

**CLIENTS' EPISODIC MEMORIES FOR EVENTS  
DURING REHABILITATION COUNSELLING**

by

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## Abstract

This research was undertaken to examine Martin's (1994) theoretical perspective on psychotherapeutic change. Through the use of an ethnographic strategy, the therapeutic experiences of two individuals were explored in detail. Both individuals had recently sustained spinal cord injuries, were undergoing rehabilitation, and had been referred to counselling for a vocational assessment. Major themes which arose in the counselling sessions were considered, with special attention given to therapeutic language which was vivid, repetitive, metaphoric, elaborative, had affective intensity, was used to draw conclusions, was linked to other memories, and focused on enduring concerns or unresolved conflicts. Emphasis was placed on exploring and examining the two clients' self-defining memories, goals, emotional concerns, and future plans. Through the use of journals, in which clients recorded their recollections of the counselling sessions they participated in, it was possible to explore how they used their recollections of each session in their everyday lives and experiences outside of counselling.

The results indicate that discrete themes arose for each client. For D.H., these were: Denial of Disability, Frustration of Disability, VRS funding, and Return to work. The theme most frequently mentioned by D.H. was Return to Work. The least mentioned was Denial of Disability. The discrete themes for G.G. were: Loss of Wife, Future Priorities, and Coincidences, Fate, and the Accident. The most commonly mentioned theme was Loss of Wife. The least mentioned was Confronting his Disability. The themes in common between D.H. and G.G. were: Confronting

Disability and the Results of a Vocational Assessment. Both clients utilized these themes as centerpieces to recall specific information from counselling sessions.

Given these results, it is suggested that, through extensive therapeutic conversation, a revision of both clients' personal theories took place which was mediated by their memories. This is revealed in the clients' conversations, journals, and counselling session transcripts. They are replete with language which is concrete, vivid, somewhat metaphoric, contains specific illustrations, has affective intensity, was used to draw conclusions, was linked to other memories, and focused on enduring concerns or unresolved conflicts. They also reveal consistent, logical, ongoing problem-solving by the clients which, one assumes, revises their personal theories in ways supportive of more adaptive emotional, cognitive, and behavioral patterns. These findings support and build upon Martin's (1994) theoretical perspective on psychotherapeutic change and assist us to gain insights into the complex interconnection between self-defining memories, personal goals, emotions, and self-regulatory plans which motivate individuals to act on a daily basis.

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## **Introduction**

The work reported herein was undertaken as an examination of Martin's (1994) theoretical perspective on psychotherapeutic change. Through the use of an ethnographic strategy, the therapeutic experiences of two individuals were explored in detail. Both individuals had recently sustained spinal cord injuries, were undergoing rehabilitation, and had been referred to counselling for a vocational assessment. Major themes which arose in the counselling sessions were considered, with special attention given to therapeutic language which was vivid, repetitive, metaphoric, elaborative, had affective intensity, was used to draw conclusions, was linked to other memories, and focused on enduring concerns or unresolved conflicts. Emphasis was placed on exploring and examining the two clients' self-defining memories, goals, emotional concerns, and future plans. Through the use of journals, in which clients recorded their recollections of the counselling sessions in which they participated, it was possible to explore how they used their recollections of each session in their everyday lives and experiences outside of counselling. In addition to permitting better understanding of the psychotherapeutic and extratherapeutic changes and adjustments of the two clients studied, it was anticipated that the data and their interpretation would permit a critical evaluation of Martin's theory.

## **Rationale**

Recent research on counselling has primarily focused on the cognitive, private experiences of clients and counsellors during counselling (e.g., Elliott, 1985; Martin, Martin, Meyer, & Slemon, 1985). However, surprisingly little research has focused on clients' episodic recall of actual therapeutic events. Yet, clients' memories of actual therapy sessions logically would seem to consist of important sources for altering their performance in daily living. After all, whatever

it is that clients take away from therapy must be stored in some manner in their long-term memory and experiential composition.

This researcher and others (e.g. Martin & Stelmaczek, 1988) believe it is important to study clients' identification and recall of meaningful events in counselling because there is a strong possibility that the information thus gained will assist us to understand how and when counselling achieves lasting, positive effects. The general hypothesis assumed is that occurrences which clients perceive as significant will tend to remain in clients' memories. Such memories may assist clients to use information (understanding and learning) acquired during counselling in future situations when such information may be beneficial to them.

It may be especially important to understand clients' identification and recall of meaningful events in counselling when clients that have experienced very traumatic events in the past (e.g. rape, natural catastrophes, permanent disability). Without an adequate understanding of what a client experiences emotionally and cognitively, both in and outside of counselling, how can the counsellor be sure that he or she is assisting the client to change in a positive manner? It may be that clients are so overwhelmed with past traumatic events that counselling has little or no effect in their everyday lives. One way to track this and related possibilities is through clients' documentation of their thoughts and recollections of counselling sessions, both during and between such sessions.

### **Personality and Human Change**

In the last decade the area of personality psychology has changed tremendously. Originally it focused primarily on enduring characteristics of the whole person (e.g. Allport, 1937; Murray, 1938). In the decades after this, many of the basic assumptions were challenged (e.g. Mishel,

1968). In the 1980s there was a renewed interest in personality, mainly due to the fact that some of the original problems involving trait theories and conceptual frameworks that focused on hidden drives and motives were being approached from new and unique perspectives.

This renewed interest has been spurred on by new developments in the field of personality. Singer and Salovey (1993) think that there has been a fundamental shift in six areas. First, personality researchers have shifted their focus away from the content and structure of personality towards an interest in personality processes that occur in real time. This shift means that researchers now pay regular attention to person-situation interactions, and to behaviors arising from such interactions, over repeated samplings (Epstein, 1983; Larsen, 1989).

Second, cognitive psychologists have become very interested in autobiographical or everyday memory (e.g. Neisser, 1978; Neisser & Winograd, 1988; Rubin, 1986) which coincides with an increased interest among personality psychologists in learning more about the memorial basis for personality structures such as "self" (Greenwold & Pratkanis, 1984; Kihlstrom & Cantor, 1984; McGuire & McGuire, 1988).

Third, newer constructs have been developed that lay somewhere between the trait and whole person conceptions. Further, many of these constructs seem amenable to laboratory and field experimentation (Buss & Cantor, 1989, pp.1-3). Constructs such as life tasks (Cantor & Kihlstrom, 1987), current concerns (Klinger, 1978), personal projects (Little, 1983), and personal strivings (Emmons, 1989) have replaced older constructs such as traits, achievement motives, needs, and sexual and aggressive drives.

Fourth, personality psychology regained new stature due to the realization that individuals are made up of more than lists of traits or sets of life tasks. What makes a life task? What makes a striving a personal striving? The answer in a word: emotion. Although Kelly (1955) made major

contributions in this field of study, it is only recently that mood and emotion have been studied by personality psychologists interested in the linkage between affect and other personality processes. Over the years many psychologists have been interested in emotion (e.g. Ekman, Friesen & Ellsworth, 1972; Izard, 1979; Rapaport, 1942), but only recently have personality psychologists fully understood Tomkins' (1962, 1963) message that emotion plays a much more primary role in motivation than does drive reduction, and is thus at the core of human individuality (Buck, 1985).

Fifth, personality psychology has begun to understand fully that much of what an individual does serves a specific goal, which is to maintain an equilibrium and reduce the discrepancies between desires and present circumstances. Obviously, other, earlier theorists who were interested in drive reduction views of personality (e.g. Dollard & Millar, 1950) were also interested in equilibrium and discrepancy reduction. However, more modern approaches to self-regulation (e.g. Carver & Scheier, 1981, 1990; Higgins, 1987, 1989; Pyzczynski & Greenberg, 1987) emphasize the specific, ideographic goals of individuals as opposed to general drives to terminate aversive stimuli.

Finally, narrative study has taken on an increasingly important role in personality psychology and in the social sciences in general (Sarbin, 1986; White, 1980). In the past twenty years there has been increased focus on the realization that there are inherent limitations in traditional, positivist psychology (Gergen, 1985). Much of the criticism surrounds the fact that traditional psychological experiments have mostly ignored the phenomenological experience of the subject in favor of more precisely measured and easily aggregated responses to rating scales and response latencies. As a result, "constructs that can be operationalized become reified as the core aspects of human personality, while subtler and at times more complex human experiences

are relegated to anecdotal accounts in the discussion sections of journal articles” (Singer & Salovey, 1993, p.3).

The study of narratives, or what Sarbin (1986) has referred to as the “storied nature of human conduct,” has been proposed as a way to deal with the limitations imposed by more narrow approaches in the examination of personality. By obtaining “narratives from subjects about a variety of psychological and social phenomena, researchers believe they have tapped into dimensions of human experience glossed over or absent from current models of psychology” (Singer & Salovey, 1993, p.3).

Seidman (1991) has stated that a series of intensive, face-to-face interviews often produces the most authentic and deepest descriptions. Skillfully conducted interviews can establish a climate of trust and openness between researchers and their subjects (Ely, Anzul, Friedman, Garner, & Steinmetz, 1991). This closeness can lessen the possibly biasing effects that derive from subjects’ need to manage the impression they give, and it can also make possible the exploration of private and privileged aspects of subjects’ experience (McCrackon, 1988). Some examples of this research are McAdams’ (1988) studies of agency and communion themes in the life story, Schank’s (1990) inquiries into the process of metaphoric memory, and Cohler’s (1987) work on resilience and the psychoanalytic understanding of personal narratives.

Singer and Salovey (1993) state that, given much recent research, it is appropriate to propose linkages among the major constructs represented by many of these advances: memory, goals, emotion, self-regulation, narrative, and the processes that connect them. These two researchers suggest that one aspect of what makes an individual unique, different from all others, is his or her “set of personal memories and, in particular, what we call self-defining memories. Moreover, these memories are often organized around an individual’s unique set of goals. The

relationship between such memories and goals often gives rise to characteristic patterns of emotions and their expression, which then require distinctive self-regulatory plans in order to manage them” (p.4).

### Change in Psychotherapy

Frank (1974) has suggested that what is common to all successful counselling and psychotherapy is the ability to interact with a trusted and respected person in a course of activities that both believe may produce a therapeutic change. Historically, two main kinds of theory have been proposed to explain therapeutic change. They are social psychological theories and the cognitive/experiential theories.

Many influential social psychological theories of therapeutic change (e.g. Jackson, 1961; Kiesler, 1982; Strong & Claiborn, 1982) emphasize social interactions between therapists and clients during psychotherapy, and view change as a process of interpersonal influence. Opposed to this view are cognitive (e.g. Beck, 1967) and experiential (e.g. Whitaker, 1976a) theories of therapeutic change which emphasizes hypothetical internal change mechanisms that affect clients' mental representations and organizations. For the most part, these theories of therapeutic change have been developed apart from one another, which is not surprising given the radical dualistic positions held by both Freud and Piaget and their extensive influence on the development of Western psychology.

In radical opposition to these two theories which embrace social-personal dualism is Vygotsky's (1934-1986) work which proposes that both speech and thought are fundamentally a product of social reality, not of biology as influenced by social factors. Vygotsky's central point (Martin, 1994) is that “participation in social life and conversations is a form of practical activity

that gives meaning to the words and concepts employed, some of which is internalized by individuals as a basis for inner speech and thought (which is distinguishable from inner speech). Without such internalization, there is no inner speech or thought, just a set of primitive, natural, mental functions (elementary perception, memory and attention) that enable largely independent forms of preintellectual speech and preverbal thought. Thus, Vygotsky attempts to explain how individual thoughts and theories arise from the social, not how biologically determined, individual tendencies are socialized” (p.18).

A major problem for Vygotsky was to explain how communicative speech for and from others becomes individualized as thought. He theorized that outward, interpsychological relations become the inner, intrapsychological mental functions through the “child’s indirect and direct participation in intimate, social and cultural conversations. Culturally sanctioned, symbolic systems become remodeled into individual verbal thought. Overt dialogue is internalized as internal dialogue” (Martin, 1994, p.19).

Vygotsky focuses on the interrelations and interfunctions of the social (conversations and practical activity) and the cognitive/experiential (higher mental functions, knowledge, beliefs and personal theories). In this way radical social-personal dualism is replaced with a cultural, historical perspective where the private (cognitive) arises from the public (social), retains an ongoing relationship with public forms and functions, and eventually may influence these public phenomena. More recently, Rom Harré (1984) has expanded on Vygotsky’s work.

Harré’s (1984) elaboration of Vygotsky’s theory of the development of persons is broken down into four stages: 1) appropriation, 2) transformation, 3) publication, and 4) conventionalization. Appropriation is the process of internalization through which publicly displayed, social, relational, and linguistic forms resident in public conversations and practical

activities become reflected in the private, mental world of the developing individual. Such internalized conceptual and linguistic forms then can be used as psychological tools through which the individual can enter the developmental stage of transformation. Transformation refers to the use of such psychological tools to organize an individual's ongoing experience. During transformation, the very nature of an individual's experience in the world becomes altered. Whereas previously (i.e., during appropriation) the developing individual was internalizing forms from public conversations and activities, the individual now uses these internalized forms to begin to structure his or her own experiences.

Through the private display and realization of self-ascription that comes with transformation, the individual becomes capable of publication. Publication involves the expression of the products of an individual's unique transformational processes in the public, social arena where they are exposed to the scrutiny of others. Publication is the transmitting to others of that which has been organized according to one's own transformational activities, according to the developing theory of self.

Finally the stage of conventionalization unfolds during which the publicly displayed, individually realized psychological phenomena developed during the preceding stages become accepted into the shared knowledge and conventions of one's culture. Conventionalization involves the collective realization, sanctioning, and adoption of an individual's idiosyncratic constructions as part of the shared cultural milieu (Martin, 1994, p.20).

What is important about Harré's theorizing is that it extends Vygotsky's non-dualistic, developmental theory to the point that one can understand how an individual is the product of the societal, cultural conversations into which he or she was born and raised, and yet eventually contributes to those same conversations.



Building upon Vygotsky's and Harré's theorizing, Charles Taylor (1991) argues that "human beings are constituted in conversation; and hence what gets internalized in the mature subject is not only the reaction of the other, but the whole conversation, with the interanimation of its voices. Only a theory of this kind can do justice to the dialogical nature of the self" (p.314).

Within this quotation, Taylor is making a distinction between monological and dialogical acts. Monological acts, if they occur, involve individual subjects who only frame representations about themselves and respond to others. Taylor argues that our identities are not defined adequately in this way and what is needed is a full understanding of how we incorporate entire dialogues, both practical and linguistic, into our understandings and actions.

For one to understand what Taylor means by dialogical acts, it is necessary to appreciate his definitions of "the body" and "the other." Taylor feels that a great deal of our intelligent action in the world depends on an understanding that is largely inarticulate. This kind of understanding is embodied. It is recognized in our nonverbal understanding of what is appropriate, our recognition of aesthetics, and our ability to deal with everyday activities.

For Taylor, the understanding of our embodied, everyday knowledge is due directly to the dialogical forms and practices that we experience in our daily conversations. He feels that when we "internalize conversations we appropriate the entire dialogue—the communications, the voices, the conversational context and the practical consequences we witness" (Martin, 1994, p.22). As a result, what we understand is not just the result of our own monological activities and those of introjected others (i.e., Freud), but includes "self generated transformations of the offered scenarios and their original form" (Taylor, 1991, p.313). Thus, along with Harré's theorizing, which builds upon Vygotsky's original research, this dialogical internalization may be understood

as a process by which people comprehend some of the seemingly infinite possibilities contained in conversations in which they take part in their lifetimes.

Martin (1994) believes that “psychological therapy is a unique form of conversation that attempts to alter the personal theories about themselves, others, and their own life circumstances that clients have acquired through their participation in other (previous and ongoing) intimate, social, and cultural conversations” (p.22). The therapeutic conversation is but one part of the larger history of past, ongoing, and anticipated conversations in which clients and therapists take part. Psychotherapy and its outcomes can be understood through the developmental perspective proposed by Vygotsky, and elaborated and extended by Harré and Taylor. From this perspective, the main function of the therapeutic conversation, whatever its form, variations, or characteristics, is its internalization (appropriation) by the client. As the therapeutic conversation unfolds, it becomes available to the “client as content and forms for inner speech (verbal thought), and the construction of psychological tools (understandings, strategies, and practices). The outward, interpsychological relations become the inner, intrapsychological, mental functions” (Martin, 1994, p.24).

Several studies have supported the idea that clients internalize elements of therapeutic conversation that seem to foster therapeutic change. Martin and Stelmaczek (1988) examined the results of eight short-term therapeutic therapist-client dyads who were interviewed by a research assistant and asked to recall “the most important things that happened during each session.” The participants’ descriptions were content analyzed and subsequently broken down into categories, and in a later analysis (Martin, 1992) organized into two major task areas. Four types of events related to the therapeutic task of enhancing clients’ personal awareness: 1) experiencing a good therapeutic relationship, 2) experiencing and exploring feelings, 3) elaborating personal

meanings, and 4) attaining personal insight. The remaining two types of events related to the therapeutic task of revising personal theories: 1) internalizing therapeutic processes and constructions, and 2) experimenting with, or experiencing, new ways of behaving and being.

Martin (1994) interpreted the results of this study to reveal a “constructive therapeutic process involving the promotion of clients’ awareness of current (and presumably dysfunctional) personal theories, and subsequent revision (reconstruction or restructuring) of these personal theories (presumably with more functional consequences)” (p.25).

It is a well known finding in cognitive psychological research conducted in laboratory and analogue settings that individual memories for particular events can be quite inaccurate, even after rather brief intervals following the occurrence of the events to be recalled (Ashcraft, 1989). Despite this, clients’ memories of actual psychotherapy sessions seem to be more enduring. Martin (1994) attributes the difference to the fact that the “clients’ internalization of therapeutic events during real-life psychotherapy is a more vivid, more memorable process, presumably because the conversational events experienced during psychotherapy are part of significant identity projects (i.e., self-change and self-development projects) for the clients involved” (p.26).

A subsequent study by Martin, Paivio, and Labadie (1990) employed similar methodology to that used by Martin and Stelmaczonek (1988). This study examined the relative contributions that clients and therapists made to therapeutic events which clients remembered (internalized). The results indicated it was the therapists’ contributions to the therapeutic conversation, not the clients’ contributions, which distinguished events that clients recalled as important as compared to matched control events from the same therapy sessions which were not recalled. These findings indicate that the therapists’ contributions to therapeutic conversations are especially important in determining what clients absorb from the conversations. Martin (1994) states that the “Vygotskian

idea of private human development as stimulated by the internalization of public, social, and linguistic forms seems an apt interpretation of such findings” (p.26).

Martin’s interpretation is strengthened by the analyses of data sets from studies by Martin and Stelmaczonek (1988), Martin, Paivio, and Labadie (1990), and Cummings, Hallberg, Martin, and Slemon (1992). Results from these investigations indicate that, while clients’ recollections of therapeutic events were highly accurate and specific, there were obvious errors of recollection evident in approximately 5% to 10% of the recollections. Of these inaccuracies, the most frequent type involved clients’ attribution of the source of conversational comments to themselves rather than to the therapists who actually made the comments. This evidence indicates that clients internalize public, social therapeutic conversations. It also supports Taylor’s (1989, 1991) contention that what is incorporated from conversations is the dialogue in all its richness, not a series of detached monological actions.

**Memories in therapeutic change.** As a basis for elaborating further on the Vygotskian notion of internalization in terms of therapeutic change, one must examine various theories about memory and how it processes and stores information. Tulving (1983) suggests that there are three separate, yet interrelated memory systems: 1) procedural memory, 2) semantic memory, and 3) episodic memory. These three systems are related to each other in that procedural memory contains semantic memory as its single specialized subsystem. Semantic memory, in turn, contains episodic memory as its single specialized subsystem. In this way each more specialized memory system depends on the more general, more foundational system or systems. However, each of the more specialized memory systems has capabilities that the more basic systems do not. Tulving (1983) makes this very clear by stating that “procedural memory enables organisms to retain learned connections between stimuli and responses, including those involving complex

stimulus patterns and response chains, and to respond adaptively to the environment. Semantic memory is characterized by the additional capability of internally representing states of the world that are not perceptually present. It permits the organism to construct mental models of the world ... models that can be manipulated and operated on covertly and independently of any overt behavior. Episodic memory affords the additional capacity of acquisition and retention of knowledge about personally experienced events and their temporal relations in subjective time and the ability to mentally travel back in time” (p.387).

Essentially Tulving (1983) is pointing out that what is distinct about episodic memory is that it involves memories of one’s personal experience, memories that define one’s identity. Episodic memory is highly subjective in much of its content and in the framing of this content within subjective time and space. Martin (1994) believes that two important consequences follow from the recognition of the subjective, experiential nature of episodic memory. These involve the type of knowledge expression and consciousness associated with episodic memory in comparison with procedural and semantic memory.

The first is that only “direct, nonreflective expression of knowledge is possible in procedural memory. Relatively rigid condition-action rules generally restrict the expression of procedural knowledge to formats determined at the times these rules were acquired. On the other hand, acquired knowledge in the semantic memory system can be expressed more flexibly in different behavioral forms and under conditions quite removed from those of original learning. However, such flexibility in knowledge expression still is governed by relatively formal rules concerning patterns of association and activation within relevant declarative, propositional networks. Both procedural and semantic memory systems restrict knowledge expression to

information that is, for the most part, readily available in the public domain to all members of a particular social-cultural group” (Martin, 1994, p.39).

Episodic memory is quite different from procedural and semantic memory in that it is a form of recollective and/or projective experiencing that is thought to be associated intimately with the attitude of the individual knower (Bartlett, 1932; Tulving, 1983, 1985). Given this, information that is internalized in episodic memory can be reflected on in a “self-conscious manner capable of temporally bridging past, present, and future ... the uniquely human character of the schematic associations in episodic memory provides a framework for the interface of personality, affect, and motivation” (Martin, 1994, p.40).

Tulving (1983) provides evidence for his theory of memory. For example, he describes an actual case where a young man entered the emergency ward of a hospital and reported that he had no recollection of who he was. He did not know his name or address, and had great difficulty remembering anything from his past. Tulving and his colleagues used this case to test his theory of the separation of semantic and episodic memory given their realization that this individual was suffering from temporary amnesia. The results indicated that the patient did equally well in terms of semantic memory remembering photographs of famous people during and after amnesia. But when testing the patient’s episodic memory, by requiring him to provide examples of personal experiences in response to single cue words during amnesia, “only 14% of his responses were from his personal experiences prior to the onset of his amnesia. However, following the lifting of his amnesia, 92% of the patient’s recollections were of events in his life prior to the onset of his amnesia” (Martin, 1994, p.41).

Glisky, Schacter, and Tulving (1984) conducted clinical studies on individuals with brain damage which revealed that they could acquire semantic knowledge with seemingly no ability

to recall the circumstances in which the learning episodes took place. This certainly would seem to indicate a separation of episodic and semantic memory.

Martin (1994) argues that “episodic memories mediate between individuals’ experiences in life and therapeutic conversations, and their incorporation of these experiences into personal theories about themselves, others, and their own circumstances. Thus, episodic memory may be seen as an essential vehicle for the Vygotskian internalization of therapeutic conversations” (pp.42-43).

A major difficulty with Tulving’s theory of episodic memory is the fact that our personal theories are very informal. They are based on internalizations of prior life experiences and conversational forms, the majority of which have never been fully expressed in verbal form or manifest explicitly in verbal thought. Therefore, one must be able to provide an explanation of how nonverbal experiences and their recollections might become part of therapeutic conversations which rely upon verbal means of communication. For this we turn to Paivio’s (1971, 1986) dual-coding theory of mental representations.

