: ((looking through the calendar)) (7.5)
CL: and *mo*ney
CO: *English*:., O E D (.) *E*- is fiction poetry
drama,- F is introductory survey of English literature.
(.)
CL: ((falsetto))well, *accept* for the poetry part- the first
part sounds [good]
CO: [yeah, yeah,[yeah,
CL: [I guess I could get through, -
they can't have *that* much poetry if they're gonna take two
*oth*er things, (.)
CO: ((soft))yeap, yeah,.
CL: it's not that I *hate* poetry it's just
that- I can't put it together., (.)
CO: so if you: - if *you* were to come in the fall.,?- an' take -
080A
CL: ((soft))m hm,?
CO: in the fall.,? - .hh and 080 E or F- in
the - winter semester January- to April .hh *and* at the same
time., - are beginning to explore, - u-uh - ya know what
are the various careers that come out of English (.)
talking to people, - coming here: and using our Resource
Centres we have- a lo:t of information on - careers that -
need writing and that sort of thing .hhh at the same time.,
(.) attending school and getting that *boost* (.)
what you'll *find*- is things coming - clearer.
CL: you know what- what's real I- uh [*suspe*cted - you know.,?]
CO: [yeah. yeah.
yeah.
CL: it's just - aaahm,
CO: f- when you say *f*inances for this fall? -
CL: .hh well, Dxxx
was talk- ya see I can't live. on what I've got to live on.
CO: uh huh.
CL: a:nd - my big fear is - that- as I said- I mean
it's at the 29th and there is no money in our household

[(hardly) - *but* the groceries - they're not gonna last - =
CO: [yeah, - yeah,]
CL: =two [weeks]
CO: [would they - will uh a- social assistance pay- for -
[the course,?]
CL: [oh they'll pay, - yeah.,?
CO: yeah,.=
CL: =they'll pay for your
course.,?=
CO: =so you know that *that* can be co[vered]
CL: [*but*, - Dxxx was
talking about getting the *(Auth)* Assistance an' getting
some kind of a *grant* for me .hh and I wanna find out how
that works. -
CO: ( ) .hh I *mean* the only- the only
other way- of (.).
of uh *financing* - that I've- I mean *I* don't- I don't know.
I mean- I'm not a financial aid - officer I mean in terms
of students coming to schoo:l- and money -
CL: mm, -
CO: aahm (.)
independent support if they're not working comes through
student loans. - you have to be a full time student- which
usually is three - courses. - and, -
CL: well I have worked
myself *up* to that. [( )]
CO: [yeah, - yeah, you know that would not
be a - a good [( )]
CL: [well, I mean this is not a matter of life
and death!- [I just- having to say this because Dxxx is so]
CO: [( )
yeah.
CL: *ada*mant that she's gotta get *me* off this welfare
system because [they're *kill*ing me. -]
CO: [yeah,. yeah,. - .hh I don't
know what she has in mind in terms of the grant or a.vthing
like [tha:t,]
CL: [((whisper))yeah, -
CO: as I say- most of the financial
assistance at the school is *first* loans, -
CL: m h..,?
CO: and- as I
say you have to be a full time student.
CL: ((soft))yeah,.
CO: if you're a full time student last student loan., - um and
y- (y- were) there- are sometimes bursaries or a work-
study positions but that's- you're looking more down, -
down the line like- [for instance - that's a possibility=
CL: [( )]
CO: =when you taking the applied communi*ca*tion which is a full
time (.) program.,
CL: (I often - think about it) i- I just -
CO: that may be more Dxxx than - than you ri:t now.
CL: yeah.
[yeah. - I I-]
CO: [or- they're talking *now* about the future or something
CL: yeah,.- *I get*- hysterical an' then I cry [two weeks of- a =
CO: [yeah,]
CL: =*mo*nth because
CO: yeah,?
CL: there *is* no money and then the next
[two weeks I cry because the money was in my hand - or =
CO: [yeah,? ye:s,]
CL: =will *soon* be in my hand but is no good because it's *gone*
already [and there's *still* nothing to live on]
CO: [yes, yeah, yeah,. -
CL: uuhhm - that's the political.
CO: yea[h, yeah,.]
CL: [uh - thing (.)
but I know that-tuh (4.6)
I *al*so some day have plans of *writ*ing a great Canadian
novel by the wa-ay.
CO: ((titter))
CL: it's called - Rellamandechuk.
CO: Rellamandechuk?
CL: Rella,?- as in Cinderella?
CO: uh huh,?
CL: Rella - Mande*chook*.
CO: ((soft))Russian- Mandachook
CL: yes- very
Ukrainian
CO: m hm,? -
CL: and-tuh - it's-
CO: like that's- the *name* of
the person,?
CL: that's - the name of the person. - The Life
and Times of Rella Mandechuk. - and it- it *will* be *writ*ten.
and I have the boarding houses (placed) in my mind - uh
which is=
CO: =you don't *have time to come to school.* ((laugh))
CL: ((high pitched/ loud))*well*, it- I have *got* to get this - so
that I can get it together so that I can- put it *down*. -
you know wel- the *boar*ding houses- is -
CO: ((soft))yeah, (1.9)
CL: ((still loud))it's - i-i-i- you know it's a *child* eye's
I:'ve- got a different *con*cept it's a child's eye view - of
- 1950., - it's where the *kid* sees this *hap*pening- but the
parents see it in a different way,.

1373 CO: yeh
1374 CL: [you kno:w,?]
1375 CO: [when you've got
1376 two worlds -
1377 CL: *yea:h,*. (.) and- my mother ((quieter again))
1378 took in boarders an'- and- my *f*ather was - wasn't a Polish
1379 flyer like Charles Bronson was in that movie- .hh The Great
1380 Escape- .hh but-tuh - I had a *very* very handsome Polish
1381 father [who was a commando, .hh a:nd- uh my mother was=
1382 CO: [m hm,? hm,]
1383 CL: =English - an' she she was - she looked lik- - the Virgin
1384 Mary I mean she was *so:*-
1385 CO: ((chuckle)).uhh .uuh! -
1386 CL: ya know.
1387 CO: save it for- get it started when you're taking [080A]
1388 CL: [well this
1389 is - this is what I *mean* an' I- ap- it's *there*,.
1390 CO: yeah,.
1391 CL: you know,?
1392 CO: yeah,.
1393 CL: an' I-=
1394 CO: =yeah, that's like I *need*- the
1395 skills- to get it out.
1396 CL: yeah,. [uhm - Dxxx and Mxxx started me.- uhm,]
1397 CO: [(this is the start. this is the start
1398 play button) (.)
1399 CL: you know,. they *they* say I'm: a
1400 completely different person when I start talking about my
1401 writing. (.)
1402 CO: yeah
1403 CL: (you know [when I wr-)]
1404 CO: [I was just looking (
1405) just looking at some of your scores here -
1406 essay ( ) (2.8)
1407 *do* it! -
1408 CL: ok(hh)ay,.
1409 CO: do you know y-you *know* the routine you
1410 know to come on the- - s- 3rd you said? - June the 3rd,? -
1411 to pick up an appoint[ment card,]
1412 CL: [yeah,? thought she said June 1st 2nd
1413 and 3rd- and the first come first served,. (.)
1414 CO: I have written here- the 3rd- but just in *case*
1415 CL: [*oh.*
1416 CO: [so we'll
1417 check at the front [desk as you're leaving,.]
1418 CL: [o-kay,. I will do
1419 that.,?
1420 CO: uhm, (.) 'cause I think it's- I think it's the
1421 *Sa*turday is the first day - and you'll pick that up look
1422 [at the)]
1423 CL: ((falsetto))*yes,*. she told me ((falling pitch))it was a
1424 Saturday.
1425 CO: ((voices fade away))

Interview #49.

CL: I guess the low down on why I'm here,- is uhm - 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. okay. ahm (.) I guess: - I'd like some background *more* of what the Myers Briggs is,. it was suggested to me by my prof., - um
CO: y-you're a student here,?
CL: yeah.
CO: yeah,? what are you taking.
CL: um Psych one:- fifty four.
CO: mm hm,?
CL: (with) uhm, - what I'm *find*ing is that my way of - I guess 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: mhm,
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: =*frus*trates 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 [that other classmates can't get it. - an' I'm having -]
CO: [( ) and you 're saying [((finger snaps))
CL: [((breathy))yeah! ((normal))like- oh!- do we *have* to do this and then I find myself off in some other world - and it's- *mak*ing it - 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: uhmm -
CO: so [it's like.- you didn't like it's=
CL: [an' I *don't* think that's.,]
CO: =it's uh - that you- *you* want *more* and - *faster* and=
CL: =yeah!
CO: 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 *frus*trated 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 *appro*priate! ((laugh)) - .hh yeah,. it just feels trivial to you,?
CL: yeah.
CO: like you're wanting more- *sub*stance,?
CL: 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: yeas,.
CL: but I'm looking- sort of - to change *me* - realizing that the class format isn't going to change
CO: [mm, mhm,]
CL: [*and I am really interested in psych.* - umm (.) so -
CO: and is some of the concern also like if this is psych - u*hah*! -
CL: [some of the concern is- yeah.]
CO: [so am I- (this) is psych am I *in*terested *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* better by myself.,
CO: yeah.
CL: and - ahm - I have- a certain way of- ordering things that makes sense that's *very* logical., and I have a hard time with people who are *not* logical.
CO: yeah., yeah.,
CL: uhm [I tend to]
CO: [and here I am in a group - *in* group of - per*haps* -
CL: very emotional people who ((laughs))he he [heh!]
CO: [yeah and I feel really out of place!
CL: yeah, yeah [and]
CO: [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]
CL: [it's not even *tha:t* 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,
CO: ((soft))right,.
CL: an:d,
CO: ((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!
CL: no,
CO: and so [if I'd ever *be* in a situation-]
CL: [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=
CO: =yeah.
CL: I don't have any problems with the materials- what I'm having a problem with is from my other [classmates.,]
CO: [it's the relationships.
CL: yeah and it's been a long time um I work- full time- with computers.
CO: uh huh,
CL: and - I supervise a data centre. [so I *do* work with *people*]
CO: [yeah. but [it's very *structured* an'-]
CL: [but it's it's *very* structured
CO: the [lines are]
CL: [and it's like- *I'm* the boss- and here are your instructions - um- come back to me an' ask a *question*.
CO: yeah
CL: so it's *completely* different I'm not asking questions of other people - and I'm not [*waiting* on other people.]
CO: [not relating with them in a sense.
CL: *no.* - it's just- information that's very *factual*,
CO: and yet you've come to *school.* - was *part* of coming to school - *for* that development? -
CL: mhm, - I *don't* like being with computers all the time I *miss* people.
CO: ((soft))uhah,?
CL: but I'm in a bit of a - quandry and that- one to one I'm very good!
CO: [yeah,]
CL: [they speak their mi:nds- 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
CO: mhm, mmhm,
CL: um- because when I do.,
CO: and yet when I *don't* open my mouth,- [I might get-]
CL: [I (be) *frus*[trated.]
CO: [*frus*trated.- right.- so I need to do *some*thing., - I don't know what to do or what I do *cur*rently - isn't very effective.
CL: yeah - what I *find* in class - uuhm - I 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-thi:nk - the way I put things together is:
CO: is a bit=
CL: =*no:t* like - everybody else.- and *that* I can (.) I don't know maybe I *think* maybe I'm too intense with how I pre*sent* things.,? - and *cer*tainly 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 per*fec*tion and I'm going like- oh no.
CO: *hmm.,* - this sounds real fa*mil*iar [((laughter))]
CL: [yeah! - it *does* - but even with it being- a*ware* it does't stop it. like if I oh well so what um - I'll [just (put off of it)]
CO: [yeah, I mean it- y- you- you then have the *choice* on that [( )]
CL: [yeah, but [yeah.,]
CO: [yeah. yeah so it's really is! it's like you've- you've put yourself in a new- *type* of environment and position- *find*ing 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*,
CL: I'd *like* to under[*stand*]
CO: [*where* are the *strengths* for me and where're the areas to work on. -
CL: I'd like to understand- other people's *styles.*
CO: mhm.
CL: I *know,*- maybe not- the- technical names of what type of person I *am*
CO: but you know [( )]
CL: [but I've done it long enough.

CO: yeah! ((giggle)) - *cer*tainly longer than anybody *else* has done it. [((chuckle))]
CL: [*yeah.* a:nd- I'm *not* very well versed - in the other types of people there *are.*
CO: yeah.,
CL: 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 *la*bel on it - and just say *oh!* well it's just that *they* are uh -
CO: *dif*ferent
CL: yeah.- they're random where I'm *con*crete. 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 [( )]
CO: [and vice *ver*sa.
CL: yeah.
CO: yeah.- like I may be very amb- because what I'm *hear*ing from you- is - *both* sort of the frust*ra*tion of being different and the *pride* of being different. - [too =
CL: [yeah,]
CO: =of like I *am* different from these people and I get *frus*trated- because of that because I want to do it a certain way an'- the rest- *does*n't
CL: mhm.(.)
CO: so that part's *frus*trating on the other *hand!* I'm - there's- I am- I- am *sol*id in my learning *I like* the way *I* go about ( ) as I wanta *con*tinue doing that- I don't wanna- necessarily be like *them!* - but I wouldn't mind learning some *skills.,* and some ways of ( ).
CL: mhm,? - I'm having a hard time with the idea- of ever going into counselling or personnel work.
CO: [(and this is the first you've gleaned of that,?]
CL: [( ) I'm up against - yes. - uhm
CO: so=
CL: =probably in public sector where I'm already *work*ing
CO: yeah,
CL: uhm, - to get- from supervision but- actually into *staff*ing an' stuff is where I would *like* to go, - uhm,
CO: [so that was the go:al. yeah.]
CL: [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 *com*fortable for you. now. it's time to you to pay attention.
CO: ((whisper))yeah
CL: and- maybe- I mean psych is very *in*teresting to me but maybe counselling isn't - a good field for me if- I'm not going to be able to - *meld* with people. -
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) 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!
CL: but I *don't* have like groups of friends- I *hate*
CO: [yeah, - yeah.- yeah!]
CL: [parties and that kind of stuff like I just- don't do *well.*
CO: yeah! -
CL: and, - a:nd - and *again*- that doesn't mean that you *can't*- *do* something - I mean you're sitting in *class.,?* and you're performing
CO: mhm,?
CL: it may mean that some situations *aren't* going to feel *as ea:sy- and as com*fortable *and relaxed as* others
CO: uhuh,?
CL: and *then* you start having to look at okay, (.) *yeah* do I go in if I *want* to do *coun*selling- do I- always want to do group work? -
CO: (w-)((giggles))
CL: *right!* you see,? an- and [so then *again* it's]
CO: [(concepts) it's *look*ing 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 *pre*ferences. (.)
CL: mm hm,?
CO: and - our *pre*ferences 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 *pic*ture do we get - and - also not only *me* but - what do *oth*er preferences-

when thrown together- look like.
CL: thinking ( )
*pre*ferences is very - sort of - re*lax*ed and it takes the *edge* off of it - give it as - something which is - I'm a *square* everybody else is a *cir*cle.
CO: mm!- I mean you're-
you're you're sitting in *class!*- that's a group! you can you and you can *do!* it - it's hard! and- and you want to learn how to do it *bet*ter. - or *eas*ier.
CL: ((smack)) I [want to learn to do it with*out* the-]
CO: [so it's- (.) -
CL: ((high pitched)) well, (.)
I almost feel that I'm *ang*ry when I'm there,
CO: [sure sure]
CL: [I go in- and
I'm fine- and I get *ang*ry at *be*ing there 'cause- it seems waste of time!
CO: for you.
CL: now I can- yes.- I can *or*ganize this better - uhm - if I were- if I had to study from it or whatever- uh this isn't *log*ical. - uhm the prof has: *told* me well she says I'm random *ab*stract- 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 we don't get to the exercises and stuff- really *frus*trates me because she *set* out this much to do.-
CO: yeah
CL: hasn't *accom*plished 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'
CO: and I want to [learn from her!]
CL: [( ) ((smack)) .hh
uhm- I *want* her expla*na*tion- of what I'm learning from the text - because it *does* make a difference., - and I feel cheated [when she doesn't get to *cov*er it.]
CO: [(and I) and- if you're feeling cheated.,? what do you need to do. (.)
CL: mm,. *tell* her that.,? which I've never done,. -
[and she]
CO: [d'you need to *tell* her that you feel cheated? or you need to get (some of what you're). -
CL: uhhhmm - I've *voi*ced- that I feel cheated.,- and that I'm very *frus*trated - [a:nd]
CO: [what do you want! (.)
CL: I *want* her to cover that *ma*terial. -
CO: do you want that-
neces*sar*ily to happen in class?
CL: I'd- pre*fer* to happen in class because I *do*. value the - the opinions of my classmates. - I- *just* don't like it when we covered - *one* - *to*pic- and there are four on the board- that we're supposed to *get* to and [(we're kind of retained)]
CO: [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-]
CO: =what we've al*ready* talked about is you *re*cognizing that, - .hh *yes*. the block *is* an indication that was- something (t- here) continue to do that - the *oth*er 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, -
CO: a:nd - that - then *leads* us to what *choices* we make. - do I choose to sit there being *frus*trated because she's not going to give me in class what I'm wanting. -
CL: m hm. -
CO: (order to-) if I try and *get* it., in some *fash*ion. - if I can't get it in *class*,- do I set up an (interim) *meet*ings with her, - do I do it my*self*, - do I, -
CL: what I *want* is the *feed*back. so I can't get that from my*self*.,
CO: m [hm,?]
CL: [u-I 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.
CO: right,=
CL: =an' they'll, - they
[don't have the *back*ground.,?]
CO: [so- what is some *feed*back.- how do you want the feedback.
CL: uhmm (.) 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.
CO: 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,-
CL: no I'd be trying (to s- lot money) hh!
CO: what's the *dif*ference., (.)
CL: [ahm -]
CO: [you paid- you *bought*,? her., - are you getting- w:hat you wanted? (.)
CL: okay.,? - I'm here, talking to you.,

CO: uhhuh,?
CL: to see if my expectations are realistic.- or am I out in 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- *you* 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 whole t- *teach*ing style and personality and-
CL: mhm,
CO: make everybody else in the class *un*happy., so that I can [( )]
CL: [w- that- I *r*ealized that. [((titter))]
CO: [yeah. right!
CL: so I [say I wanna get along with my classmates and not=
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 *c*ertainly that's a *very*! legitimate thing to *ask* for. - *may* not want to ask for it in! *class*!
CL: m hm,? - ((whisper))okay.
CO: but you *are* the consumer - you bought, - you paid- (how many) hundreds of dollars,? (.) you have a right, now! she *a*lso has a right to say I can't [illegible] to you right now,?, can we make an appointment late[illegible]*n*, (.)
CL: ((whisper))okay,?
CO: umm there's some negotiating but *then* you're at- looking at choices! like - 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) *high*light. - 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 areas where atten,- *more* attention *is* necessary. - ((whisper))( ).
CL: ((whisper))okay,? - ((normal voice)),and (.)
considering. - how we would like these- needs met.
CO: m hm,?
CL: for a class. - or whatever. for feedback
CO: m hm!
CL: what I'm trying to do. - is - in the course we're looking at normal guidelines.- I haven't had a whole lot ( ) so I'd like to know what's normal.- and that's what's
CO: [right ((laughing))
CL: [*frus*trating - what we have - *pa*rents 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 *text*book '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 -
CL: 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 *con*stantly going *oh* I'm just tired- y'know I've been working since quarter after 7 this morning I haven't have a *break*, uhm - I'm- like this an' like that and just - well she's a good *coun*sellor as well and then
CO: [m hm. has kids-]
CL: [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 *mo*ment's extra time because she's so stressed [out *already*.,]
CO: [in fact there's a technique on *your* [part isn't it.]
CL: [*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.
CO: sure! -
CL: and - it really has little to do with their well being it's to make things easier for her - which is fi:ne,? - 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 you 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.
CL: m hm,?