Dual-coding theory places much emphasis on a basic qualitative distinction in types of mental representations and the processes that operate on them. In dual-coding theory, nonverbal (sensorimotor, perceptual, imaginal) and verbal (symbolic, linguistic) inputs are stored in functionally independent, but interconnected memory systems.

Paivio proposes three different kinds of mental processing. They are: “representational processing which is the relatively direct activation of verbal representations by linguistic stimuli and of nonverbal representations by nonlinguistic stimuli. Associative processing refers to the activation of representations within either system by other same system representations. Both representational and associative processes preserve the functional independence of the verbal and

nonverbal representational systems. However, a third type of processing, referential, involves the activation of the nonverbal system by verbal stimuli or of the verbal system by nonverbal stimuli. Imagining the words illustrates the former case. Naming objects or pictures illustrates the latter case” (Martin, 1994, p.44).

Paivio (1986) highlights four characteristics of his dual-coding theory. The first is the relationship between affect and the nonverbal system. “Affective and emotional reactions, being nonverbal by definition, must be identified theoretically with the nonverbal representational system and, therefore, they would be expected to accompany such nonverbal cognitive reactions as imagery” (p.78). But psychotherapy involves delving into emotional concerns as clients attempt to come to terms with ongoing problems and this is largely dealt with in a verbal manner. Therefore, one must conclude that the only way the therapist–client conversations can influence the client’s nonverbal emotional reaction is through referential processing.

A second important characteristic of dual-coding theory is the relationship assumed between affect and consciousness. According to dual-coding theory, affective responses may follow prior cognitive identification of stimulus or an emotional state may increase the probability that pertinent images or verbal reactions will also be activated. In the latter situation, it is “entirely conceivable that representational and associative processing could be confined entirely to the nonverbal system, with no referential bridging to the verbal system and therefore no verbal, conscious access to the emotional experience” (Martin, 1994, p.45).

But one should take account of experiments (Shepard, 1984; Kosslyn, 1980) where subjects have been verbally instructed to perform nonverbal mental tasks such as mental rotations of symbolic comparisons. These experiments clearly are examples of referential processing between verbal and nonverbal systems.



A third important characteristic of dual-coding theory relates to cognitive reconstruction. Individuals continuously organize and reorganize both verbal and nonverbal information on a daily basis. Within a psychotherapeutic setting it is presumed that clients play an active role, given a supportive situation, in reorganizing and revising their memories and experiential knowledge/theoretical structures. It is through social conversation within a therapeutic setting that clients alter their cognitive constructions. Without such social induction, clients would be restricted to reconstructing previously internalized knowledge.

A fourth and final characteristic of dual-coding theory concerns system specialization. The “verbal system is specialized for sequential processing, whereas the nonverbal system is specialized for synchronous or parallel processing of multiple representational units. The verbal system generates sequential structures and the nonverbal system generates synchronous (including spatial) structures, with the paradigm cases being their manifestation in speech and compound visual images, respectively” (Paivio, 1986, p.71). The implications of this are not yet fully known. But given that, within a therapeutic setting, clients’ emotional reactions are primarily nonverbal and consequently processed synchronously, it is thought that such reactions would be difficult to describe verbally. Consequently, “types of social, therapeutic interactions between therapists and clients capable of encouraging such expression, with as little loss of personal meaning as possible, may be particularly important to discover and identify” (Martin, 1994, p.46).

**Martin’s theory of therapeutic change.** Martin (1994) states that by combining aspects of Tulving’s theory of episodic memory with Paivio’s dual-coding theory of mental representations, one is able to refine the Vygotskian notion of internalization. Furthermore, both theories seem to contain characteristics that make them especially relevant to comprehending processes and

mechanisms of psychotherapeutic change that inevitably seem to involve self-exploration and understanding of verbal and nonverbal, past and current experiences.

Martin (1994) expands upon this theory of therapeutic change by emphasizing that “therapeutic conversations serve to elaborate more fully, and with greater meaning, the client’s existing theories and knowledge with respect to currently experienced problems and concerns. This elaboration takes place in the public, social arena of psychotherapy. To enable such elaboration, the therapeutic conversation must somehow permit the client to access more fully episodic memories of previous, extratherapeutic experiences relevant to current problems and concerns, so that these can become a more explicit part of the therapeutic social construction (or telling) of the client’s theories (stories). Once this social, public therapeutic elaboration has occurred, together with whatever enhanced understandings might accompany it, the client can internalize it (or significant parts of it) into his or her private, cognitive structures (forms). Revisions to clients’ relevant personal theories and the actions they support inevitably occur as existing personal theories are forced to accommodate to the internalization of these therapeutically induced elaborations. Thus, clients’ episodic memories serve as critical mediators for the processes of both social, public theory elaboration and cognitive, private theory revision” (p.47).

Social, public theory elaboration within a therapeutic setting involves vivid, concrete, imagery-laden language that can enable cross-referential mental processing and therefore verbalization and conscious awareness of material previously stored only in nonverbal, imaginal representations (Paivio, 1986). The therapist attempts to have the client elaborate so that patterns of perception, understanding, and action can be brought out into the open, revealing clients’ personal theories of themselves, their contexts, and their difficulties.

The retrieval and discussion of clients' episodic memories of extratherapeutic experiences invariably play a critical mediational role in the public, therapeutic elaboration of clients' personal stories. Yet somehow "therapeutic conversations must succeed in elaborating clients' theories in ways previously unavailable to clients, yet in ways that are veridical with clients' own experiences" (Martin, 1994, p.48). Paivio's (1986) dual-coding notion of referential processing seems to deal effectively with the dilemma of how the imagined context in episodic memory might be elaborated through verbal exchanges. Paivio and his colleagues have discovered that specific types of words are more likely to enhance referential processing than others. For example, concrete words tend to promote referential processing more so than abstract words. Obviously then, within a psychotherapeutic setting, the more concrete the language used to refer to specific, extratherapeutic experiences, the more effective it might be in enhancing referential processing of perceptual, nonverbal memories of those experiences.

Within the therapeutic setting it is important for therapists to assist clients to gain access to unconsciously held (tacit, repressed, or imaginal) episodic memories so that they can further elaborate on their personal theories. Bucci (1985, pp.593-597) has explained how the promotion of clients' referential activity in psychoanalytic therapy might enable the therapeutic discussion of previously repressed material. Since episodic schemata in the nonverbal system are more closely linked to affect, such schemata are more vulnerable to repression. The defense system operates to block attention to perceptual representations associated with danger (e.g., painful memories) before these have been acknowledged or labeled explicitly and verbally. However, these repressed, nonverbal memories continue to affect cognition, emotion, and behaviour after attention has been withdrawn.

Still, the psychoanalytic dialogue which takes place between the therapist and client is primarily verbal in nature. Thus, in order for changes to take place in the nonverbal schemata, perceptual representations must be connected to language. Verbal references to “concrete and perceptual subject matter by the therapist as well as the client, are particularly well suited to facilitate linkages to the nonverbal schemata, and result in eventual retrieval of repressed memories and material. The treatment goal is to reach representational schemata, stored in episodic memory, that may be nonveridical, nonadaptive, and a source of distress” (Martin, 1994, p.50). The therapist uses various techniques (e.g., free association and interpretation) which allow perceptual episodic memories to be expressed as speech. Once expressed in psychotherapy, these memories allow clients to expand upon their personal theories, a process which may lead to deeper insight.

The above phenomena are not limited to psychoanalytic therapeutic interventions. Similar processes are found in both experiential and cognitive psychotherapies. As an example, Rice and Saperia (1984) have shown how the use of concrete, intensive analysis of clients’ problematic reactions to relatively recent events in their lives can be used in experiential psychotherapy to enhance a client’s understanding and resolution of problematic elements in their reactions.

Martin (1994) notes that although the therapeutic process is a social exercise, the changes which one hopes to effect are internal and private. It is the nature of the “co-constructed social discourse between therapist and client that either promotes or discourages relevant, episodically mediated elaborations to the client’s personal theories. These elaborations occur first in the social, public discourse of psychotherapy before being internalized back into the client’s personal, private theories” (p.51). Obviously, it is important that the therapist continuously uses concrete, imagery-rich, specific language to enhance this process. The idea that specific linguistic strategies, which

occur in therapy, might effect client change has been explored by Watzlawick (1978), who referred to metaphor and figurative, imagery-laden, concrete words as playing a major part in the language of change.

Psychotherapy assists clients in retrieving and expressing personal information from their past which has been "hidden" from them. Once this previously hidden information is articulated, it is used as a basis for further discussion and possible problem solving. This information, which is now public within the therapeutic setting, is open to encoding and continuous reconstruction by both the therapist and client. The internalization of therapeutic conversation is another way that episodic mediation can foster the revision of clients' personal theories. The central assumption is that specific kinds of therapeutic exchanges and experiences, in interaction with the personal theories of individual clients, have characteristics that make them highly memorable. Such therapeutic elements are encoded and remembered in relation to at least some core elements in clients' privately held personal theories. In essence, the clients' revised personal theories which were explored and extensively discussed in psychotherapy, in part through episodic recall of prior experiences, are incorporated as a basis for clients' current and future actions.

Various researchers have identified factors that might enhance the memorability of therapeutic discussions. As already mentioned, therapeutic dialogue which is rich in concreteness, vividness, specific illustration and metaphor (Paivio, 1986; Rummelhart & Norman, 1981) might be expected to assist clients' recollections of therapeutic conversations. Two additional factors may be of considerable importance in therapeutic conversations with respect to influencing clients' personal theories. Research conducted by Pezdek, Whelstone, Reynolds, Askari, and Dougherty (1989), Mandler (1984), and Loftus and Mackworth (1978) points to a combination of perceived relevance and inconsistency as critical determinants of episodic, autobiographical

memories of everyday experiences. Put another way, therapeutic conversations are likely to be meaningful to clients if they are perceived by clients as relevant to, yet at the same time inconsistent with, their existing personal theories.

It is assumed that revision of clients' memories will take place as therapeutic conversations continue and that these will serve to revise clients' personal theories, which will, hopefully, lead to more adaptive behavioral patterns in everyday life. The assumption is that "clients' episodic memories of therapeutic conversations will be held in mind with sufficient salience that a variety of cues encountered in clients' everyday lives can activate them, and that such activation will gradually strengthen adaptive revisions to clients' personal theories. It is also assumed that once activated, memories of therapeutic experiences, together with the revised personal theories they foster, can be used by clients as a basis for revised patterns of emotional, cognitive, and overt responding in previously problematic life contexts" (Martin, 1994, p.54).

Markus and Nurius (1986) argue that motivation for future actions is due, in large part, to the ability of humans to project "possible selves." In other words, humans can imagine future scenarios where they conduct themselves in a manner different from their current modes of conduct. This ability can be used as a source of both motivation and information. Thus, when clients succeed in revising their theories of themselves through psychotherapy, they discover new possibilities for their future, extratherapeutic functioning.

In conclusion, the twofold process which has been presented, involves the client elaborating about personal circumstances within a therapeutic setting. This elaboration is enhanced by the therapist who, by skilled probing, brings to the forefront the client's past and present problematic life experiences. The therapeutic conversations that contain the client's

elaborated stories are retained in his or her memories and, at some level, succeed in altering the client's privately held, personal theories.

**Supporting research.** Numerous studies have examined the determinants and mediational functions of clients' episodic memories. Martin and Stelmaczek (1988) found that the types of therapeutic events recalled by clients immediately following psychotherapy sessions were indicative of enhanced personal awareness and revision of personal theories. These results support the notion that psychotherapy is a "memory-mediated process of social, public elaboration and of cognitive, private revision of clients' personal theories that relate to their concerns and goals" (p.385).

Another component of Martin and Stelmaczek's (1988) study examined the hypothesis that discourse during events recalled as important by clients would differ significantly from discourse during control events that occurred in the same therapy sessions and that these differences would be consistent with Paivio's (1986) and Tulving's (1983, 1985) and Craik and Tulving's (1975) theories and research on determinants of memorability. Control events were distinctive events, temporally proximate to (but not overlapping with) the client-recalled important events, and matched to the recalled events in terms of length (number of talking turns) and time of interaction. The hypothesis was tested on a six point rating scale for depth of meaning, elaboration of meaning through use of figurative language, personalizing, clarity, and conclusion orientation.

The results indicated that client-recalled important therapeutic events were reliably characterized by significantly more depth of meaning, elaboration of meaning through use of figurative language, and conclusion orientation. The conclusion reached by these researchers is that the "events which clients recalled as important were ones in which therapists and clients

attended to the meanings explicit (or implicit) in clients' experiential theories, elaborated these meanings (personal theories) through the use of figurative language (illustrations, images, metaphors and so forth) and attempted to draw conclusions (i.e., entertained hypotheses and explanations, and formed insights and understandings) concerning clients' experiences" (Martin, 1994, p.56).

Martin and Stelmaczek (1988) also examined clients' ability to recall, at a 6-month follow-up, events they had recalled as important immediately following the therapy sessions studied. After viewing a one-minute videotaped segment of therapy sessions that they were involved in, clients accurately recalled the exact same events in 73% of cases tested. These results are astounding given the results of studies of episodic memories in laboratory and analogue experiments where subjects have been asked to recall events which hold little significance to them. In these studies, subjects generally succeed in recalling few such events, and then with generally poor accuracy (Ashcraft, 1989). As Martin (1994) points out, these results indicate that clients' episodic memories for therapeutic conversations concerning their understanding of their present difficulties and concerns are much more enduring and accurate than individuals' episodic memories for less personally relevant, less meaningful material. These findings indicate that clients' episodic memories of psychotherapy have the potential to alter personal theories which are employed as a basis for everyday actions and experiences.

Martin, Cummings, and Hallberg (1992) examined what effect therapists' intentional use of metaphors would have on clients' episodic encoding and recall of therapeutic conversations. Their hypothesis was that therapists could influence clients' encoding and recall of therapeutic conversations through the nature of the language they employed during psychotherapy. The



strategy employed was to have therapists use metaphoric interventions which clients would perceive as both relevant to, yet slightly inconsistent with, their current personal theories.

Metaphoric communication was employed since it is rich in elaborative, figurative language and has been shown to enhance memorability in both basic experimental (Paivio, 1986) and applied therapeutic (Martin, Paivio, & Labadie, 1990; Martin & Stelmaczonek, 1988) contexts. Once the therapeutic sessions were completed, both therapists and clients were asked to recall therapeutic events that were most memorable and to give explanations as to why these events were memorable. The results indicated that clients recalled therapists' intentional use of metaphors in approximately two-thirds of the sessions in which metaphors were employed intentionally by therapists. Many of the metaphors that were recalled were ones which developed over an extended length of time both within and across sessions, by both the therapist and client. Also, clients rated the sessions as more useful if they contained a significant amount of intentional metaphoric communication by the therapist. Further analyses indicated that the use of intentional metaphors by therapists served two distinctive epistemic and motivational functions. Epistemic effects noted were: "1) enhanced emotional awareness, and 2) conceptual bridging, both of which may be seen as consistent with the notion of memory-mediated personal theory elaboration. Motivational effects noted were: 1) enhanced relationship with the therapist, and 2) goal clarification" (Martin, 1994, p.60). Obviously, these results probably occur only if the therapist and client have a good relationship in which the therapeutic goals are clearly understood by both.

A more general examination of recent literature reveals numerous case studies where clients reviewed and restructured their memories as part of psychotherapy. Edwards (1990) reports case studies where guided imagery is used to assist clients to recover and review avoided

memories, identify the meanings/beliefs associated with these memories and the emotions they encompass, and re-evaluate such beliefs. Price and Bucci (1989) have shown how the use of concrete, vivid, specific, and clear language can encourage client referential activity and subsequent verbalization of previously repressed memories. Finally, researchers such as Angus and Rennie (1988, 1989), McMullen (1985, 1989), and Pollio and Barlow (1975) have shown how figurative, metaphoric language in therapeutic conversations can help clients elaborate on their affective experiences more fully and integrate these elaborations into extended systems of personal understanding.

### **Related Work on Memory and Human Change**

Recent work on client goals and emotions complements the foregoing perspective on the role of memory in psychotherapeutic change. These are of utmost importance since clients' self-defining memories often are organized around sets of goals that frequently give rise to particular patterns of emotions and emotional expression.

**Personality and self-defining memories.** Singer and Salovey (1993) believe that to fully understand an individual's personality one must take into account meaningful or self-defining memories and how these influence one's emotions and behaviors. Numerous researchers (Bruhn, 1990a, 1990b; McAdams, 1988, 1990a; Tomkins, 1979, 1987, 1991) who have examined personality believe that self-defining memories contain the following features: affective intensity, vividness, repetitiveness, linkage to other memories, and a focus on enduring concerns or unresolved conflicts.

Each person has a unique collection of self-defining memories which represent major emotional experiences. Both intense affect and vividness ensure that particular memories continue

to be memorable and are repeatedly recalled. These repetitive memories which evoke strong emotions are individual in nature but share common attributes. First, they are “by nature densely packed and consequently repetitive. By densely packed, we mean to convey the concepts of representation and instantiation. Representative images crystallize characteristic interests, motives, or concerns of an individual into a shorthand moment (i.e., the hundreds of minor embarrassing moments in school for a shy child become symbolized by that one time when he/she tripped in front of the school assembly)” (Singer & Salovey, 1993, p.12).

These memories also have the attribute of being instantaneous (Schank & Abelson, 1977). They collapse a sequence of associated experiences into a single one. Yet, this one representative memory, if focused on, is connected to similar, related memories. Because of this, particular memories will be retrieved in response to external or internal cues and will likely evoke similar affective reactions. The repeated occurrences in which a particular memory is retrieved reinforce its importance and its ability to represent particular events and evoke specific feelings. These memories continue to strengthen and ultimately, affect our responses to everyday events. In effect, these memories begin to define how we interact with society.

Although these representative, “collapsed” memories may “contain but a kernel of their original truth and be filled with embellishments, false recollections, descriptions provided by others, and multiple events blended into seemingly singular occurrences, these characteristics in no way diminish their power in organizing who we are” (Singer & Salovey, 1993, p.13). Due to their strength, these memories may give us clues to expectations that have yet to be realized. Such self-defining memories hold out to us the promise of cues to the resolution of unresolved or troubling conflicts about our identities. Conversely, they may also provide encouragement or reinforcement of an ongoing concern through evidence of past success and satisfaction.

The five features (affective intensity, vividness, repetitiveness, linkage to other memories, and a focus on enduring concerns or unresolved conflicts) of self-defining memories have been examined by various researchers. Bower (1981) considers emotion a central node in an interconnected network of memory. New experiences that invoke this emotion have the capacity to “light up” the emotion node in memory and summon up related experiences that shared the same emotional quality. These experiences are then more accessible to consciousness and more easily retrieved by memory. Related to the affective intensity of the self-defining memory is its ability to arise in consciousness with the vividness of an actual experience. What is meant by this is that memory is not just a photographic recreation of reality, but a re-envisioning of reality within the context of one’s own transfiguring personality. As Shattuck (1963) suggests, memory is more than a photograph, it possesses “stereoscopic vision which holds images of past and present simultaneously in a form of arrest which resists time” (p.51). This simultaneous vision creates a situation where the inner world is a more complex, symbolically-laden world when compared to external stimuli.

In terms of the repetition of memories, one must ask why it is that individuals return to the same memories over and over again. Gardiner (1990) has called this phenomenon “new functionalism which encompasses a concern with what memory is for, what function it serves, and wherein lies its adaptive significance” (p.215). This new functionalist approach to memory, holds that memories are significant in motivating us to act towards particular goals.

Tomkins (1979) spoke of “psychological magnification” when referring to the linkage between similar memories which share similar content and affective sequence. Once these memories are linked, their “juxtaposition in the course of memory search and retrieval begins to create the template or abstracted skeleton that he calls a script. The script then acts upon both

past and new information, assimilating any related material into its narrative themes and organization” (Singer & Salovey, 1993, p.37). In this way, scripts, paradoxically, allow meaning to arise out of new information but may also limit one’s full understanding of new phenomena.

Some self-defining memories of a “unique occurrence in one’s life—the death of a parent, an automobile accident, a serious illness—may not link to other memories until these rare events return again into one’s own life or the lives with whom one is intimate” (Singer & Salovey, 1993, p.37). Along these lines, Kelly (1955) states that all individuals extract the “truth” of their own personality by linking their most important self-defining memories through shared themes and affects. Although the resultant truth is inevitably a construction, or personal construct, it holds the immediacy of a lived reality for the individual. Until such truths are dislodged, if they ever are, by new events powerful enough to force accommodation, the accumulated scripts of individuals form their lives’ epistemology—their essential way of knowing themselves, others, and the world around them.

Tomkins (1979) suggests that one of the reasons individuals may repetitively recall unpleasant self-defining memories is because they are still struggling at working through and resolving conflicts raised by the memory. Whether consciously or unconsciously, they return to topics in memory in the interest of mastering them. Only by reviving memories into consciousness do individuals avail themselves of opportunities to recast the meanings of previous events or to re-examine them in ways that are more palatable to their self-image. Similarly, they may compare current actions with those from memory, and demonstrate to themselves that they are different now, that desire has faded, or that circumstance itself has changed. If a negative self-image, which is stored in memory, is not brought out into the open, it carries with it the ability to cause great pain. A memory which is exposed, even though painful, can at least be confronted,

questioned, and hopefully, dealt with in a positive manner. One possible explanation for repeatedly returning to negative memories has been offered by Tomkins (1979). He feels that individuals continuously return to negative memories in an effort to overcome the unresolved conflict that shapes the memory. Individuals may reinvolve the themes, plots, and settings of unresolved memories to reduce their power and to give one an opportunity to create a more satisfying ending.

**Memory and goals.** Self-defining memories, which involve recurring themes from the past, continue to be intense and vivid due to their relevance to the present and future. If this relevance changes (i.e., our longstanding desire is met) then the associated memories likely will lose their intensity and prominence. Still the question remains: What makes a particular memory more self-defining and affectively intense as compared to others? Singer and Salovey (1993) think it is the relationship between the components of personality that comprise the self—long-term goals and affect—which are linked to autobiographical memories.

Many recent theorists have suggested that how we feel about an event, whether past or present, may be a function of that event's contribution to achieving desired goals (Abelson, 1983; De Rivera, 1978; Dyer, 1983; Ortony, Clore & Collins, 1988; Roseman, 1984; Roseman, Spindel & Jose, 1990; Wiener, 1985). Ira Roseman (1984) has extensively examined this goal-based theory of affect. When he varied the "motivational states and situational outcomes, among other variables of characters in scenarios read by subjects, their differential understanding of the characters' affective states depended upon the particular interactions of the active goals and outcomes depicted in the scenarios" (Singer & Salovey, 1993, p.51). Singer and Salovey (1993) have built upon this research and maintain that this goal-based theory of affect can be extended to the prediction of affective responses to memory. Their central hypothesis is that, what we

continue to feel about situations long after they have occurred may be a function of how relevant these remembered events are to the attainment of long-term goals.

Holmes (1970) holds that the affective intensity associated with a memory is a function of its meaning for the individual at recall, not exposure. This difference suggests that the “current goals of the individual play an important role in determining the affective intensity with which the memory is experienced. A memory may lose or gain affective intensity depending upon its connection to an individual’s current goals rather than to goals originally served by the remembered behaviors” (p.234).