CO: 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 -
CL: ((whisper))right,- yeah.,
CO: what do I legitimately have a right to ask- ya have a *right* to *ask* for anything. -
CL: h! mm hm,?
CO: hmm? - an' she has a right- to [refuse. - *right*]
CL: [refuse, - yeah.
CO: but- i- you know like [certainly not gonna get,-]
CL: [( ) there's at least [( )]
CO: [yeah!- you wanna be in a negotiating ((laughs)) mode [((giggling)) - uhmm-]
CL: [((laugh)) ( )
CO: an' the one thing you *do* know is that if you *don't*,- I-I mean you've got *lots* of data that says - by *not* doing anything- I- can guarantee that I don't get what I want. -
CL: m hm,?
CO: 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
CO: m hm,=
CL: =to know what a student's rights are.
CO: well,=
CL: =I just look at it an' go I'm here to ab*sorb* if however she wants to teach it I have to do it that way. (.) k-
CO: well,. to a certain degree- I mean
CL: o[kay,. uhm]
CO: [m- I mean you have (.) I was jus' gonna say this is your contract. right,?
CL: [((titters))]
CO: [is your contract,? (.) an:d - I dunno ( ) - probably isn't actually stated in here but (.) ess*en*tially 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 i:s, (.) the (.) like - you buy,? from us,?. - our - our knowledge and expertise and hopefully our way of - h-*help*ing you - to gain something back.
CL: ((whisper))m hm,? guidance.,? guidance yeah,? -
CO: you know we m- can teach 'til we're blue in the face! if you don't- per*ceive*! it doesn't
CL: m hm,? -
CO: *and!*, - 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 - indi*vid*uals 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
CL: [m hm,?]
CO: [that's - like *ours*. just is when [you - ya know work with your- uh *staff*!. you keep it real=
CL: [yeap.]
CO: =like you *say* you know,? the book is [safe,? and I'm=
CL: [(I know when-)]
CO: =con*fi*dent about that an' I know I can *do* it and I just tadat tadat ta*dah*, but to have me just go in there and process and wander all over the place drives me bananas also meaning- it scares me. -
CL: ((whisper))oka:y,?
CO: in an' in in the same way with-
CL: 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: [when I see people 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' here you *are* in a situation., - that *feels* like it's saying to you.,- you *must* wander,.- if you wanna make it in this class you must wander. -
CL: but I don't (.) I
CO: [an' I *like*,? 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: [yea:h,. (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, -

until the end of the evening,- when I was approached by other students, - ((whisper))you're awfully *quiet*! - ((normal voice))we didn't get we di- sta- got *way* off the track- how come you didn't bring it back! this time.- and I go like *huh!* - they're *expect*ing me. - to say okay haven't we gone- there long enough now what about *this* point or to bring up something else [so - keep throwing stuff in!]

CO: [so already you've made a *role* for yourself.

CL: I'm gonna- okay.,? - then, - uhmm - *act*ually on the way out too! - the prof just sort of- you know, hand on shoulder like, gee! you were quiet tonight,? what's wrong! - I'm goin' like *oops,?*- and it just [(happens like that.)]

CO: [yeah what's, - yeah.

CL: [what were you angry about]

CO: [what's going *on* here. what were you angry about,.

CL: yeah.- their expectations of *me*. - that I could sit there with a- I was angry at me I guess. - my expectations of me that I could sit there and be frustrated and angry in one way,.- saying there isn't enough happening in this class! - so I voice things an' may well I'm wondering about this - or I'd like an explanation of that! - and then when I sit and I don't do *any* of that.,? - and- reduce my [feelings of that,? - then they want it ( )]

CO: [feelings yeah, then damned if you do damned if you don't!

CL: yeah (I think-) an' like they're wondering if it isn't maybe just a per*son*ality conflict.

CO: well, I mean u- [they're a ( )]

CL: [there're a lot of personalities [there,]

CO: [*yeah,*. uhhuh there's no such a thing as a personality *c:o:n*flict. in the sen- there may be a lot of *dif*ferences. -

CL: yeah,

CO: in that sense!, and the co:nflict comes- internally - when- as you say you're tryin' to figure out!- how do I want to be! there. - [( )]

CL: [d*i*f:ferentiation being- I can be with a large group of people.,?- as long as I'm leading.,?- and they're doing it *my* way.

CO: *sure.*- when I'm in *control*. -

CL: y-yeap. - but it's - yeah I guess it *does* scare me, not to be in control., to have information iloating around!, -

CO: [yeah, (new rules) and what to do! with it]

CL: [and it's all *up* here.,? and I don't have it organized yet it's like we've just covered- 15 different topics that have nothing to do with the chapter we just read. - is this important,?- isn't it,? - um does this - is i-is [is this all relating to one person?]

CO: [so a *lo:t* of *chal*lenges! going on to you. - around [you.- being *differen*- I- (trying -)]

CL: [yea:h,. I don't know if it's the challenges that's con*fus*ing.- I haven't even got as far as to see it as a chal[lenge. ((laughs))]

CO: [yeah. right. ((laughs)) yeah I'm I'm sure it doesn't feel like a challenge it just feels *ba:d*. ((laugh))

CL: ((laughing)) [yeas,]

CO: [but when there's that much *en*ergy, if if- it's usually *is*.- I mean it's - if it were *unim*portant to you you could just rub it off. -

CL: or walk away from it.

CO: or walk away - but a part of you is saying *no:?* - 'cause that's what you think you want so you'd better stay

CL: I know!

CO: ((soft))yeah, that's the end, (.) ((louder))so that's the end.

CL: ((whisper))*o*kay. (.)

CO: ((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 *ma:y*, in some cases never've done!

CL: ((soft))okay,- ((louder))do I have to keep in mind certain situations [because my preferences change,.]

CO: [not necessarily yeah,? yeah. [and-]

CL: [from work to- to [to leisure.]

CO: [ye:ah,. - 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: yeah. - right. - because it's *true*. often,- the way we and- not necessarily to just look at what you do! - because many times in many situations we *do* things,

CL: that's where [( )]

CO: [that isn't yeah, not necessari[ly your- preference.]

CL: [not natural. yeah,.

CO: m hm,? - so you try to answer with what you prefer, 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*,.- the preferences.

CL: ((soft))okay.,

CO: and if you really *can't*

687 decide that means it's- right in the middle,- an' so don't-
688 muddy it.
689 CL: ((soft))okay,? -
690 CO: and then i- i- what you can do
691 in the you can- you can either do it *here*, if you want to
692 or you can take it home, and just- drop it back
693 ((soft))into the Counselling Centre an' ( )
694 CL: ((very soft))I'll- can do it at home,.
695 CO: and then- we just set up a- follow up- time to look at it.-
696 and what I like to do in interpreting is we go *through* it,-
697 first of all - and - and then we sorta say okay- *how* does
698 what's here,. relate now - to the classroom situation.
699 ((very soft))what kind of learning it is - what can we -
700 what are some strategies - develop ( ) - to get
701 what you want. (kinda) okay,?
702 CL: well I (know you can) get
703 what I want - but at least you feel easier about what
704 you're *not* getting? -
705 CO: ((loud))well,
706 CL: [((loud))I'd be satisfied with ( )]
707 CO: [(I think that's part) - *that's* part of what
708 you're wanting. right,?=
709 CL: =part of.- part [of. (I'm not-)]
710 CO: [I *either* I *either*
711 want to- everything to change so that I get everything I
712 want! or- a second want would be ( ).
713 CL: ((very soft))yeah so, (.)
714 'cause I see myself as (.) very impatient - and that's in
715 a lot of ways. - like - you won't ( )
716 just *give* it to me. it's (something) easier for
717 CO: [yeah,
718 CL: [me: to do it- I can do it faster.
719 CO: yeah.
720 CL: and- take me two seconds to *do* it. -
721 CO: but sometimes that
722 [( )]
723 CL: [twenty minutes to explain it.
724 CO: yeas,=
725 CL: =because they've gotta do it in a different way., (.)
726 ((soft))*oh!*- I'm a *horr*ible person. ((laughter)) (.)
727 CO: we'll see.
728 CL: we'll see [( )]
729 CO: [we'll see- right,? - let me just go
730 get it and I'll show you how to- how to do it.
731 CL: okay,
732
733 ((CO goes to get personality test))

Interview #50.

CL: but one- supervisor- and then
CO: uh huh,
CL: EMI where's there's this sort of- [double mirrored *window*. - ((laughter))]
CO: [( ) ( ) y-you knew that y- you wonder every time you scratch your *nose* or something,.- *look* at that wonderful *neck*lace!
CL: *oh!* - thanks,. [this-]
CO: [( ) -
CL: this - this
CO: those are *love*ly!, -
CL: *this* is Egyptian *paste*.,- [this is]
CO: [*huh,?* - that's- I remember you *men*tioning tha[t.
CL: and- aahm - it's kind of *in*teresting, (effect) (I turn)
CO: ((smothered giggle)) - that's part of what makes it inte[resting! though I would think]
CL: [*right,*. - yeah. - ( )
CO: well,- it's *o*kay.
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: [((giggling)) ( ) I know- [(it's) ((laughter))]
CO: [well - *most* of it you'd rather not know,?- is it one of *those* weekends,? -
CL: *no*,- it was good. I didn't realize how much,.- *and*., - *I* got real *scared*.
CO: [ah hah!]
CL: [I got on the - I went to the bus depot,?- and - and the ticket cost more than I *thought* and I ( ) to get more money.,? - and then- I saw some people on the bus but I didn't speak to them and I finally spoke to them later. - uh *they* were getting on another bus! - but I- I cou- I was really scared! I was *pa*nicking. -
CO: yeah,.
CL: I mean it was- it was somewhat under control. but I thought I could feel this going on!
CO: yeah,. - were they going (direction)
CL: *oh!*- am *I* going the wrong *way*- because it's cost me so much money,. and I thought they were *pay*ing for it. [da da da da *dah*., and]
CO: [((whisper))yeah,. uh huh, -
CO: so a little - *ten*sion., to send a little - *remin*der that- sometimes it's important to pay attention to some of the details,? and - sort these things out,? and that,? -
CL: e- to *some* extent,. - but- then I get there and I was just *con*scious of (2.0) I was so surprised that I was so scared for going so sl- so - *close*- and I think, - how could I make this trip to *Is*rael! - I get ehh- if I can't even go to *Chill*iwack.-
CO: but they're not much *dif*ferent really, - I mean it just - you *sit* somewhere *long*er on- going to *Is*rael than you do going ((chuckling)) to Chilliwack.
CL: [that-]
CO: [it's the *same- thing*., uh - for your*self!*, it's that same - process.
CL: yeah, -
CO: here I am- (I'm) - *go*ing- (alone) - doing it alone? -
CL: right,
CO: I mean going alone to *Chill*iwack. is- ( )
CL: ( ) - *what* I dis*cover*- I was ( ) uhm - there were so many kids there - I mean it was really- a *young* people's- it was- *schools*,- more than,-
CO: like *high* schools,?
CL: *yes:*., - and it was- ah- the *art* tended to be older *people*. - but everything else was high school students.
CO: mhm
CL: and if you
CO: what *else* was there there. -
CL: aahh, - there was music and dance, [and drama]
CO: [((sigh)) ((whisper))ah- yes, - *all*- arts.
CL: all arts, yeah.- and there (was no entertainment) (3.0) and- I was just trying to keep listening to myself about how, - *did* I really want to get in*volved* with these people,.- I sort of feel lonely, but *do* I really want to *talk* to them. -
CO: [yeah,]
CL: [and - you know the kids have this sort of *super*excited atmos[phere? - and]
CO: [yeah, - yeah, -
CL: and then- *I*- I *talked* to people- and I- did things with people:- and then - *one* night someone came with me to see the films! and she was going to *drama*. - and did I want to come over afterwards and I sort of said - *well* I'll see how I feel! she was ( ) - and it was a *big* decision for me I g- I got out of there,. - I was very excited about it.,? - and I decided I'd *walk* back to where we stayed.,?- which was a- a mile and a half or [something like that]
CO: [mm hm, hm, -
CL: and I thought-

what do I wanna do., - and- the *con*flict about., - thinking
well *she's* probably *expec*ting me - *and*, - *then* I thought, -
CO: [( )]
CL: [if *she* was not there,. what would I do.- and I said I
would go home,. and so I went *home*.,
CO: mm!- good *ques*tion to
ask yourself.
CL: and- *that's* a real typical about- what I have
(anxiety over)
CO: good! - yeah!- well that sense of
responsibility,- you know - but that's a *very* good question
(that you) as a way of exiting *out* of that,. - I
mean just es*cape* that (mode)- for a minute,? and
CL: yeah,
CO: decide what would I do - if she wasn't [there- today,.]
CL: [right -excellent.-
and she- you know *she* wasn't perturbed about it.,?
CO: no! - no! - yeah,? - well that's *al*ways a - a *bit* of a *let*
down. ((chuckling)) to realize-
CL: oh! yeah.,- [right!]
CO: [(I'm not)
it makes- *not* the lightest- *slight*est bit of difference to
((giggling)) somebody else,. - what you do,.
CL: oh., - yeah.,-
CO: y'mean you're not *hang*ing on my every word and *ac*tion,? -
CL: the *oth*er thing,. - *I* was *try*ing to watch what I felt.- and
then - my sister-in-law came,.- and that was - so (sad.)
CO: [yeah,. yeah (you told me)]
CL: ['cause *she* ( ) divorce. - which is a*noth*er
story,. - *and* - the *next* morning I phoned my *broth*er. - he
lives in Wyoming.- and-duh - he was really - *up* on the
phone,?- and I felt *I* really wanted to go and *see* him. -
and I thought I *could* with my bus ticket.- and then I go
and I find out that my bus ticket - I'm gonna have to
*for*feit if I get off the bus (in Laramie) -
CO: mm!
CL: and- I was sitting there.- *what* do I want to *do*., - a*gain*.-
so - I decide, - *what* do I want to do *more*.,-
CO: yeah.-
CL: and -
CO: and do now,.
CL: and *no:w*- and so - *ac*tually I decided it
was *o*kay to forfeit it- and then my *broth*er drove me to -
catch the *cheap* bus (that was running) - and - that was
okay,. - but I have this dreadful feeling that my brother
is (a very mean) - person. -
CO: mm hm,?-
CL: to his [family]
CO: [but - and
CL: (sort of threatening)
CO: yeah,. - so it's like I *want*ed
to see *him*., - but once I *get* there then I see some things-
*a*bout him- that I don't - I would pretend aren't there.
CL: yeah,. - *that* I didn't sense that so much there but
*af*terwards I was feeling [(really)]
CO: [mm hm,? - something,-
CL: it started to build up,. like sort of um - u- *things*- that
you don't- aren't too *ob*vious but you're picking (them up)
CO: ( ) -
CL: ((sigh)) - anyway.,-
CO: *so*. is-are you saying
that some of that opened up- for your solution's sake,? -
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 -
perfect,.- (anymore) (6.0)
CL: ((chortle)) - 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 -
CO: [(it's really)]
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 *any*thing
concrete accomplished? - .hh gotta go back two days later
and pick *this* u:p,- and- I couldn't get out there because
the car [wouldn't sta:rt,]
CO: [but you (live in) -
CL: yeah,. - and- it's actually costing me - more money.,? -
but- I feel much better because it is-
CO: so you found a *place*
for it. this time
CL: my *un*cle!
CO: oh! yes,- you had mentioned
that.
CL: right,. yes.- that should-
CO: yeah. ( )
CO: this is - totally - illegal. - [(I)]
CO: [you're not identified with
the tape., I just want you to know. - it's not going to
turn you in. [((laughter))]
CL: [((chuckling)) I phoned and there're
incredible regulations.,? - but - out there I *know* people
are *do*ing 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)

CO: ( )

CL: and then uh- ( ) let me have the car for two days,?

CO: uh hm,?-

CL: and-duh - *so.* - I don't know.

CO: things keep moving,?

CL: things keep moving!- yeah. - little road blocks and [I gotta find my way around.,? and-]

CO: [all right - that's all right - but you're *doing* it. and then there's the differences.

CL: ((sigh))

CO: you know- like *yeah,*- there's a block.,?- oh shoot.,?- 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.

CL: so I spent quite a bit of money- to get stuff that if they come and *find* me- they'll see that I have done, - it is safe.

CO: m hm,

CL: and it is regulation. (3.0)

([ )]

CO: [m hm, - so., - what do you want to work on.-

CL: ohh -

CO: something's - c/ king. -

CL: yeah. - and- I'm a little- ((soft))actually ( ) ((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. - and it's like I don't know one way or the other?

CO: m hm.- m hm,?

CL: and - sometimes I (don't always look at it) 'cause it is ( )

CO: mm hm, -

CL: (it's almost a chance that I should do this.) ((guffaw)) it's probably true. -

CO: well,? - just the ( ) that even makes you say- that- *sen*tence, ((soft))( ) what a baby means to me ( ) -

CL: ((sigh)) I don't- I don't know. - uhm, (3.0) ((sigh)) (7.0) 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 - ((sigh)) - *so.* it is like I've worked to have a baby for me:?-

CO: yeah.- I want I want- *well,*. it's *not* even I want to have a *ba*by I want to be- legitimate.-

CL: yeah.-

CO: I want to be [accepted.]

CL: [yeah. - yeah.-

CO: and I *think!,*- that the way of *do*ing that is to have a baby.

CL: yeah

CO: I haven't checked that *out.,* (2.8)

CL: right.

CO: ( )

CO: ((laughs)) - right -

CO: but I am as*sum*ing- that if I have a baby, - then I'll be *accep*ted,- I won't feel (dep) and I'll feel a *part* of- people I- connect with and I will no longer *feel*. - different.

CL: mm *hm.*- mm hm.

(1.6) ((sigh)) (2.0)

CO: it's uh- *so.* fine. I'm *tired* of feeling different. -

CL: yeah, - I don't- I don't *want* to feel different. - I'm *al*so *awa:re* that that's *not* - why you have- I mean- that's n- I know that's what I *feel* but intel*lec*tually I'm aware listen [this isn't really the right *way,*.

CO: [that's *not* the right that's- *not* why you have a baby.-

CL: yeah,. -

CO: but that's one of the *needs* that - for *you*- is present right now,

CL: m hm.,

CO: *is this- this ongoing* feeling that I'm different., and- how can I - *solve* that. ((snicker)) (3.5)

CL: one of the *oth*er thing is it it has to do with my *body*. it's like - it's *al*most like- I want I want to *feel* what it [feels like.]

CO: [yes. yeah- I want the ex*pe*rience. -

CL: ((sigh)) - and sometimes I don't think *past* that. and then I say to myself- no this is not the right thing either.,? -

CO: well- *again* it's a *diffe*rent thing.,?

CL: yeah,.

CO: ( ) and it's certainly - possible to have a- baby for the experience of being *preg*nant but that doesn't mean you have to have a child., - um you can- be pregnant,- have a baby- and give it away!