Singer and Salovey (1993) maintain that it is important, when examining the relationship between long-term goals and memory, that one think about long-term goals that transcend specific moments or situational contingencies of one’s life. The explanation given is that the affective intensity of memories frequently spans one’s entire past and evokes themes or issues that are not always constrained to a specific concern.

Singer and Salovey (1993), in a series of experiments, attempted to demonstrate a correspondence between the disparate events of one’s past and certain stable, enduring long-term goals. They hypothesized that the desirability of one’s current goals may be predicted from, and shaped by, one’s affect related to past attainment or non-attainment of these goals. Their results indicate that “the happier and prouder participants’ responses to their memories, the more relevant their memories were to attainment of their personal strivings. The more embarrassed, sad, and angry their responses to their memories, the more their memories reflected a failure to achieve their strivings” (p.64). These results indicate that individuals’ responses to self-defining memories may be predicted from the relevance of that memory to the attainment or non-attainment of their most desired goals.

What is emphasized in the relationship between affective responses to memories and goal attainment is the motivational role that memory plays in personality. Memories have the ability to motivate us on both a cognitive and affective level. The importance of a memory to the attainment or non-attainment of one's particular goals may tell an individual about the possibilities of future goal attainment. In this way, we use our memories "cognitively to help us decide which long-term goals are worthy of our commitment and persistence. At the same time, just as the affect experienced with the original event may have helped to shape one's goals, the affective experience evoked by the memory may reinforce one's current attitude toward the particular goal or goals, thereby motivating one to sustain or abandon efforts at goal attainment" (Singer & Salovey, 1993, p.65). In effect, what we feel when we recall a memory tells us what it would feel like to have that experience of success or failure again.

It is important to realize the dynamic nature of memory assumed herein. Memories are active, free-flowing creations of one's mind which consider future possibilities that are related to past situations. They assist one to interpret and know what to feel in present situations. This suggests, if our memories' relevance to what we seek to attain in the future is related to our affective responses in the present, that there is a continuity to personality. Evidence for such personality continuity is increasingly emerging, not only in personological studies, but in social cognition and social psychology research (Johnson & Sherman, 1990; Ross & Conway, 1986).

**Emotion and the remembered self.** Singer and Salovey (1993) believe that the primary role of emotion in humans is to alert the individual experiencing the emotion that action is necessary, and to motivate or energize that action. In this sense, emotions arouse, direct, and sustain activity (Carlson & Hatfield, 1992). As emotions theorist Carroll Izard (1991) has written, a very general and fundamental principle of human behavior is that emotions energize and organize thought and



action. This view of emotions sees them as having an important and adaptive function: they help channel thinking and behavior toward the fulfillment of goals arising in particular situations (Leeper, 1948).

As stated by Singer and Salovey (1993), “emotional evocative experiences are more likely to be collected, remembered, and, on occasion, become self-defining because the arousing nature of these experiences cries out for further processing” (p.125). These emotional experiences focus one’s attention inward. Self-focused attention is defined as “selectively attending to information that originates from within and concerns the self” (Carver & Scheier, 1981, p.35). Salovey and Rodin (1985) believe that following the kindling of an emotion, individuals focus their attention on themselves, unless their attention is deliberately redirected elsewhere. This effect seems especially strong with negative emotions, but it also occurs with positive emotions.

Due to the unexpected nature of the arising emotion, one must take time to clarify the source of the emotion and the feelings experienced, by matching incoming information with pre-existing knowledge. These processes involve self-reflective thinking, in part accounting for the turning of attention inward. Further, self-focusing in these situations intensifies the emotion, thereby allowing the feeling to be specified and rendering it a more intelligible motivator of whatever action is necessary (Scheier & Carver, 1977; Scheier, Carver, & Gibbons, 1981). These emotions are usually accompanied by physiological changes that can provide attention-catching cues—a pounding heart, churning stomach, etc. Individuals focus attention upon themselves in response to these physiological changes in order to clarify, identify, and determine the cause of this arousal (Gibbons, Carver, Scheier & Hormuth, 1979). There is experimental evidence that both depressive and anxious emotions are accompanied by the tendency to focus attention inward (Sedikides, 1992b; Wood, Saltzberg & Goldsamt, 1990).

Singer and Salovey (1993) have found evidence that both happy and sad moods are accompanied by a shift in attentional focus onto oneself, that can be thought of as a mood-induced self-preoccupation. Of course, if taken to extremes this self-focused attention is not very adaptive, especially in terms of negative emotions. Excessive self-preoccupation can intensify anxiety until the individual is so self-conscious that his or her worst fears are realized.

Emotions influence not just our recollections but our judgements about ourselves. One's sense of self-esteem is especially affected. Cognitive theories of depression suggest that lowered self-esteem is one of the causal factors in affective disorders (Beck, 1967). Wright and Mischel (1982) found that induced positive affect led participants to form higher expectations for future performances, to recall more positive outcomes, and to make more favorable self-appraisals. Conversely, negative emotions led to lower expectations about future performance, recall of fewer positive outcomes, and less favourable self-appraisals. Underwood, Froming, and Moore (1980) induced happiness and found that all participants subsequently felt more skillful, competent, proficient, and successful than after sadness was induced.

Other self-reflective judgements that are affected by emotions are beliefs about one's capabilities. This idea is one of the theoretical underpinnings of social learning theory (Bandura, 1972a; 1986) and cognitive behaviour therapy (Meichenbaum, 1972). For example, Bandura (1977b) contends that an "individual's expectations of personal efficacy in some domain determine whether certain behaviors are initiated and then sustained in the face of obstacles and aversive experiences" (p.191).

Self-efficacy expectations change when emotions are aroused. Correlational research by Kanfer and Zeiss (1983) indicates that depressed individuals have lower self-efficacy expectations than do non-depressed individuals in a variety of situations. Also, induced mood appears to

influence self-efficacy expectations regarding behaviour in areas such as romance, athletics (Kavanagh & Bower, 1985) and helping behavior (Salovey, 1986).

As previously stated by Singer and Salovey (1993), what makes individuals unique is their self-defining memories, which are often organized around their set of goals that frequently give rise to characteristic patterns of emotions and their expression, which then require distinctive self-regulatory plans in order to manage them.

Several studies have supported the idea that personal narrative theories about oneself can be revised through the therapeutic process. This ability is, in part, due to the characteristics of episodic memory, which internalizes information in a self-conscious manner capable of bridging the past, present, and future. Through referential mental processing, which involves the activation of the non-verbal system by verbal stimuli or of the verbal system by nonverbal stimuli, self-defining memories undergo continuous revision within the context of one's own personality. Self-defining memories continue to be relevant due to their relationship to long-term goals and affect. Singer and Salovey (1993) state that what we feel about events long after they have occurred may be a function of how relevant these remembered events are to the attainment of long-term goals. Further, our plans, which are self-regulated and continuously updated, are influenced by our emotions since they motivate us to organize thought and promote action.

### **The Current Study**

In this study, I employed an ethnographic research strategy, which permits the documentation of the therapeutic and extratherapeutic experiences of individuals through methods of interviewing, participant observation, and journal keeping. An attempt was made to explore, in detail, transcribed counselling sessions for major themes which arose both within and between the counselling dyads. Special attention was given to language which was vivid, repetitive, metaphoric, elaborative, had affective intensity, was used to draw conclusions, was linked to other memories, and focused on enduring concerns or unresolved conflicts.

The purpose of this qualitative research was to examine, in terms of Martin's theoretical perspective on change, the therapeutic experience of two individuals who had recently sustained a spinal cord injury, were undergoing rehabilitation, and had been referred to counselling for a vocational assessment. Emphasis was placed on exploring and examining their self-defining memories, goals, emotional concerns, and future plans. Through the use of journals, in which clients recorded their recollections of the counselling sessions they participated in, it was possible to explore how they used their recollections of each session in their everyday lives and experiences outside of counselling. In addition to better understand the psychotherapeutic and extratherapeutic changes and adjustments of the two clients studied, it was anticipated that the data and interpretations would permit a critical evaluation and reconsideration of Martin's theory.

### **Method**

The rationale for choosing one methodology over another is connected to the nature of what is studied and the underlying goals of the research. Since this research explored the themes arising from the complex interconnection among subjects' memories, goals, emotions, and self-

regulatory plans through a detailed examination of the language used in counselling, it was necessary to use a methodology that incorporated the unique experiences of the participants themselves—their actions, thoughts, feelings and perceptions—as a major focus for investigation and interpretation. Therefore, an ethnographic case study was employed (e.g., Bruyn, 1966; Glaser & Strauss, 1967). As Blumer (1969) emphasized, this methodology permits the researcher to meet all of the basic requirements of an empirical science: to confront the social world being studied, to raise abstract questions about this world, to discover relations between categories of data, to formulate propositions about these relations, to organize these propositions into an analytic scheme that others can understand, and to test the questions, data, relations, propositions, and analysis through renewed examination of the social world.

### **Participants**

One therapist and two clients participated in this qualitative case analysis. The therapist (the author of this research) was a 36-year-old graduate student enrolled in the counselling psychology program at Simon Fraser University who was disabled himself due to a spinal cord injury 20 years ago. This therapist brings to counselling a unique blend of counselling skills and personal experience, especially in terms of disability issues. As the clients all had sustained spinal cord injuries, this necessarily brings up the question of the therapist being influenced when counselling these clients. But all therapists bring their own viewpoint and personal history to counselling. When one is both the therapist and researcher, it is imperative to be as neutral as possible and, in this instance, let the client guide the outcome of research.

The therapist saw each client for vocational counselling and assessment, ranging from 5 to 8 one-hour sessions. The clients were selected from a population of in-patients who were

undergoing treatment for spinal cord injuries in a rehabilitation setting. Upon referral to the vocational counselling department, clients were asked to participate in a qualitative case study which would last for a number of weeks. The two clients who agreed to participate were seen to discuss their current disability, its consequences on future educational/vocational goals, and to complete a vocational assessment.

**D.H.** D.H., a 28-year-old male, came to counselling to explore his possible future occupational choices. He was quiet, logical, very insightful, reserved, and tended to keep his feelings to himself. Underlying this was his feeling of doubt as to the possibility of returning to work due to his significant disability (quadriplegia with limited hand function and no finger movement), and his desire to stay in the same type of work (pipefitter/welder) he was involved in prior to his injury. As D.H. proceeded through the vocational assessment and continually confronted his disability, he began to realize that returning to his previous occupation would be impossible. This was extremely difficult for D.H., even though he did not fully express his disappointment, since in the past he had really enjoyed working with his hands in outdoor settings.

Three-quarters of the way through the vocational assessment, D.H. was offered a related, but different, position as a construction estimator with the same company. At this point, D.H. seemed to shift his focus away from the assessment toward the possibility of employment as an estimator. The focus was on how and what he needed to do to attain this job (i.e., in terms of funding, equipment and training). Continuous emphasis was put on these areas in later sessions. With each session, D.H. further clarified what was needed to reach his goal. The “light at the end of the tunnel” seemed to get clearer as a solution was proposed for each problem. D.H. realized that returning to work, albeit in a slightly different occupation, was possible. With this, his

outlook brightened and the focus on his disability shifted to how he could be employed despite his disability. This shift in outlook was critical in later counselling.

**G.G.** G.G., a 49-year-old male, came to counselling to explore his future occupational choices, given his significant disability (incomplete quadriplegia with reduced range of movement in his neck and significant weakness in his shoulders, arms, and hands). He was imaginative, insightful, gregarious, and open to expressing his feelings concerning his disability. But, overriding this were his feelings of tremendous loss due to the fact that his wife was killed in the car accident that left him disabled. Throughout our sessions, this ongoing experience of loss dominated his future outlook and his lack of enthusiasm for making choices. G.G. felt that he and his wife were a “team” that had plans for their future all worked out. Without her, G.G. felt guilty about making future plans and enjoying life again. It seemed that this loss was much more important than his physical disability.

A great deal of time was spent on exploring fate and the coincidences of the car accident. It was as if talking about it, in therapy and with his family, lessened the burden G.G. felt. In the latter sessions, G.G. began to set some priorities (i.e., become healthier first then worry about returning to work), with which he felt comfortable. Although the results of the vocational assessment were somewhat surprising, the counselling process still assisted G.G. in reviewing “the large picture,” and allowed him to realize that work was still available that would suit his situation (i.e., limited physical activity, limited driving, and close to his home). With each session, G.G. continued to focus more on future possibilities and less on the past and the loss of his wife. This is not to say that his sense of loss and his accompanying feelings of guilt completely dissipated. Nonetheless, these feelings were normalized to some degree which, hopefully, will assist G.G. to move beyond the present to focusing on the future.

## Procedures and Analyses

All therapy sessions lasted approximately one hour, and took place in a standard individual counselling room which was equipped with an audiotape recorder. The procedure followed for the collection of recall data was simple. Immediately upon completion of a counselling session, the client was asked to make notes in a journal, which was provided to the client by the therapist, of any significant thoughts associated with that particular session. Clients were given specific instructions for making notes in their journal (see Appendix A).

All counselling sessions were transcribed verbatim from audiotapes by a research assistant. The clients' journal notes of their recollections were also transcribed (see Appendix B and C). The client recollections were categorized into broad themes (see Table 1).

**TABLE 1: Categories of Client Recollection**

|                            |    |                                      |
|----------------------------|----|--------------------------------------|
| <b>Categories for D.H.</b> | 1. | Denial of disability                 |
|                            | 2. | Confronting disability               |
|                            | 3. | Frustration of disability            |
|                            | 4. | VRS funding                          |
|                            | 5. | Return to work                       |
|                            | 6. | Results of vocational assessment     |
| <b>Categories for G.G.</b> | 2. | Confronting disability               |
|                            | 6. | Results of vocational assessment     |
|                            | 7. | Loss of wife                         |
|                            | 8. | Future priorities                    |
|                            | 9. | Coincidences, fate and the accident. |

Commonalities between D.H. and G.G. are: 2, 6

Differences between D.H. and G.G. are: 1, 3, 4, 5, 7, 8, 9

These themes were derived by, first, reading all the clients' journal notes. The researcher attempted to categorize the clients' comments by looking for themes which appeared, in most instances, to be mentioned repetitively. The themes were named by examining, on a sentence by



sentence basis, the specific topics which were discussed in each client's journal. The decision as to when a named theme began and ended was based solely on when it was first and last mentioned in the clients' journals. The themes were then numbered. Upon completion of this phase, the researcher reviewed all the counselling sessions for both clients and attempted to categorize sections of the transcribed audiotapes that covered the aforementioned themes. This categorization was completed by defining parts of the transcribed audiotapes as covering specific, named themes. These were blocked and numbered. Each of these categorized sections counted as one unit for a particular categorized theme. This was a somewhat arbitrary process where one theme would, at times, conversationally flow into another theme. The researcher's best judgement was employed. Some parts of the transcribed counselling sessions were purposely not categorized (e.g., talking about the weather, peripheral discussions at the beginning and end of sessions) since they did not seem relevant to any specific, identified theme. Again, this was an arbitrary decision on the part of the researcher. Comparisons were then made between the clients in terms of their categorized themes (see Table 1).

How often each categorized theme (counted in units) was located in each counselling session, and a summary of how often each categorized theme was located across all counselling sessions (units totalled) were tabulated for each client (see Table 2). The average length of recalled episodes was determined by counting the number of sentences for each categorized theme. The mean was then tabulated for each categorized theme (see Table 3). Finally, how clients used their recollections of each session was examined (see Appendix D).

**TABLE 2: Frequency of Recollected Categories Across Counselling Sessions**

|  | Frequency Across Each Section |   |   |   |   |   |   |   | Freq.<br>Across All<br>Sessions |    |
|--|-------------------------------|---|---|---|---|---|---|---|---------------------------------|----|
|  | 1                             | 2 | 3 | 4 | 5 | 6 | 7 | 8 |                                 |    |
| <b>CATEGORIES FOR D.H.</b>             |                               |   |   |   |   |   |   |   |                                 |    |
| 1. Denial of disability                | 1                             |   |   |   |   |   |   |   |                                 | 1  |
| 2. Confronting disability              | 4                             | 1 | 1 | 1 |   |   |   |   |                                 | 7  |
| 3. Frustration of disability           | 3                             | 3 | 1 |   | 1 |   |   |   |                                 | 8  |
| 4. VRS funding                         |                               |   | 1 |   |   | 1 |   |   |                                 | 2  |
| 5. Return to work                      | 1                             |   | 2 | 1 | 2 | 4 | 2 | 3 |                                 | 15 |
| 6. Results of vocational assessment    |                               |   |   | 2 | 1 | 1 | 1 | 1 |                                 | 6  |
| <b>CATEGORIES FOR G.G.</b>             |                               |   |   |   |   |   |   |   |                                 |    |
| 2. Confronting disability              |                               |   | 1 |   |   |   |   |   |                                 | 1  |
| 6. Results of vocational assessment    | 1                             | 3 | 2 |   | 1 |   |   |   |                                 | 7  |
| 7. Loss of wife                        |                               | 5 |   | 2 | 2 |   |   |   |                                 | 9  |
| 8. Future priorities                   |                               | 5 |   |   | 1 |   |   |   |                                 | 6  |
| 9. Coincidences, fate and the accident |                               |   |   | 2 |   |   |   |   |                                 | 2  |

The purpose of these qualitative case study interviews, observations, and analyses was to capture client processes in real time. In this way, attention was paid to person-situation interactions and to the behaviors arising from these interactions over repeated counselling sessions. Autobiographical or everyday memories could be examined for past and current emotional concerns, personal goals, and future plans. The experiences of the subjects through

**TABLE 3: Average Length of Recalled Episodes Determined by Number of Sentences**

|  | Number of Sentences Across Each Session |     |    |     |    |    |    |    | Mean |       |
|--|---|-----|----|-----|----|----|----|----|------|-------|
|  | 1                                       | 2   | 3  | 4   | 5  | 6  | 7  | 8  |      |       |
| <b>CATEGORIES FOR D.H.</b>             |   |     |    |     |    |    |    |    |      |       |
| 1. Denial of disability                | 2                                       |     |    |     |    |    |    |    |      | 2     |
| 2. Confronting disability              | 32                                      | 3   | 3  | 4   |    |    |    |    |      | 10.5  |
| 3. Frustration of disability           | 16                                      | 7   | 18 |     | 1  |    |    |    |      | 10.5  |
| 4. VRS funding                         |   |     | 3  |     |    | 5  |    |    |      | 4     |
| 5. Return to work                      | 8                                       |     | 9  | 33  | 37 | 21 | 31 | 75 |      | 30.5  |
| 6. Results of vocational assessment    |   |     |    | 47  | 30 | 14 | 20 | 16 |      | 20.4  |
| <b>CATEGORIES FOR G.G.</b>             |   |     |    |     |    |    |    |    |      |       |
| 2. Confronting disability              |   |     | 30 |     |    |    |    |    |      | 30    |
| 6. Results of vocational assessment    | 180                                     | 130 | 15 |     | 81 |    |    |    |      | 101.5 |
| 7. Loss of wife                        |   | 52  |    | 49  | 18 |    |    |    |      | 39.6  |
| 8. Future priorities                   |   | 38  |    |     | 8  |    |    |    |      | 23    |
| 9. Coincidences, fate and the accident |   |     |    | 128 |    |    |    |    |      | 128   |

intensive face-to-face counselling interviews allowed authentic, detailed descriptions of personal situations to be expressed in a non-restrictive manner.

Using the vocational assessment as a basis to structure the counselling sessions allowed for exploration of some of the clients' concerns. Specific questions emerged which were then explored in the following sessions to gain deeper insight into the clients' situations and experiences, and to clarify misconceptions and ambiguities. The counselling sessions were used

to elaborate and understand meaning, motivations, and conflicts that the clients were dealing with, how they interpreted their current situation, and how these interpretations were used as a basis for their actions.

## **Results**

As described previously, this qualitative study examined transcribed counselling sessions for major themes which arose for two clients. Special attention was given to language which was vivid, repetitive, metaphoric, elaborative, had affective intensity, was used to draw conclusions, was linked to other memories, and focused on enduring concerns or unresolved conflicts. Predetermined scales were not used to pinpoint examples of these types of language. The researcher closely examined the transcribed counselling audiotapes for what he thought were examples of these.

By examining Table 1, it is evident that particular themes arose for each client. For D.H., these were: Denial of Disability, Frustration of Disability, VRS funding, and Return to Work. For G.G., these were: Loss of Wife, Future Priorities, and Coincidences, Fate, and the Accident. The themes in common between D.H. and G.G. were: Confronting Disability, and Results of a Vocational Assessment.

**D.H.'s recollection of categories from counselling.** By examining Table 2, it is apparent the theme that was mentioned the most for D.H. is Returning to Work, which arose fifteen times over eight sessions. Obviously Returning to Work was very important in D.H.'s mind. It should be noted that frequency does not equal importance. It may mean that this theme needs to be addressed more quickly than others and therefore, is continuously talked about in counselling. This is revealed in journal entries such as: "Found myself wishing I could go back to what I was

doing,” and “I’m glad that a plan is in place to get me into the courses I need and back to work.” These comments are definitely linked to other memories, involve an enduring concern and contain emotionally intense language. This theme is repetitively recalled since he is struggling to resolve an ongoing concern which likely arises from past memories of working as a welder/pipefitter. The next most frequently mentioned theme was Frustration with his Disability, which was present primarily in the first three sessions. An illustration of this frustration is found in the journal entry: “Doing part of the exercise where jobs were written on cards that I had to put in piles got to me just because of the problems I had picking them up.” With this statement, D.H. is talking about an enduring concern (i.e., his disability) which is emotionally intense due to the frustration of having very little finger dexterity.

The theme that came up the least was Denial of his Disability, which occurred only once. This arose through a discussion in regards to becoming a chiropractor. It was as if, in our first counselling session, D.H. did not recognize the severity of his disability. In later sessions this theme was not an issue, as he acknowledged and confronted his disability. Interestingly, Frustration with his Disability (discussed eight times) and Confronting his Disability (discussed seven times) both occurred primarily in the first four sessions. This was in opposition to the Results of his Vocational Assessment, which was mentioned six times, but only in the last four sessions. The inference made is that once D.H. found out that he might possibly go back to work for his previous employer, the frustration he experienced confronting his disability diminished. More emphasis was placed on completing the vocational assessment, since this was tied to funding for computer equipment that was required for future employment. Journal entries such as: “Found I wasn’t as focused on the results of the tests because of the job offer; good to hear there’s funding available for a computer; I feel like I’m now starting to see daylight; a way back

to work” involve vivid language linked to past memories of his previous work as a welder/ pipefitter, and indicate that D.H.’s sense of worth was intimately related to his work. Once he realized there was a possibility to return to work, much of the frustration concerning his disability dissipated.

Finally, the theme of VRS (i.e., government) Funding, which came up twice in D.H.’s journal, was discussed only in conjunction with the assistance it provided for returning to work. When written about, it was in short statements such as: “It’s good to know funding is available through VRS.” This indicates that this topic is of interest, but only to the extent that it serves a more important concern, that of the conclusion oriented goal of returning to work.

**G.G.’s recollections of categories from counselling.** For G.G., Table 2 reveals that the most frequently occurring theme, the Loss of his Wife, was discussed nine times in counselling. A poignant illustration of his sense of loss is revealed in this dialogue.

GG: I feel a little guilty moving into something like this that Gail and I worked for all our lives, and now I’m moving without her. I kind of feel guilty about that.

DM:<sup>\*</sup> Well that’s fairly normal, though.

GG: So we’re going to bring the things she loved and a nice piece of furniture and put them up in one corner of the living room with her picture and a few other things.

DM: That’s a nice gesture.

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<sup>\*</sup>Note: DM refers to the therapist/researcher.

GG: That'll be her corner and we'll package all her ... God she was a fabulous dresser ... package all her clothes in a big wardrobe and store it, so she's going to be around me a little bit. That's how I'm going to deal with it.

DM: Well whatever works for you.

GG: Yeah, I think so. I've figured out how I'm going to deal with it all, and that's how I'm going to do it.

DM: I think it's normal, given that you both worked so hard to get to a place, and one individual is missing.

This discussion involved language which was elaborative, had affective intensity, was used to draw conclusions, was linked to other memories, and was focused on enduring concerns. Obviously, this was a major experience that is repetitively recalled which represents a particular event (i.e., the car accident) and evokes specific feelings (i.e., guilt, loss, etc.). G.G. is still struggling at working through and resolving conflicts raised by these memories.

The theme, Confronting his Disability, was discussed only once. From the counselling sessions, it was obvious that G.G.'s overriding issue was the Loss of his Wife and the guilt he felt over this. For example, when discussing his discharge from rehabilitation, moving back to the community, and its possible consequences given his disability, the following conversation took place.

GG: I move out today.

DM: Good. Looking forward to that?

GG: I don't care.

DM: It doesn't matter to you?

GG: It doesn't matter to me where I am.

This conversation definitely dealt with unresolved conflicts and was emotionally intense.

The emotion felt over the loss of his wife seemed to preclude G.G. from considering his needs.

In similar fashion, in counselling when discussing the theme of Future Priorities, he stated:

GG: My priorities have changed a little. Maybe it's time to put time in.

DM: In what way?

GG: Well I used to ... I liked my job, and oh on weekends I'd head for a couple of beers, talk to a few people and kind of socialize, and generally do nothing. I don't want to do that any more, I have no desire to go out and socialize.

DM: What are your priorities now aside from working to get ... doing the rehab aspect?

GG: I don't know, but I know they've changed. I just don't know what direction to go in now.

Again, from this conversation, G.G.'s main issue was the loss of his wife which was linked to other memories, involved unresolved conflicts, and was emotionally intense. The language employed by both parties was specific and concrete. It also contained figurative language such as "it's time to put time in," which can be interpreted to mean that G.G. should start to focus on himself, on both a mental and physical level.

The most interesting theme was Coincidences, Fate, and the Accident. Although this was only discussed in one counselling session, it had a profound effect on G.G. It allowed him to gain some perspective on how his wife and mother-in-law might have felt about the circumstances of the accident prior to its actual occurrence. For instance, he stated:



It was odd. I was telling Sharon yesterday that my mother-in-law told me a lot of things I didn't know. Like I didn't ever hear about my wife's Dad before very much. She'd never talk about him. She'd been to see a psychiatrist about that with her Mom and I didn't know that. I didn't know he died at an early age. And my wife, when she turned 40 five years ago, told my mother-in-law and her best friend, I hadn't heard any of this before, that she would never see her 45th birthday.

My mother-in-law had a premonition, a dream so real, she had it three times, she said. A red vehicle hit a white vehicle. And they had a white Isuzu and she woke up in cold sweats and she couldn't sleep and she said it was just so real that she thought some red vehicle hit their white Isuzu. It turned out it was my red Mustang hitting a white milk truck, is how it all worked out.

This revelation is replete with vivid, elaborative, metaphoric language that is linked with other memories and enduring concerns. In some way, an attempt is made by G.G. to understand the meaning of the death of his wife.

**Comparing D.H.'s and G.G.'s recollections of categories from counselling.** As mentioned previously, the themes D.H. and G.G. had in common were: Confronting their Disability and the Results of a Vocational Assessment. In terms of Confronting his Disability, D.H. was much more open about discussing this and its ramifications. For instance, the following conversation occurred in the first session.

DH: What do you wear for ... do you have any special clothing you wear for the wet season?

DM: No not really, just try and avoid the rain. Just get a decent rain jacket, that's about it. What were you thinking about?

DH: Oh, I just like going out, spending a lot of time outside, raining or not. So I was thinking, maybe thinking of going into an outdoor outfitting place, you get like those Goretex pants and jackets.

DM: You don't mind if it's cold out at all?

DH: Well, my temperature gauges seem to come in pretty good. No, I don't mind as long as I can dress for it. As far as I know now.

D.H. had already begun to realize that he would have to make allowances for his disability and what this meant in terms of staying dry and warm. His questions were aimed at reaching a solution to what he foresaw as a major problem. In this instance specific, concrete language was used by the therapist to draw out G.G.'s concerns.

In contrast, in the one instance that G.G. did Confront his Disability, it seemed to be tempered by the continuing issue of the loss of his wife. For instance when discussing the difference friends see in G.G., this discussion took place.

DM: I guess they notice a big difference in you.

GG: Yeah, I think they do. Everybody seems to. I can't see it myself, but ...

DM: Well, you live with it day to day. I mean there's a drastic change the last 5 months, coming from being in a wheelchair to up and walking, making daily progress.

GG: Coming from fairly beat-up to, well, I'm feeling pretty good now.

DM: What about mentally?

GG: I had a real bad day Sunday, real down. But I feel good today.

You're familiar with the roller coaster, and I guess it smooths out the longer you're into it, eh?

DM: Yeah, you certainly have those real down days, and then some days that are pretty good, and hopefully those flatten out as you carry on, you're going to have lots of reminders.

Both the counsellor and client employed language that was figurative, metaphoric, and specific. This assisted the client to elaborate his current concerns. G.G. recognizes the physical changes in himself, yet seems always to refocus his thoughts back to the unresolved concern of fully comprehending the loss of his wife.

In comparing the theme, Results of the Vocational Assessment, across the two clients, D.H. used this vehicle as a stepping stone to return to work. As an example, D.H. made the following journal entry after session seven: "Glad that I'm at the point of looking over jobs. It's been a tough grind, especially in the last while since it looks like I'm going back to work for my old employer." At this point D.H. seemed to be more optimistic, due to the fact that he had the opportunity to return to work and was resolving his main concern which he brought to counselling. In contrast to this, G.G. used this theme more as an exploratory tool. For example, in session three, when given a number of job descriptions, he stated:

GG: Yeah. This should do for a bit. I'm going to take these to Idaho with me, because I've got a lot of family discussions to go over and maybe they can put some input in too.

DM: Do you want an envelope for that?

GG: Yeah, that would be ideal. Keep them separate from the others. I find it hard to set up a timetable of, like, when I have to start doing this or doing that. Know what I mean?

DM: Yeah, well you still have a lot of time on your hands.

GG: I tried to do that, to say well by a certain date I should be this, I should be that, but I don't think it worked.

Within these statements it is obvious that G.G. feels that decisions about a future occupation should be made, but he can't seem to reach that point. It seems he is still dealing with a lot of enduring emotional issues which interfere with his decision-making process.

By examining Table 3 it is apparent that certain themes were discussed much more extensively than others. For example with D.H. the theme Return to Work was discussed across all eight sessions except for session two with a mean length of discussion lasting 30.5 sentences. The second most discussed theme was Results of Vocational Assessment. This was spoken of in counselling sessions four through eight with a mean length of discussion lasting 20.4 sentences. The least talked about theme was Denial of Disability which was reviewed only once in the first session. This discussion lasted two sentences.

With G.G. the theme most frequently spoken of was Results of Vocational Assessment. This came up in four of the five sessions with an average length of discussion lasting 101.5 sentences. The theme which was discussed the least was confronting Disability which was discussed only in session two for a total of 30 sentences.

Obviously, measuring counselling sessions by the number of sentences has its limitations. It clearly does not indicate the significance a particular session of counselling may have on a client. It may be that the least discussed theme over a minimal number of sentences is the most significant to the client. Also, calculating the mean can be somewhat misleading since, as can be seen in Table 3, it can be influenced by extreme scores (i.e., G.G.'s Coincidences, Fate and the Accident)

Still, even with these limitations, counting the number of sentences for each categorized theme and calculating the mean is beneficial since it allows one to gain some understanding as to the length and breadth of the discussed theme across numerous counselling sessions.

**D.H.'s utilization of recalled categories.** Appendix D examines the client recollections of each counselling session and how the recollections were employed. For D.H., Confronting his Disability, which arose in the first four sessions, forced him to examine his limitations and develop strategies to overcome this. For example, allowing for additional time, using a special pen holder, and focusing on occupations that took into account his disability. Journal entries such as, "It took a lot more thoughts on the jobs, whether I'll be able to do them or not. But if I was interested in a job and I thought there was any way possible of doing it I picked it," capture D.H.'s intensive investigation of particular careers, in terms of their feasibility, his memories of occupations in the past, and the possibility of these fitting into his future plan of returning to work. These considerations certainly affected how he approached future counselling sessions in the sense that they narrowed his focus.

With Frustration of Disability, which shared many of the same concerns falling under the theme Confronting Disability, the major issue was his realization that all tasks would take longer and would have to be done in a unique fashion. For instance, after completing an aptitude test

which required one to finish tasks within time limits, he made the following notation in his journal. "When doing the aptitude test, I feel rushed because of the time limits and my lack of hand function. It made me a bit angry when doing the speed test because before my accident I was very good with my hands. Hand/eye coordination was 90% of my job." These comments indicate that D.H. becomes emotional when realizing the extent of his disability, is certainly comparing these tasks to his previous work, realizes that his limited hand function will impose considerable restrictions on occupational choices, and understands that he must take into account these issues in future plans. Again, these considerations narrowed his focus in subsequent sessions, given that his long-term goal was to be employed.

The theme Returning to Work was used in each counselling session to strategize on what was needed to return to work for his previous employer. Considerations were: courses and computer equipment needed to work as a construction estimator, what type of wheelchair is required, and where funding is available to purchase this equipment. D.H. was very logical and strategic from session to session when considering all the issues concerning returning to work. An illustration of this is found in session seven, where the following conversation took place.

DM: Now with schooling, you were going to get some correspondence from the Alberta Institute. Is that coming?

DH: I haven't actually written to them to find out what's available and that. But they do have available courses. They have exactly what I want.

DM: Okay. That sounds like probably the best choice at this point for what you want.

DH: Have you heard anything else from Malaspina in Powell River?

DM: Not since I phoned them last week and they didn't have anything.

DH: Also, Doug (tech aids) wants to see whether or not ... I think I'll be fine just learning off the computer.

DM: And just have ...

DH: Like that Autocad, I have programs from them that teach you to do Autocad.

DM: From the union?

DH: Yeah. So I just need a computer to install it into. I think I'll be fine putting it on the computer. I talked to my employer, though, and they've got one of those digitizer boards.

This conversation illustrates D.H. was highly motivated to implement his plan to return to work for his former employer. His plan was extremely structured and specific with each aspect continuously being revisited and updated throughout the sessions.

The Results of his Vocational Assessment were used by D.H., in the beginning, to explore the world of work. In session four, when he learned that returning to work as a construction estimator was a possibility, the focus shifted away from the assessment. For instance, in session eight this dialogue took place.

DM: So how'd you make out with the selections?

DH: All right, I guess.

DM: What did you come up with?

DH: The ones I found that were most interesting were architect, purchasing agent, drafter and estimator.

DM: Those are the ones you've got the cross on?

DH: Yeah.

DM: Any particular reason why you like them?

DH: No not really. They all kind of sound about the same.

DM: Okay, that's good enough. Great. That part's done.

DH: Everything else is beginning to sound quite boring.

DM: In what way?

DH: Well, any kind of machine operator would be repetitive.

In this exchange, it is obvious that D.H. has begun to shift away from selecting possible future occupations. He reveals a definite lack of motivation to further explore the occupations he listed and has shifted his goals towards a more definitive long-range plan, that of a career as a construction estimator.

**G.G.'s utilization of recalled categories.** Later on in his journal, D.H. states: "Glad that I'm at the point of looking over the jobs. It's been a tough grind, especially in the last while since it looks like I'm going back to work for my old employer." This definitive statement reveals that he has now put the assessment behind him and is focusing his emotions plus immediate goals on working with his former employer. With each session his focus became much more refined toward this goal.

The theme, Results of his Vocational Assessment, assisted G.G. to narrow down the number of occupations he was interested in in the future. For instance, his journal entries after the first session were: "Good results on tests re: retraining and career planning. Higher marks in most of the fields as expected, i.e. sales and people oriented fields. Tests were very interesting. Real surprises were the high results in both the categories of university professor and clergy.



These results do not make sense to me!” This was a promising beginning, given that his original goal was to explore the world of work.

In the following sessions, concerns such as his disability, the requirement of driving for work, location of work, contact with the public, and the number of years required to retrain aided in further narrowing the list of jobs. In the following dialogue in session five, some of these issues were discussed.

DM: Okay, so one way of dealing with this is by cross-referencing these.

So across the top are the occupations, and along here are the values you picked. So if you read the instructions at the top, it explains how to do that.

GG: Okay. Location, contact with the public ...

DM: I've narrowed it down fairly good. See, supervises food, beverage preparation and food service occupations. Is that correct?

GG: Yes.

DM: What about the physical aspects of the job?

GG: That's something I'll have to consider.

The assessment assisted G.G. to continue narrowing his choices and stay focused on his plan to produce a list of occupations that would meet his needs in the future. Of course, as stated previously, the list of occupations generated was not acted upon due to G.G.'s emotional state over the loss of his wife.

The theme Loss of His Wife, which is a classic example of a self-defining memory since it contains the features of affective intensity, vividness, repetitiveness, linkage to other memories,

and focuses on an enduring concern, allowed him to put in context some of the thoughts and emotions he was dealing with. In session two some of these are discussed.

DM: What is it about the socializing that doesn't interest you any more?

GG: It's not the same. When I went to my old boss's Christmas party, they had a party waiting for me and had it this weekend ... I kind of enjoyed it, but it just wasn't the same. My wife knew a lot of the people, and I'd always felt she would always be with me, and I don't know, it just wasn't the same and Robin (his daughter) took me down on a cruise a few weeks ago to Bellingham, we hit a couple of spots Gail and I used to hit, and went down by the water, and it just wasn't the same. And it's never going to be the same.

DM: Of course. I certainly realize that that's completely normal. There's a piece missing there.

GG: So maybe it's time to look at the parts of life that she looked after.

DM: Well you're making changes already, starting to look after your finances, making the move, things you sort of wanted to do, and move on slowly. As we go through that process it's always difficult.

By discussing his loss, which represents a major emotional experience, he will hopefully come to some understanding that will allow him to continue with his ongoing plan, that of producing a meaningful list of occupations to be pursued at a later date.

The theme Future Priorities allowed G.G. to examine various aspects of his life and set some immediate and future goals. In session two, he discusses some of these.

GG: This complex has a clubhouse with a lap pool and hot tub and everything. I'm going to use those every day. I've decided to work on getting healthy as a job.

DM: That's a great way to look at it.

GG: And then keep my eye on all this (job descriptions) and then when I'm ready I'll get full tilt into one of these. So I might not work for a year or so.

DM: Well we're certainly here to help you in any way. There's no pressure to make your mind up next month or in six months. It's when you feel ready. That's the whole key. You have to be physically ready and mentally ready to take something on, you know that.

GG: That's right.

His immediate goal is to become healthier prior to retraining or entering a new occupation. This decision also allows him further time to deal with the loss of his wife, an emotional issue which was an overriding theme throughout the vocational assessment.

### **Discussion**

Given the findings of this research, it is suggested that, through extensive therapeutic conversation, a revision of both clients' personal theories took place which was mediated by their memories. This is revealed in the clients' conversations and comments in the counselling session transcripts. They are replete with language which is concrete, vivid, somewhat metaphoric, contains specific illustrations, has affective intensity, was used to draw conclusions, was linked

to other memories, and focused on enduring concerns or unresolved conflicts. They also reveal consistent, logical, ongoing problem solving by the clients which, one assumes, revises their personal theories in ways supportive of more adaptive emotional, cognitive, and behavioral patterns. As Markus and Nurius (1986) have pointed out, motivation for future action is due, in large part, to the ability of humans to project "possible selves." In other words, humans can imagine future scenarios where they conduct themselves in a manner different from their current modes of conduct. This ability can be used as a source of both motivation and information. Thus, when clients succeed in revising their theories of themselves through counselling, they open up new possibilities for later functioning.

Through therapeutic conversations, clients were permitted to express significant personal issues which were previously hidden, in that they had not yet been articulated. Once these were discussed, which involved dialogue that was rich in concreteness, vividness, specific illustration, and the occasional metaphor, current and future actions could be implemented. Arising out of this discussion is the fact that these issues became highly memorable. For D.H., his desire to return to his previous work was a clear example. For G.G., the loss of his wife and the unresolved issue of the nature of the car accident in which she was killed is another example. As stated by Martin (1994), certain kinds of therapeutic exchanges and experiences, in interaction with the personal theories of individual clients, have characteristics that make them highly memorable. Obviously, for both clients certain personal issues, when articulated in therapy, became very memorable and emerged as central themes.

Of importance in regards to the issues that became memorable for the clients, is research by Pezdek, Whelstone, Reynolds, Askari, and Daugherty (1989), Mandler (1984), and Loftus and Mackworth (1978), which points to perceived relevance and inconsistency as critical determinants

of episodic, autobiographical memories. With D.H., returning to work in the same field (welder/pipefitter) was highly relevant in that it was an occupation he truly enjoyed, yet was perceived as inconsistent with his disability. With G.G., the loss of his wife was extremely relevant given the nature of their relationship, yet inconsistent in that he could not fully understand how or why the accident occurred. This research reaffirms these findings.

Tomkins (1979) spoke of “psychological magnification” when referring to the linkage between similar memories which share similar content and affective sequence. Once these memories are linked, their juxtaposition in the course of memory search and retrieval begins to create the template or abstracted skeleton that he calls a “script.” Certainly this research indicates that both clients created scripts around their accidents. For D.H. this was his significant disability and its impact on his prior work as a pipefitter/welder and possible future employment. For G.G. this was the loss of his wife and its impact on his emotional well-being. As stated by Kelly (1955), until such preoccupations are dislodged, if they ever are, by new events powerful enough to force accommodation, the accumulated scripts of individuals form their lives’ epistemology, their essential way of knowing themselves, others, and the world around them. It seems that both clients used their scripts and accompanying benchmarks (e.g. their accidents) to understand and impose some structure on the world as they know it.

Finally, examining the subjects’ comments from each counselling session and the arising themes, it is obvious that particular topics arise repeatedly. These topics seem to represent particular self-defining memories which evoke certain emotions and behaviors. This leads one to ask why some themes seem to dominate over others. For example, with D.H., the theme of returning to work was most prominent. For G.G. it was the loss of his wife. Tomkins (1979) suggests that individuals may repetitively recall unpleasant self-defining memories due to the fact

that they are still struggling at working through and resolving inconsistencies raised by the memories. Only by reviving memories into consciousness do individuals avail themselves of opportunities to recast the meanings of previous events or to re-examine them in ways that are more palatable to their self-image.

Martin and Stelmaczek (1988) indicated that client-recalled important therapeutic events were reliably characterized by significantly more depth of meaning, elaboration of meaning through use of figurative language, and conclusion orientation. In the current study, their results with respect to conclusion orientation might be questioned in light of the fact that with G.G., discussions surrounding the loss of his wife and the exact nature of the car accident did not lead to any explanations which assisted him in coming to terms with these issues. This assertion is tempered somewhat by the fact that G.G. was primarily in counselling to address vocational issues. Still, given the significance of the loss of his wife, the absence of conclusion orientation must be raised.

Martin, Cummings, and Hallberg's (1992) research reveals that the intentional use of metaphors can enhance clients' emotional awareness, increase their conceptual bridging between concepts, enhance their relationship with the therapist, plus improve their goal clarification. But similar results were found in this research when language that was vivid, repetitive, elaborative, had affective intensity, was used to draw conclusions, was linked to other memories, and focused on enduring concerns or unresolved conflicts was employed with very little use of intentional metaphoric language. One must ask, then, what is the impact of the use of metaphoric language within the therapeutic setting? Are there other, more subtle aspects of the therapeutic conversation that play a significant role which produce similar results irrespective of the intentional use of metaphoric language? Additional research should be undertaken to clarify this matter.

Singer and Salovey (1993) state that meaningful or self-defining memories are densely packed and consequently repetitive, and contain the following features: affective intensity, vividness, repetitiveness, linkage to other memories, and a focus on enduring concerns or unresolved conflicts. This research reaffirms these conclusions. Throughout the therapeutic conversations, there were instances where both clients' memories contained the above-mentioned features. As previously mentioned, predetermined scales were not used to pinpoint examples of these types of language. The researcher closely examined the transcribed counselling audiotapes for what he thought were examples of these. These memories were efficient in the sense that they collapse a sequence of associated experiences into a single one. An example, with D.H., was his struggle with the cards when completing the vocational assessment. This memory symbolized the significance of his disability. For G.G., the memory of "how good a dresser his wife was" symbolized his loss. Interestingly, as stated by Singer and Salovey (1993), such self-defining memories hold out the promise of cues to the resolution of unresolved or troubling conflicts (as with D.H.), or may also provide encouragement or reinforcement of an enduring concern, (as with G.G.).

Bower (1981) holds that what is unique about a self-defining memory is its affective intensity and its ability to arise in consciousness with the vividness of an actual experience. It is apparent that G.G.'s recollections of his wife's appearance was, for him, being experienced, with reasonably full affective content, at the time of recollection. In similar fashion, D.H., when struggling with the timed tests that were part of the vocational assessment, stated in his journal, "it made me angry when doing the speed test because before my accident I was very good with my hands." In this instance, he was emotionally comparing the present to the past. Bower's deductions are consistent with such descriptions in the current research.

Yet, the question must be asked: what makes a particular memory more self-defining and affectively intense than others? This question is significant when one considers the themes which arose during, and memories from the counselling sessions. As stated previously, with D.H. the theme of Returning to Work was mentioned fifteen times. For G.G., the Loss of his Wife was mentioned nine times. But the theme, Confronting Disability, which one would assume to be a very prominent topic (D.H. mentioned it seven times, G.G. once), given that both clients sustained significant disabilities, was not as prominent and frequent. Singer and Salovey (1993) think it is the relationship between the components of personality that comprise the self—long-term goals and affect—which are linked to self-defining memories. Obviously, Returning to Work for D.H. was affectively intense, given that it seemed to be so much a part of him, and was viewed as a very significant long-term goal as compared to other themes (i.e., Confronting his Disability). For G.G., the Loss of his Wife was obviously very emotionally intense and, in terms of understanding the cause of the car accident, a significant long-term goal as compared to other themes (i.e., Confronting his Disability).

In contrast to this is Martin's (1994) and related research which does not explicitly consider how memories affect, and are affected by, an individual's long-term goals. Obviously, this is important, as is revealed in this research. As stated by Singer and Salovey (1993), the affective experience evoked by the memory may reinforce one's current attitude toward the particular goal or goals, thereby motivating one to sustain or abandon efforts at goal attainment.

Singer and Salovey (1993) believe that the primary role of emotion in humans is to alert the individual experiencing the emotion that action is necessary, and to motivate or energize that action. This view of emotions sees them as having an important and adaptive function: they help channel thinking and behavior toward the fulfillment of goals arising in particular situations.



Interpretation and findings in this research support this viewpoint. For example, when trying to comprehend the car accident in which his wife died and its accompanying emotions, G.G. was motivated to seek out his mother-in-law's perspective to assist in coming to terms with his wife's loss. When D.H., on both an emotional and functional level, attempted to come to terms with his disability and its effect on his future employment, he repeatedly explored solutions (i.e., alternative work and computers to assist with work) which would allow him to return to work for his former employer.