CL: I: *think* about that.- I mean I I'm- I mean I don't think about doing that. but I think-

about my *feelings* but- sometimes that's as far as I
[think about it.]
CO: [mm hm,? mm hm,? - mm hm,? (1.6) mm hm!
CL: ((sigh))
CO: 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 *height*ened 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*. - m hm
CO: what are some of the *other* ones,. that could ( )
there's a whole *list* there.,
CL: oh., yeah.,
CO: I want to be
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 s- 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 *for*feit so much. and I - I mean,-
CO: well it's kind of like *fit*ting 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: [(yeah this is - [yeah!]
CO: [you know- it's it's like,
uh - well a- *again* it's what we've talked about be*fore*., 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.- ahm - 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))- ahhm
CO: (speak)
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: yeah.,
CL: forever. -
CL: and- I know to do my *art*., -
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
[( )]
CO: [( ) how could I do 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 hmm!,
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
CO: ((soft))hmm, m mm!-
CL: and that is *not*
- people,- *that* isn't *that* is *very* clearly in *my* mind.,
giving birth to *myself*.
CO: m hm,?
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: it's giving *birth*., -
CL: [*yes*.]
CO: [but- *not* to a *baby*.
CL: yeah!
CO: ( ) and- um, - and
when you think of - *if* I'm going to have a child., that's -

that- life force that you're *cu*rrently expressing gets
transferred- to a child.- (what happens).-
CL: I can- I feel like- *I* lose *out* again. - ( ) that's
what puzzles me.
CO: yeah,. for the first ( )
CL: yeah!, - (don't get a chance to be)
CO: and what *do* you get, (3.0)
CL: ((whisper))(I get a child) I - [I (get a child)]
CO: [( ) - are we
actually., (5.2)
CL: a *type* of security. - a type of acceptance,? - but- you
know I have a hunch that I would be (3.3) and this may have
happened to my mother,. - you know, *resent*ful? (4.0)
I mean, - and I know I'm quite capable of doing it and I -
CO: and just do it now!
CL: mm
CO: how do you *feel*.,- when you feel
like you're not being able - you're being *stopped* from
doing what you want to do-
CL: *I* think I get angry, and quite
frustrated ( ) - irritable (4.0) just - just the
stuff that's going on in my ( )
CO: mm hm,- m hm! - but it *so* it's sort of like *do* I want to
make the *choice* of living in a state of *an*ger, - or what -
(try)
CL: no! - I *don't* want to do that. I also, -
that's not great for a *kid* 'cause I kinda-
CO: yeah what kind of mother- what kind ((chuckle))of mother
are you gonna make
CL: oh,. *yeah*. yeah.- I'm worried that
( )
CO: m hm
CL: and- uhm (2.3)
CO: well I'm *won*dering if one way of *look*ing at it then is
more, - when I *think* of what a child will get me.,? - you
know,?- that - that in looking at a child I'm looking- for-
acceptance, - ah- *legi*timacy.,? - a role.,? a de*fined* -
role that- has the rules - laid out as to what I'm supposed
to do. - are there ways of *get*ting those aspects - *oth*er -
than by having a child. (2.5)
CL: ohh,- you know, I didn't
*lis*ten to you. I was ( )
CO: ((very soft))( )
[(relax,- and)]
CL: [*oh*. - I ( ) - I went -
CO: just paint a picture,.
(5.2)
CL: I went back -
CO: where- are you going. -
CL: I'm- I'm *on* the verge
of tears.
CO: (this is good for you) -
CL: ((sigh)) (2.0)
CO: (just stop) - just stop and ( ) ((5.0)
you *real*ly expe*ri*ence (so why can't you) -
( ) (7.4)
CL: I- ahm - I don't know my own- *I*,?- [this-]
CO: [( ) -
CL: some*thing* to do with - ((sigh)) (3.0) it is - for *oth*er
reasons is scary to make the choice to say no,. - I will
not have a child.- ( ) - and- *some*thing
about- if *I* choose not to have a child, - there's something
( ) - [there's-]
CO: [what's - what's wrong. -
CL: ((sigh)) -
I should want,? to have a chil- people say what a good
mother I'd be,. I'm really I'm really *good* with children. -
and -
CO: does that have *any*thing to do with it though?
CL: ((chuckling))and - I u- u-u- -
CO: and what I was- I mean
you're at a real *cross*roads right now,? - around *choos*ing
how your life is ( ) (2.2)
CL: and that,. (6.0)
and I don't know if the tears are tears of relief or what.-
like- *they* may even be tears, - I don't know what they are.
- my *fath*er. - *his* father.- six *kids*. - my father was the
only child - from those six. - and I think - I think about
that- and I think,
CO: w-*what* do you think,. though. what do
you say what- what *mean*ing do you give to yourself!,
( ) - (what do you say)
CL: oh,.- *part* of it is this is predestined,? - that - I'm not
meant to have children,? - that I'm not meant to:, but -
u-uh- I don't think it's ( ) - that *this* is the
*pat*tern that runs in our family.-
CO: .hh all right.,? but what
are you saying about your*self*. - you know you *look* at those
things and you make some statements about yourself. -
CL: okay.- maybe that's o*kay*.,- someone *else* in the family has
done it. maybe it's okay.,- .hh and maybe it doesn't mean
that I'm not, - ((sigh)) - yeah,.- that I'm not *want*ed.,-
or something. - ((sigh))
CO: (failure)
CL: yeah,. uhm,. - ( ) ((sigh)) - ((sniff)) -
my *young*er brother they're gonna have a baby any day now. -
CO: mm hm,?
CL: ( ) - and I feel- my- my other sister-in-law

did a pretty good job.- but I feel- in someways that *I* could do it better,?- and w- by the way they look at what they're doing and (3.0) ((*arghh*)) and- I don't know I don't ( ) put this - *b*aby in the other room and all this stuff and -

CO: yeah.- so it's like I want - I want- to *show* the world.- that I - *how I* would like to do it. *how* I would mother.-

CL: yeah,.

CO: I- I *could* do. *I*- I mean- *look*ing at it and saying I could *be.*, a really good mother. - I *know* that. -

CL: .hh ((sigh))

CO: *if* (I'm) prepared - to pay the cost! -

CL: ((sigh)) - *part* of the stuff too is ((blows nose)) (ever since it) - (I don't) ((blows nose)) - (one way) I could connect with my mother. - I feel I would connect with my mother,. if I had a child? -

CO: so *she* would [( )]

CL: [((coughs)) and I feel like (4.0) naw- I don't agree with everything my mother does, but- there *would* be.- she *does* not *have* - because her sister-in-law is isn't the same bond as if it's [your own daughter,?]

CO: [you're the only daughter,? -

CL: [((sigh))]

CO: [and (that's some of her) I would like to be accepted- that's what I would *like* to not be seen as different. -

CL: [((sigh))]

CO: [and like that love ( ) - that - comradeship with my mother. - but I'm not gonna get it if I go on the way I am -

CL: that's what- I (can't) say that. - that- (is so hard). I used to ( )

CO: yeah,- yeah,. - if I cont*in*ue- to be myself.

CL: ((blows nose))

CO: I could give that up ( ).

CL: ((blows nose))

CO: (and the is not over) -

CL: ((sniff)) - .hh ((sigh)) - it's over. I can't ( ) that makes me cry,?

CO: ( )

CL: I mean I don't (it) - I just cry,? -

CO: you don't- connect up *here*. you connect down there. [((laughs))]

CL: [((laughter)) you're telling me that's not a connection,? ((laughs)) - ((blows nose))

CO: I mean I'm real *lo*nely. - and that's the *sense* I get is I'm *lo*nely in the world, - I'm - currently choosing a real a*lo*ne - path!, - and there's a part of me that *needs*-

CL: [((sigh))]

CO: [to just be - the *same* as everybody else, - typical, - woman, - (doing the typical woman thing) (2.5)

CL: ((sigh)) - and- uhm - ((sniff))

CO: ( )

CL: ((sigh)) oh,. I feel like ( ) but this *jour*ney business, like -

CO: m hm

CL: ((whisper))( )

CO: (whose.)

CL: (Dxxx) I went *o*ver - and he said why do 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 in*flu*ence how I re*act*.- like - *my* choice. - and what do *I:* want. .hh - but, - ahm - so he had this *neph*ew over, and I - dropped *by.*, - in the middle of the day,. actually. just to use the *bath*room because I didn't ((soft))(have) - I was going to all these

CO: [(space,)]

CL: [*pla*ces and *tim*ing and stuff- .hh - and *he* said- well you want to come for lunch,?- join us for lunch and *he* was- *ac*tually- *mak*ing stuff with clay he wanted to make a clock! - and I was so (reassured when I first started) ((sigh)) ( ) ((sigh)) - .hh - ((sigh))- well it was- all the *nice* stuff coming back

CO: mm hm,? - and when the nice stuff comes back., what happens for you,. (4.0)

CL: well it just starts ( ) - well my *heart* opens up. - I don't know what I feel- I just *like* it- a:nd

CO: I *want* it. - [I want this feeling!]

CL: [I wan- I want this feeling. and it's w- *warm* and it's at- at *lunch* and- and- and that's fi:ne- and then - uhh- *oh* I asked him for something in the house and he says oh take whatever you *want.*

CO: so I *want* it and I want it.- all the *time.*, -

CL: I want it all the *time,*.- and I went *back* to drop the car off and he says you want to stay for dinner. - and it was like - like two weeks ago he says I *don't* want you hanging a*round* here.-

CO: no,. -

CL: and when I look *back* I can *see.*, - his- his *pa*ttern and his pattern of kind of, (2.2) yeah.- it's like- *he* doesn't-

mean,.
CO: [( )]
CL: [anything,- but it comes *out* that way,.- and I *h:ear* it that way.-
CO: a'right,? and what *happens* for you. - what do *you* do., - in relation to that,.
CL: *I* get - angry. ( ) - bugger *you.,* - and- uhm, (2.7) *I* just, - like I don't- really *do* anything to him but I would draw that terrible *thought.*
CO: *you* go hot cold *too!*-
CL: [yeah.,?]
CO: [(isn't it,?) - there's a- a nice invitation *one* day,- I want it all the time,.- this is perfect,. this is ideal,. this is what I *want,*- I want it all the *time!,* - go away,.- I don't want you hanging around well,. - [((laughs))]
CL: [((laughter))
CO: I don't want *either.,* ((chuckle)) - so who's going hot cold here.
CL: uh- boy. -
CO: but *yeah.*- I mean it's - it-i- you *are* seeking some *clarity* for (your).
CL: yeah. -
CO: and - and you *get* these little- *in*dicators. - (like I *do* step carefully. and *do* want the right thing) -
CO: and yet!,- when we look at the *reality* of the ( ) ((soft))you're not prepared to do that). -
CL: ((sigh)) - ( ) *I* don't know.- *I*-
CO: it would b- *nice* if he was just being- a total asshole- all the *time.*
CL: oh I know. ( )
CO: yeah - and- life doesn't *work* that way. ((chuckles)) (2.5)
CL: I just when I see *my* brother go through his two marriages. - *I* start to think. - okay,. *I'm* just going to say ( ) this way he gives me all the garbage - ((clears throat)) you know,. maybe *I* didn't. (2.5) *do* - enough that was necessary for *me* to make sure *I* got what I wanted there. the thing- the thing is the child. -
CO: *the* thing is *the* child.
CL: the child!
CO: w- would'ya like - what do you- okay. what do [you say!]
CL: [or what *part* of it. it's like part of it's *you!*
CO: but what are you saying about you.
CL: ((sigh)) - ((sneeze) -
CO: *yeah.*- maybe I'm.,- i-in on *hind*sight maybe [there were things I should have done]
CL: [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 ( )
CL: ((sniff)) - ((sigh)) -
CO: what does that *mean.,* (if you go for it) (2.4)
CL: and, - it's like - ((sigh)) -
CO: what does it *mean.* (2.5)
CL: 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 [where.]
CL: [ll these peo-, - that I- be*long*- I'm part of the human *race.*
CO: are all those people out there saying you're *not* part of the human race,?
CL: ((sniff)) (2.0) well - y'know that's- the thing in my *head.*
CO: a'right.- so it's got [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.- who,- in fact,.- is saying I don't want to help you. (4.0)
CL: *me,.* - *I'm* saying that.- I ((chortling)) really- I really *feel* that.,? -
CO: ((very soft))(I know that. - I know that)- *how* do you make yourself *feel* that.- what do you start *say*ing to yourself, - that ends up - with you feeling - (I don't know) -
CL: ((sigh))- part of it is a *core,.*- and I forgot to bring my *pho*tocopying.- I'm an*noyed* with myself. *ah,*- part of it is the *core* of me, which feels I'm bad.,? - there are certainly, I'm in *def*icit as a human being.-
CO: mm hm,- okay.- now who is saying that. (2.8)
CL: it's just this *feel*ing I got from my [*m:*other.]
CO: [who's *say*ing it.-
CL: *I'm* saying it.
CO: right,.- you're mum's not in the room, - .hh- *they* isn't in [the room,.]
CL: [((chuckling)) - ((sigh))
CO: yeah! - I mean that's the *is*sue that is now *em*erging for you, right,? - as I say! if I really want to charge *along* here, - I'd go chipping away at things.,? - ((soft))now I start to recognize what's really going on here - is that- I feel - I'm insufficient (3.0)
CL: [((sigh))]
CO: [and. I'm desperately seeking ways., - external ways,- of

making myself feel - sufficient. - ( ) -
CL: ((sigh))
CO: I want to *fix* it. (5.0)
CL: (.) - ((sigh))
CO: what's *happening* right now,.
CL: [oh,.]
CO: [( ) just exited.-
CL: oh yeah ((chuckle))
CO: ((loud))*I'm* not going to listen to *this,*? ((chuckling))
CL: ohh,. - great,. - yeah,.
CO: all right.,? what do [you say,.]
CL: [I just, -
((sigh)) (4.5) the- the- *exercise* of figuring out what I wanted to do,. - it was like, I kept saying I *want* to go to *Israel*. - and it was like if someone said do you want to have a baby now,. - which is- well,.- maybe after I go to Isreal,. - it's like, I-I- i- I've run these conversations- through my mind [before,]
CO: [why do you want to go to *Isreal*. -
CL: ((sigh)) - *several* reasons.,? - one,.- this, - ((sigh)) -
CO: so this (*Isreal* thing,.) (2.9)
CL: something *for me*. -
CO: mm,.- I'd pay attention (to it) -
CL: something for *me*.- it's I *want* to *do* it. - it's
CO: [( )]
CL: [( ) - I *want* to do it.- it's something for *me*. - I want- and it- it's,- [it's-]
CO: [what happens. -
CL: oh. - I- I feel it in my heart.- 'cause it's- it's *heart* stopping.- [real *heart* stuff]
CO: [it's real (hot) stuff.- it's *true* stuff.-
CL: *yeah*,.-
CO: [it's (true)]
CL: [I would go,- it's partly to do with spirituality? - it's - it's this *war* business too,?- I don't- know- have I talked about war before with you,? -
CO: (you might have)
CL: and, - [and art!]
CO: [and *as* you say this right now,.- as you say this right this minute,.- do you feel like you don't be*long* right now,. -
CL: no:,. - well I don't know!- this- I *know* this is what I want to do.
CO: uh huh! - tell me what else you know- (is you can't have children now) -
CL: ((sigh)) -
CO: what do you know about your*self* - as a *person*.- (when you)
(pay attention to)
CL: ((sigh)) (4.0) *I* don't know what to say,. *all* I know- is that,. - *what* Isreal is to me.- *what* the trip is to me. - *all* the things I want to do there,. - I *know* I cannot do with a child. - and yet that is who- that- that is- *self* expression. (4.2)
CO: and when I *think* of myself being in Israel., - what can I say about myself as a person. (4.5)
CL: ((gasping))I have no idea. - all- it feels *really* internal. - *all* the feelings I have - are in*side* me.- and like-
CO: [( )]
CL: [all that's important,.- I have *no* sense of me in relation to other people. -
CO: you mean it doesn't matter,? -
CL: it *does*n't matter. I want to go and do what I want to do!
CO: ( )
CL: I want ((chuckling))to go and do what I want to do. -
CO: and when I'm doing what I want to do,? I am, -
CO: I think I'm happy. - or- *well*, - who knows what *happiness* is but I'm - at *peace* maybe., - [(I don't)]
CO: [are you- are you sufficient,? (2.4)
CL: is I- I can't even think of how that fits.
CO: ((laugh)) *sorry*. hah! - ( ) 'cause it's- it's irrelevant. isn't it. - it's an irrelevant concept. [( )]
CL: [yeah,. it's
CO: it's like I *am*. - I'm just I am *me*, - I'm doing what's *important*, -
CL: it's something
CO: [I have my (plan) - yes!]
CL: [real *close* to me.- it's something, - like little things that I look at in my hands. I (say ahhh!) these *beads*. - at *night* I sit there and I *look* at them.- I don't do *anything* but- stand and *look* at them. and they're [little precious things.]
CO: [(your) energy. -
CL: ((sigh)) (2.5) (go-) I guess there's *lots* of it.- it feels, - *I* am not supposed to get excited.- don't, *you* know that.- ((sigh))
CO: ehh!- sorry.,? I just ( )
CL: ((laughing)) .hhh - ((sigh)) -
CO: now just- take a *polaroid* right now,.- of how you are. - 'kay,? (3.0) now.,?- let's imagine.,? ( ) shift over to the other -
CL: ((sigh)) -
CO: side. - (let's stop to look at you feel) (1.4)
CL: .hh ((sigh)) (4.4)

CO: pay attention to the ( ) (3.0) to the energy (4.5)
CL: well it's- *sett*ling down!, - it's [almost,?]
CO: [i- *it's* settling down.,
what is- what is happening
CL: (*drop*ping)
CO: *I* am dropping it.,-
[what are you dropping,.]
CL: [I ( ) I just ([ )]
CO: [*watch* yourself. -
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 secondary (issue)
CL: yeah. - I'm a support,. -and- I mean,- it's - that *child!*
CO: ((soft))so in a way:!,
CL: ((shouting))gets- what *I want*. -
CO: the *child* does what you want,?
CL: no,. ( ) - the *child* gets all this wonderful support
CO: [that's right!]
CL: [to *do* what it *wants*.
CO: that's right! - that's right, 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) ((sigh)) (2.5)
CO: I wonder why you been suspecting that a *lot* of this is do I go for it - or do I hang back. -
CL: *ahhm,*
CO: go for it and- *do* what is my heart's,.- (route). - and - we talk,- you know,. follow your bliss,.
CL: yeah,. - *yeah*,.-
CO: *or* do I hang back and if I am gonna hang back then I have to try in some acceptable way of *do*ing that and having a child would be acceptable way of doing that. (1.9) [(is that)]
CL: [there is some hanging back involved,. - I'm- the- the *end* piece I'm not quite sure about,- but there *is* hanging *back*. -
CO: mm hm!
CL: and-
CO: *I* don't want to do that anymore. I mean that's a [real *chron*ic condition of mine.]
CO: [((soft))yes yes yes
CL: I do *not* want to do that anymore.
CO: ((very soft))right,
CL: ahhm, ((sigh)) - oh
CO: and if I *don't* want to do that,- then what I *want* to do- is. (2.6)
CL: ((sigh)) (1.5) oh,.- I'm- ( ) I *have* this *feel*ing that somehow. - it's like this business about a *man* in my life. - I *want* one.- but it's like I *want* this over *here*,.- I want this.- and *now* I can get on with the rest of her *life*.
CO: right. - I *want* it when it's convenient.
CL: I see this over here as being, - it's more important to me. I *think*- I think it's more important to me [to do all this]
CO: [you'll *do* it if you *feel* it don't you. - this is *not* [(full time)]
CL: [oh yeah.,- y- uh- yeah. actually it -
CO: [(you know.)]
CL: [*this* is more important to me to *do* this,. -
CO: right
CO: *some* people having a *man* is more important - and - it's *not* to me. -
CO: in some ways
CL: [and I-]
CO: [that's sort of- that's ( ) -
CL: you know I want somebody,.- I just-
CO: yeah!- I mean I think it's- it's not essential.- *this* is essential.
CL: yeah. I *had* to do this
CO: (experiment,)
CL: or die!- [( )]
CO: [yeah (die of) I *have* to follow this route or I die.,
CL: yeah,.-
CO: there's some *draw*backs. - which- means that I don't,? ((clears throat)) *may*be, - de*vel*op relationships either *man* or *child* where there's someone there for the moments when I'm- .hh when I'm- u- *low*-energy,- when I want to turn to someone, - but that's the assumption.- I mean you don't *know* that yet.
CL: yeah,.
CO: and then we'll- and - the other thing is, - if I go over *here*,. (4.8)
CL: I have - conventional (support) ((chuckle)) uh- and a- and part of me knows. - I do not have *me* over