The current research certainly suggests that experiencing particular emotions related to a dilemma motivates one toward exploring possible solutions. This is especially so when experiencing emotions which arise out of an unexpected event such as a spinal cord injury. One must attempt to put these emotions into some context, given a recent disability, that makes sense. Obviously, making "sense," in the context of such a profound injury, can be a very difficult objective. But, as previously mentioned by Markus and Nurius (1986), motivation for future action is due, in large part, to the ability of humans to project possible selves. Attempting to incorporate a recent, permanent disability into one's prior personality is a huge task which requires continuing motivation on the part of the individual.

This research, then, reaffirms the value of ethnographic methods of descriptive analysis in helping us gain insights into the complex interconnection between self-defining memories, personal goals, emotions, and self-regulatory plans which motivate individuals to act on a daily basis. Without such a detailed analysis of the language used both inside and outside of counselling this complex interconnection would, in all likelihood, be overlooked. Having built upon Martin's (1994) theoretical perspective on psychotherapeutic change by examining the complex interconnections mentioned above, it is hoped that other researchers will use this

ethnographic study as a basis for further exploration of psychotherapeutic narratives, or what Sarbin (1986) has referred to as the “storied nature of human conduct.”

There are limitations to this research. Obviously having the therapist also researching and analyzing the outcomes could lead to bias. This author has attempted to be as open and descriptive as possible in presenting procedures followed and results obtained. In this way, readers are encouraged to evaluate the interpretation offered herein against their own understanding of the data presented in the thesis and its appendices.

Ethnographic methods which use journals inevitably rely on respondents’ self-selection of events they report and their cooperation in complying with the researcher’s requests. It is never completely known if those who choose to participate in such research differ substantially from those who do not. Given that this researcher asked all clients that fit the preselected profile (i.e., wanted to complete a vocational assessment) to participate and tried to be as unbiased as possible when approaching potential clients, it is hoped that the data obtained were indicative of the therapeutic and extratherapeutic experiences of this group of clients.

In addition, the ethnographic method employed captures clients and their experiences for very specific periods of time, in which they are asked to state their subjective ideas, thoughts, and emotions. Obviously, a great deal of information is potentially forthcoming from investigating the long-term retention and retrieval of clients’ experiential memories of events they previously have recalled as important immediately following counselling.

One approach suggested by Martin (1990) to conducting follow-up research of this kind is to employ methods of stimulated recall several months after the completion of counselling previously studied. Clients of these interventions who agree to participate in follow-up studies would be given a brief segment of a transcribed counselling session to read. Following this,

clients would be asked to recall as precisely as possible the most important event that occurred in the session. Clients could then be asked to recall a second, and perhaps a third event, if possible. From stimulated recall data of this type, one may be able to estimate the extent to which events previously recalled as important by clients of counselling are retained in, and capable of being retrieved from, their long-term memories.

Nonetheless, the research reported did succeed in demonstrating the utility of, and possible epistemic yield from, a relatively straight-forward method of attaining data concerning clients' use of information from counselling in extratherapeutic contexts between counselling sessions. This kind of research has seldom been conducted, and surely is necessary to make our understanding of psychotherapeutic change more complete.

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## **APPENDIX A: Instructions for Journal Keeping**

Whenever you find yourself thinking about anything that happened in counselling, try to make a note of your thoughts. Later, when convenient, put a note in your journal by stating what you thought about. Please list the date. Be as specific as possible. Consider these ideas when writing about your recollections:

7. What you thought about as specifically as possible.
8. Why you think you thought about it when you did.
9. If or how your recollection was useful to you in your daily life.

**APPENDIX B: D.H.'s Transcribed Counselling Sessions and Recollections**

2

DM: Hi D. How is it going?

DH: Not too bad. Sorry I'm late. It's taking me a lot longer to get ready for the day than it used to.

DM: That's no problem.

While I was waiting for you I got some paperwork done. Anyway, now that you've done all the tests on the computer, I'd like to do a bit more testing that involves cards. What we're going to be doing is called the Career Values Card Sort. And what that looks at is basically what people's values are, in particular concerned with work so that certain people, as an example, will do a job because it pays very good money, irrelevant of what the working conditions would be. So if they're making twenty-five bucks an hour it doesn't matter. Other people will work for very little money, so long as they work with people. Other people will work in a particular location despite the money because they don't want to move away. There's all different sorts of things. Other people will want a job that has a lot of social interaction; others will pick a job because it doesn't have any social interaction. So a lot of the values people pick out, in work, are very important to them. And related to those values is different types of jobs. So if you can identify values, that helps pick out certain types of jobs that you would be most interested in. So what this basically works out is it's sort of a card sort in the sense that across the top you've got the values of Always Valued, Often Valued, Sometimes Valued, Seldom Valued, and Never Valued. What I'd like you to do is just sort the cards in those categories, if you could.

3

DH: OK. I've got Often Valued here.

DM: You can just stack them up on top of each other if you want, if that makes it easier for you.

DH: Sure. It's like a card game.

DM: Like you're playing solitaire there.

DH: So then we will come back to the other tests I've done already, or does it have to be all added in with this?

DM: Well we'll finish these two tests off and then we can set up something to start going over the results.

5

DH: So I was talking to the guys I used to work with, or for, and they were saying that they'd be interested, or offered if I was interested, in estimating.

DM: What would that involve?

DH: It's in pipe estimating, the work I used to do, but the estimating end of it instead. I don't know for sure exactly. There'd be prints and ..

DM: An interesting offer.

DH: Yeah

DM: So did you expect to hear back from them, or

DH: I said I didn't really ... I'd like to see what this points out first and then I'll have to make a decision.

DM: That's great to hear that they're willing to at least offer that.

2

DH: Doesn't look too nice out.

DM: They keep on saying it's supposed to be sunny.

DH: Yeah, I hope so.

What do you wear for ... do you have any special clothing you wear for the wet season?

DM: Not really, just try and avoid the rain. Just get a decent rain jacket, that's about it.

What were you thinking about?

DH: Oh I just like going out, spending a lot of time outside, raining or not. So I was thinking maybe thinking of going into outdoor outfitting, you get like those Goretex pants and jackets.

2

(cont'd)

DM: I know at one point they brought someone in here who had developed a jacket with sort of a pouch in front. The zip open pouch had a flap that fell down, and it came down over your feet and had a sort of elastic at the bottom. It was all waterproof so it basically covered everything down, the water just sort of spilled off, it would be great. I mean the whole jacket was waterproof.

You don't mind if it's cold out at all?

DH: Well, my temperature gauges seem to come in pretty good. No, I don't mind as long as I can dress for it. As far as I know now.

These are all different things that are changing now. Before it never used to matter where I was.

DM: You moved from town to town and it didn't matter?

DH: Yeah, a couple months here, a couple months there.

DM: Okay. How did you find that?

DH: Not bad. I don't know, I tried several other tests. There's some things like, things that are fairly close to the same that one thing'll be high, and they're just a little different, but one'll be high on my list and one'll be low.

DM: Yeah, this is basically the point of trying to force you to pick between alternatives, you know. Making fine distinctions, by selecting between Always and Seldom, and sometimes Seldom and Never. It's quite a fine ..

DH: No, not only, not just that, but I mean in these cards themselves ... there'll be just a little difference and that'll set them a ways apart. But I don't know, I don't think I'm too overly picky.

DM: Yeah, most of them are falling into the Often, Sometimes and Seldom range. You sometimes find people with a lot of Always value, they're very particular in the job they've got to have these particular things within it or they won't go work there. Or they'll mark down a Never, so you seem to keep things quite open.



3

- DH: The chair's so tippy, I ordered my chair on Monday.
- DM: You ordered it? Finally, hey? So what'd you end up selecting?
- DH: Krushell.
- DM: It'll be good when you finally get your own.
- DH: Yeah, so you can get it set up decent.
- DM: So much juggling around without ... with the kind of chair that's available around here.
- DH: I need one long enough from the knee down, right?
- DM: How tall are you, about 6'3", 6'4"?
- DH: 6'3"
- DM: Yeah, so you had to get an extra long frame?
- DH: Well yeah, a long frame.
- DM: It'll be more beneficial, obviously.

Okay, this test is called the Missouri Occupational Preference Inventory. It's similar to this in the sense that you try to put things into particular categories, except the categories are a bit different in the sense that you've got Undecided, Like, and Dislike.

What these have are names of jobs in the front, as an example Real Estate Agent, and on the back of the card it gives you, describes a bit about the job and describes the schooling you need. So what I'd like you to do is go through the pile that is given here, there's 120 I think, and just put them into categories of Like, Undecided, and Dislike.

- DH: Do we have to go through and read everything that's required, or...
- DM: No, you can just scan them
- DH: If my aim doesn't ... like I know Real Estate Agent doesn't turn my crank and I wouldn't want to be one, so ..
- DM: Good, fine. I mean it's only if you're sort of undecided or not quite sure what the job is or what the schooling entails, you can read.  
... How did you find that?
- DH: About the same

2

DM: What about the selection of jobs? Did you find it difficult to try to split them into likes and dislikes?

DH: Some of them.

DM: There's some of them in the Undecided category that you're unsure about?

DH: I'm sure about them but they're ...

DM: You need more information about them?

DH: No, just things that you'd have to look into further before you know. Or take more thought.

DM: There's some of them that you would like more information about?

DH: Oh yeah, I imagine some of them.

1

DM: Do you want to go through them real quick and I can list those and give you more information about them. Some of them I could certainly give you some quick feedback right now, such as a Chiropractor you're probably looking at a lot of physical ability and going back to school for 7 to 8 years.

DH: Also that's something that I won't be just deciding in a few seconds here. Yeah, I know a chiropractor is something that might be of some interest and that's why I'm not necessarily saying that I'd do it.

2

Same as like a film developer, I used to do a bit of that in school, it was not bad, I didn't mind doing it, but I can't say I'd like it or dislike it. Travel guide ... like some of this stuff you'd just have to, you know if you sit down and become a jeweler you may like it or you may not.

DM: So some of these you ...

DH: I guess that's probably how I've ... yeah I've laid them out as undecided you'd have to, you know I do have interest in them, so I won't say I dislike them, but I can't say that I'd want to have them as a job even.

2

(cont'd)

DM: Right. But would having more information about them help you decide that?

DH: No, probably not. Probably it would have to be hands on experience.

DM: OK. So if you're going through them, and there's some of them that you want more information on, just put them with the decided file and then I'll give you more detailed information; at least once you've read it you can go yes or no then.

DH: So what happens; do we go through these things and look at them more closely then?

DM: Yeah, what I'll do is, whatever jobs you have in the Like category, I'll give you 2 or 3 pages of information on each of those jobs that describes them in detail, tells what sort of schooling you need, where you would work within that field, what sort of income you would expect, what are the job prospects in that field, and so on and so forth.

3

DM: The cards that are laying flat are a real pain. You managed to do that pretty well.

DH: Yeah not bad, but it's frustrating with the limited use of my hands that I have.

DM: What other ones were there?

DH: Geologist, buying, purchasing agent, contractor.

DM: Okay, so the next process, what we'll do is I'll set an appointment next week with you, and we'll sit down and start going through all the results. It'll give you some idea of some of the jobs you've picked up, and some of the overlap of the tests. So what jobs you've ticked off from each of the tests that you have in common, and then give you some information explaining each of the jobs you've ticked off. Ok?

DH: What time is it?

DM: Quarter after two. Do you have to be somewhere soon?

DH: Yeah I have physio at two.

**DH's Reflections on Session 1**

1

When I am selecting the jobs I was not thinking about my disability. I was picking jobs as if I was able bodied.

2

It took a lot more thought on the jobs, whether I'll be able to do them or not. But if I was interested in a job and I thought there was any way possible of doing it I picked it.

3

Doing the part of the exercise where jobs were written on cards that I had to put in piles got to me just because of the problems I had picking up the cards.

DM: Hi D. How are things?

DH: Not too bad.

DM: Good. Before we go through the results of the tests you took there's one more test that I think is important to complete. I'll explain a little about this test and what it does. It's called a General Aptitude Test Battery and it comes with a number of different types of aptitudes. As an example, it's got a section called name comparison in which you compare two similar names and you have to figure out whether they're similar or different; computations, just some basic arithmetic such as adding, subtracting, multiplying, dividing, figuring out different divisions, things like that; 3 dimensional space where you take an object and try to figure out all different faces of it; vocabulary; basic English skills; tool matching, where as an example, you take two similar hammers to see if they're the same shape or the same shading; arithmetic reasoning, which is similar to the mathematics but a different level; form matching and mark making, in which you're basically asked to make some marks on the page. By going through a number of these this gives you aptitude scores, and by comparing your aptitude scores it gives you different categories of jobs that could be compared. So it gives us another way of looking at your aptitudes and comparing those to different jobs. So the first one we're going to try to do is name comparison. What I'll do is I'll read out some basic instructions to you and then I'll let you have a go. They're all timed, so I'll tell you how long you have to complete each one.

Okay, be sure to read the instructions so you know what to do. If you do not understand the instructions, please ask questions. You'll be told when to start and stop working. Be sure to begin immediately when you're told to begin. When you have completed a page read the instructions at the bottom of the page so you will know whether to go on to the next page or stop and wait for further instructions. Work as quickly as you possibly can without making mistakes. Stop immediately when you're told to stop.

So we'll proceed with the administration part of the first one, the name comparisons. Now look at the instructions on page 3 of your booklets while I read them aloud. On this page there are some exercises in comparing names. Look at exercise 1. The two names are exactly the same?

DH: Yeah

DM: Okay, now turn to your answer sheet so you can look in the section that says Part 1 Practice which you've got in front of you. Notice that under the row for practice 1 exercise 1 there is a space under S that has been filled in.

Now look at exercise 2. The space under the D has been filled in. These are some practice exercises where if the names are exactly the same make a solid black mark under the S; if they're different make a solid black mark under the D.

So are you ready to go?

DH: Yeah

|   |
|---|
| 3 |
|---|

DM: Okay, so if you want to turn the page over we'll start.

Do you need a heavy weight or anything to hold onto the sheet there?

DH: I think this should be enough.

DM: Okay, do you want to give it a shot? Ready?

DH: Yeah

DM: Begin

That's good, you don't have to completely fill in the circle, just make a mark on it, that's fine.

So under computation you're to do the practice exercises 3 and 4. Follow directions in each one, blacken the space under the correct letter in part 2 practice section of the answer sheet. Do not write in the booklet. Do your figuring on scratch paper provided. Make heavy black lines on the dots.

Are you ready to begin?

OK, so practice exercises 3 and 4, if you want to just take a stab at them.

DH: No, it's fine.

DM: So for number 3 it's ...

DH: Number 3 is C and 4 is A.

DM: Okay. Now look at the instructions at the bottom of the page. Do not turn this page until you are told to do so. On the following pages are some more exercises like this. For each exercise blacken the space under the correct letter in the answer sheets. Do not write in

this booklet. Do your figuring on the answer sheet provided. Make heavy black marks on the answer sheet.

3

Work as fast as you can without making mistakes. You will be allowed six minutes.

So if you're ready to begin ...

DH: Yeah

DM: Okay, go.

Okay, you can turn the pages.

Have you got enough room there? Do you want me to shove ...

Okay, the next one is covering 3-dimensional space. Flip the page over to part 3. On this page are some exercises in finding objects made from pieces of metal. Look at exercise 1 below. At the left is a drawing which represents a flat piece of metal. The dotted lines show where the metal is to be bent. At the right are drawings of 4 objects. Notice that only object D can be made by bending the metal piece in figure 1. Notice that in the row for practice exercise 1 the space under the letter D is filled in. Okay?

Look at exercise 2. At the left is another drawing of a flat piece of metal. Only object C can be made into figure 2. This time they're both rolling and bending the metal. Therefore in the row for practice exercise 2 on the answer sheet the space under the letter C has been filled in.

There are some more exercises like those on the other page. Do them in the same way as the others. Blacken the space under the letter for the correct answer in part 3 practice part of the answer sheet. Make no marks in this booklet. Make marks in the answer spaces. When you have finished these practice exercises stop and wait for further instructions. Ready. And begin.

DH: I have B and D.

DM: Notice it in the row for practice 1 exercise 1. The plot space under letter A dash B has been filled in. Now look at exercise 2, Dreary, Loyal, Ancient, Disloyal. Loyal and Disloyal have opposite meanings. The letter for Loyal is B and the letter for Disloyal is D. Therefore on the answer sheet in the row for practice exercise 2 the space under the letters B and D have been filled in.

Now below are some practice exercises. In the same exercise find the two words that are most nearly the same meaning or opposite meaning. Then blacken the spaces under the correct letter combination in the part 4 practice part of the answer sheet. Make no marks in the booklet.

DH: Correct and wrong.

DM: Right

DH: Start, finish.

Amusing and funny.

DM: Okay. Now look at the instructions at the bottom of the page. Do not turn this page until you are told to do so. On the following pages are more exercises like these. For each exercise blacken the space under the correct letter combinations on the answer sheet. Make no marks on the booklet. Make heavy black marks on the answer sheet.

2

Work as fast as you can without making mistakes. You will be allowed six minutes. So ready? And begin.

How was that?

DH: All right I guess.

DM: Were you okay with using that particular pen?

DH: Yeah it was okay I guess.

DM: Okay.

So what's your schedule like next week?

DH: Same thing.

3

DM: Do you want to do this maybe twice a week and get through this quicker, or ...

DH: Sure, let's do it Tuesday. How much more is there to do?

DM: A bit more. Finish that booklet off and then there's this booklet. So if we gave it a couple of times next week we'll get it all done. Then we can start reviewing all the tests.

DH: Tuesday?

DM: What about seeing me Monday at 1:00. Can you give me time at 1:00?



DH: What, on Monday? I thought I'd make it 10 on Tuesdays and Thursdays.

DM: Well why don't we head for Thursday at ten o'clock and at one o'clock? That's what I've got open right now.

**DH Reflections on Session 2**

3

When doing the aptitude test I felt rushed because of the time limits and my lack of hand function. It made me a bit angry when doing the speed test because before my accident I was very good with my hands. Hand/eye coordination was 90% of my job.

2

I realize the limitations I have now, especially when doing the last test.

DM: Okay, D, we will continue on with the testing that we started last week.

DH: How much longer will this take?

DM: I'm hoping to finish it today.

DH: That would be great.

DM: Okay, so you're at page 3, comparing figures. Notice that only figure B is exactly like figure 1 at the left. Look at the practice box on part 5 which is on your answer sheet. You'll see that for number 1 B has been filled in. There are some practice exercises. Find the lettered figure which is exactly the same as the numbered figure, then blacken the space under the correct letter in part 5 practice section of the answer sheet. Do not turn this page until you have finished. So you can take a stab at those.

Okay. Correct, the answers are D and C.

Now look at the instructions at the bottom of the page. Do not turn this page until you are told to do so. On the following pages are more exercises like this. Do them in the same way. Work as fast as you can without making any mistakes. And when you're ready, you can start. Have you got enough room?

DH: Yes, I think so.

All right.

DM: Okay now turn to page 13. In this exercise there are some problems in arithmetic. Look at exercise 1 below. It takes  $\frac{1}{2}$  hour to do one piece of work. How many pieces of work can be finished in 8 hours?

DH: 16

DM: Right. Now look at exercise 2 in your booklet. John spends  $\frac{1}{6}$ th of his weekly salary for food. He earns \$97.50 a week. How much does he spend for food? You can use the pad of paper.

So the answer is none of the above, given that it's not in there. Therefore E is the correct answer. Notice that in the row for practice exercise 2 of the answer sheet the space for the letter E has been filled in to indicate that none of the answers that have been given are correct. Now you should do practice exercises 3 and 4. Follow the directions in each one, filling in the space under each correct letter in the part 6 practice section of the answer sheet. D is the correct answer for 3. C is the correct answer for number 4.

Now look at the instructions at the bottom of the page while I read them aloud. Do not turn this page until you are told to do so. On the following pages are some more exercises like these. In each exercise blacken the space under the correct letter in the answer sheet. You should do your figuring on the scratch pad provided. Work as fast as you can without making mistakes. And as soon as you turn the page, you can begin.

2

Okay, stop. Fingers getting sore?

DH: Yeah, I hold the pen against this one.

DM: Do you have a different type of strap? Or do you have a different type of pen?

DH: Well I have at home.

DM: Okay, now turn to page 19. On this page are some exercises in matching figures that are exactly the same in size and shape. Look at figure 1 in the upper box. Now look at figure B in the lower box. Figure B is exactly like figure 1, if you can see. Now look at the part on the answer sheet that is labeled part 7 practice. You have to turn to the next page to part 7 on your answer sheet.

DH: Oh, it's still inside..

DM: Okay, right. Notice that in the row for practice exercise 1 there are 10 answer spaces, for which to choose. These 10 answer spaces are divided into 2 groups of 5 each. In the exercise since B is the correct answer, the space under the letter B has been filled in. Now look at figure 2 in the upper box. Figure G in the lower box is exactly the same as figure 2. Notice on the answer sheet in the row for practice exercise 2 the space under the correct answer, G, has been filled in. Now do the rest of the exercises in the same way. Find the lettered figure that is exactly like the numbered figure, and fill in the space under the letter on the answer sheet. For each exercise choose the correct one of the 10 spaces to indicate your answer.

You can flip over. Actually you can go back to that if you want. Just turn back. There's a practice exercise on the bottom there. You can just do that on the front there, using those two ...

DH: Oh, I see, okay. So 3 would be A? 4-C, 5-F, 6-E, 7-H, 8-D.

DM: Correct. Okay, so now when you're ready to flip over, you can begin. Now look at the instructions at the bottom of the page. On the following pages are more exercises like

this. Remember to choose one of the 10 spaces to indicate your answer for each exercise. For each numbered figure, find the lettered figure that is exactly the same as the numbered figure and blacken the space on the answer sheet under the letter or letters of that figure. Make no marks in the booklet. And you can begin at any time.

Okay, so the next exercise is that. I'll give you another sheet here.

Okay, on this page is an exercise making lines and squares. Do not begin until you are told to do so.

3

You are to make 3 lines like those at the top of the sheet in the top left hand corner there. Two marks with a cross through them. In each of the squares below the lines should be made as quickly as possible. Finish each box before going on to the next one. Work as fast as you can until you are told to stop. Work from left to right in each row. The first three squares have been done for you. You'll be allowed 10 seconds to do the other squares. Work as fast as you can. Do not stop to make corrections.

DH: Do you just do the same ...

DM: So you can put it on top of the pad if that's easier for you.

DH: You just do the same thing to the next part in separate spaces?

DM: Exactly, as quickly as you can. So you let me know when you're ready to go.

DH: Sure

DM: Okay, go.

Stop.

Below is another exercise like the one you've just done. You'll be allowed 10 seconds to make the same 3 lines in as many more squares as you can. See if you can go faster, and when you're ready ..

DH: So I just keep going for all these?

DM: Yes, just in the bottom part, below there. Right. Do exactly the same mark, and do them as quickly as you can.

3

(cont'd)

DH: Oh, was I supposed to keep going on this one?

DM: No, that was a practice exercise.

DH: Oh, I see. Okay, these are also practice lines.

DM: No, this is the real thing.

DH: So this one you just keep going until ..

DM: Right, until I say stop. So you go across the first set of squares and the second and third, as many as you can in the time allotted. So whenever you're ready, go.

Stop.

Okay, now at the bottom of the page are instructions. On the back of this page is another exercise exactly like this. Work as fast as you can. This time you'll have 60 seconds. So if you'll flip the page over. Just do exactly the same. Say when you're ready to go.

DH: Okay.

DM: Go.

Okay, stop.

So that's all the testing. The next thing to do is to get together, and I'll mark all this stuff and we'll go through all the testing you've done and explain to you all the results. Okay?

5

So one more question. In the team meeting you mentioned that you had a possibility of returning to work in another capacity. What would you be doing, or what are the options there?

DH: Oh, I'd be doing estimating. I don't know, computer work, working with blueprints, or off of blueprints

DM: Is that in Powell River?

DH: Yeah.

DM: So is this an offer he made to you and you said you'd get back to him?

DH: Yeah, well they made the offer now I've go to quiz him out, how much work it's going to be and so forth.

4

DM: Cause as I explained to you, the funding that is available through vocational rehab services can certainly assist you in that manner, as an example if you need any specialized equipment to do computer work, or any renovations that need to be done at your work to make it accessible. So if that's something that can be helpful on your behalf, keep that in mind so your employer's not hesitant to hire you because of that. So it's certainly an option to explore.

DH: Right.

5

DM: So are you going to head over to talk to him, or talk to him on the phone?

DH: I plan on going over sooner or later. Probably within, oh October anyways. I thought I'd call him probably tonight and get some more information out of him, see what it's all about.

DM: Okay, so let me know. And we'll make an appointment for early next week.

DH: Sure

DM: What's a good time?

DH: Tuesday?

DM: Tuesday's open. Same time, one o'clock?

DH: We can go ten.

DM: Okay, ten o'clock. We'll do that.

DH: Oh shoot, no I can't. Sorry.

DM: How about one?

DH: Yeah, go for one. Yeah, because ten's my physio, my OT.

DM: Let's see, I think I've got something at two. Yeah, I do. How about Wednesday or Thursday at one. Wednesday?

DH: Sure.

DM: Okay, we'll book it for Wednesday at one, then we'll start going through and explaining all the test results on the general aptitude test battery that you've done in the last weeks, and then give you some stuff to read. Okay?

DH: Sure.

**DH's Reflections on Session 3**

3

When doing part of the aptitude test where I had to make two marks with a cross through them I became frustrated.

2

It makes me realize my limitations due to my lack of hand function. The time pressure was annoying because of this.

4

It's good to know that funding is available through VRS.

5

I think the job offering is worth further exploring.



6

DM: Okay, the first set of tests I'll go through is based on the work by a guy named Holland. As I explained to you briefly before when you were doing the testing, it was all based on breaking interests down into six different areas. And all the tests that cover this area come out fairly consistently. So as I explained to you, number one is realistic, these people are mechanically oriented, a bit of a loner, like to work on mechanical things. The second one, investigative, these are typically scientists, like to investigate things, like to know how things are put together and taken apart. The third group is artistic, these people are really uneasy about rules and regulations, and are usually involved in drawing, pottery and sculpting. The fourth group is social. An example would be social workers, they like to help and guide people. The fifth group is enterprising, typically your small businessmen. They don't like to be under bosses, they're their own bosses, they set their own rules and regulations. And number six is conventional, as an example, bookkeepers, accountants, very neat and orderly, very structured. And on this test, as you recall filling it out, you came out R I A, which is basically you're Realistic Investigative Artistic. And what this does when you figure it all out, it comes out with a list of jobs, and I'll explain that in a minute.

The other test which was the Vocation Preference Inventory, basically came out with the same results, R I A. And you can see the higher you are in score, the more you are in common with that. So you're very high in Realistic, and relatively low to medium in Investigative, and Artistic low to medium.

DH: What was that?

DM: The Vocational Preference Inventory, that was where you were making choices between whether you like or dislike a job.

And the third one you did, a Career Assessment Inventory, which was based on the same theory, that's the one you did on the computer, came out with essentially the same results, R I A. And what this does, it has a list of jobs under this. So I'll show you here.

6

(cont'd)

The further you are towards the right on this scale, as you can see it goes from Very Dissimilar to Very Similar, the more you have in common, the more your interests match these jobs. There's been thousands of people that have done this test and they've found that certain interests match jobs, similar to the jobs that are listed. As you can see, when you're over Very Similar or Similar, you're going to find a lot of your interests match these jobs. What I'd like you to do is go down the list of jobs on the next two pages and just check those off, the ones that you think are interesting or that you may want more information on.

DH: So is this how I marked them on the computer? Is this how they came out, like?

DM: This is how they came out by you answering the questions.

DH: Oh I see.

DM: So it's saying, basically, that you have a lot of similarity with somebody that is an aircraft mechanic, or an autobody mechanic. You have similar interests.

2

DH: I see. So you want me to do what?

DM: Go down the list of jobs, and tick off the ones that you think are feasible, and ones that you are interested in. And I'll give you more information about them.

DH: You say feasible. Feasible as in now?

DM: Yes. Okay that's it for that one.

6

Okay, so that was for the interests. Now this test explores your personality, it's called the Meyers Briggs. Basically what this tries to do, I'll show you here, back here, it attempts to, by answering a number of questions, categorizes you on four different scales and they are Extroversion/Introversion, Sensing/Intuition, Thinking/Feeling, and Judging/Perceiving. And what it does, is it basically gives you a code also.

6

(cont'd)

And with that code it produces a particular personality description for you. So if you go down each of these, on the Extroversion/Introversion you come out as fairly highly introverted, and basically what most people interpret it to be, an extrovert would be someone who's the life of the party and an introvert is someone who sort of hangs back a little bit and feels much more comfortable with a couple of people instead of a huge crowd of people. On the Sensing/Intuition, sensing is where people using their five senses as opposed to intuition, which you would focus on the future with a view towards looking for patterns. So you tend to want to lean towards your intuitive skills instead of your sensing skills, On the Thinking/Feeling, thinking people base their decisions on logic whereas feeling people base their decisions on subjective evaluation. You're more comfortable usually in thinking. With Judging/Perceiving, judging is basically people who like to have things very planned and organized. Perceiving is more a loose, spontaneous way to approach things. You tend to lean towards perceiving. And with that you've got a code of I N T P. And with that comes a personality description which I'll show you now. And what I'd like you to do is to read this and tell me whether it's correct, or whether there's some major things you disagree with, and that will help us also link your personality with jobs.

Starting halfway down. Okay, there's some more on the other side. What parts do you really agree with, and what parts are somewhat close?

DH: I like small groups of people that are interested in the same kind of things. Curious. It's all fairly close.

DM: Are there any parts that are somewhat incorrect or somewhat close?

DH: Well for different situations. About being in danger of gaining too little knowledge and experience.

DM: What's incorrect about that?

DH: I just don't see that it's ...

6

(cont'd)

DM: Not you? Okay, anything else?

DH: No, not really.

DM: Okay, so it's a fairly good description of you then?

DH: Yeah, more or less.

DM: Along with that, as I said, it's a personality description. And we found that with various personality descriptions, this is one of 16 from the Meyers Briggs. With each of them there's a list of particular types of job that you'd find fit your type of personality. Because certain personalities feel much more comfortable doing particular types of jobs. And over the years of doing this test many many times they've found that these jobs listed here tend to have particular types of personalities. So I'd like you to look through and I N T P and tell me whether there's any jobs that seem to interest you, that you'd like more information about. Just tick them off if you can.

The first one's college teaching.

That's it? Okay.

The last thing is, there's a more complete list from a book that we use that's called the Dictionary of Holland Occupational Codes. And as I explained to you, your code is R I A, it's got a number of jobs listed under there and it also branches out from there. So we'll use R I as the main code. I'd like you to go through this list and tick off any jobs that you would want more information about.

We can do that two ways. Do you want to take it away and read it? Or do it now.

DH: Probably I'd like to do this whole thing.

DM: So why don't we let you do that—take it away, tick it off, and just take your time going through and figuring out which ones you may be interested in. Okay?

DH: Sure

DM: Tired today?

DH: Oh, just yawning, I don't know. Tired every day.

DM: Okay, so that'll be your project for Thursday. And then what we'll do next Thursday is go through some of the time tests that we did, the aptitude tests you took just at the end and I'll explain those to you. And then beyond that what I'll do is to start giving you some descriptions about the jobs you've ticked off and start narrowing down from a very large number of jobs that you've identified you're interested in and allowing you to narrow that down to ones that overlap between the tests, and also seem to be more reasonable given your reading more about each of them. So it'll give you some descriptions of what schooling is involved, what the person does in that job, what the wage scale is, and so on and so forth. That will allow you to make a better discrimination between them. Okay? So we'll meet next Thursday.

5

DH: There's a chance if I want that I can go back to work for my former employer.

DM: Is that on Vancouver Island?

DH: Powell River, yeah.

DM: Powell River? So you're still trying to decide whether to go to the Fraser Valley or Powell River?

DH: Well because of the courses I need, whether I've got to get them, and can I get them in Powell River.

DM: No, but the idea is, you have to go back to work, or go back to school to obtain work. What would that entail, the job itself?

DH: Oh, computer work, some field work. Mainly computers.

DM: What would you be doing on the computers?

DH: Drafting, stuff like that. Estimating.

DM: So that would mean you'd have to go back and get some basic drafting courses and things like that? Some CADD, things like that? That's not bad at all. It's a good opportunity then. So it's something you're seriously considering?

DH: Yeah. I've been going to a computer course for the last few weeks, a month I guess.

DM: Downstairs?

DH: No, at my union hall.

5

(cont'd)

DM: Oh yeah? How's that been going?

DH: All right. But a computer definitely would be beneficial. You sit down for three hours a day, three hours each course. It's six hours a week, but you definitely need something to be able to sit at and play each day so you get sharp at it.

DM: So it's something you'd like to have at home obviously to spend some time to play around with.

DH: Yeah, definitely. I'll work on this stuff. Who do I talk to and what are they going to want for ..

DM: What would happen basically is, we've got your application in to Vocational Rehab Services, they've accepted your application. We're going to finish off this assessment and send that in, but as part of that, if you're getting to the point of deciding that yes, this is a really good opportunity I'd really like to go for and you want to find out what type of computer, what sort of setup you need, we'll just refer you downstairs to Tech Aids and they'll take care of finding out, working with myself and you, finding out exactly what you need to complete a particular course, and if you need particular software to do that. So they'll come up with a prescription for you, writing down what you need, what particular hardware, software, how much it's going to cost, where would you go and purchase that, and so on. So you're not basically going out there searching by yourself.

DH: Oh I know that. I'm saying am I going to need a letter from an employer, or ..

DM: Oh yes. At some point if you decide that's what you want to do, say you're going to go back to your company, and if you take this particular training program they'll guarantee that you can have a position with them that would be great. That would certainly speed things up. The main thing, you know, Vocational Rehab services they want to get people back to work. So if it means getting you retrained over a six or 12 month period, and you're going right back to work, that's just great for them. That's what they aim for. And whatever you need as far as further training, whether you can get it through the union hall or you go to Vancouver Vocational Institute or one of the colleges to get a particular program, I can certainly set that up for you.

5

(cont'd)

DH: Right. Okay. Who can I talk to downstairs about computers?

DM: Have you dealt with anybody downstairs at all? Okay, well what I'll do is I'll put a referral in to them and it'll be either Cathy, Doug or Chris. Do you know any of them. Okay well I'll just stick it in today and one of them will get hold of you. So you just describe what you're doing and what sort of idea is behind it, and they'll get hold of you within a few days. What they'll want to do is get you to come down and talk to them, describe what your plans are at this point, get some preliminary ideas from you so that whenever the plan gets a little more clear they can start moving on it. Okay?

DH: Good

DM: See you Thursday.

**DH's Reflections on Session 4**

6

Found I wasn't as focused on the results of tests because of the job offer. Found it interesting, though, that all of the testing pointed in the same direction.

2

Found myself making choices with the fact that I'm in a chair whereas when I started the testing I did not. Now think more as a disabled person than able bodied.

5

Glad to hear there's help available from Tech Aids as I'm not sure what computer equipment I need to get back to work.



6

DM: Okay. What I'd like to do right now is explain the results from the General Aptitude Test battery. Basically it's broken down into a number of different tests as you recall going through it. I'll explain the results as we're going through. Basically there is the general learning ability, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, motor coordination, and I'll explain as we go through. Basically we'll start with the verbal aptitude, and that's your ability to understand instructions and underlining principles, reasoning and making judgements. That's where you had four words and you had to pick out one that fit into the category. Do you recall doing that? And on that verbal you scored in the eighty-first percentile, so that's a little below what would be, I guess, average, which would be 100 percentile. But that's within the normal range. The second one is numerical ability, and that's your ability to perform arithmetic operations quickly and accurately. And that was one where you were given a scenario and you'd figure out fractions, division, multiplication, and that came out on the ninety-eighth percentile, just slightly below the normal average. The next one is spatial ability, and this is the one here where you had to fold items around each other, so it's the ability to comprehend 2-dimensional representations of 3-dimensional objects and the ability to comprehend forms in space and understand relationships of plane and solid objects. You remember doing that. And that you did very well on, you were in the 124 percentile, so that was way above average.

DH: Yeah, that's something that I've done, it was part of my job.

DM: Right. Well a lot of this is based on familiarity with what you do in your job a lot. So that was very high on the scale. The next one is form perception, which is this one where you're taking different shapes and matching objects. So basically the ability to perceive detail in objects in pictorial and graphic materials, the ability to make visual comparisons and notice slight differences in shapes and shades of objects. You remember doing that, matching different objects. On that one you were at the 111 percentile, so that's above the average of 100. And that's probably something you did quite a bit of at work too.

6

(cont'd)

The next one's clerical perception. And that was the ability to perceive detail in verbal or numerical material, the ability to observe differences in copy, proofreading, or numbers, to avoid perceptual errors in arithmetic computations. So this is the one where you had two similar statements that might be off by a little bit, a word here or there, or a single letter here and there. Okay on that, were at the 97th percentile, just a little below. And then the last one was motor coordination. And that was this one where you draw the three lines under speed. And that was the ability to coordinate eyes and hands or fingers rapidly and actively, making precise movements with speed and the ability to make a movement response accurately and rapidly. And on that you were at about the 79th percentile. That's expected to be a little low given your lack of finger dexterity. That's not unusual. And the last one is general learning ability. This takes in spatial, verbal and numerical all together. You came out about the 95th percentile. So what that basically tells you is that you're just slightly below what the average individual would do, but I mean a lot of this is because it's under a speed component, you're doing things with speed. You have to make some compensation given your disability. So that's not unusual. So what this basically comes out, if you look at this graph, it's got all of these listed: general, verbal, numerical, spatial, form, clerical, motor, is that it basically gives you an estimate. So 100 would be the average; you're a little low in verbal, OK in numerical, very high in spatial, pretty good in form perception, a little low in clerical and a little low in motor coordination, and we know the reason why. And what that tells us is that certain jobs above this graphed line, you probably wouldn't be that interested in, or have some of the skills needed. This gives you a list of jobs that we can look at, so that's what we'll do next, start coordinating and figure out how these match the jobs you're already picking out. So it gives you another estimate. But a lot of it has to do with what you did in your previous work, and obviously spatial and form perception was very critical in what you did on an every day basis so it becomes very familiar for you, whereas something like numerical, you're not doing a lot of that on a day to day basis, it just, it's not that it's not familiar, you just have to think about it a little longer, and that takes time, and when you're doing a timed test that's where it comes to the crunch, whereas if you're doing it on a day to day basis it's all second nature.

So does any of that surprise you at all?

DH: No.

3

DH: No I found when I was doing them it was better not to rush. I remember doing it.

DM: So that's what I wanted to present to you. Those are all the tests that are now done and have been explained. What the process is now is, as I said to you, to get you to go through the list of jobs from the occupational outlook handbook that you've got in front of you, tick off the ones that you want information from, and then I'll go through and coordinate that with all the other ones from the Career Assessment Inventory, from the Meyers Briggs, and from other ones that you did a while back, the Minnesota Occupational Preference Inventory and to coordinate all those and see which ones are overlapping, which ones really seem to stand out, and then give you information and descriptions about each of those jobs so you can read and sort of coordinate, and get a better understanding of what each of them involves, to narrow them down. Because you'll probably find once you go through that list there'll be a lot of overlap from test to test, you'll be picking out the same jobs. So that will give us a basis to go from there. Okay? Any questions?

DH: No.

5

DM: Okay, what about with your work? You said that you had a possibility of getting back there. How is that right now?

DH: Well the job's there if I want the job. I just got to take the courses and familiarize myself with computers, and away I go. But it just depends, if Sherry wants to move back up there or not.

DM: Is she a bit undecided about that?

DH: Yeah.

DM: What's the holdup?

5

(cont'd)

DH: Oh, she just doesn't know if she wants to go there yet. So it's ... if I knew what the holdup was that we could figure it out, but you know ... yeah, I've actually signed up for a blueprint reading course which starts next week, which I'm going to miss the first two classes of. It's on Tuesdays and Thursdays. But it sounds, I don't know, if I go to Powell River, like I say I've got a job if I take the courses, and if everything works out. As long as I don't screw up on this estimating too, so as long as I do a decent job, I've got a job.

DM: What exactly would you be estimating?

DH: Piping jobs mainly, what have you. Any kind of construction.

DM: Would it be difficult getting to sites and things like that to do the estimating?

DH: Oh, for some stuff yeah. But I should be able to do most of it. I'd want a different chair, but besides that it should be not bad.

DM: So would you want one of the outdoor chairs then. Because I know Mary said you may need justification for that, and that's no problem to write up if you need it. That's part of my work.

DH: If you're working on a construction site anyways you wouldn't want to be taking your work chair home in the house, that's ... the shit that's around is pretty harsh stuff, you know, you don't want to be packing that around in the house. It's bad enough working around it.

DM: Yeah, pretty grim some of that stuff. Did Sherry live up in Powell River with you before?

DH: Yeah

DM: Did she just not like it up there very much?

DH: No, she liked it. But now that she's got home and been around the family, it's, you know, that's ... well that's my holdup too is family. All the family's down here. I had my dad just passing away, and my mom being by herself, but besides that there's nothing that's really holding me back anyways. Now I'm ready to go.

5

DM: Is there an opportunity to work for that company down here?

DH: No, they're Powell River based and do most of their work centralized out of Powell River.

DM: So basically the option is either you go back there to get the work and you stay here and look at other options. And that's all up in the air until you decide one way or the other.

DH: Yeah. Well I'd say we're probably 95% going, but Sherry just hasn't said okay for sure. We've got to figure it out pretty darn quick.

DM: Okay, well in the meantime you're doing the right things in taking all the courses and getting prepped for it. And putting the application in downstairs to Tech Aids. So you should be hearing from somebody fairly soon. And I phoned up to Powell River to the campus at Malaspina and talked to somebody there. They're supposed to be sending me a calendar down.

DH: Right on. Malaspina, just the Powell River one. Cause I have one from Malaspina and it didn't verify which was Powell River and which would be like Nanaimo or wherever.

DM: Yeah, I've got a phone number of a person up there that we can call back and forth so I'll be able to talk to her a bit more and explain what you're looking for. So you're looking right now for courses ...

DH: I don't have the list with me. What is it, uh, blueprint reading, building codes, I think a lot of this can be done through correspondence too. So that's another option.

DM: Okay. So it's blueprint reading, what else?

DH: Building codes, drafting, computers, I don't know exactly courses we need in that. I don't know the names or anything. Estimating.

DM: And you're starting to get pretty familiar with some of that anyways right now by taking the quick courses you are.

DH: Yeah, I took blueprints and the Autocad.

DM: So you're not going in there cold. Good. Okay, well I'll phone her back and tell her exactly what you're looking for, and are they available, and how do you sign up, when you sign up.

DH: All right.

- DM: When do you figure you'll be ... well obviously after this weekend you'll know.
- DH: Well let's not put money on it, but we've been trying to decide whether we're going back there or not ever since probably about a month after the accident.
- DM: Well you're getting pretty close to leaving here too, right?
- DH: Yeah. But like I said, I wasn't ... they're pushing downstairs to decide whether I'm going to go, and I don't want it just because they want to go and look at what my house looks like, I wasn't going to make a decision on that.
- DM: So if you were going to stay in the Lower Mainland, where would you stay?
- DH: Probably end up staying at Sherry's parents', see what goes from there.
- DM: Is that an option you're also thinking about?
- DH: Oh yeah. See Sherry's ... it's workwise too, Sherry likes to work down here better.
- DM: What's she doing?
- DH: She's an op tech. So I have to look at her point of view too.
- DM: Certainly, yeah.
- DH: If she's going to be happier down here, then ... And then I'd have to figure out something else to do besides.

5

- DM: I guess the good thing is that most of the things I've seen you tick off are in the related areas of what you're already taking. So whatever schooling you're taking right now is not going to be wasted, getting familiar with those areas.
- DH: Yeah, I don't see myself getting too far off what I was doing. May be a little different end of it, but.
- DM: Well I'm not sure if I told you or not, but there's a person who came through here about 2 ½ years ago and ended up being in a similar position as you, not going back to work and taking the drafting, CADD course for 8 or 9 months and is now in Squamish planning subdivisions, all by computer. Certainly there's lots of options there. It's related in the sense of, not in a physical aspect, but related work computerwise. There's lots of courses out there, it's a burgeoning area, so keep that in mind if you decide not to go back to Powell River.
- DH: I will.

DM: Good. See you on Thursday.

**DH's Reflections on Session 5**

6

Results from tests were expected. I found the parts that were close to what I did at work easy, the others harder.

3

When doing the test I had to remember to relax and take my time. At the time of doing the test there was a lot happening. I felt rushed all the time. I wanted things to slow down. It made me angry that I could have done a lot better if my hands were better.

5

Things looking a little clearer as far as going back to work and what sort of courses I need.

- DM: I see you finally received your chair.
- DH: Yeah. But I'm not too damn happy about the price.
- DM: \$2,500?
- DH: \$2,500 - this was \$3,500.
- DM: This one was \$2,500. Four wheels and a bit of metal.
- DH: It's stupid. I'm sure they have technology to make the first one, or do the design, but that's not passed down to them all.
- DM: I know, any medical supplies are outrageous, they just soak you.

5

Okay, well first thing, I phoned up to Powell River and got hold of one of their counselors up there, and the courses you want in estimating, blueprinting, building codes, drafting, they don't have any of that. So you'd have to take it by correspondence. And the CAD/CAM, that may be available in the spring. Obviously the college is pretty small there. So it's pretty slim pickings.

- DH: CAD/CAM, what's that?
- DM: Computer operated design and computer operated machining, I think. Pretty much the same as CADD. So that may be available in the spring. the other ones, no. She says you'd probably have to take them through correspondence, either their campus in Nanaimo or through Open Learning, or as you're taking them now. So that's probably not great news.
- DH: Oh well, it doesn't really matter.
- DM: So what's the plan, to keep on taking them down here and plow through them?
- DH: No, by the sound of things we're going to be going back up in January.
- DM: Uh huh, so Sherry finally made the decision?
- DH: Yeah.
- DM: Reluctantly?
- DH: No. Well, not really I guess. Just had to weigh the odds, I guess.
- DM: As you said, she has her whole family and work down here.



- DH: Yeah. So we can always move back.
- DM: What are the prospects for her for work up there?
- DH: Oh she's got work.
- DM: Has she? Good.
- DH: But she figures she'd like the job down here better. But we'll see.