here,- (I have this- everything's going to me)
CO: so *maybe*- the thing to start looking at is - I *know* I have to go this route. - I have to-
CL: yeah,.
CO: express myself, - *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 *fee:l*- a part- with people. - not the *whole* world,.- not *them* necessarily. - I mean do you really want to *be* that way?
CL: no.,
CO: Lxxx
CL: no,.
CO: but I want to *be*- a part of - some *community*,.
CL: yeah
CO: I haven't quite *found* it yet,. -
CL: I can see.,- that's her cousin,. - there's my group. - they're people I met here at the art school.
CO: ((soft))yeah -
CL: and
CO: a lot of them - (couldn't write,.)
CL: *No!* - no,.- no,. I'm just - these are groups that I want. - these are the groups I want. there're other people out there,.
CO: yeah,.
CL: but I - I'm [and that's changing.]
CO: [and 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*.-
CO: yes,? -
CL: and, (2.5) ohh!- my cousin doesn't have any ch- *she* doesn't want to have children.- in some ways that's r- - *that's* okay,.- we just get- on each other's nerves - .hh the *art* people- are *real* supportive of my *art* stuff.-
CO: m 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,.]
CO: [I feel that's- such enjoyment- to them ( )
CL: over here at the group,. -
CO: this is your bio- genics group?
CL: yeah,.
CO: yeah,.-
CL: everybody's married,. (2.2) with children.,?
- ahhm- except- there's another fellow my age who isn't. - and - ((clears throat/sighs)) - *some* of them,. ((cough)) *two* of- two of the women I re- relate really well with. - and it doesn't- like they like what- they like the life *style* and they - or they *were* like *me* before they got married and stuff and one of them finds her family an encumberance in some ways, (1.9) but it's mostly with *them* that I feel- a need,. - I feel, -
CO: (soon you're gonna be working away from them?) -
CL: or maybe it's one - one person there who is very much mother,.- very much- I- *mothering* *person*. - ((cough))
CO: yes,. so like what- starts to happen is as you *actually* start to *look*. - at that world- out there.
CL: yeah,.
CO: ( ) - you start to realize that *hey*. you know,? - there actually *are* points where I- belong- or feel - accepted.,?
CL: yeah., -
CO: and- in *fact*.,- *most* of it. - I feel accepted w- *with* the exception of one or two people. - whom you *might* even want to look at whether it *matters*. -
CL: that's right,.- *yeah*,. there's- I have an issue there. there's - some,
CO: yeah,. okay- *that's* very *different* to say hey I have an *issue* with this one woman in my group!,-
CL: yeah.,
CO: versus - I don't be*long* to the human *race*.-
CL: right,.- but, (4.0)
CO: and a*gain* that notion of be*long*ing,. I mean is it ess*en*tial for you,? - that- every person in your life accepts every *part* of you,? (3.3)
CL: bu- probably not,.- no,.
CO: [((loud laughter))]
CL: [((loud laughter)) (on yeah) [((giggles))]
CO: [a remote possibility,. right,? [((giggling))]
CO: [((laughter)) ((giggles)) - but an- I *think* that sometimes that's a bit of a trap you get in,?- it's like- *yeah*.- this woman over *here* doesn't like my *beads*,.- therefore I don't be*long*,. - whereas,- one of the- people in the art school may not like- I don't know - *Nxxx* - and there- but- you know therefore I don't belong.
CL: [right,.]
CO: [right,? - or *or* your- m-*you* know.,? - the colour of your *pants*- or ((chuckle)) - you know.,? um- and- looking a*gain* at- *what* are you,. - when you say I want to belong,. (1.6) what does that mean,. (1.6) what is it you're thinking

about. -
CL: u- ah- it's as though I want - at least one person. - to pick me out as being special. (2.0)
CO: yeah.- and *that's* the part that's *miss*ing 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: to ( )
CL: yeah -
CO: and right this *min*ute,- ((soft))you don't need that.-
CL: yeah,. (2.8)
CO: and- so you start to say, well maybe I'll have it by being a mother.,? (2.7)
CL: well- [yeah.]
CO: [it's deba*t*able whether that happens. I mean for a *while* that's true,?
CL: yeah,
CO: but eventually a child- changes their - the specialness,?-
CL: yeah. - (well- um) - ab- yeah., um- ( ) *I* don't - right I don't- know: if (5.0) the specialness I *feel* with Nxxx,?-
CO: mm hm,?- mm
CL: is - is *a*ctually there,.- or whether or not it's kind of - um - u- just 'cause I'm *lone*ly or something.- .hh and - that - u-hhh. - uhmm (2.5) that bothers me about going - back.
CO: (in between,?)
CL: because I can't *tell*. - I really can't tell.- but- maybe that's [(one of the)]
CO: [where is,. (3.8) uh- I want you to see if you can - see who *does* find you - the most *special*. -
CL: ((sigh)) - ((sigh)) - I h- uhhm,- I know that could be said of my nieces and nephews. - I think- I know- (I'm)- all my brother's children brother's children ( )
CO: and- who's most special to *Bxxx*. (2.0)
CL: ((sigh)) (3.5) they a- *they* are. particularly the three older ones- because -s I see them - a lot more than he does - and- uh-
CO: who's the person you most (feel) -
CL: ((sigh)) - oh boy,. (2.3)
CO: ( ) -
CL: ((sigh)) (4.5) *oh*,. (10.5)
CO: ( ) - (just checking) ((laughing))
CL: ((laughter)) - look- it-
CO: is it,? (3.4)
CL: *hard* for me to care about myself. -
CO: is it,? or do you think it's - ( ) - go back to ( )
CL: [I:,? I:,?]
CO: [you need to defend your- ((soft))strong (here) (3.2)
CL: when all this garbage gets cleared away,.- *I* know,. do or die,.- I have to go down that road.
CO: right,
CL: I know that.
CO: and who is supporting you in that. (3.1)
CL: my *gut*,.- it's just a gut, - feeling,.- that - I know they'll- take po- over*p*ower everything else in the end if I don't do it,?- it'll start acting up. -
CO: ( ) to *me*.,- when I hear- statements like *that*.,- that really is,.- our *self*. - y'know our *in*ner - core,. you say things about in here I'm ( ) - in there! you're really! *clear!*
CL: ((sigh))
CO: and determined,
(4.0)
CL: there 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. -
CO: yeah!
CL: down [that road,.]
CO: [s::traight, - clear,. -
CL: (stumble) - but I'm going- I mean I'm heading in that [direction.- yeah,.]
CO: [yeah? yeah! - no wav- no: *de*tours,. no wavering. (3.7)
CL: that - [it-]
CO: [like that - and that's- *that's* who I be*long* with. (3.0)
CL: I:- I've got to say.- th- 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 *fol*low it., - is like the, - *feels* like- the biggest - *anti* (2.3) *cul*tural *thing*.,- anti- anti family thing to do,.
CO: mm hm,? - maybe that's true! -
CL: and - ahh -
CO: yeah! I mean you are *going against*,. - in *fol*lowing yourself,. (2.0) and *walk*ing that road,- you *are* very *clear*ly going a*gainst* a *lot* of the - the *rules* that were made to bend for you. - but does that mean ( ),? -

1079 does that mean that you're gonna have that ( )
1080 (assumption),?- ( ) -
1081 CL: well., - those are all the messages I have. -
1082 CO: ( )
1083 CL: I guess not- I can ((giggling)) I mean, -
1084 [( )]
1085 CO: [( ) I *hear* you, but it's kind of like saying, -
1086 I mean we'll take- China as an *exam*ple. - I mean those
1087 *stu*dents., in Tiananmen Square!,-
1088
1089 ((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: because: I have had (0.9) 12 to 15 years of office experience.
CO: already.
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,
CL: England.
CO: mm hm?
CL: it (0.5) was: whatever would pay the bills,
CO: right,?
CL: right. (0.6) an. I'm looking into going back to *school*! (0.7) but.- I don't know whether I can (2.6) take that (load off my mind)! (2.4) (loan of my money)
CO: out of out of your life in order to take this pro,gram.
CL: in order to take that program the waiting time of getting on it: an' then the,
CO: [uh huh?]
CL: [the time of doing it- right?
CO: r:ight?
CL: an' I don't know whether I can take that time out of 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 night school courses.
CO: while,- you're working?
CL: while I'm work[ing.
CO: [okay?]=
CL: =because I know my husband is starting to feel: (1.3) pressure (0.6) on him. -
CO: because of this move?
CL: be[cause uh]
CO: [l- impending - change in y:our lifestyle?
CL: yeah!
CO: mm hm?
CL: wull - maybe not in our lifestyle maybe it's total responsibility! (1.1)
CO: okay,. [so-]
CL: [for everything is down on *him* now: where it hasn't been before,=
CO: =oh I see,.
[awright]
CL: [ya understand,? and [I will - I (won't get) him: because=
CO: [yeah.]
CL: =he wasn't allowed to work in this country when we first came over here=
CO: =mm,hm?
CL: an' I had to support us (0.9)
[( )]
CO: [so you're aware of how he might feel thinking he had to support you - while y:[ou go back - [to school,]
CL: [yeah,] [mm hm,? you add to family pres[sure- and I remem' what it did to me -
CO: [yes,]
mm hm,? (1.9)
CL: so: I- [you know]
CO: [you wouldn't wish that on him.
CL: no I[don' no because it'd just break him down and - =
CO: [uh huh.]
CL: =he'll end up (wry him out of) wor(hh)k.
CO: uh huh [( ) and then you'll both be dis[satisfied]
CL: [hm okay?] [and then we'll both - yes -
CO: yes. I understand,
CL: you see?
CO: okay,? (0.7)
[uuhh,]
CL: [how, what, (0.7) what I'm looking to going into - is: (0.7) more recep,tionist,?=
CO: =mm,hmm?
CL: switchboard -
[a bit o' typing.]
CO: [right,? mm hm,?
CL: you know- that type of (0.8) filing: you know- keepin' order as: knowin' where everything is type,.
CO: yes,?
CL: mm hm. (1.0) so - would I (0.8) would I be just as well off going to night s:choo:l for that (2.6)
CO: very good question.[(an a warns)there's no=
CL: [mmhhhh!]
CO: =easy answer[yet. but, - we will certainly work on=
CL: [I know]
CO: =this together. [uhmm (4.7)
CL: [mm hm.]
CO: it would help for me to know a little bit more about - your

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 99      situation, you say you have- you don't have any dependent
100      child[ren - at all -
101  CL:      [no]
102  CO: or you don't have any children period.
103  CL: that's it no children=
104  CO:                       =no children period (0.5)
105      and - yer - husband is presently - working?
106  CL: he is present[ly working]
107  CO:              [he is presently working - okay.
108  CL: but it's a bit tough on five bucks an hour  (1.2)
109      nnhhhh((laughs))
110  CO: right.  oh-  okay so he's working in an: underpaid (0.9)
111      situation (1.4) and (1.1)
112  CL: [I'm claiming,                I'm claiming=
113  CO: [what else can you tell me.]
114  CL: =unemployment right at the moment,.
115  CO:                                    mm hm?  (1.6)
116  CL: but - I can make more money if I'm working,.
117  CO:                                                mm hm? (1.3)
118  CL: [(                      )]
119  CO: [and you're claiming UI from - a - uh -
120      job th[at you've just finished,?=
121  CL:       [previous job          m hm]
122  CO: =okay. (1.2) but as - you can make more money- doing:
123  CL: I could make more money if I was actually working,.
124  CO: uh huh? (0.8) 'kay? (1.0)
125  CL: rather than: (1.1) collecting UI!
126  CO:                                  sure,
127  CL: ya see this is what I was figuring I could *work*,. (0.8)
128      *and* go to *school*, [because - =
129  CO:                       [mm hm?]
130  CL: =I have the money to pay the fees,.
131  CO:                                  yeah? (0.6)
132  CL: I don't have to:: (0.5) you know (0.9) w:ork an:: - pay
133      the fees at the same time I've got money to pay fees,.
134  CO: right.
135  CL:       to go back to school,.
136  CO:                             for how long,.
137  CL:                                          awm! (1.0)
138  CO: according to:=
139  CL:              =well: I could go for the 9-month course
140      on that!
141  CO:          yeah.
142  CL:                and - pay the textbooks (1.3)
143  CO: so, money would not be a problem in terms of fees, -
144      text[books - an' actually *doing* [it.]
145  CL:     [no.]                        [it's jis:: living
146      [-        expenses yeah. - but I [should- you know- if,]
147  CO: [so that]                        [so - in other words
148      during that time - uh: (0.5) you wouldn't (0.9)
149      [be (working)s]
150  CL: [ U I -       UI won't cut me off! [      but at the same=
151  CO:                                    [mm hm?]
152  CL: =time I can still be  (1.6)  I'm - working and earning
153      more money - [and goi- and (0.8) taking *night*  courses-=
154  CO:              [mm hm?]
155  CL: =if *night* courses- .hh would cover the things that I want
156      to cover to get the type of job that I want to get!
157  CO:                                                    I see,
158  CL: because *I'm* not ambitious in life,. *I* don't *want*  ta -
159      make my great *mark* in life? I just want to become (      ),
160  CO: yes. (0.3) you don' wanna - you don' wanna turn over: (0.6)
161      [have an (er- ye) just wanna [get at your job an'- an' -=
162  CL: [((falsetto)) *no* !]          [((falsetto)) no.]
163  CO: =have a comfortable life style.
164  CL:                                  yeah!
165  CO:                                       okay?
166  CL: just be able to - you know (0.6) put my feet up - instead
167      of - dragging 'em in the water!
168  CO:                                  yeah.- right. (1.1)
169      so, so, (0.7) the question really is - (Axxx) -
170      w:hether you can: get the courses you need - in *night*
171      school [- *while* working - to get the: position that=
172  CL:        [(d-      )]
173  CO: =you::'re gonna be comfortable with - without having to:
174      give your heart and soul (0.6) for nine months (0.5)
175      an:d:- [possibly have your husband collapse on the floor,]
176  CL:        [     and -       it could be -                  it
177      could be another - yeah. it could be another six months
178      before I even get into the course!
179  CO:                                  mm hm. (0.4)
180      so it's the basic questions here that- ((slower)) I need to
181      help answer for you- that is - the length of the waiting
182      list (0.7) uh:: the night school offering courses,? (0.7)
183      uh::m - have you considered the question: of: (0.4)
184      whether - Manpower would sponsor you for this:.
185  CL: uhmm, - for that course?
186  CO:                          yeah.
187  CL:                                oh ye- well - no I
188      haven't:uh - gone into that - because I figured wull (1.6)
189      if they'll keep - my unemployment up - ahmm - I can: pay
190      for it myself.
191  CO:                mm hm,?
192  CL:                       an:d (1.3) go through everything to
193      get on it - like - Manpower was paying for it.
194  CO:                                                 mm hhm?
195  CL: you know? (2.1)
196  CO:                u- but you'd be using that money up when -
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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'[wanta]
CO: ['kay. would that be a question you'd like to have an answer to?
CL: yeah!
CO: okay.
CL: well,. - hhh hh((sighs)) (0.8) ((falsetto))you know it' just all sorts ((back to lower pitch))of different thi-hh-ings,.
CO: yeah,
CL: I'm- I'm just confu:sed,! (-f [d-)]
CO: [yeah,.
CL: - because I was out of the country for 15 years,.
CO: mm hm,? (1.0)
CL: and- everything had totally changed. (0.9)
CO: in terms of the: technologie:s, n': [th- what you had to come back to,?]
CL: [in terms of techno- yeah. (0.6)
CO: mm hm,? (0.8)
CL: and (1.3) it hadn't gotten over (t-) (1.3)
CO: they're still very shorthanded over there are they,? er, (0.9)
CL: that's right yeah they starting it's starting to get different now - but - at the same time- I (used to) switch (0.8) totally.
CO: yeah. (2.5)
CL: d'you know,: - an' I (think) don't know wh-e- (0.8) I don't even understand my microwave,! (1.7)
CO: yeah.=
CL: =okay?
CO: I (gotta) understand what you're saying,! - I understand what you're saying. (0.7) tell me a little bit about your - ah- office practice- experience,! okay? (0.8)
CL: o:kay,?
CO: m- fer example where you worked whatchyou did- how long,:: -
CL: I - started working for the: - government,? - in- '65,? - [an' I=
CO: [mm hm.?]
CL: =worked with them 'til: (0.7) '72.
CO: that was right outta high school almost, (1.3)
CL: I did about- - maybe four months - five months something at (Scraught Shaw),.
CO: mm hm,? (0.7)
CL: because I didn't complete my schooling! -
CO: [right,]
CL: [you see that's *another* thing that's scaring me (0.8)
CO: I see!=
CL: =because *I* used (1.3) I was in that- age group that they messed about with your spelling?
CO: oh yes, (0.5) (they do it in the) old spelling? w-=
CL: =um- the phonetic? (0.6) ya know?
CO: yes,?=
CL: =when you were in=
CO: =oooohh,. (0.6)
CL: grade one grade two and they'd- they experimented with - phonetic s- s- sp lling 'n- things like this and (1.5) I am a lousy speller., (1.4) (along) (1.0) I know what I (1.2)
CO: when you have to th- you do it you memorize it and you can get it (0.7) but otherwise - you're [have to check back and forth all the time you -=
CL: [I have to i-]
CO: =did that in your job,? er,=
CL: =well not - no not too much I w- youknowwhatImean once I've got it there,.
CO: mm hm.?
CL: the first time it's okay I've got it the second time.
CO: yeah. (0.5)
CL: but I have a hard time with my spelling,.
CO: mm'kay? (0.5)
CL: *because of that - I get my words mixed up* also,.
CO: mm hm.? (1.0)
CL: when I'm speaking.
CO: mm hm.? (1.8)
CL: aa[aahh- w-]
CO: [can you tell me wh- - more about that or give (m'an) example of what you mean by uh - [getting words mixed up,?]
CL: [well I'll say my I'll say my gr- my - sled plocks, (0.9)
CO: my slad plocks,. (0.7)
CL: in[stead of]
CO: [stead of my plad slucks,.
CL: (1.2) what's that,. (1.2) (I [have to ask ab-)
CO: [I- I mi-hh (1.3) I mix my

letters up!
CO: okay,.((jaw dropping)) (0.8)
I still h-hon't [t-]
CL: [Ih-h- ya[know,?]
CO: [I see what you mean: that is
confusing and frustrating - I don't even know what that
word h-h-is((smiling)) .hhh - your pau [(wots)?]
CL: [lack my
plaid (0.5) slacks. (0.8)
CO: plaid *slae:cks:!* [r:ight!]
CL: [yeah. I'll
say sl[ed placks!]
CO: [sled ((deeper pitch))placks. (0.5) okay.? (1.8)
[and]
CL: [and things like that.
CO: okay,.
CL: but that can - back
(to office isn't) it,. - aaaaahmmm I worked around (Calvun)
Speedway Motors a bit -
CO: mm hm,? -
CL: for a whi:le (0.6) and -
then ((higher pitch))I went over ta England. -
CO: mm hm.? (0.7)
CL: in: - seven:ty:: - three I think it was,.
CO: mm hm,?=
CL: =yeas. (1.7)
and I did (1.8) kitchen work - barmaid work (1.6) worked
for ah- Union Oil (0.5)
CO: mm hm,? -
CL: in Aberdee:n,? (0.5)
worked for (Slow) Petrol in Aberdeen BP Chevron - telex,.
s-s-[switchboard,. (1.8) uuhh:: this girl would have a=
CO: [yeah?]
CL: =stack this high so:: I'd have some of her stack and -
you know,.
CO: yeah,.
CL: 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: uhhh: - office - work
(0.5) when you were over there (0.6) lots of different
experiences (1.0)
CL: I- that's the type of work I like to
((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.
(1.7) so reception (0.5) you mentioned before was one of
[the ones you wanted- and also [th- it's filing, -]
CL: [yup,] [that's the type- yeah!
(1.4) which- well- filing is: all part of that too but -
reception work, [because it's - yeah! [it's all,=
CO: [switchboard] [mm hm,?]
CL: =(1.0) different,. -
CO: okay.? (0.5) okay,? (0.7)
CL: and that's
basically what I:- *office* experiences I've done: - (bok)
like I said (barn dayn't work) - worked in kitchens the
hotels an' eve[rything like this,]
CO: [mm hm,? m m,?
CL: done *waitressing*
an' l- (1.2) whatever just to pay the bills!
CO: yeah,? yeah,?
(0.8) and you're comfortable with that. (1.4)
CL: I like -
variety (0.9) I think- and I think this is (1.1) the
recep tionist area.
CO: yeah. (0.8) and there's some fear -
attached with going back to school,. (1.0)
CL: d-defini[tely=
CO: [yeah.]
CL: =fear attached to going back to *school* because I don't know
whether my (2.0) n-*know*ledge (1.0) shall we say, (1.3) is -
up to - *stan*dard - 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,.
CO: [right,.]
you don't have- (0.5) what.
CL: the time! -
CO: time, - to upgrade -
CL: grade 12,. (0.5) you see,? - and I've been looking for the:
- shortest way to get- back out to work.
CO: yeah. (0.5) I
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
[- *have* your husband be under stress and so on and=
CL: [yeah!]
CO: =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-
CL: =[hhhuhuh((giggles)) you know,?]
CO: =[okay. alright.
CL: this is what
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- is 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 deci[pher what these all mean -where=
CL: [yeah!]
CO: =they're (0.5) where they're - uh offered and when - so,
CL: yeah.
CO: aaahm - I'm just gonna ask that question now. okay? while you're here?=
CL: =okay.
CO: be[cause - that would]
CL: [( ) you see it's so confusing for me,. -
CO: well that's confusing to *me*.
CL: hh .hh((laugh)) [((chortle))]
CO: [I'm supposed to know what I'm doing (1.2) so I- I appreciate what you're saying!
CL: I'm just saying it as it's comin' in my head - an' [gettin' it all out,. ((chuckle))]
CO: [yeah. good. - that's the best way.

((CO leaves room for 4 min. 27 sec. to check course offerings, comes back in, shuts door and announces:))

CO: okay!
CL: okay,.
CO: now the good news,?
CL: [(y-)]
CO: [there are two chances to win here,?
CL: ((sing song))all right,.
CO: and uh - this is probably the one you didn't pick up which is the part-time programs,?
CL: mm hm,?
CO: which I: - had some knowledge of but I wasn't exactly sure - how many of them were offered in the evenings so I found out the courses that are offered in the evenings,. (0.6) the answer is yes you can - proceed to - a certificate - or: just take the course for your own k-n-experience and (go out) an' work with them - uh - Introduction to Accounting,? - uuhhmm (0.5)
CL: ((clears throat))
CO: -dvanced Accounting - Micro - Spread Sheet (0.5) that's using - that's record and filing,? - aahh - Records Management,? Word Processing? - which would be- prob'ly - a good one,?
CL: mm hmmm,.
CO: at some point,? (0.7)
CL: well this sounds good. - because that's like - you know - that's your filing and -
CO: yeah,? (1.1)
CL: and - records - ['cuz you've gotta know where they they are before you=
CO: [mm hm,?]
CL: =can do anything,? ((laugh))=
CO: =exactly! (0.7)
[(how b-)]
CL: [but Accounting is out - ((comments under breath))
CO: 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: no:: because I know how much I'm writing (on it)
CO: okay,. (0.6) but - generally - speaking that part is - uh a diffi[cult (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 are the courses that are offered under those three (0.8) uhmmmmmm (0.6) tells you little bit uh - mo:re uh - about them,? the Records Management -t 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 lo:ng' ya don't know what's: required? (0.8)
CL: mm hm?
CO: yea[:s,.]
CL: [I don' know what's required,? - I - don't know: - you know,. - yeah! (2.2)
CO: okay,? - ((falsetto onset))it's been a while! - ((falling pitch))hasn't it really [- is what you're saying=
CL: [(!) ( )]
CO: - an:d: - getting back into it - presents a lot of new

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' I lack confidence,.
CO: mm hm,?
CL: in myself.
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: uhmmmmm now let's see now. (2.0)
I lack confidence because it I hesitate. -
CO: mm hm,?
CL: before I (will do) things I'm (1.5) .hhh it's: not un- -
oooo I'm not too sure whether I should do this hesitation,.
CO: mm hm.? (1.4)
CL: it's afraid to take that step,. (0.6)
CO: the first step.
CL: yeah,.
CO: mm hm,? (0.7)
CL: and - I don't know
why:! (1.2) or how come,.
CO: yeah,.
CL: but I always: (1.1)
(copped out) (1.7)
(caught math)
CO: so it's not just a recent thing, -
something you've experienced throughout your life - in
differen[t areas?]
CL: [mm hm. mm hmmm. - if I was going to ask
something special when I was: (0.6) younger (0.7) I used -
would take me 'bout half an hour to get up the courage to
go - .hhh - one two three and just blurt it out.
CO: mm hm,?
CL: (1.2) so, (0.7) I don' know,. -
CO: and the same thing you're
experiencing *now:* is uh: th- ya know - ya
[know (stand =
CL: [maybe it's anxiety! I don't know,]
CO: =anxiety y- -abbit,) (1.1) uh - anyway - it's
still with you (0.6) and it's puzzling - and frustrating
to have,.
CL: I jus: I don't know whether I have the knowledge
to (0.5) pass the assessment -
CO: mm hm,? (1.7)
CL: and I think -
(we) myself would feel very very stupid if - I didn't -
pass it. (1.0)
CO: mm hm,? (1.0) so that would be kind of a
setback for you,? -
CL: y-yeah,? -
CO: and ye' (0.5) I - imagine
there's ano[ther side ( )]
CL: [and yet I wanna:: - I wanna go and do it! (1.1)
you know?
CO: yup,?
CL: and, (1.1) get out of (2.9) just - don't
(lose light an') mundane, things,. (0.9) uuhhhhmm (2.5)
ya know,.
CO: yeahp,?
CL: I'm gettin' too old to be standing around
( ) -
CO: all day long,?
CL: all day long, an' runnin' around,
- and things like that, ( )
CO: so whereas you realize you
don't - you you don't wanna do this anymore this standing
(on feet) business,
CL: no,.
CO: it's been fun,. (1.0)
CL: no[:,? I don't know whether it's been fun.=
CO: [we've done that,.]
CL: =it's been (0.6) survival!
CO: it's been survival (as a)
necessity and maybe you can do something different now that
requires: - that al[lows you to sit down!]
CL: [now that, uh yes. - now
that- I - yeah.
CO: yeah.
CL: but I'm- I'm also you see the thing
is that I'm also afraid of losing everything that - .hhh -
we've got? (1.5)
CO: how's that gonna happen.
CL: wull 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=
CO: [so you're ( )]
CL: =j[ob - shall we say, yeah.
CO: [mm hm,?] where's he work now. -
CL: he works for (Colliers of Collie & Nicholls),. -
CO: mm hm,?
CL: (0.5) n' he's had he has a hard time getting a job in this
country.
CO: (0.7) he's English. is he,? -
CL: yeah. (1.2)
because there's no work record on him,? (1.6)
CO: for how many years? (1.7)
CL: well he's - ahhh (0.5) been
working here for about - he's worked - been working at
these ones fer:: (0.5) just about a year. -

CO: yeah,?
CL: but he's only been allowed to work for about three years!
CO: oh I see! - so he's just really starting out! - and that's been a challenge because you've had the, (1.2) you had the when did you come back to Canada,.
CL: eighty-five,.
CO: okay- so for the last - (he)been working almost since he's been here but not quite. -
CL: not quite,.
CO: and:: you're worried that- ok[ay.]
CL: [he was allowed to start working in:: uhhh the end of July of eighty-six.
CO: I see,. (0.8)
CL: an:d: then, (1.2) it was finding a jo:b, -
CO: mm hm,?=
CL: =and- things like this ( ) (2.8)
CO: so!
CL: ya know,.
CO: yeah I get the- th' impression per- (0.5) really that - .hhh you 'a:ve to, - you're worried about him not being able ta: (0.5) find a job, if - he'd lost this one or [didn't like this one,]
CL: [he can't get unemployment,. (0.5)
CO: he can't get unemployment,.
CL: no, - and I can't claim as a dependent. (0.8) on my unemployment,. -
CO: ri:ght,. (1.2) so that's a worry.
CL: oh yeah(hh) the mortgage,? (1.4)
CO: ah hah! - so there's a larger picture here. (0.7)
CL: yeah,.[and I think that is what- where my fear=
CO: [there's many other different]
CL: =comes in [to it]
CO: [yeah,. - taking the risk to come back full-time means that - you have to - juggle (0.6) and hope and pray, that everything stays: (0.6) ya know - the way it is, - and doesn't (0.5) fall apart! - basically, - including - his job (0.5) his confidence - [the house,]
CL: [if his job falls apart then that's - everything blown, -
CO: it's difficult to: - have a mortgage: (0.5) on less than [five dollars an hour]
CL: [it's not only that but - yeah.
CO: yea'. (1.2) especially if you don't have any other:: - UIC supporting him. - if that were to happen and you wouldn't either at that point you have it - devoted to school! -
CL: that's right,! (2.7)
CO: is there another scenario,. - that would be more ideal than what you're: - looking at.
CL: I don't know,. -
CO: yeah,.
CL: just go back to work. -
CO: mm hm,?
CL: you know,? I've *got* to get back to work as soon as possible.
CO: yeah. (1.5) what does that look like for you when you say go back to work,. (0.5) that would m- do you have places that you're: already - considering applying for looking,? (0.7)
CL: well I'll just go: an:d - take a job! -
CO: yeah. (1.4)
CL: Ah'm good at that. -
CO: mm hm,?
CL: I've gotten good at that because I'm - the only job I've ever had (0.8) uh - I worked at school (through) a job I never had any summer job (0.7) and weekend jobs - or anything,.
CO: mm hm,? (0.8)
CL: an:d: - I went from school - to office I didn't (know any people who stand and mind your feet) - gettin' your hands wet,
CO: right!
CL: m:ucky, -
CO: right, (1.5)
CL: but I (learn...)
CO: mm hm,? - so you don't have any problem risk ta[king, -n getting a job.]
CL: [no I - I have - I have no problem that way -
CO: it may not be a job that you - ideally *like*,! or,=
CL: =no,? but I'll make the best of it,.=
CO: =make the best of it. -
CL: mm hm!
CO: yeah. (0.5)
CL: which is all you can do,.
CO: yeah,. (0.5) what about a job in the office fiel:d: (0.6)
CL: wull - I'd like ah- this is what I (need) (0.5) I'd like to (mean) do this is what I want to: -
CO: yeah.
CL: I'm tryin' to figure out whether to go back to work (0.8) and take *night* courses,
CO: mm hm,. (1.6)
CL: an:d (1.0) because that way see with going

back to work I would be bringing that extra little bit in,
CO: mm hm,? (1.0)
CL: that my unemployment has cut *down*
CO: yeah,?
CL: from when I was working. [and
CO: [mm hm,?]
CL: and this is what I'm
looking at.
CO: okay. so really, we're talking about th- the:
- advantages and disadvantages:
CL: yeah,
CO: *of* - one approach
versus the other,
CL: mm- [yeah,. could be,. - you know,?]
CO: [right,? okay,. (1.2)
have you ever - uh done: a: - plus and minus graph,?
CL: n:o,.
CO: yeah,? - would you be willing to *do* that,? (0.8) say -
at all (n-)=
CL: =mm hm,?=
CO: =all (0.8)
CL: I know what you're
[talking about]
CO: [you know what I mean,? - like uh this is the: [( )]
CL: [why should
I and why should[n't I]
CO: [yeah. that's right,.
CL: ((laughs))
CO: full-time what would happen to me *if* (0.6) what are
the positives what are the negatives - and then do it-uh
for p- working and part-time
CL: mm hm.=
CO: =another one for work
and part-time in s:chool -
CL: an'[you see how we s- (scratch)]
CO: [night school
yes see what would really *change* - looked at what would
change in your life what w- you'd have to: accommodate -
uhhh - what you'd lose what you'd gain ([ ) (1.2)
CL: [( )]
CO: and uhhhhh and then kind of weigh them out together.
CL: I probably: uhhh (m- g-) (0.9) going back to work and
taking night courses I know is gonna be - tough -
CO: mm hm! (2.1)
CL: [mm- m- ,
CO: [it would be a disadvantage in what way,. (1.1) for you,.
CL: we:ll:,. it would just be long days tiring days,
CO: mm hm,?
CL: things like that. -
CO: when would you see your husband. - if
you worked and then went to school,. (2.4)
CL: whenever,? (0.6)
CO: ((guffaw/chuckle)) (1.9) okay,? (1.0)
CL: he used to work on the oil rigs. -
CO: aahhhh,. - so you're=
CL: =[(when we first -)]
CO: =[kind of used to this:: -
CL: oh yeah. -
CO: away apart -
CL: mm hm!
CO: uh huh.
CL: it's quite all right (0.9) we: lea:d separate lives
(but we need) together like
CO: I see. (1.5) and that's okay,
CL: mm hm!
CO: you like it that way,.
CL: yeah it works great,.
CO: good,. -
CL: we can go out but we don't ( ) (0.8)
CO: that's nice, -
CL: mm hm,.
CO: so you have your- privacy: and uh respect of - ya
know individual difference:s and
CL: uh hm,?
CO: doing different
things together,
CL: yeah.
CO: yeah. - that's- that's interesting -
( ) that's supportive in: light of what's (0.6)
CL: well it's (1.9) hh I don't know maybe it's just a trusting
feeling,.
CO: yeah,. - it's nice to know that somebody's going
to come home!
CL: oh, yeah,.=
CO: =and there not always gonna be
there bugging ya,.
CL: no i- no that's - ( ) -
I can have my - I guess you'd call it my time and he can
have his time or [whatever you want to call it we just (1.6)=
CO: [sure,.]
CL: =((falsetto start))we lead one life,.
CO: yeah,.
CL: together - but
we also - do things separately,.
CO: yeah,. (0.9)
CL: which - you
know - is fine: I climb the mountain and go for walks and
things like this

785 CO: sure - yeah -
786 CL: and he goes and plays trivia -
787 CO: oh yeah,!
788 CL: ya see and things like this [which is fine,.]
789 CO: [aaahhhh th'British
790 Lion - never sleeps (0.7)
791 CL: oh- you better believe it,.=
792 CO: =hhha
793 hahh - okay. -
794 CL: oh kay!
795 CO: so that would be that's - would be
796 one -
797 CL: mm hm.
798 CO: idea,. (0.7) uuhh one for - full-time school -
799 one for - work and night school. (1.0) there's a sampling
800 of the courses: that uhh- - you might consider an' th' the
801 spread sheet one: you've got might -
802 CL: what about a night
803 course: (0.7) the likes of Belmont or something,. -
804 CO: well it's another - possibility too ahhhmm - I don't know -
805 what Belmont offers - again there's also the: uh private -
806 colleges ya [know (s-) other ones like that -
807 CL: [mm hm,.] no: I
808 wasn't thinking of (s-) you see I'm thinking of
809 travelling time,. (0.9)
810 CO: yeah something closer,? (1.8)
811 mmkay,. I don't know what's of[fered th- ( ) it's=
812 CL: [(see it's) possible you see]
813 CO: =a very good [idea - check into it,]
814 CL: [I look at- I look at all the options
815 CO: yeah,.=
816 CL: =ya know? -
817 CO: check into the options there, -
818 CL: yeah,. -
819 CO: phone them up - find out what's available - uhh with
820 them (0.8) uuuhhmmm (3.0)
821 CL: because the (b-) was - was what I want d- the type of
822 work I'd like to get,.
823 CO: mm hm,? (2.3)
824 CL: I don't really (1.7)
825 the big gusto of all the office: (3.1) ya know,? -
826 CO: I think I know what [you mean- - yeah yeah ya don't wanna=
827 CL: [( )]
828 CO: =make a huge - mark in the world or:
829 CL: *no*! -
830 CO: re(train) the
831 wheel: you've - [just want to do your job,? - and=
832 CL: [no:,.]
833 CO: =have [your lifestyle,]
834 CL: [that's it - I mean I don't need to know all the -
835 the heavy equipment in the office type thing,
836 CO: yeah.
837 CL: ya know,?
838 CO: the- newest - advances in video technology: an'
839 [FAXes: an']
840 CL: [I don't understand them,.
841 CO: yeah,. (0.6) and then sound like
842 you really *want* to - uh - *have* to understand them: in order
843 to get your paycheque
844 CL: yes right,.
845 CO: mm hm,
846 CL: I would like to
847 understand them (2.0) but I need - I know - I learn -
848 better - (from) being shown,
849 CO: mm hm,?
850 CL: than I do from (0.9)
851 watching it on the screen
852 CO: mm hm,? (1.0)
853 so if you were to learn at it you'd have to - be in a
854 learning situation where you were - demonstrated (0.6)
855 and - practiced and supervised and you got feedba:ck and
856 understood how to do it -
857 CL: and [( ) sit down and explain it to me in English]
858 CO: [and got a chance
859 yeah,. (1.7) you don't think that would happen,? in
860 [one of these courses,? or are you kind of,]
861 CL: [I don't know whether it would happen I'm just (afraid of b-)
862 CO: you're afraid of it [yeah.]
863 CL: [because I don't like (r-)
864 CO: mm hm,?
865 CL: I know my best way of learning: my best way of
866 learning - is (1.2)
867 CO: experiential learning,?
868 CL: experience,?
869 CO: yes, - uh kay,? (1.4) that's important to know,? it's a
870 useful thing ta:: - to know about yourself,? (1.2)
871 CL: tellin' me: - you know with (a load of numbers or something
872 is -) - ya- n- d- ya know,?
873 CO: mm hm,? (1.2)
874 CL: I kinda::
875 I don't know what (0.9) you're talking about,.
876 CO: mm hm,? (0.8) yeah,. (1.3) I hear what you're saying you
877 need to actually put your hands on the thing - see what it
878 does: (0.7) and make- correction or: see that you've: -
879 done some: correctly in order to: (0.7) learn it. - okay.
880 (0.6) so that'd have to be a big component in any: -
881 cour[se: or program,. (0.7)
882 CL: [right,?] this is it,

CO: yeah (1.5)
CL: ((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,.
CO: yeah,.
CL: ooohhh. ((sigh/puff, breath))
CO: it's a good thing you have those sore feet otherwise we: you know: those changes might not even come about!
CL: no:: I've been thinking about these changes for a couple of years,.
CO: yeah,. - uh-kay,.
CL: ya know thinking about it and
CO: yeah,.
CL: thank God I wish he'd get a job so I c((hhh))ould go back to school but - nothing came of it an' now! (1.6) you know and I- in=
CO: =is it likely he's gonna stay in- in uh:: this job par[ticular,]
CL: [I don't know! (1.2) I do[n't know,.
CO: [is he happy with the job?
CL: *no*! (0.6)
CO: oh!
CL: uh-huh-hihhhh! ((loud laugh)) -
CO: he's not happy with the job.(1.0)
CL: no. (1.4) it's menial mundane it's just - bluhhh((yuck!)) -
CO: eh-
CL: to 'im
CO: eh what - skill and training has he: got what area has he:: (0.9)
CL: he cooked up on the rigs,.
CO: uh huh,. - the oil rigs. -
CL: 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) s:traightening out - parkin' lots an: -
CO: uh huh,?=
CL: =changing light bulbs, - ya know?
CO: mm hm? (1.3)
CL: an:d: (0.9) but this- this guy's supposed to retire but when does (he go). (1.5) ya ca[n't - make up his mind -
CO: [the guy he's going to replace.]
CL: 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)
CO: so he's kinda stuck too!
CL: mm hhm! -
CO: which doesn't help things for you 'cause now you're=
CL: =no,.=
CO: =you're kinda both stuck wanting to g- to get - m- more (0.6) money and or: challenge or: (0.8) ya know,.=
CL: =an' ya see: he wants a Harley Davidson,.
CO: *awwhh*! ((high fall)) (2.4) so you go on a bike trip! (0.7)
CL: ((high pitch)) no., -
CO: just drive to work.
CL: yes:: to: ride!
CO: uh huh,? (3.1)
CL: ya see he wants all these things! (0.8) s- but the money's not coming in for him so ((high pitch)) I've gotta get back to work right away ya see,? -
CO: to get him these things.
CL: no. not necessary- to get *me* these things,.
CO: uh huh,? (1.1) so the money's coming in at least,. (2.0)
CL: or maybe let him go back to school if he wants to do something else,
CO: yeah,.
CL: ((slight monotone)) he's a brilliant man really:, he's jis' gotta channel (it all into one place),.
CO: mm hm,? (1.2) and he hasn't had the opportunity yet to do that- in Canada,. - was [he doing it-=
CL: [mm]
CO: =was he doing that at all in- -
CL: no he wasn't.[he jis=
CO: [yeh.]
CL: =hasn't had the opportunity to channel it -
CO: yeah,.
CL: and (reach)
CO: right,=
CL: =and I think if he did that he (could-) (1.5) he sold the (ball pen) - a hair dryer,.
(bull pen)
CO: (0.8)oh yeah.? ((not grasping)) (2.0) a boat man? -
CL: a bald man. (0.8)
CO: hhww hhuhhuhha is((chuckling)) 'at right!