5

- DM: So have you been in contact with your employer to speak to him further about what's available and what you might be doing now that you've made a decision?
- DH: Yeah, well it's the same. The job's there if I want it. Like I've got it now, so we're just going to work on getting the schooling. I've got to get in touch with them some more, I just talked to him briefly last night. Just to let him know we're coming up. And he says if I need any letters of verification just to let him know and he's either send them or fax them.
- DM: Okay, that's be great if we need them. Do you have any idea of what sort of equipment you might need, or any renovations?
- DH: Oh with them, that won't be for a while. I don't know until I go to their office and see how they're going to set that up.

4

- DM: As I explained to you before, there's funding available to get that done. If you need any specialized equipment to get back to work there's funding for that. We just have to apply for that, or talk to the guy that's handling your file right now.
- DH: If I had a computer it would be very handy.
- DM: Yeah certainly.
- DH: If we could follow that up.

5

DM: I put the application in downstairs at Tech Aids. You'll probably see Doug this week and you can start to talk about what you may need, what sort of computer setup you would need to get back to work. And once he's sort of figured out between you and him a list of what you would need, we can use the letter saying yes there's a job available for you, we can just apply that to you and go for the computer.

DH: Sure. Yeah, like taking this course was great but you need to sit and spend a few hours every night at least to get sharp at it.

DM: Well that's right, it's going to get you back to work and that's the main thing.

6

So going through that list of jobs, how did you make out?

DH: I don't know. One minute I ... a lot of them you'd have to read up on further. And then like I say, things have changed from when I first started doing this until now because of what I learned with the computers, that I don't mind them. And there's a lot of jobs that are awfully similar in there that I think I might have checked off in the beginning, ones that I would have checked off at the end of the list and vice versa.

DM: Well I guess two things: one is that you've found out that computers are certainly another option to get you back to work. And two, by you ticking them off, what we'll do now is go through all the different tests and coordinate the different jobs that fell under each test and see which ones are sort of overlapping. Then I'll give you information about each of those, so forester, tool designer, and so on. What I'll do, there's a book that I've got that gives 2 or 3 pages on each of those jobs and it gives you a basic description, what it entails, schooling you need, what sort of money it would pay people doing that type of work. So that will help you narrow it down again. Once you know exactly what that job entails, that's the next step. I'll do that today and get the book to you, so it'll give you some time to look over things. What you've got now, is the list from all of the tests. The Occupational outlook handbook, from the Minnesota Occupational Preference Inventory, and some from the Career Assessment Inventory, so you basically just line them up side by side and see ones that are overlapping, and put them all together so you've got a main list to work from.

6

(cont'd)

So that's what I'll do today and give that information to you. And that's where we'll go from here, and then get you to see Doug this week and get that going that way, and see what he comes up with for you. Then we'll be on our way.

5

DH: Has Mary Mo talked to you?

DM: She said something about a different type of chair you may need, but I wasn't sure what was happening with that. She wasn't clear about whether you were going back to work or not.

DH: Right, because we were trying to get a ... I don't know if she wanted to get a, what do you call it, a letter, she was going to write one letter and everybody sign it, or if she was going to get everyone to write a letter.

DM: Either or, it doesn't matter to me. I can do either.

DH: And even if I need the ... Darren in Powell River will send a letter too if we need it.

DM: I think that would be really helpful if you can get something to say yes that job's available and will be given to you, if you do certain things and take these certain courses, there's a job available, that helps a lot for any justification for any equipment that we would apply for. So if you talk to him in the next couple of days, whatever letter Mary draws up I'd be happy to sign or if she wants me or you want me to do an individual letter that's fine.

DH: Right. As far as you want individual letters from him saying, a computer would be handy for him to learn on and a wheelchair for accessibility to sites, are you going to want a separate letter for each article?

DM: No, one letter.

DH: Saying that ...

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(cont'd)

DM: What you could actually get him to do is say that this is the type of job you would be doing, and it would entail a,b,c,d, and a couple of items that would be essential for you to do your job is to have a computer to learn on and do your job, and to have an all-terrain wheelchair because you're going to be going out to different types of sites and that would be enough basically. That just really helps a lot because that can point to saying that you have an employer that's ready and willing to take you back, given that you can get this type of equipment. So if he wants to fax it down to us, I'll give you a card and he can fax it right here if he wants, and he doesn't have to worry about where to send it to.

At the bottom there. That'll be helpful.

DH: I'll get on that.

DM: Okay, how about if we meet Thursday morning and I'll give you the book with all the info. Is that okay?

DH: I've got a team meeting at 10 on Thursday. I don't know if my appointment's at 10 or ...

DM: It's one o'clock.

DH: Okay, sure.

DM: Then I'll give you the book and you can spend a few days over the long weekend taking a peek at them and then run them down. Okay?

DH: Yeah, good.

**DH's Reflections on Session 6**

4

Good to hear there's funding available for a computer. Looks like this will be a big part of my job.

5

Found going through the list of jobs a bit boring and repetitious. Found myself wishing I could go back to what I was doing.

6

Notice how much your variety of jobs are very limited. Looking at jobs as a computer operator, jobs that someone with hardly any hand function could do.

DM: Hi, how's the chair setup?

DH: Pretty good. I've got to make some more adjustments. It's still a little too tippy.

DM: Yeah. It usually takes some tinkering to get it just right.

DH: That's what they tell me.

5

DM: Okay, I talked to Tony from the Open Learning Agency, and what they have is a system where all the colleges are tied in together with a main number. So you phone up this number and ask them what courses you need and what college in B.C. has them, and which are available by correspondence. So basically what I'm going to do is phone there and find out where they're available. He thinks probably East Kootenay College will have most of these available by correspondence, so the point is just finding out how we do that. So that sort of solves that one. Okay?

DH: Right on.

DM: Okay? So that's done. Hopefully we'll be able to line all those up fairly quickly for you and go from there on that.

6

And here's the other stuff you wanted. This is a list of all the jobs that you were interested in. . What I did was coordinate them all and cross-reference them. So I've got them all listed there.

DH: Does the numbering ... that's just where it says the page ...

DM: Okay, down here is just for my own numbering. Here's the pages listed that are in this book.

DH: And is there any numbering that shows me which was highest, lowest, or ...

DM: No, I've just left it open so you can read about each one of them and what I'd like you to do is go through and if there's some that seem unreasonable just cross them off the list.

DH: Unreasonable in which manner?

6

(cont'd)

DM: Well in the sense that maybe you don't have the physical ability to do them, maybe you're not interested in them, maybe they require too much schooling. There could be a number of reasons why you're now not interested given that you know more about the job. So each of them .. as an example I'll show you how it works. Say construction building inspectors, what they give you is the nature of the work, the working conditions of employment, the training you need to go through, the job outlook, the earnings, and related occupations. So that's how it works. So obviously it tells you what the job's about, the working conditions with construction building, obviously a lot of it is outside, it's probably cyclical where sometimes there's a lot of work and sometimes there's not; the training you would need, how good the employment situation is for that job, and what sort of money you're going to be able to earn within that? So each of those jobs have those components listed in this book. If you look up any job, say forester, it'll tell you all that. So it helps you make a better, more informed decision about each of these areas. And the ones I've crossed off are because they're usually under another heading, so a lot of the ones you had were different types of machine operating, tool and die operator, they're all under one category as machine operator. So it's not like I crossed off your choices. And the ones that don't have any page number beside them, they've already been listed before because you had the dictionary of occupational codes here, you had the Career Assessment Inventory, the Meyers Briggs tests, and the Missouri Occupation, so you're drawing from so many different tests, so you've got a main list there of about 22 or 23 jobs. So is that all clear?

DH: Yep

DM: So basically what you do is you look up, say for the first one, page 239 will give you a description of that.

DH: Okay

DM: And just go through and cross off the ones that don't interest you. And maybe you can star the ones that are really interesting to you. Whatever system you want to work, it doesn't matter. And we'll go from there. Okay?

DH: Okay. When's that Doug going to get in touch with me?

DM: He was supposed to be in today to get hold of you but I haven't seen him, so I don't know whether he's sick or what's going on. I talked to him Tuesday and he said he would get hold of you late this week, so if he's not sick he should get hold of you today. But I've double checked so he definitely knows who you are.

DH: Okay. So I'm in the drafting, blueprint reading course now.

DM: Are you? Perfect. How's that going?

DH: I haven't tried it yet, I haven't gone yet. Next week I'll be going to the computer course on Mondays and Wednesdays and the drafting, blueprint reading I should say, on Tuesdays.

DM: So you're going to try and get as much information as possible while you're still here.

DH: I don't know ... it's only going to be one week, four days, I think it was a little too much for it off the bat. I'd prefer to just slow down a little bit. But yeah, we can get them over here so I might as well. Not to say it's going to be last the computer course I'll take or the last blueprint reading course I'll take, but at least it gives me a bit of a background or foundation to start with.

DM: Well that's exactly right, it's a good strategy to use, so when you are taking some of the stuff by correspondence or the school system, you have some basic knowledge.

And what I've also done is I've talked to Malaspina College in Nanaimo and he's checking into whether some of this stuff might be available through their college. And he suggested that I talk again to Powell River and see whether they've got some availability, say through the high school programs. That may be available, I don't know. We're just checking all the angles. But at least we've gotten this far to know that there are correspondence courses that you can take from colleges throughout B.C. to get those ones you need.



5

(cont'd)

DH: So would the high school offer stuff like that?

DM: They may have a basic computer drafting course as part of their package, I don't know. It's another option to check into.

DH: Yeah it does sound good.

DM: So basically checking all the angles to see what's available and go from there. Okay?

DH: Allrighty. Sure.

DM: Any more questions?

DH: No.

DM: So your house in Powell River is fully accessible then?

DH: Yeah.

DM: And once you're inside you're okay aside from the bathroom?

DH: Yeah. Yeah the chair has a 16" axle. And it's kind of tight so I can get through the doorways, so it's not a big deal.

DM: It's no big deal eh?

DH: Besides that the gate on the fence I can open and close and that's about it.

DM: So it's going to have a small ramp to go up the front stairs?

DH: Yeah.

DM: That's good that's available to you then. And the plan is to head up there when?

DH: Probably January. We have to let the renters know and give them some notice.

DM: So do you know the people you rent to?

DH: A kindergarten teacher and her husband's at Walmart.

You know Woolco was taken over by Walmart? So they're just coming into town, he's coming in to take care of Walmart. Our realtor's been quite helpful actually.

DM: Good.

DH: Drew up a contract and everything for us, just as a friend, so it's all right.

- DM: That's great. It's good things are starting to come together and you'll possibly be getting back to work, getting your courses straightened away. So who's going to do the renovations on your place?
- DH: Friends. The ramps will need most of the work I think. But the cupboards, he's got to rip the cupboards out, I guess the sink. So that'll be a big deal.
- DM: It's good you've got people there that do that type of work.
- DH: Well everybody I know is in construction of one manner or another. A welder, a pipefitter, a plumber, a carpenter. Everybody knows that field, so
- DM: So you've got people lined up for a weekend to get it done?
- DH: I wanted to check it out down here. See what they figure.
- DM: People you know here or in Powell River?
- DH: Powell River.
- DM: Good stuff. Okay, well I'll let you go and get on with things.

**DH's Reflections on Session 7**

5

Good to have Dave as a resource to pull the pieces together for the courses I need.

6

Glad that I'm at the point of looking over the jobs. It's been a tough grind, especially in the last while since it looks like I'm going back to work for my old employer.

5

I feel like I'm now starting to see daylight. A way to get back to work. Back to Powell River.

5

DH: Did you receive the letter from my employer?

DM: No, not yet.

DH: I'll give them another dingle then.

DM: It should be on its way, eh?

DH: He said he'd sent them.

6

DM: So how'd you make out with the selections?

DH: All right I guess.

DM: What did you come up with?

DH: The ones I found that were most interesting were architect, purchasing agent, drafter and estimator.

DM: Those are the ones you've got the cross on?

DH: Yeah.

DM: Any particular reason why you like them?

DH: No, not really. They all kind of sound about the same.

DM: Purchaser, estimator ..

DH: Drafter, , estimator, architect and purchasing agent.

DM: Okay, that's good enough. Great. That's that part done.

DH: Everything else is beginning to sound quite boring.

DM: In what way?

DH: Well, any kind of machine operator would be repetitive.

DM: Well you had a good read about them all and have an understanding about all those jobs. It was helpful to have the book?

DH: Yup. Do you want this piece?

DM: Sure, I'll take it back. I'll just finish off the assessment with those job descriptions.

Now with the schooling, you were going to get some correspondence from the Alberta Institute. Is that coming?

DH: I haven't actually written them to find out what's available and that. But they do have available courses. They have exactly what I want.

DM: Okay. That sounds like probably the best choice at this point for what you want.

DH: Yeah, that's right. I was supposed to bring that in for you to check it out wasn't I. Sorry about that.

DM: Yeah, because I phoned BCIT and they start September 30th next year. So that's not going to be any good. I talked to them today and asked them if there's any other way around it or anywhere else in Vancouver that has similar courses, so they're going to check on that. I doubt it though.

DH: Have we heard anything else from Malaspina in Powell River?

DM: Not since I phoned them last week and they didn't have anything. So I can phone back to her again and see if there's anything at Powell River that we can work around. But she didn't seem too positive about anything. She didn't know if she could split away certain things from it. So it's sort of like a construction program, she thought she might be able to pull bits and pieces of the program away, she could arrange it with the instructors, but I'll have to check again to see if that's available.

DH: If they're not inclined they probably don't have anything.

DM: Probably. The campus is so small the selection and opportunity and all that stuff is pretty limited.

So you're basically going to wait until after Christmas before you take some courses?

DH: It won't be until I get up to Powell River. I'm not going to ... like I've still got that course happening, the blueprint course. That's enough for me right now.

DM: That's a lot. The first one you took was the drafting wasn't it?

DH: No, it was Introduction to Autocad.

DM: Okay right. And was there a drafting component that you could get into through the union if possible?

5

(cont'd)

DH: I don't know. The courses are in the Fraser Valley. They're finishing off. They're kind of more in the fall and winter. I have another Autocad Piping for Computers, but you have to be finished the one I was taking, and it started beforehand, so.

DM: I talked to the individual that does the development of subdivisions in Squamish, and he did the drafting course through VVI. And he said that what helped him was taking a basic drafting course. Not on the computer but you're actually doing the work itself. You can get the more specialized stuff through the Autocad. So we could possibly even line some of that up. That would be helpful to you.

DH: Just the basic drafting course.

DM: Or have you done some of that through your previous schooling?

DH: Yeah, well I think I graduated with Drafting 12. But that's in high school. Blueprint reading. Since high school I don't think I've had any drafting.

DM: But it's not totally foreign to you at all. That's good.

DH: The blueprint reading I'm doing now brushes you up on just little things, different shapes and checks.

DM: But it's all beneficial. That's good. Okay. You may have talked to BCIT and this may be a great program except it's so far down the road, starting in September. And you're looking at 40 weeks. That's 9 or 10 months. You'd be graduating Spring next year, in 96. That's a long ways away.

So have you talked to your employer to see what he thinks about you being involved in schooling and how long he's willing to let you take courses and things like that?

DH: He doesn't seem to ...

We have to go back to Powell River so Sherry can keep her job, right?

DM: So then it's not an option to be here in school.

DH: No, not any more.

5

(cont'd)

DM: So then your only option is to go through Alberta then.

DH: Yeah, unless there's some short courses that I can take. I wouldn't want to be down here for a year.

DM: Okay, well I'll still talk to them anyways, see when they start and how long they're going to be. How long would you want to be down here? For instance these ones, it seems like architectural building and construction is 12 weeks and the other two are 20 weeks, breaking down to civil drafting, mechanical drafting, structural drafting. So I think what happens is start with the basic courses, starting them and then you branch off. Stage one and stage two. So stage one is drafting core and architectural facility construction, whichever one you think is most applicable to you. And the only place that's got the CAD course is BCIT.

DH: Okay. Well I have to talk to Sherry about it. It's a long length of time.

DM: It's an option. I guess the other question too is if your employer wants to start almost training you on the job while you're doing correspondence. Have to keep that idea in mind.

DH: It probably could be.

DM: It sounds like he doesn't really want to wait until you come back to work.

DH: No, I wouldn't want to wait forever anyway, I'd like to get things done as soon as possible. I don't want to go jumping in and overloading myself right now and getting pissed off. Taking it a little easy to begin with. But I think it'd be a good idea if I was to work with the estimator guy now.

DM: Yeah, and that's the way to learn.

DH: And still do my schooling.

DM: Okay. Have you talked to him about what sort of time frame that he wants to see you. That would be beneficial for you to know. You know if he's expecting you at work in January or if he's expecting you to start work later on, what sort of time frame, how often. That would help to know. Does that sound like the best thing? With correspondence we can start contacting the Alberta Institute.

DH: I'll make a note and remember to bring the paperwork down next week.

DM: Okay. Or you can just mail it too if you want. It doesn't matter unless you're coming down.

DH: I can get the fax number and I can always get my sister to fax it down here.

DM: That'd be great.

DH: Well yeah. I still have to come down and plan some more as far as discharge is concerned. But I think we more or less have things figured out as far as the basics. I don't think there's too many specialty things that I'll need.

DM: No it doesn't sound like it.

5

DH: Also Doug wants to see whether or not ... I think I'll be fine just learning off the computer.

DM: And just have ...

DH: Like that Autocad, I have programs from them that teach you to do Autocad.

DM: From the union.

DH: Yeah. So I just need a computer to install it into. I think I'll be fine putting it on the computer.

DM: Okay, so basically your plan is to go back to Powell River and begin working with your previous employer as an estimator. And you're going to be taking correspondence courses from the Alberta Institute and probably working part time with the company. I have to find out about those courses and then look into the description that comes up as far as the computer's concerned. Talk to your employer and see what the situation is for them partially paying, you know what they want to chip in for the computer and try and I'll put that in with the assessment and write that all up and get it sent in to VRS.

DH: I talked to my employer though and they've got one of those digitizer boards, and what was that program ... I can't remember. I'll find that out.

DM: So what we'll do is actually sit down and talk to Doug to look at just what we can come up with and then we'll talk to your employer and find out what they have and figure out what would be the best route from there. If they've already got some of the equipment well there's no need to have to purchase it again.

DH: From what I understand they're more or less set up themselves with the computer.

Funny he was supposed to send the letters.



DM: Well we'll wait for the letters to come and just pull everything together as a package and plan for when you're heading back to Powell River.

And how are things coming up there with the renovations?

DH: They've just started.

DM: Is there still a lot of work to be done?

DH: Yeah, to the washrooms and verandah.

DM: So they've started, which is good. What about your furniture?

DH: Actually what we did was move it into the room in the basement, put a padlock on it.

DM: It's a matter of setting it up again. That's helpful. And how are things going with Sherry?

DH: Pretty good. She's a little apprehensive about moving back to Powell River. Besides that things are all right.

DM: Okay then, any more questions?

DH: I don't think so.

DM: Okay. Well if you can fax me that information it'd be great and I'll get the rest of the assessment finished. I'll get hold of you to see when you might be coming in again. In any event I will keep in contact with you by phone to keep you updated.

DH: Sounds great.

DM: Talk to you later.

**DH's Reflections on Session 8**

6

I'm glad the testing is done. A lot of work but it was useful.

2

Some days when looking through the job descriptions it would get to me. But I also realize my hand function has improved so things can and will improve.

I have had to change my job selection from a physically demanding job with less mind work to jobs that are all mind work. But I would still like to have some physical work (for my ability) in a job (wheeling).

6

The results of the testing match well with what my future employment will be. Good. I really wanted to stay close to the work I did in the past.

2

When I first came to meet Dave I wasn't sure what to expect. I didn't know what jobs there were for me.

5

I'm glad that a plan is in place to get me into the courses I need and back to work.

**APPENDIX C: G.G.'s Transcribed Counselling Sessions and Recollections**

DM: How are you doing today?

GG: Not too bad, thanks.

DM: Good. As I explained to you last session, now that you have completed all of the tests involved in your vocational assessment, we would spend the next few sessions reviewing the results. By the way, did you get the note about the emotional group that meets every other Tuesday?

GG: Yeah

DM: What do you think about attending that?

GG: Well yeah, that's all right.

DM: Okay. It would be, Chris would be there and yourself and a few other people that, we've tried to tackle everybody that's on the floor that's supposed to be wanting that service, so it would be certainly an open group talking about whatever issues you want to talk about. We're not going to have much of an agenda. Just keep it open ended and whatever issues that you're dealing with now, or anybody else is dealing with in the group, from what it's like going out in the community, what it's like thinking about going home, personal issues about relationships, issues you're facing around here. All those things we'll tackle. We'll keep it very open ended and go with what each of the people that are attending want to talk about. Okay?

6

Okay, so we'll start off with this one here. This is the Career Assessment Inventory that we talked about earlier and that you did, and remember what we talked about, how this breaks it down into six different areas? So I'll go through this again and explain it to you. The first one is E which is Enterprise, and those are people that are small business operators who like to run their own show, they like to be independent, they don't like to have a lot of bosses. The second one is Artistic, and those are people that like to draw, like to paint, like to do pottery, are very open-ended people, don't like a lot of rules and regulations, like to set their own schedule.

The third one is C, which is Conventional. Those are your typical bookkeepers. Those are very neat and orderly people, very structured, like to have things all in place, very focused on numbers. The fourth one is Social, which is your, a typical a example would be a social worker. They're very into helping people, guiding people, teaching people how to with problems in their lives. The fifth one is Investigative. And those are your typical scientists. Those are people who really like to figure out what's going on, they like to tear things apart and investigate how things are put together, such as that. The sixth one is Realistic. And those are your typical mechanics. They're loners, outdoors type people, they like to be on their own, they're not very socially involved with people.

So those are the six groups. And what the Career Assessment Inventory does is try to break down each of these areas the way you've answered the questions and categorize you on a sliding scale. So obviously the farther to the right you are, the more you have in common with each of these themes. So you're very high when it comes to Enterprising. So those are, as I said, people who like to run their own little small business. The next is Artist and the third is Conventional, and it slides down lower and lower. But your first one is Enterprising, it's got a very high number on it. And what the Career Assessment Inventory does is take into account all this information and tries to take how you are coded on the six scales and relate them to a large number of jobs which have been coded by the same six scales. So what we'll do is go through and flip through them. But first, what it does next it, is breaks these scales down into some basic categories. Shift down to the next page. So that under the E, it breaks it down, the first one is Sales. So you have a very very high rating on Sales. And then management/supervisor. As you know you were into both those areas, so that's nothing surprising to you in a way because given your career.

GG: Right.

DM: Some of the other things, performance and entertaining came out very high, I'm not sure whether you have any artistic capabilities ..

GG: Yeah, I went to art school.

DM: Yeah, so that's come through also. That's not a surprise to you?

GG: Enterprising, I had my own business. None of that's surprising.

DM: What about writing? Do you do a lot of writing?

GG: Not really.

DM: What about when it comes to medical services?

GG: I haven't done anything. I've always been interested in that stuff. I was seriously thinking of ambulance services at one time, never followed it up though.

DM: Okay, and what about protective services such as being a policeman?

GG: Yeah, I just about was one in Calgary when I was younger. A couple of friends of mine went in there and are still there, they're inspectors now.

DM: What turned you off about it?

GG: I just don't know. I was in this business, just starting my business.

DM: So sort of a flip of a coin which way you were going to go?

GG: Yeah. Odd.

DM: So it's interesting all these things still come out on top. You still have a genuine interest in that. And that's not unusual. We find that people, you know your interests you may have had as a child or a teenager still come up. It's like you have those interests, you don't really lose them. So it's not really surprising.

GG: Then jet pilot and fireman will be on there too?