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CL: he told him that it was good for [(t-      -ls    )]
CO:                                  [awhh hawh!((loud guffaws))
    - you could sell! that [th- he should be in sales! (0.7)
CL:                        [yeah right!]
    this is it! don't ya know? (2.3)
CO:                                  hmm,. (0.7)
CL:                                             this is:
    another reason I want to get r- out there fast.
CO:                                                  yeah.=
CL:                                                       =want
    to get good, -
CO:                yeah,. (1.5)
CL:                           [(wan-       )]
CO:                           [so you can get him more hair
    dryers! y- hhuh huh
CL:                    hhhhh. -
CO:                           yeah. (0.8) okay. - well our
    initial- this- -
CL:                  hhhh
CO:                       as you can see is not an easy -
    decision to [make   -      but you're: doing the right=
CL:             [no it's not!]
CO: =thing I think you're getting information,? - you've got
    th- some course u- options - you've got
    [a (big select-) exploration of (Bell[more)]
CL: [yeah                                [and I've got- yeah.
    and I've gotta make up my mind which way I'm going to do
CO: yeah,. and you can do that by: - in consultation with
    myself other people you talk to: (0.6)
    you know you're putting it [(    ) yourself - finding out=
CL:                            [mm hm,?]
CO: =you want to get involved in something (0.7) uhh there are a
    couple of ways of doing it, (1.7)
CL:                                  yeah. I'm jis' I think
    what I'm gonna have to do is jis' jump in with both feet,
CO: yeah.
CL:       and go for it,. ((softly)) it's either swim or sink,
CO: mm hm,?
CL:         and if I'm sinking I haven't lost anything because
    I can still go out there and get some job.
CO:                                          sure! (1.8)
    I've got some advice for you,? (1.0) what about writing
    that- assessment,. (0.6) the (Great Fall) - Equivalency -
    Assessment,. (0.6)
CL:                      I'm supposed to write it this afternoon,.
CO: hah!((loud guffaw)) [I'm glad I asked,.]
CL:                     [wait a m-    (              ) no no
    no no no no - but I had some phoning (m-   ) this morning
    [ (g-   ) answering machines - because I have to take my=

CO: [yeah,?]
CL: =mother to the hospital for tests: -
CO:                                    okay,? (0.6)
CL:                                                aahhh she
    just sprung this on me last night.
CO:                                    mm hm,?
CL:                                            (when) she
    thought about - havin' to go,.
CO:                                 mm hm,.
CL:                                      but it was jis'- .hh
    ((imitating her mother)) well I've got to take the bus all
    the way there,. you know?
CO:                             mm hm,? - so you feel that you
    need to - somehow get her th[ere]
CL:                             [well: yeah,. - I'd rather be
    (0.8) take her there, and get her back (2.2)
CO: [and so::]
CL: [and - find out what's goin' on,.
CO:                                 so: - you're gonna have
    to postpone the:
CL:                  so - yes. how do I postpone that!
CO: by - phoning! the reason [that they're not there is::=
CL:                          [yeah, I've been phoning and - ]
CO: =that they're not open yet - 'cause it's Wednesday and
    they're open late on Wednesdays until 7:30 at night. (1.5)
CL: aahh,.
CO:       they open at twelve.
CL:                           okay,.=
CO:                                =so,=
CL:                                   =at twelve -
    all right=
CO          =when do you have to do it, - at- 1:30,?
CL: one o'clock.
CO:              one o'clock, so,. (0.5) can you phone at
    12:30,? they'll be definitely - in here by then,.
CL: mm hm, - I could phone them back [no problem]
CO:                                  [yeah,.  -   yeah (0.6)
    so you already have tha: first step
CL:                                     yes:.=
CO:                                          =good for you.
CL: okay I'm: - ya see- but that scares me because I don't
    know what is required for that! -
CO:                                 it's a:: - it's- far as
    I understand I haven't written it it's a general -
    understanding - of - English, - in terms of - uhr uhh
    comprehension,? - reading comprehension, - and - a - simple
    - writing exercise. (1.6) paragraph - exercise,? - and I'm
    not sure - how much of - those parts are involved - in it
    or how long it is,. - bu- I get confused I haven't written
```

I don't know these tests well enough - betwe:n the:: - uhhh - English twelve (1.3) equivalency - and our placement tests - I don't know the difference between a placement test which (0.8) tell you - ya know whether you're grade 10 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 -]

CL: 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)l

CO: yeah,?

CL: ya know,? - my good subject was sewing. (1.6)

CO: practical,. [experiential learning,.(1.4) =

CL: [mm hm,.]

CO: =( ) okay. (0.6) *well time's:,* (0.8) there's been a lot of - water under the bridge,?

CL: yeah.

CO: uh 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.

CL: [is to jump in] jump in with both [feet]

CO: [jump in with both feet,. yeah.

CL: jis' to go for it,.

CO: mm hm,?

CL: mm hm,. (1.0) ya see these things scare me because I just don't want - what they're all about,. -

CO: 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) aahhhmmm

CL: but I could probably (2.9) I could probably mess with it hh (0.8)

CO: mm hm,? (0.9)

CL: I taught myself (0.6) Telex -

CO: did ya!

CL: uh huh,.

CO: excellent,. (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-]

CL: [I was - I was the Telex operator for a French (company) - in Scotland,. (0.7)

CO: for a *French* company!

CL: yeah. (2.1)

CO: you::-s did you have to learn French?

CL: no. - I didn't have to learn French.

CO: unhhhh! (1.5)

CL: but [they they had operations they had operations=

CO: [lots of: ( ) skill,?]

CL: =all over the world.

CO: mm hm,?

CL: a- in Canada Australia Africa,-

CO: right,? (1.4)

CL: so (1.8) (job)

CO: yeah! - so you really have a lot of - solid job - finding skills - and

CL: mm hm!

CO: skills on the job. too.=

CL: =except I don't have the new machines -

CO: yeah,.

CL: 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.

CO: mm hm,? (1.4) (and likely) you would have,.

CL: and I think this is: t- I might have u- you never know I just might have a nightmare tonight that I'm in a room s- surrounded by machines!

CO: yeah,. (0.9)

CL: maybe *that's* what my fear is,

CO: yeah,.

CL: is all these new fangled mach[ines all at once!

CO: [sure,.] sure. - could be,. (1.1) and how am I gonna accomplish - *knowing* all these as well as everybody else. that's, [had more training: that's been around, (0.7)

CL: [yeah!] they were here when they started!

CO: yeah. (0.9)

CL: maybe *that's* what it is I don't know!

CO: mm hm? could be part of it,! -

CL: 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,

CO: yeah, - and you feel like a dummy because: you don't know,. right,?

CL: (and I'm go -) what?

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CO:                                                u-hahah (1.2)
    yeah.
CL:         maybe that's what it i- maybe that's what it is,.
CO: could be! (2.0)
CL: (                      ) I'm answering my own questions
    here=
CO:     =hahahaha righ(hhh)t,.
CL:                                  but that's the way it should be,.
CO: that's the way it should be
CL:                              mm hm! (1.2)
CO: it could - well be that (2.0)
    yeah! (b-       ) the 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,. -
CL: maybe that's (       )!
CO:                            maybe it is! (2.5)
CL: mm hm,. (1.5)
CO: they aaaaahhh (1.3)
    I took a word processing course - at Oak Bay Recreation
    Centre for - maybe it was 15 dollars (0.7) two or three
    years ago,.
CL:              mm hm,? -
CO:                             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 uhm (1.0) was it telet- not teletype
CL:                                                      well
CO: what do you call it [same thing]
CL:                     [basically the same thing - tele-=
CO: =[and you learned it Telex things - and]
CL: =[(                                          goes in one place)
CO: mayn- maybe you can - get involved with p-playing around
    with these - pieces of new technology - on your own just
    like you - [do]
CL:            [that's how I seem to learn.
CO:                                          mm hm,? (1.0)
CL: jis- playing not- well not *playing* with them but you know,?
    - operating them,.
CO:                      mm hm,? (2.8)
CL: I just (1.6) most of - .hh I would say most of my - okay
    switchboard was the same thing! (4.3)
CO: mm hm,? (0.9)
CL:                  I never had any formal training in anything!
CO: really! (1.5) you just learned it! (1.3)
CL: when I hold down the job!
CO:                                mm hm,? (2.2)
CL: for (big ) companies=
CO:                         =it sounds like you got all the skills.
    there,?
CL:          so- ya see and I'm - just afraid of (1.1) I think
    what it is is I'm afraid of the schooling part of it!
CO: yeah. (1.1) because you're - [(s-                    )]
CL:                              [that I won't be able to crack
    it!
CO:     yeah,?
CL:             that I won't be able to do it! -
CO:                                                 mm hm,? (1.5)
CL: that the:: - English language - part of it (2.5)
    my - lack of it will (1.3) pull me down!
CO:                                          mm hm? (2.3)
    your lack of - being able to- handle the English: - as it's
    presented in the course: uhh - curriculum if ya like,
CL: yeah.
CO:        I see,. (1.4)
    ee- it's not because you - you don't speak well and you're
    not articulate and you don't - have a good grasp of the
    English *language* 'cause you *do* (1.0) it's because of your
    - what,. (1.1) what is it because of,. (3.0)
CL: hhmmm! (5.4)
    I don't see I'm:: .hhhh (5.5)
    maybe it's the fear of school! (1.1)
CO: I understand - could be, (3.3)
CL: I never got good marks in school!
CO:                                    mm hm! (how do you say
    selling what you're gonna scourse),?
CL:                                          yeah, - that was
    just (polit), (1.0) ya know,. (3.4)
    most of the things that I have known - I have learned (1.4)
    on my own! - (on  -ist life),.
CO:                                  mm hm,. (1.5)
CL: which - do not count (1.3) as (1.4)
    your education!
CO:                uh hmm,? (2.4)
    until you - pass the hurdle,. (1.4) and somehow
    ((chairs shifting)) ya know - someone's to give you credit
    for something you may have learned on your [ow:n:  that it=
CL:                                                [right!]
CO: =happens to fit in with their [way - of teaching it.]
CL:                               [right.                  but
    [it's - and - maybe it's the going back to school (1.6)
CO: [yeah.]
CL: that's my fear of - I don't know whether.hhhh (1.2)
    I don't know whether I'll be able to handle the courses!
CO: yeah! (4.3)
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1275     that seems to be a realistic fear! - I mean
1276 CL:                                          mm hm!=
1277 CO:                                                =they're
1278     demanding,? - you have to do things,? you have to
1279     org[anize -  do,]
1280 CL:    [and I don't want to - flunk. (1.5)
1281     I don't want to seem like I'm - I'm stupid I mean I know
1282     I can do these things
1283 CO:                      mm hm,? (2.2)
1284     ya *know* you can do them - but you don't want to be proven
1285     that you *can't* do them
1286 CL:                          r:ight,. -
1287 CO:                                   by somebody else,. -
1288 CL: right.
1289 CO:          yeah. (1.8)
1290 CL: I've had a lot of - you're no good you're no good i- in
1291     my life,
1292 CO:           mm hm,? - that was my next question
1293 CL:                                              lot of, -
1294 CO: [(              good)]
1295 CL: [(    )  put down, put down,. - I've an:d I'm:: (1.4)
1296     my biggest confidence maker left me,.
1297 CO:                                        really,?
1298 CL: yeh. - so,. (1.7)
1299 CO:                    that's: the ultimate put down isn't it,.
1300 CL: yeahp. (3.5)
1301     yeahp. (0.8) so I think that's what it is
1302 CO:                                          mm hm,? (0.7)
1303 CL: 'cause this person always told me I could do it, (1.3)
1304     if (he thoughts) - confidence,.
1305 CO:                              mm hm,?
1306 CL: believed in me an:d: (3.2)
1307     it's *gone* now.? hhh ((nervous laugh)) (0.6) it's still
1308     there - I mean e- the person is still around -
1309 CO:                                               mm hm,?=
1310 CL:                                                      =it's
1311     not  hat type of gone but (1.0)
1312 CO:                                  you mean they're not dead!
1313 CL: no they're not dead,. -
1314 CO:                          who is this person,.
1315 CL:                                              my father! -
1316 CO: mm hm,? (2.4)
1317     he's still aroun:d but (1.1)
1318 CL:                               that's:
1319 CO:                                      where, - where is he
1320     what state is he in,.
1321 CL:                       well! he just wants nothing to do
1322     with me,. (0.8)
1323 CO:                hhmm,. (0.9)
1324 CL: and I don't understand w.y. (2.2)
1325 CO: that's a pretty major thing,
1326 CL:                                I think that's what the- -
1327     ya know,?
1328 CO:           the crux of it [is,.]
1329 C.:                          [my father and I were close,. (0.9)
1330 .O: mm hm,? (1.6)
1331 CL:               an::d my mom and him split up,? - I mean
1332     I was 24 at this time
1333 CO:                        mm hm,?
1334 CL:                               my mom and him split up, (1.8)
1335     an:d he jus::t he got a new girlfriend and he (     ) (2.4)
1336     (he       ) (1.3) he's got new kids and as soon as the new
1337     ones came he (threw) the old ones away!
1338 CO:                                          oooooo,. -
1339 CL: (         )
1340 CO:             that must have been really hard to take. (0.7)
1341 CL: very,. especially when you were very close!
1342 CO:                                                mm hm! (1.9)
1343     he just didn't want to nothing to do with you: kids,.
1344 CL: mmmm! (1.4) well, not - ummmm - my brother and him: -
1345     w- were never (0.8; but (1.1) like people say (1.0)
1346     if your fathe. came through the door,. - you could bet on
1347     it- 99.9% of the time we'd be right behind him.
1348 CO:                                                    mm hmm,
1349 CL: we were always together.
1350 CO:                          mm hm,
1351 CL:                                and - he jis::t - gave me
1352     confidence and everything - an:d: .hh he taught he showed
1353     me how to do things and (0.8)
1354 CO:                               hmmmm,.
1355 CL:                                     ya know?
1356 CO:                                           yeah,? (1.2)
1357 CL: and maybe it's that extra little- bit of
1358     [confidence that I'm lacking n-=
1359 CO: [little nudge             m hm,]
1360 CL: =*yeah*! that little nudge,.
1361 CO:                          mm hm, -
1362 CL:                                that I'm lacking now
1363     that is: (1.1)
1364 CO:              holding you back,. mm [hm,.]
1365 CL:                                    [yeah! (1.6)
1366 CO: that if only:: (0.7) ya had that sense of confidence that
1367     you used to get from your da:d -
1368 CL:                               yeah! -
1369 CO:                                     maybe that would
1370     be enough to - take those risks,? -
1371 CL:                                yeah!
1372 CO:                                     [yeah,.]
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1373 CL: [take that first
1374 step once I've taken that first step I'm okay
1375 CO: mm hm,?
1376 CL: it's
1377 taking that first step (0.7) and he always seemed to: (1.2)
1378 believe in me!
1379 CO: mm hm,? (0.6)
1380 CL: maybe that's what it is.
1381 CO: mm hm,?
1382 CL: maybe I don't believe in myself and that's where
1383 the problem is.
1384 CO: hhmmm. (2.8)
1385 hhmm. (1.9)
1386 that:'s pretty c:entral - statement,? (1.0)
1387 CL: it is isn't it this is almost like a psychiatrist isn't it!
1388 CO. uhh(hhh'huhuhu((uneasy laugh))
1389 CL: uhuhh!((shriek))
1390 CO: cheaper! (0.8) ahhhahaha((chuckles)) (1.4)
1391 CL: .hhh ya know:.? [maybe tha- maybe that's what it is,. (3.2)
1392 CO: [yeah.]
1393 CL: well I think maybe I'm- I'm gonna have to talk to my
1394 husband about all this and
1395 CO. mm hm,? -
1396 CL: maybe get him to push
1397 me off the deep end,. (1.3)
1398 CO: get through that first step. (0.9)
1399 CL: 'cause he can do it.
1400 he- he - he can: push me off the deep end.
1401 CO: mm hm,? (1.3)
1402 just have to go and stand on the end of the pier! - an' put
1403 him behind and -
1404 CL: yeah it's just like - it's the house
1405 starts to get really (1.2) yuck! - overcluttered shall we
1406 say not dirty but [cluttered with things, he just (1.0)
1407 CO: [mm hm,?]
1408 CL: and he (family cleaning) all day and all night! (1.2)
1409 CO: just so- putting the light the fire under ya,.
1410 CL: yeah!
1411 CO: yeah,. -
1412 CL: an' it (1.1)
1413 CO: saying this is important - go for
1414 it - [please.]
1415 CL: [mm hm. mh- maybe that's what it is maybe I'm::
1416 not getting a - a feeling of confidence off of him,. -
1417 CO: mm hm,?
1418 CL: or, - umm (0.8) yeah! confidence in me er- - er
1419 a belief in me er some[thing there, - 'cause all he said=
1420 CO: [mm hm,?]
1421 CL: =to me was wull I just - I wish you'd just make up yer mind
1422 what you're doing then ya [know,? if it's not - any=
1423 CO: [mm hm,?]
1424 CL: really en- real encouragement.
1425 CO: yeah. - he's sort of taking
1426 an interest and only (r-) sort of getting things
1427 moving: - it's not like - really what - what matters to you
1428 an' (1.0) helping to [work it out. he's not really working=
1429 CL: [yeah!]
1430 CO: =it out with you - som- some (supporting in - really)
1431 CL: yeah. you've got it,.
1432 CO: n- [okay,.]
1433 CL: [it's jis'=yeah,. - do what you
1434 want. (0.6)
1435 CO: hmm. - that's a lot of help, (1.1)
1436 CL: right. - maybe that's what it is and I'm just going to have
1437 to sit down and tell him -
1438 CO: yeah. -
1439 CL: and discuss this matter
1440 with him
1441 CO: yeah,.=
1442 CL: =and tell him that's there's no (bartying in
1443 the middle of thurm) - the middle of the month ( )
1444 he doesn't - discuss this with me now,.
1445 CO: no partying,?
1446 [did you say?]
1447 CL: [no partying,. (0.6)
1448 CO: is that a tradition with you,?
1449 [partying in the middle of the month,?]
1450 CL: [no: - it's no: we have uh - we
1451 have baby brother coming over,.
1452 CO: oh I see,. -
1453 from England! (0.6)
1454 CL: from Germany,.
1455 CO: o- from Germany!
1456 CL: yeah he's in the British Army hhh
1457 CO: oh I see
1458 [stationed in - Larr or someplace er]
1459 CL: [(have to explain it will it) yeah,. yeah,.
1460 CO: yeah,.
1461 CL: stationed in Germany,.
1462 CO: yeah,. (1.3) so you would like to
1463 discuss this with him: (0.6) it is- - possible that you
1464 and he would sit down with these advantages disadvantages
1465 kind of thing a structure would that help,?
1466 CL: yes,. he would
1467 he would - sit down with that
1468 CO: uh huh,. okay
1469 CL: because we uh -
1470 we have done these (1.5) type of things together (1.0) 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=
CO: [mm hm,?]
CL: I tell him that this is important to me he will - take the
time to sit down and discuss it with me,. (1.1)
CO: good. - I hope so.
CL: and if he doesn't I'll just drag him by
the hair and say sit!
CO: ye(hhh),
CL: nahhuhhuhh!((shriek))
CO: sit here and no party no (whimperage) (0.8) right,.
CL: we have a ver, good r- - relationship
CO: good,.
CL: ahmmm, (1.6) it [it it works for us]
CO: [I'm glad because that - it really important
- yeah,. (1.2)
CL: uhmmm (1.0) people in Victoria: - don't
understand that we [(s-) (0.6)
CO: [mm hm,?]
CL: he calls me the pig - for short, -
CO: hmmm. (1.4)
CL: but yet ya see he's English: -
CO: mm hm,?
CL: so you've gotta
think of the English sense of humour,.
CO: that's right,. -
which is different than ours,.
CL: which is - yes. -
oh the pig'll be here to get me soon, - it's not me-
he's not sayin' I'm a pig!
CO: yeah,. -
CL: it's just th- - a form
of endearment,.
CO: yeah,.
CL: you know,. see him, people here
don't understand it=
CO: =huhuhuhuhah.((chortle))
CL: we ha- I
understand it
CO: yeah,. - well that's the important thing
isn't it,.
CL: uh hm. (1.3) so people think we're strange,.
CO: 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
we seem to be happy.?
CO: yeah. (0.5)
CL: okay. so that,
CO: all right,?
CL: that's: yes
CO: so that's the next step,
CL: you better - push your button [down there,]
CO: [I'll push the button down.?
(0.8) still going
((click off))

Interview #76.

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. - o' so you did your *math* placement - and you need quite a bit of upgrading in math. (2.1)
CL: [right., bu-]
CO: [ba- auhm - *basic* math (2.0) and then the *English*, (3.3) much better,?- and your placement was English 1*50*. (2.8) if it was 1*50*,. why did you register in English 088! (2.0)
CL: aaahmm, - because it was- recommended that- that was my- w-weak spot was ehh English composition,?- even though I - was mar- er- *mar*ginal - passing it.- it was - *just*- sugg*est*ed. and
CO: m hm,.
CL: so I (2.8) what. - I could read between the lines that I would be better off if I- *took* it and at the *same* time it- would get me back into the swing of- [study,]
CO: [uh huh,? - you *saw* an advisor before you registered,?
CL: yes I did. -
CO: *who* did you see. -
CL: Bxxx Dxxx-
CO: okay. yeah she's
CL: and - yes. I've - I *still* feel good *about* - that course. -
CO: mm hm,?
CL: i- uh like - you know,. - *I* just feel *good* about it. I-I wasn't- coerced or- [pressured into it.]
CO: [no. uh huh,?
CL: I-I don't feel any - uptightness about it at all.-
CO: now this is the one for the *summ*er only. isn't it.
CL: y-yeah.
CO: you wil. be finished- by the 18th of August. it says here.
CL: right.
CO: so you're gonna go ahead and *do* that. -
CL: y-ye:s? - un:less:,? - *I* don't know,. - unless it changes after you and I discuss,
CO: okay.
CL: what's running through my [head,]
CO: [well - there're a *cou*ple of things- that uh- you said well I thought that maybe I should - ahh- take this - *bus*iness course. -
CL: right,. -
CO: the uhh - office automation.,- or- *office* -
CL: whatever,.
CO: what page is that
CL: page 69? (2.4)
CO: or- probably page 67,.- the Office Administration Certificate Program. -
CL: right. - right.- yeah. I was gonna *start* right at basics,? - [( ) yes]
CO: [ah you will *not*ice - that- in order to- get *in*to this program,. you have to have English 12?-
CL: yeap.
CO: *or* an assessment and- you've done that.
CL: [yes]
CO: [and - certainly your assessment is - ah sufficient to - get you into this *pro*gram. - but *al*so says- that you should have Math 10,? and although your math is low,. - it's still - sufficient to get into this *too* [I would think!]
CL: [ok . now.- I *did* write Math - 11,? - in the old days- [ahm]
CO: [okay,.-
CO: and I *did pass* it with uh - I- *got through* it.-
CO: [mm hm,?]
CL: [okay- so. I *c:ould*- if *I* had to take it. I c-could- if the- if a low mark is acceptable.
CO: yes. -
CL: [so-]
CO: [and it will be. it will be. *you*'d be able to get in. you *have* what is necessary to start this program. -
CL: okay.- *that* was my question. I didn't know if I would have to take, - that, - I can't think of that -.((chuckle))your-
CO: the math,? -
CL: yeah., - I didn't know if I would have to go and take that continuing course., -
CO: no,.
CL: no. .hh - okay. so that gets rid of that question- uhm - now, (2.0) like as I said to you I'm (2.0) r- ((sigh)) -
CO: I'd like to go *back* a
CL: [okay]
CO: [little bit Gxxx if you don't mind.-

ahm, - you've been out of an educational situation for a while? -
CL: mm hm,? -
CO: and- what *brought* you to the college- to begin with. what- *started* you on the path that led to- doing this placement.- did you do a *group* work or - did you just *come* to this, - tell me a little bit about your (3.5) decision there to return to the college. (2.3)
CL: uuhhmm ((sigh)) (9.5)
well.,? - ((smack/sigh)) -
CO: it doesn't have to be *personal*,. it's just e- either - do you know *how* long ago:, have you
CL: [yeah,]
CO: [been thinking about this,? has it been a *year*,? or was - two *months* ago: or what did you do.
CL: no., *I've* been - thinking about it,.- but when I *finally*,- u- got up the *courage*. to ah- take the assessment test. .hh - *I* was - just *shocked*. when I saw that I'd done as well [as I did.]
CO: [mm hm,? -
CL: ehm (1.5) *that's* why it's emotional for me ((voice quavering)) to u-uhm -
CO: you didn't think you were *that* good,?-
CL: yeah,.
CO: ((laugh))hha hah.
CL: exactly.
CO: yes,. - ah huh,? -
CL: ((quavering))u-uhm ((sigh)) -
CO: that's okay,. just
CL: [wull-]
CO: [um - take your time, (5.2)
CL: so now, - that I've had- time to- reconsider,.- I'm running scared. -
CO: mm hm,? - (that's - so horrible.) -
CL: okay. - and (3.2) uuhm (3.5) I *know* by - my reaction - *to* all this - that I'm- dealing with unfinished business in my *job* that- okay - I'd- it just makes sense,. - so: I thought well,? - ((sigh)) (5.2)
you se- I'm *still* caught up in that thing of you don't do *anything*- unless th- there's a- say a *monetary* force behind it,? - so I *r:ecognize* that I'm - *fighting* that.- so I- f- *feel* that if I were to go *into* the: - *college* - *program*. - that- I haven't dealt with - this yet, - so - I - I- *th:ink* that - to *do* this office administration program. .hh- would be - f:inishing off- these um (3.1) un- unfinished *business*.-
CO: okay,. - uhm - have you ever, - done any kind of work outside of home -
CL: oh yes.- yeah.
CO: tell me what kind of work you did [outside your home.]
CL: [I worked okay. I've worked for the provincial government,? - uuhh (2.0) clerical,? -
CO: ten years ago, -
CL: ohhh!
CO: twenty years ago, -
CL: off and on,. ehm - okay,. right out of high school- in uh s- *s*-six - sixty one,? -
CO: mm hm,?
CL: and then uhm - ten years ago ((laughing)) - I went back to work ( ) just- reliving:, - old things again I got i- pregnant within six months [((chuckling)) and so]
CO: [((loud continuing laughter))
CL: ehhm (2.5) s:o: - I haven't been- to - *back* to work in a- office: uh- situation since I've done uh - uuhm - *seasonal* work at [the Bay,]
CO: [mm hm., mm hm.
CL: yeah- okay,? - but I *know* that I don't.-.I mean it was - f-fun- being with other people,. other *adults*.-
CO: mm hmm!
CL: uhm - I'm a *purple*.,- ehh purple- I'm a- *people person*.-
CO: m hm,?
CL: so I- en- .hh - en*joy* that interac[tion so that's-]
CO: [yes,. uh huh,?
CL: that made that- line of work enjoyable. but uh - I don't know maybe it's the (smell of appeal)- *office* work is a little, - it seems a higher *step*. than - waiting on the public,? -
CO: m hm,? - okay,?
CL: um - and of course it's *familiar*.- so - I m- that's what it *it's*.um u-
CO: sc- *one* of the things you want to do then if you *are* going to go into this office - administration is- as you say- unfinished business. - of - and I'm going to *guess*- that you- may have started a program and didn't complete it? -
CL: no.,- I never did
CO: [all right.,?]
CL: [uh in *high* school in those days you- [took typing.]
CO: [you just went in.-
CL: [I just-]
CO: [you took *typing* and went into the work force.
CL: yeah.- and - and then- when I got married and- ahhm

- let's see- started a family I guess within nine months
CO: [mm hm,?]
CL: [you know,? - ahhm - so I never did - I never got beyond-
the - the - low - [low man,.]
CO: [low man on the *totem* pole. [((laugh))]
CL: [yeah! - or
just - just there. ((laugh))
CO: and so you: are not *sure* about
your ability or how good you *can* be. (1.5)
CL: that's - probably the *crux* of the whole thing.
CO: m'okay. - aw'right., - it's e- *office* work you really want
to get back into. when you say- ahm - the college *programs*.
what other programs did you con*sider*. - what were you
*look*in' at. in your dream world that you think you went on
an ego trip on. (8.5)
CL: w:ell -
CO: in your *wild*est dreams,. Gxxx, - what would you
like to do. (14.5)
CL: okay.- I *know* that I *like* helping people.- but *not* - not
physically sick people,?
CO: 'kay,?
CL: like - a nurse,- okay- I
thought I'd a- like to be one of those,. but - *no* way. I've
- bad enough cleaning up after myself when I am sick I
( ) uhm, (3.0) I tend- I'm- I know I'm *good* with
people. ahm - I I- I *did* volunteer work at Divorce Life
Line.-
CO: uh huh,? -
CL: and-duh ((sigh)) - I *repeat* I know- that
ah - I'm *good*
CO: [a variety of skills,?]
CL: [I've - I've got- I *have* a skill- I have good
potential with it - but I - recognize very quickly that uhm
- I mean I would tune *in* with - the *hurt*.- so much that- *I*
would - be upset *afterwards*.
CL: you'd take it on. -
CL: yeah,. - because I knew that I *didn*'t have any *answers* for
them. *like* and I also know- that- we don't- *have* answers
for other people,. .hh- but - I I was- just taking on their
hurt.
CO: mm hm,?
CL: but - on the *other* hand my satisfaction was
like over at the course when you- you know you're there
every *week* - you see the same people,.- not every day or
every week- but say every month or something
CO: mm hm,
CL: and uh - and it's very gratifying and- fulfilling to have
these same ones come right up [to you.]
CO: [mm hm, -
CL: but- it wasn't
enough in *depth* work *with* them.
CO: [mm hm,]
CL: [because- I didn't have any
sk- - uhm (2.5) oh *skills* I guess- *any*=
CO: =you didn't have ary
*train*ing.
CL: any training, ahm- education, - of which - okay,.-
to me the - two are- *al*most synonymous but not quite, .hh-
uhm (3.0) yeah,- I I've *lost* my train of thought but- I
think you're getting it
CO: very ( ) the idea.-
.hh uhm- so you'd like - really in your dreams,. to - to
work with- people,- but uh - you: don't want the - *messy*
stuff of the - *health* profession,- necessarily,
CL: no.
CO: rather- .hn uhm - maybe counsellor maybe - working *with*-
people, in- some kind of a .hh paracounselling position
such as
CL: that's- [yeah.,]
CO: [Divorce Line or - Crisis Intervention or
CL: yes,. -
CO: Citizens' Council,- or something like [that.]
CL: [mm hm.,-
CO: okay,? - ahhm - so- when you came in and registered for
English. - w:ere you thinking of then- *tak*ing this and then
- starting another- program, like the *so*cial worker
assistant or something? - or had you thought that far down
[the road,.]
CL: [I *hadn*'t thought of the social worker - uh *end* of it - ahm
- no,. - I *guess* I don't fully understand what social-
workers- are *in*- uhm - *again*- I- I *wasn*'t thinking any
further than- say *some*body making house calls on
CO: m mm,?
CL: somebody who was ill - uhhm - now I was *gonna* take- uh the
psy*chology* course.
CO: mm hm,? -
CL: or the - introduc[tion to it anyway,.]
CO: [yes.,? sure,?-
CL: uhhm (3.0)
((sigh)) - but then you se- ((sigh))- no,. - I th:*ink* - I
can see. (2.0) where - say this- office administration
course *could* run, - along, let's say for instance uhh- when
you finish your - your uh studies. - I was your *secretary*,?
CO: mm hm,?
CL: now, -
CO: right.
CL: *that*, -
CO: okay,?- *that* kind of thing.

.hh *being* a a- an *office* worker., in a - *helping* profession - institution.
CL: *m.*- hm,?
CO: whether it be - uhm,. - me as a private - psychologist,? and- working in that office,? or
CL: yeah,.=
CO: =ah *working* in a - a place where ahm- there would be people coming *in* seeking *aid* from other professionals,.-
CL: right,.
CO: maybe our secretary here or a receptionist. (2.3)
CL: o-kay,? - I- of cou- [(yes people)]
CO: [( ) you'd *like* to be the office worker,. - but then- you would choose your place of work according to your *other* needs- or other interests which (you're)-
CL: *that* makes *sense* - lots of sense. - and (2.0) yeah.I *think* I'm - *r:*ecognizing that, (6.5)
I don't *know*. special people, - go *on* to- *higher* plateaus in professions - and I *think* I'm tuning into that- with myself-
CO: mm hm,?
CL: *I* don't think I have the *drive*. - to cope. - say, like - where-
CO: *where* I am.
CL: where *you* are.-
CO: mm.
CL: I don't *have* that drive.- but - if I was working *under* you. - I have a - strong *feeling*. that -
CO: we'd be able to work *close*ly together
CL: [(*there* you've got it.)]
CO: [and you'd be very supportive of it. -
CL: *yes*.=
CO: =the *work* that I was doing- and the *clients* who came in to see me.-
CL: yeap. - like, - uhh - like uhmm- I *think* I'm- understand this,.- uh say like - uhm what is that uh - a *solicitor*.- or the- they *screen*- the cases that
CO: mm hm,?
CL: the *big* guy's, gonna handle,? -
CO: mm hm-
CL: okay., -
CO: *al*righty,?-
CL: or is that too pre*sump*[tuous in]
CO: [no - *no*,. - [*that's* fine.]
CL: [ehh! divine psychology-
[((laughing))]
CO: [*that's* good. - I mean- for example.,?- what- we did at the beginning - when you were standing out *there*. wondering what to do. - the - *student*.- because that was a student aide that was helping.-
CL: right.,?
CO: and she just started work this week. -
CL: yes. hh!
CO: *she* didn't even know what questions to ask. - and *she* couldn't- separate the two. - and so - *I* would- I'd just ehh offered to come *in* and so
: *ohh!* - my luckiest [day]
CO: [*don't* let the lady wait any *longer*. let me see what I can do with it [(that situation)]
CL: [*thank* you,. - hm,
CO: okay,?- so, - if *you*.,? - if you were trained.,? - *would* have been able to- *f:*urther that out., and say,- yes! you *do* need to see somebody
CL: yeap=
CO: =*or*- no., - go back to the advisors. - and n- they would have figured that one out. -
CL: yeah.
CO: and *you*- would have been the perso: to *figure* that out,. - yeah,. *that* kind of a job. -
CL: right.- [okay.]
CO: [okay,? -
CL: yeap,. -
CO: *aw*'right.- *what* I would like to do Gxxx,.- is to suggest - that you take this English. (2.0) *this* English will be: - ahh- ap*prox*imately an- *eight* week course.
CL: mm hm,? (1.6)
CO: and- it'll get you back *into* an educational - environment.-
CL: mm hm,?-
CO: with - a non - threatening - course,. - *one* that you'll do *well* in - because- you *really* don't need to go to that low level. - you pick, you are eligible to take English 150.
CL: mm hm.
CO: and you might have *trou*ble with 150,.- *get* by:, - you'd have to work hard. - *this* one- you'll get by:, - and you'll be - you know you'll be reassured.- *affirm*ed by it. - okay,?- *I* don't know who the instructor is. - but sometimes - I:- *no*.- I don't know.
CL: yeah-
CO: so, - that's *one* thing.- I'd like to encourage you to take it if: - you can.-
CL: okay. -
CO: *aahh*, - regarding this one

here,.- this other one,? - you could apply for it.,? - but 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 -

CL: okay,. - now my next - st- 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) o,?kay,.- now I understand that part. (8.0)

CL: you see I have to make that commitment before I get - this- over. - finished, (3.0)

CO: ahhhm,. - yes,. I see what you mean. (1.5) I- an' I don't know the ((sigh)) uhm - the penalty for withdrawing. - 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

CL: that's affordable then,. isn't it?-

CO: well I think it is!

CL: yeahhh!-

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,- becau- ((sigh))

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)

CL: ((louder))I can- come back- and talk with her as- much as I want,. r-regardless of - this - uuhh -

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 and say, hey Bxxx I've got a person in my office who .hh- I think needs to touch base with you again. (1.6) I 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 159.- 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) and that would take about six months.

CL: yeap. -

CO: 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: but., - if you 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 di*ploma*. - in - office work now,. - we (fit) a transfer credit into that.- 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- erh- okay. so like uh the next course .hh - would that help (1.8) streamline (1.8) one for, - u-u well say like the para*legal*. -
CO: [mm hm,?]
CL: [course,. - now
that *streamlines* ehm
CO: mm hm,? - [( ) it *focuses* you]
CL: [an office,. okay.
CO: in one area.-
CL: right.
CO: a little bit more than another. - but I just wanted you to *know* that - it's not a closed door 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, - *regi*ster for the Psych, - *put* your name in for the Office, - 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: o, - 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: y:ea:h,. - yeah, (2.3) y'know [well.,and i-]
CO: [e- and *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)) ( ) - I'm doing a *discussion group*.- and uh ((laughs)) ( ) - ehhm (6.0) 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 after 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: does that explain a lot,? [((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 *start*ed on this course in July, - 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.
CL: 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, - ahh- 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 couple of weeks,?- and 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: but uh- [you know we can - just look-]
CL: [okay. you'll - you'll take me by the [hand yeah.]
CO: [yeah. I'll take you by the hand and show you - I think that uhm- 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-
uh *Eng*lish course,. - what *time* is your classes. -
CL: nine - in the morning [(like),?]
CO: [yeah.- [when]
CO: [nine *thir*ty. to eleven-
twenty.=
CC: =twenty,.- and that's Monday to Friday? -
CL: no,.-
CO: [three days]
CL: [Monday Wednesday and Friday.-
CO: okay,.- we can look at
the uh - *sched*ule and see if Sxxx will be here during some
of that time - I'd suggest that you may want to - chat with
her at greater length,.
CL: yeah,. (2.0)
CO: so our *first* step now is- to see Bxxx Dxxx- and see if we
can c- ahh- *cov*er a couple of *ha*ses. -
CL: ehm - okay-
CO: and- what it would- *what* would happen if you- withdrew from
the Psych. - and I think it's- $20. you probably,. - a $20-
administration fee.- but we'll- we'll- check that *out*.
CL: ((soft))okay,?-
CO: how does *that* feel,.
CL: that feels better,.-
I can feel my anxieties going, - down.
CO: (you can feel it)
CL: I can breath -
CO: okay,. (1.6) *aw*'righty,. - let's do that.

((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 so:me prerequisites,? - for- social (background)., (.) so I took some::-math and English courses-s to bring my- standards to the academic (level) - and uhh (.) took some: - first- and second year - psychology courses,?
CO: uh [huh,?]
CL: [for social work,? (.) a:nd 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: [but it seems like- it's gonna take - forever?
CO: *uhh* hm? -
CL: I don't know- jus:t (.) I'm losing my interest in school. (.) (really tired)
CO: .hh you've been here for *four* years.
CL: *m* hmm,
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:t -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: [mm hm,?]
CL: =((sigh))s(hhhh)o that was a: - on the job training course (.) an' I was there fo:r five months
CO: did you enjoy that,?
CL: mm hm? (.)
CO: wull- w-what did you like about it. (.)
CL: jus:t - 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- I was the only one=
CO: [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: wa:s 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., - an:d(hhh) (.) the: - the the resort had a little store (that you) grocery store,? - so I ((very soft))took care [of tha:t,]
CO: [sounds like quite an operation!
CL: m hm,?
CO: what kind of people would go up there,?,
CL: aaahhh, - people who were - like we had people from - the States, people from- Englan:d- all over -
CO: so it was- a- .hh *fish*ing resort? er:,
CL: mmmm, - there wasn't really good- f-fishing there,.
CO: hunting? er, (.)
CL: uuuhh (.) I guess it-*would* be, - like just to get away it's just in the middle of nowhere.,
CO: a hah?=
CL: =and there's:: - the canyon like the (Morristown) Canyon? is: very close to there - so they *did* like the fishing when it was- (open) - 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: mmm
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: (.) ((very soft))I don't know - just - the way it was: - [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: [m hm,? m hm,? - but you also - did [the rental of them,? or the- booking=
CL: [m hm, m hm,.]
CO: =of them?
CL: yeah,. -
CO: my goodness - you were a busy lady!
CL: mm hm! buh- it *is* neat
CO: and you [enjoyed that. -]
CL: [but it's- yeah., - I think I like *workin'* (.) a lot. - I really like workin'- a lot better than - doing home*work* an' all this, -
CO: .hh here in Victoria,. - where're you living,. (h)are you living alo:ne, - 've you got a ma:te, ( )
CL: a *room*mate.
CO: - you've got a roommate.
CL: yeah,
CO: a man er - man or woman,.
CO: a woman,. - she has a little girl,
CL: I see (.) and-duh - so how does *that* work out.
CO: *good* - (great)
CL: has it been the same person all the time you've been ( )
CL: nn[nnaw]
CO: [or 've you had *different* roommates.,
CL: I've - *had* my own place before,.
CO: ahah,? - which- do you prefer.
CL: aaahhhh *hav*ing my own place, hhhh! - yeah, - but-s probably (.) that most of my problems (I can)
CO: the roommate.
CL: yeah.
CO: okay,?
CL: (haven't been)
CO: how long have you had the room- been with the roommate,.
CL: -s: since September.,
CO: okay- so this year has been harder than usual- has [it,?]
CL: [mm hm,? (.) ((whisper))yes - [but (shelter)]=
CO: [did you =did you- try and seek any- counselling help (from anyone)?
CL: no, (.)
nnnope,?(hhh) (.)
CO: any particular reason why?
CL: mmm, - I tried to:: - solve it myself,? like before (begin necessary s-) get training (me), (.)
CO: so you tried to apply some of the psychology that you'd-
CL: yeah,. - to my own problems
CO: mm hm,? -
CL: yeah,? - -'s hard., - instead of havin' feedback?, (.)
CO: now you've got to a point where you - think it mught be helpful to have: - [feedback. .hhh (.) =]
CL: [mm hm.,]
CO: =you're(hhh) I heard you saying that you (.) it's the drag of - the time - more than the career itself
CL: yeah!=
CO: =you'd *rea:lly* like to be a social worker but it's taking you too long.
CL: yeah,. - -m it's like - when I took that *year* off - to really brought me back - a lot - put me behind? (.) but ahhh-I:- think I *need* the break - like umm - I'm used to movin' all the time? I was in Katimavik and I was in - Outward Bound and - everything we're [always moving.]
CO: [*mm hm,?*
mm hm,?
CL: so it's - staying in one place is - really getting t(hhh)ired (hh)of it.
CO: yeah, [( )]
CL: [yeah,. - so-o. (.) there is (.) even thinking of quitting school ( ) - go to work. (.) ((whispered))(move) an:d find another job ( ) (.)
CO: .hhh you: don't have any desire to get married,? then or to settle down some place,? -
CL: mmm (.) yeah,? (4.5) that- i::s: (.) there're a lot of responsibilities an' that an' (.) I'm not ready for that.
CO: mm hm,? - and you still want move on a bit.
CL: m mm, (.)
CO: *when* you started the social work - you were really aiming for university an' the [social work program there. -=
CL: [mm hm,]
CO: =.hh did you ever consider social worker *assis*tant. (2.5)
CL: yea:hh? (.) but I didn't think it would be: possible for (.) me an' my two children (an' that)
CO: m mm,? (.)
CL: jist (.) I'd only taken courses that- pertained to social worker - ((whispered))( )

CO: .hhh have you ever tried to get any work- that is related-
see like the work you've had [so f- .h *in*teresting work-=
CL: [mmm,]
CO: =you've had a variety but it hasn't got *too* much
re[lationship to - .h *so*cial work. -]
CL: [yeah, the- summer before I
was: aahh *pro*gram coordinator [- and a counsellor., -]
CO: [m hm,? oh
yeah?
CL: 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 tha- I did that for that
one summer (.) which is: really:, -
CO: rewarding,?, [ahuh,?]
CL: [(
)
CO: .hh where does your family live.
CL: in Burns Lake,.
- well - that's where we originally came from but (.) my
mum: lives in Prince George
CO: m hm,? m hm,? - brothers and
sisters,?
CL: mm hm,? - .hh m:ost of them live in Prince George
- an' I have two brothers down here. (.)
CO: ( ) (.) so you're in school for the spring semester
were you *plan*ning on being here for summer,? (.)
CL: ((whispered))yeah,.=
CO: =are you in class right now,
CL: yeah,.
CO: ((soft))m hm,. that's what I thought (.)
((louder))were you- did you have anything scheduled for
July and August,?
CL: I::m: no::- I wanted to go to school -
.h just to - (hh) ( ) get ahead like- y'know,. -
'cause I'd fell behi:nd so much (.) but ummm - I-ummm
not gonna be sponsored,? - for the summer- like- .h like
there are the - (got a) sponsors-ship for the- spring,? -
let alone the summer,?. hhh and-dum - I don't know if I'd
be sponsored for the fall- so I'd have to get - a student
loan or something, (.) if I(hh)- continue,?
CO: you:r: uh- Indian: - band won't - sponsor you any further,?
CL: - they're:- low in their funds ( ) (.)
CO: you have approached them.
CL: yeah,.(.) I'm not sure about
the fall they said that may:be they would sponsor me (.)
((whispered))( ) (4.0)
CO: I understood from Kxxx's note - that your math is giving
you problems.
CL: mm hm,? (.) it's a lot of work,.(hhhh)
CO: (who's teaching)
CL: uhhm - Dxxx (.)
((whispered))forget his last name - Dxxx somebody I
don't know hhhh! (.) he goes: uh really fast like (.)
in a day we cover- like- 5 to 6 units,?
CO: m hm.,
CL: of a
chapter. (.) and then - that's - that's really fast
compared to::: (.) another- we'd spend- a long time on
each unit,? (.) we'd just do- a couple of questions and
then go on,
CO: m hm, yeah. see what happens over spring and
summer is that you - your classes are longer but the time
is *short*er
CL: yeah! - yeah,
CO: have you ever done a spring or
summer before?
CL: yeahhh? I did (.) I just ( ) I enjoyed
that (.) be*fore* but- ma:th an' English together is like a
lot of (w(hhh)ork)
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 rea:lly good in my - final
((whispered))(85s)
CO: have you uh - asked anyone for help with the math? -
CL: my brother - he's in his- 4th year at university
CO: mm hm,?
CL: in um - calculus a:n:d - all *sorts* of math everything an'
th(hhh)at. - so I got *him* to help me: and my roommate helps
me
CO: (that's) (1.7)
CL: umm (7.8)
CO: *what* do you think you want to do. - what's the next step
you want to take ( ) -
CL: I want to quit an' go to work
hhhh! .hhh well, - I- ( ) well this *fall* I was hoping
to finish, - ( ) math,? - if I pass this math -
a:nd - take - I think I need-dum (.) two more courses.,
(.) for- seven credits,? - an' then I was thinking of-
going- 'n' taking- the Social Work 200 A and B at UVic -
an' *tha:t* - will - put me in - 2nd or 3rd year - social
work (.)
CO: well maybe if you saw *that* over the horizon -
you'd t-begin to think that it was [coming to an end!]
CL: [yeah! -

yeah - '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 a:nd human services*?[( ) (.)
CO: [uh huh,?]
CL: *that's* when I realized- that I was taking too long? - a:nd (.) 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 tak'ng so long(hhh),? - just,
CO: *why is* it taking so long. (.)
CL: be*cau:se*- I've been- procrastinating a lot(hh) - I haven't been taking - as many courses as I should 1st semester? - I've just been taking it easy (.) and hhh - be*cause* I've been *learn*ing that way - it's harder for me to - jump in and say okay I'll take (all o' this an'- I'll pass an' get a good mark (.)
CO: never failed anything yet,?
CL: ((sigh)) yeah hhh. - well not really - there's umm (.) *I* just audited- English,? - 'cause I thought I was gonna fail- so I audited ( ) - a::nd (6.1) don't think I failed anything,.
CO: hm,. -
CL: s-see- ( ) (.)
CO: so::, - in order to be successful next year,. - what are the things that you want to put into place. (.) ((soft))what do you wanna do. (.) you, ((louder)) under your breath you said I wanna *quit* an' go to work
CL: mm [hm,]
CO: [and then you im*medi*ately said - *no* I don't. - what (would you) - o[kay.]
CL: [something that I'd regret.
CO: okay. - so you're gonna continue.
CL: mm.hm,
CO: now what we want to do is to look at - what - can we do to help you to be as successful as possible. (2.7)
CL: k-uuhhhmmmm (.) (um) chang[ing - the way - that I'm doing things? - like - make use of my time,? - studying instead of [illegible] and doing whatever I want to do (.) I have to st[illegible] more,.
CO: have you ever had a: study schedule: - have yo[illegible]
CL: [illegible] tried that s- I took time management before
CO: [illegible] okay - just wondered if you took that.
CL: yeah. - but, [illegible] stick to [illegible]? - because (.) I'm (no[illegible] to get- too [illegible] be in-
everything like - otherwise I get really depressed like - I always - wanna do something else - other than - whatever *is (planned) down* (.) *(I think) now its turned the other* way 'round - pulling *myself* down an' - not too happy with myself be*cause* of - taking too much time I've done everything else - so I have to change,
CO: (now)
CL: (hh)okay,? -
CO: so: - *one* of the things that you may want to consider is - getting somebody like a *bud*dy (.) to - aahhm
CL: study with,
CO: study with, - or *check* with.
CL: yeahh,
CO: that you're kind of *account*able to. (.)
CL: yeah! (.)
((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: mm, (.) so: (.) guess I could change that (.) to ( )
CO: ( ) (.) what are you taking- what are you registered for for the summer (.)
CL: math and English? - oh. for the summer!
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. -
[are you st-]
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: aaahmm (.) 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 kabocki cabs?
CO: m hm,?
CL: where like you're[:]
CO: [yes,? - mm hm,?

CL: 'kay. - it's on commission,? an':- you have to rent-tuh - a kabook[cab an' - it's a lot of: - management there,?
CO: mm hm,?
CL: ( ) - o:r: I-'s: thinking of working at Barb's Place- which - they need a cashier (.)
CO: what does she do. -
CL: Barb's Place,? is a:m - a *really* nice restaurant down on Wharf S-
CO: oh yeah.?
CL: S:[treet an' - -n]
CO: [a hah,? have you applied yet? -
CL: yeah,? yeah,. -
CO: good, -
CL: yeah an' today I was going down to - unemployment office -
CO: mkay ? (.)
CL: mmmm, for to: apply for a UI,?
CO: uh huh,? - a huh
CL: yeahh! be[cause:, ((sigh)) (.) ((soft))everything seems: (.) everything's just happening all at once,? hhh. - like right now looking for a jo:b- and (then - won't) be sponsored - I don't know if I'll be sponsored for: the fall,? (.) registered in at UVic or- 200 A an'B,? - just to see if I could get [in]
CO: [yeah,. (.) so- in the fall you'd take- uhh - Soc - 2 o- 200 - .hh and- what would you take at Camosun,. then nothing,? -
CL: I'd- probably - English second year English. or [something]
CO: [second year English - okay - and, (.)
CL: uummmm, -
CO: is that it ? -
CL: that's the most important (for me) ((soft))the rest are just electives, (.)
CO: I'm just wondering how much longer you have to be at Camosun - 'cause I think that if you saw yourself at UVic!
CL: mm hm,.
CO: you may see some *progress* (.hh!) - not that UVic is any - better *school* than Camo[sun but - you'll feel that=
CL: [yeah.,]
CO: =you're a little bit further along the line!
CL: mm hm,? (.)
CL: 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 (.) ([ )]
CO: [did you check that out with Cxxx,?
CL: *no:*,- not really.
CO: mm hm.
CL: 'cause th- when I went to see her I just said I'm gonna quit - ((soft))( ) don't wanna register for the fall an' she ( )
CO: mm hm,?
CL: make sure that I was doing the right thing,. hhh!
CO: that's right. - an' it sounds as if you've had second thoughts. -
CL: ye:ahhh,?
CO: a hah? (.)
CL: I realized - aahh! I'd- *never* be happy with that
CO: that's right.
CL: *probably for a* little while and then, -
CO: mm hm? - okay., - hh! a'right, so lets review again what your immediate things are. .hh - right now you've got one more week of class,?- and you've got some finals.
CL: m hm,
CO: .hh you're gonna pass your English,- you may not pass your math.,
CL: m hm,
CO: but hopefully we will.
CL: yeah, (.)
CO: get some help from your brother and- from your roommate.,
CL: mm hm,
CO: ( )
CL: yeahh,
CO: get a job that y- in *some*thing: that you -d enjoy.,
CL: .hh huhuh,
CO: [that's it.]
CL: [in anything that's [boring., hhhh! .hh]
CO: [( ) that's *right.* - let yourself down a bit.
CL: yeah,.
CO: release.
CL: ye[ah,]
CO: [okay? -
CL: mm hm,
CO: because you've got a little bit of tha:t- a *won*derlust in you., -
CL: hhh! (1.6) ((soft))hmm. (2.2)
CO: rolling stone.
CL: mm hm,?
CO: little bit of it.
CL: yeah [hhh.]
CO: [okay? .hh - you don't want to: u-uhm (.) do that - always? you-

491 CL: no:,
492 CO: [but you]
493 CL: [I wouldn't, (.)
494 CO: you don't wanna s- hem yourself in=
495 CL: =[mm hm,.]
496 CO: =[(too tight) right? (.) so - ease off on the summer.,?
497 (.) register for the fall. (.) so 'at you don't lose
498 your place.
499 CL: mm. hm, (.)
500 CO: *but*.- how're you gonna pay for
501 that. -
502 CL: uuuuu-u-u-uh (.) hh. (have it) tough to get a
503 loan,. -
504 CO: m [hm,?]
505 CL: [student loan. -
506 CO: ((soft))okay,. .hh- an' I don't
507 know how to do that. - I don't know- how many courses you
508 have to have whether if you take one or two at UVic an' -
509 *two* here if that makes you a full time,. I don't know any
510 of that - you're gonna [have to,]
511 CL: [I *sort* of looked into that,
512 CO: okay.
513 CL: yeah, -
514 CO: you need to more than sort of look in[to it.=
515 CL: [yeahh,]
516 CO: ((laughs))hha*ha*[huh. - .h you gotta *do* it -
517 CL: [huh. yeah.,
518 CO: .hh I'd suggest that you try and get that done by Friday.
519 (.) give yourself some deadlines. -
520 CL: m hmm,
521 CO: you need some
522 short term - things.
523 CL: yeahh,. (.) a:n:d.,? hhh. in between
524 everything I should always do-i a little bit of homework. -
525 an' sort of lettin' - g-like- studying for about five hours
526 straight or something - is what ( ) makes me lose
527 *in*terest in every[thing (an') (.) yeah,. hhh! - .hh so-=
528 CO: [u huh]
529 CL: =after you: set- (.) times in between to do a *li*ttle bit
530 of homework every now and then but - for an hou:r an'-
531 (break it) hh.
532 CO: *most* people (.) lose interest after an
533 hour. - they - can *stay* with the subject, (.) *force*
534 themselves - but they don't ( ) much - it's
535 better to study for: - fifty minutes- take a ten minute
536 break
537 CL: mm [hm,]
538 CO: [an' then come back (.) and (.) in one -
539 evening or something like that- un*less* you've got a - .hh
540 a kind of a *pro*ject you're working on
541 CL: m hm,
542 CO: you don't want
543 to spend more than two hours on it - with a break in
544 be[tween, - in there. (.) .hh (.) physical exercize,.-=
545 CL: [mm hm.]
546 CO: =what do you do,. (.)
547 CL: not much. - hhhuh! - .h which is-
548 *ano*ther thing that I wanted to do - [(up an')=
549 CO: [uhm]
550 CL: =feeling really - tired,? - all the time (I just) (.) run
551 down.,?
552 CO: mm hm? -
553 CL: ummmmm (.) lot of - tension., (.)
554 so:: - I *have* looked into that too- joining a fitness
555 centre,? (.) ((blowing smoke out))
556 that's something that I'd (do)
557 CO: .h have you done that before?
558 CL: yeahh, - I used t- *that's*
559 when I'd .hh like when I first started here I was in: - a
560 fitness centre I joined- I was a member of that - and I
561 used to do *tha:t* and then do some homework and (.)
562 CO: that was *good*.
563 CL: yeahh,
564 CO: okay,?
565 CL: kept everything going (.)
566 CO: that kind of thing you want to review - an:d get back into
567 it again - because m:ost of us: when we're studying: need
568 to have - programmed exercises (.) ( )
569 CL: m kay,?
570 CO: al'righty? - what I would suggest- - is that you
571 review what we've got on ( ) - an::d- (.)
572 see about registering,?
573 CL: m [hm,?]
574 CO: [see about your child,. (.)
575 and in the fall.,? (.) when you come back.,?
576 CL: mm hm,.,? (.)
577 CO: make sure you: have - registered not only for classes for
578 fitness classes (.)
579 CL: yeah,=
580 CO: =you don't have to do it for the
581 summer because you'll have your *job*- to-
582 CL: mm hm,.
583 CO: but you could!
584 CL: that's:- *ano*ther thing tha- I wanted to work
585 with - k- *kabo*oki cabs is-
586 CO: okay,.
587 CL: (drive- to art galleries)
588 CO: so if you get [kabooki cabs that's just-(your)((chuckle))]

CL: [(that's what she says) yeah,.
[( )]
CO: (but I:-) - I don't how - good the *mo*ney is. -
CL: yeah,. -
I'd have to work - really hard
CO: yeah,.
CL: .hh (.) yeah,. .hhh
ooohh, - yeah., - maybe I don't wanna do kabooki cabs (.)
CO: I'd *try* for the cashier first.
CL: yeahh, -
CO: to tell you the
truth, you've had ex*per*ience there,?
CL: mm hm,?
CO: .h you like
working with people.,?
CL: mm hm,? -
CO: a:nd-dum - Barb's Place
sounds like a nice place the way you talk a[bout it,.?]
CL: [yeah yeah
I learned a *lot* about it,?
CO: ah hah,? (.)
CL: and I've known people who worked there,?
CO: aoh yeah? -
CL: ((soft))nice people. -
CO: good., - great .hh - the uhm - when
do you have to register for the fall. (.)
CL: uuuhhhhh. (.)
't *was* supposed to be on *Fri*day. ( ) - [( )want to=
CO: [last Friday.]
CL: =register, yeah, - but I talked to Kxxx and she said if I-
changed my mind to go there tomorrow morning,?- and see
her,? -
CO: okay,.
CL: and she'll help- [me register,]
CO: [a'right .hh uuhhm -
but what about the money. -
CL: .hh I::'d have- to call - I
guess I would call ahm (.) my- coordinator tomorrow -
CO: mhm,?
CL: to find out (.) tell them that it just can't be a
*may*be- that- I have to know right[*now*.]
CO: [okay,. - a'right.
CL: and (.)
a::nd- as long as ahmmmm (.) as long as I'm *get*ting
somewhere (.) like - they *know* that I'm getting somewhere
an' that I'm really *tryin'* - they *will* sponsor me,
CO: good. -
okay. - all righty -
CL: but I was scared to ask them- to even
ask them because I didn't - I wasn't too sure if they'll
mind - go on,? if I - was gonna do good (.)
CO: .hh the more
you talk the more convinced I am that you *are* going to
continue,. (.)
CL: I *have* to. - hhh! -
CO: aoh *k(h)ay(hay)!*[((laughing)) hah .hhh=
CL: [yeahhhh!]
CO: =*al'* righty,
CL: o- ka:y!,
CO: *go* for it then., - that's *good* -
CL: yeahhh., (.)
CO: okay,? - .hh you - I'll give you my card you
may want to come back an' see me in September. -
CL: yeahhhhh.,((sigh)) - probably(hhhhh!) -
CO: see if you can -
get started
CL: mm [hm,?
CO: [on a - a stronger footing (.) so that um
(.)
'cause that goal is really (long term) [(for you)]
CL: [yea:hh: that's
it (.) *plus* I will be starting that ummm (.) I'm gonna
be working w- as a:: - volunteer work? - at ahhm - Sexual
Assault Centre?
CO: *good* (.) that's great.
CL: mmmm, - see *that* -
would help me out,.
CO: mmmm hm,? mm hm,? (3.5)
CL: *so(hh)*, - [I more or less have everything there I just=
CO: [I-]
CL: =have to *do* it.
CO: yeap. - one step at a time. .hh - don't
look at the *big* picture- just look at the (next one) (.)
CL: yeahh! - keep look- going ahead of myself- and then getting
disappointed because I have- too big- high expec[tation:s,]
CO: [yeah,
.h - so if you can look- just a small one - knock it off,.
(.)
CL: (I'm) getting there - slowly. hhh!
CO: ((smiling))ok*(h)ay*,?
CL: yeahhh, - okay,.
CO: *thank* you. -
CL: thank *you!*

((tape off))