DM: Probably. Yeah, if you have a genuine interest it doesn't go away. As an example ..

GG: That's what every kid dreams isn't it?

DM: Well in some ways, I mean as an example when I took this test I found that things like carpentry and mechanics still comes up and I still like watching those type of repair, home fixit shows. I still watch it. It's like you don't lose the interest just because you can't necessarily do it.

GG: Yeah, it's like sports. I can never catch a football again, but I sure as heck like watching it.

DM: Exactly. On the next part of the Career Assessment Inventory is where some of the interesting stuff is. The farther you are to the right the more you show a genuine interest

in these jobs. So what I'd like you to do, as you're going along and looking at each of these, tick off the ones you're interested in. And what I'll do is basically when we go through this whole process, I will give you information about each of these jobs, about what people do in them, what type of schooling is needed, how much they make, etc. So some of them you'll sort of go, I'm not so sure about, but tick them off and I'll give you information and that way you can make a more informed decision about them. So you can do that.

GG: Right now?

DM: Sure.

GG: Okay, is this all mine?

DM: Yep.

GG: Okay. I was just about a wine rep.

DM: Were you?

GG: My neighbour was one. I was in the bar business. It was all the driving involved that kept me out of that. So what do I do, just tick mark beside the ..

DM: Sure, on the far left hand side there, right beside it.

GG: Oh sure, give me a trick pen.

DM: It's not working?

GG: Travel agent I always was interested in. Didn't think there was enough bucks in it. Counselor/chemical dependence. What's that?

DM: Like an alcohol counselor.

GG: A girl I worked with, a good friend of mine, is going for that.

DM: She does that for a living?

GG: She's heading for that. She's a waitress still.

DM: I guess you see a lot of that in your business working at pubs?

GG: She is .. well she claims she's an alcoholic, goes to AA and that. She's seen a lot of it in her family and a lot of it in her job, so ..

DM: It certainly is applicable.

GG: Some of the things I can't do, eh?

DM: Sure, put down any of the things that seem interesting to you.

GG: Firefighter's interesting, but it's not really an option now.

DM: That's probably true.

GG: Oh, I guess I've done that. Okay I'm finished.

DM: That's fine you can close it right up. The next one is the Meyers Brigg Inventory that you answered. This one is more of a personality test. What it looks at ...

GG: A teacher told me in elementary school, and I never forgot it, told my parents I should either be a radio announcer or a politician.

DM: 'Cause you're good with the gab?

GG: I never shut up I guess.

DM: Well in a way, you know, being a bartender's pretty close to that.

GG: Yeah that's right, I covered both fields there.

DM: Yeah.

Okay, this is basically a personality test and it looks at four different scales, which gives you sixteen different personality descriptions. The first scale is Extroversion/Introversion. An extrovert is someone who is very socially oriented, talkative, likes to be around a lot of people. Introverted people are kind of loners. Obviously you come out as an extrovert, that shouldn't surprise you in the least. The next one is Sensing/Intuition. Sensing people are ones that use their five senses, so your hearing, your sight, touch, those sort of things. And intuition are people who tend to focus on the future and its possibilities. You lean towards using with your intuition, so you sort of rely on that quite a bit. You know you're not so much what you sense in front of you, but more about understanding or uncovering patterns and possibilities of situations. Okay? The next one is Thinking/Feeling. Thinking is using your logical analysis, how do I get from here to there, focus on cause and effect. People that are feeling are much more apt to make judgements from what they feel in their stomach, you know subjective evaluations. You're more of a logical thinking person, so you sort of plan things. Like how do I tackle this problem, how do I solve it? And then there's Judging/Perceiving. Judging individuals like a planned and organized approach. Judging is more of a, you like to have things decided beforehand before you

get involved, whereas perceiving is where you like to have things more open ended. You don't like to have things decided beforehand. So as an example if you were going to go out tonight, somebody that is judging wants to have things all planned out, where are we going to meet, where are we going to have dinner, where are we going to go after that. Perceiving people tend to want to have things very open ended, well we'll just wing it, we'll go where we want to go. You're more a perceiving person, so you like to have things more open ended. Okay? And the way you answer those questions gives you a code, and it also gives a description. So this is the description it gave you, which came out E N T P, which stands for Extroverted Intuitive Thinking Perceiving. What I'd like you to do is go through this description on this page and the next page, and tick off or circle anything you disagree with, and we'll just talk about that. So anything at all that you don't find is true about you.

GG: There aren't any negatives on the list, it's pretty right on. I don't see anything I don't agree with.

DM: Anything you ... what parts that are right on? And which parts are, well, sort of so-so.

GG: Well sometimes I commit myself to ill-chosen projects and then fail to finish things.

DM: Is that so-so, or ..

GG: Yeah. Squander their inspirations, that's about right.

DM: Okay, do you want to circle that or mark that?

GG: As right?

DM: Yeah, put down, say right. Okay. In which way is that right for you?

GG: I will lose interest fast if things aren't ... once the initial ... I always used to like to start projects and get them going and get somebody else to finish them.

DM: So you're a real sort of idea person, get it off the ground and then have somebody else take it on?

GG: Basically. That's what I'd like to do.

DM: What about the rest of the descriptions? What other parts are really right on for you?

GG: I don't know if this ... I don't have difficulty focusing 'cause I don't have a succession of interests.



DM: Okay, you can put that not right then, or incorrect. A perception that you disagree with.

GG: My handwriting's gone all to hell. ...

DM: So in general this is a good description of you?

GG: Yeah, it's pretty much right on.

DM: Okay, now this one is the 16 Personality Factor. And what it does is try to break down personality characteristics into polar opposites, so like cool and warm are complete opposites, obviously concrete thinking and abstract thinking, they're also polar opposites.

GG: I think this is the one that I couldn't figure out if I was doing it right.

DM: Okay. What it does is, it gives you on a scale from 1 to 100, so as an example something like concrete thinking to abstract thinking, you're abstract thinking, you've got 96 percent. So obviously you're very very abstract in your thinking as compared to concrete. You can tell by the size of the arrows also. So the direction of the arrows gives you an idea and also the percentage. So obviously 40 percent reveals that you lean more towards the cool, reserved than the warm, easy going. And I would like you to sort of go through these and say, do you agree or disagree with the way they're laid out.

GG: Hm. I don't know if I disagree with any of that. I never really thought of it before.

DM: Okay. Well what about when you think about cool or reserved. Would you agree that you're more cool and reserved than warm and easy going?

GG: I guess initially. Yeah, I guess so.

DM: And do you find yourself very abstract as far as thinking is concerned compared to concrete?

GG: Not very. But I guess a little more.

DM: What about easily upset or calm and stable?

GG: Probably a little calmer. Not assertive, well I don't know, I never thought about that. I guess I kind of let things slide.

DM: So overall you tend to agree with most of these things?

GG: Most of them, yeah.

DM: Okay. What this does, it takes all these 16 personality factors that are listed down here and tries to link them up with types of jobs, so that, say if you were a salesman you

would have to be a fairly assertive person. If you were, oh I guess, a physicist, you'd have to be a very abstract thinker, you'd have to be away out there, thinking of a lot of complex things. Or group oriented, you'd probably be very good at being a camp counselor, whereas if you were undisciplined you probably wouldn't make a very good bookkeeper. Certain traits go with certain types of jobs. What they've done is they've broken that down and listed related jobs to these traits. The jobs are rated from very average to very very high, and it basically goes from zero to ten. So obviously if the job is rated as a ten it comes out as extremely high in terms of matching your personality characteristics. So what I'd like you to do is go through these, and basically tick off the ones you find interesting. Or matching to what you think matches your personality.

GG: I've always admired writers, but I don't ever think I could do it.

Lutheran Clergy, unbelievable.

DM: What's that?

GG: Lutheran Clergy.

DM: Ever though about being a clergyman?

GG: Never! Wouldn't even enter .. I don't believe in God .. It wouldn't enter my .. Yet I get a 7 something on it.

DM: Very high as a politician. Surprise surprise! Your teacher was right in the end.

GG: This is .. well that's kind of .. Business executive, business manager ..

It's funny, I looked at what the averages were and I checked them.

DM: And some of them you got very high.

GG: And some low.

DM: Low on others. Okay, that's the end of that. What I'd like to do now, the next process is to basically give you some information about each of the jobs you ticked off. So it'll give you basically a job description, what this person does, what sort of schooling they need, what sort of income would they hope to gain doing that job, where would you find that type of work, what's the best area to start looking, what sort of degrees you need, all that sort of information so that you can make a better judgement. So you may have ticked off something you have a genuine interest in that you know about, so that as you

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(cont'd)

said, business, you know quite a bit about it because you've been in it, but other ones, say you've ticked off scientist, well what does a scientist do, maybe you're not quite sure. It'll give you some information to let you make a proper decision, of saying yeah I'm interested in that or no I'm not really interested. And so we're taking a large field of jobs that you've ticked off here and narrow them down after you do quite a bit of reading. Once you've narrowed that down start looking at how these jobs that you've picked match up with the results of your tests. From this test, from the 16 PF to the Meyers Briggs to the Career Assessment Inventory. Also he work values and hand scored cards you did? This will help narrow the list of jobs you're interested in even further. So that will be the next step. These jobs you've ticked off I'll photocopy the information about them, and I'll give it to you next week.

Okay? Also what I'd like you to do is take this book, this short notebook, and all you have to do is basically put down the date on the first page of this book, and write down your reflections sometime today, anything you remember about this meeting that seems significant to you. And we'll do that after each session, or through the week if you have other ideas or thoughts that come up to you between now and when we next meet, just write them, just jot it down, it could be a couple of words or a sentence or two. Don't write a couple of paragraphs or anything like that. Is that okay with you?

GG: Yeah, that's fine with me.

**GG's Reflections on Session 1**

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Good results on tests re: retraining and career planning. Higher marks in most of the fields as expected, i.e. sales and people oriented fields. Tests were very interesting. Real surprises were the high results in both the categories of university professor and clergy. These results do not make sense to me!

DM: Hi, how are you doing?

GG: Good, thanks.

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DM: How have you been making out in terms of the job descriptions?

GG: There's actually quite a few I'm interested in.

DM: I gave you the whole package, have you had a chance to go through them all?

GG: Yeah.

DM: Have you?

GG: I haven't really solidly gone through the stuff I wasn't interested in. But I picked out what I like.

DM: So what did you end up with?

GG: I ended up with Air Traffic Controller to start with. Manufacturers' Rep, which I know a bit about, but I think that's out because of all the driving. Real Estate Agent, I know there'll be a lot of driving there too. What else did I look at? Oh yeah, the Food Service and Hotel. That I kind of thought of.

DM: And Travel Agent?

GG: And Travel Agent also interested me, but I'd never go into it because I thought it was such a ... there were so many people in the field and not a lot of money in it, but according to this it's growing.

DM: Well there's a lot of people traveling. What other ones did you end up with?

GG: Reservation and transportation ticketing. Wholesale/retail buyers. Another thing that interested me was Correction Officer. A guy tried to talk me into that, but I think I'm out of that now anyways.

DM: Was that recently?

GG: Yeah, a year ago. He's a guard at Matsqui.

DM: That's not something you'd really want to be into?

GG: Not now.

DM: Yeah, exactly.

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GG: But I mentioned it because I had been interested. Restaurant food services managers, that is a field I already know and I'd be interested in ..

DM: Okay, well maybe we can start from the beginning. When you went through all of these, are these the ones that seem to be most .. How did you make the decisions about selecting these ones?

GG: What really appealed to me, that's what it was. I just went through it a few times, and kept going until ..

DM: Until something popped out, something you're interested in?

GG: Yeah, and something I don't have to take 20 years of school for. It's a little late to be tying up too many years at school.

DM: So you're looking at schooling of a short duration.

GG: Couple of years at most.

DM: Okay, well that certainly involves Air Traffic Controller.

GG: Yeah. I think my son's even looking into that. He knows a fellow that's into it.

DM: So what do you know about that area?

GG: I have a friend who's an Air Traffic Controller at Abbotsford.

DM: And what'd he have to say about it, have you talked to him at all? Or have any knowledge of what he does?

GG: No, I don't have much knowledge of what he does.

DM: Cause I mean what we usually do is, I guess, jumping a little ahead here and explaining what the next step would be, there's another book called Job Futures and it'll give us some more information specifically for the B.C. market on what are the prospects within B.C., what schooling, where would you go get training, what are the monetary benefits, etc. The other one is a U.S. book. We use it because it's got fairly good job descriptions in it. So we'll get a bit more specific. But what we also do is once we narrow it down a bit more, is to get you to start contacting people, agencies that do that type of work. So we'd say, okay phone up the real estate agency and see if you can talk to someone in real estate, someone who's an air traffic controller, somebody that works for a travel agent. What do they do, where do they go to school, what's the pay like, what are the

6 (cont'd)

good parts of the job, more specifically what's the bad part or the down side of the work, so that you can make a real objective concrete decision. So you're not just saying oh, it sounds good. It's always good to know what the .. every job has a down side to it, that you should certainly know about.

GG: Here's something that does interest me—security and financial services sales rep. Not like a broker,

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but like what little money we have now in the family I've got to really start to look after it, and I'm kind of interested in looking after my own money. My wife always did that.

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And now that I think about it that might be an interesting field.

DM: Okay. Well I mean you should also realize that some of this stuff could be something you take on your own as general interest. You could work into it, you might want to take something like a financial management course for your own health and well-being.

GG: This kind of interests me.

DM: Travel Agent? What was it about that that really tweaked you?

GG: Oh I've always been interested in the world and I've done a fair bit of traveling when I was young. And I just kind of like putting things together, I like putting my own packages together.

DM: So you'd be interested in doing that for somebody else. There's a number of courses in the colleges that are fairly short too, from six months to a year, in the travel agency field.

GG: Reservation transfer ticket agents and travel, well I took that as part of ... That was all fine. Retail buyers, merchandise managers, I don't know, it's kind of interesting.

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DM: Well that was kind of similar to what you did in the pub business, in way. I mean you were doing a lot of buying and selling as a manager, weren't you?

GG: Yeah.

DM: I mean you weren't wholesaling but in a sense you were at one end of the business. So you know food service manager is somewhat similar also.

GG: That ties into the same thing. I keep thinking may be I should stick in that field, just get more schooling. I selected that, but I don't think Corrections, the more I think about it. I don't think that's ... and Guards, I don't think so. And that was it.

DM: Okay, well what I'll do is I'll write the ones down that you've got so far so that we now have a more narrowed down job list. So how did you find the whole process, reading through all that? Was it fairly straightforward?

GG: Oh yeah.

DM: I know there was a fair number of jobs.

GG: Oh, tons of them. I didn't realize I'd marked all that down. Actually I don't know how I got it, I guess I'd expected interest in Engineers, mechanical.

DM: Yeah, you ticked that off

GG: I guess I did and now that I think about it that's a ton of schooling and it's some stuff that I probably wouldn't be that interested in.

DM: Yeah, well as I explained to you before, what we try and do is take a very broad case, and there's a very large number of different jobs, so with all the testing we do we narrowed them down to about 40 different areas, let you read all about them, and then narrow it down again in a process of elimination, so that we're trying to give you as much information in as broad a base as possible and let you make a decision based on information. So it's no big deal to give you more. It's a problem if we give you less and eliminate things without getting you to read about them.

Okay, so there's Air Traffic Controller. What was the other one?

GG: Manufacturer's rep. But you don't need to put that down because that's pretty straightforward I think. Real estate I think I'll drop that. I know tons of people in the business, I can get into it any time and take the courses any time I like.



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(cont'd)

- DM: Why would you eliminate it right off the bat?
- GG: Well I know that's a field where 90% of the people drop out of it, for starters.
- DM: What's the negatives to you about it?
- GG: I don't know, I guess I don't like a lot of the people in the business. Glorified used car salesmen. Combination used car salesman and lawyer.
- DM: That's a pretty negative combination!
- GG: Here I am selling my house already and buying another and I'm dealing with these people.
- DM: So that's not a field you really want to be into?
- GG: I don't think so. No, I don't think so.
- DM: The next one was securities.
- GG: That interests me.
- DM: Financial ..
- GG: What I'd like to do is take some kind of business course and tie it in with that. You know what I mean? I think that's the route I should take.
- DM: A business course covering that?
- GG: Yeah.
- DM: What was the next one?
- GG: Service sales rep. Just because I know I can do that kind of work.
- DM: Okay. Travel agent.
- GG: Yeah, that still interests me. And that ties into reservation ticket agent, whatever.
- DM: Okay. Wholesale/retail. Buyers, right?
- GG: Right. Buyers and merchandise managers. And back to my old field, restaurant and food service managers. Corrections, I think we'd better drop that one. Guard. That's it.
- DM: So you've got it down to what, eight. That's not too bad.
- GG: See what interests me is stuff like, oh you see these information .. Infomercials? And how they have a product line and you bring in a particular one .. like the guy they originally brought in for Armorall. Apparently that's the only thing he had, that's all he needed.

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DM: To get his foot in the door?

GG: It interests me how you get a product like that and how you merchandise it.

DM: Yeah. It's a lot of hustling as I understand it, to get a new product on the shelves.

GG: But if you make it, it's a good line of work.

DM: So that's something that you'd be interested in, as an example, a company wants to put their food line on Safeway store shelves or something like that?

GG: Yeah. Again, I keep thinking there's probably lots of driving required. Maybe not.

DM: What is it about driving that's restricting or holding you back right now?

GG: Well I never did like the long distance driving, that's what kept me out of some of those jobs already. I don't do it well and it might have happened to me on the way home, fell asleep at the wheel, that type of thing. That might be how I got here.

DM: So you're more interested in a job that avoids that aspect?

GG: Avoids a lot of driving. Like some of them you're on the road from 7 in the morning to .. well 12 hours ... to 7 at night, type thing, a lot of these ... like the wine rep job I had, and I went out with the guy and that's what we did. We got up and were on the road at 7 and we were everywhere. And then he's drive to Penticton or Kelowna every couple of weeks you know to head office. Holy shit, you know, I can't drive like this! A bus driver or long distance truck driver or something.

DM: Not something that's suited to you, obviously. Okay, so you want to avoid the driving.

GG: Yeah, and a lot of these rep jobs require tons of driving. I used to love to drive, but the older I get the less I like it.

DM: So this may eliminate some types of jobs. As you said, wholesale and retail, well more of a .. the manufacturer's rep probably. So did you find the process, though, of going through all the jobs fairly easy as far as what you liked and what you disliked after you had the pile?

GG: Uh huh.

DM: Okay, so I guess the next process is for me to take the jobs you've picked and give you some more information specifically based on the B.C. market. And that will sort of narrow it down a bit more. And then what we'll do is sit back down and start looking

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at the results of your tests again, but more at the personal work values that you picked out, and compare those to the jobs that you've narrowed it down to. So that's what we could do next. Okay? That will be the next process.

GG: Okay.

DM: So I'll do that for you. How did you find going through and writing down the notes after the last session?

GG: I didn't put much down because I wasn't sure what to write.

DM: Well the main thing to put down is basically your ideas of, you know, if you left this session what would you remember, what sort of sticks in your mind after it. So that's just the main thing.

GG: Well that's what I tried to do.

DM: I mean it doesn't have to be a lot, it could be just a few short lines.

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GG: Getting back to the financial business area, you know what really got me thinking about it was that a lot of my friends are really interested in it.

DM: Well some people, the main reasons they realize there's not going to be many pensions left 20 years from now, so people are doing it out of their basic survival of investing for themselves.

GG: My daughter's already got herself some investments going, has for a year now.

DM: That's good.

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GG: But she learned that from her mom and I learned that from her mom too. She was so good with that .. Well she was an accountant. But she also was very careful and I started to be very careful with money, started to look for value.

DM: But she took care of the investing part of it? RRSP's and stuff like that?

GG: Yeah, which now I have to do.

DM: How do you find that, having to do that?

GG: I kind of like it.

DM: So it's a good learning experience, what it's all about?

GG: Yeah

DM: Good, that's great.

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GG: Like I haven't got into a lot of it yet, I mean we're not rich or anything, but we have a bit of money here and there, I don't even know where it all is. My daughter and her aunt have kind of looked after things. So when I get out of G.F. Strong I have to tie all of them together.

DM: Yeah. Well I think that's .. Well it doesn't take a lot to build up over the years.

GG: Oh yeah, as long as you do it steadily.

DM: Slowly but surely.

GG: Sure. I have to teach my son. He hasn't a clue.

DM: One of these people who lives for today and spends for today?

GG: Well, yeah. But he spends stupidly. 25 years old and has nothing.

DM: What does he spend it on?

GG: Oh, phone calls to these telepersonals, just stupid things, stuff that .. He doesn't think about repairing his car tomorrow so put a little money aside or ... I don't know, I haven't really sat down with him to figure out what he does.

DM: But he's always broke?

GG: He seems to have a little money squirreled away here or there, but he has nothing. Now he isn't even working because the job he's had is through.

DM: So he's looking for work again?

GG: Yeah. Thumbing through the papers. Here he is, 4 years of college, 2 years of UBC and 2 years of this other college and he's looking at warehousing jobs and things he's done in the past.

DM: What'd he take in UBC and the other place?

GG: Basic sciences. And then he went on to a teaching college. And he was into political science mainly. But he's not aspiring very high.

DM: So did he want to be a teacher at some point?

GG: Well I don't know if he did or not. I think it's a case of those who can, do, and those who can't, teach. I don't know.

DM: Well sometimes people go to university and sort of get lost in it all, and they end up with something that's not that useful.

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GG: He and I are starting out together, we're both lost.

DM: So are you helping each other along the way?

GG: Yeah. That's why I want him to stay around home. I'm going to help him sort out his .. He's a little behind on some payments on various things, he just hasn't sat down and run his life and he wouldn't listen to his mother, so I think it's time I sat down and squared him away there.

DM: How old is he now?

GG: 25.

DM: So he's got to start getting things together pretty quick.

GG: It's time.

DM: Well it's going to be a good experience for both of you then, to do that.

GG: Well we bought a townhouse now, I told you that.

DM: No, no.

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GG: Our house is up for sale.

DM: No I didn't know that. How did that transpire?

GG: Well I'd looked at these places for the past couple of years and my wife wanted to build up on our property and I really didn't want to.

DM: Whereabouts is your property?

GG: Above Abbotsford, Sumas Mountain. Five acres, overlooks the Fraser Valley and the river. Quite nice. But a lot of work putting together a package up there. And I kind of like the townhouse complex that I looked at. Very pricey, but probably holds value because of that. So there were two left, they were just finishing it up, quite a big setup. There were two of the size I wanted left and my sister-in-law was in town and we all looked at them and I had them go for the down payment on it. Now my daughter's got the house up for sale all of a sudden. She's arranged bridge mortgaging just in case, and I guess the deal's on.

DM: Was that a little surprise to you how quickly it went?

GG: Yeah. But that's good because it has to be done and it's better if it goes fast.

DM: So what was it about getting away from the house?

- GG: Well the house we were going to sell anyways. We've been fixing it up and getting it ready for sale, because we've been there 17 years, it needs a roof, you know, all the appliances are at the verge where you're going to replace everything and put thousands of dollars in, or do you move.
- DM: Yeah, exactly. Time to move on before it really starts costing you money.
- GG: Yeah, because there's no sense putting tons of money into an older place if you're not intending to live there long.
- DM: So will that be just for your son and yourself then?
- GG: And my daughter. Until she goes to school and then she'll have a home base to come up on weekends. I think it's important for both of them to have a home base right now.
- DM: Somewhere that's still home. So these places are brand new then. That's nice.
- GG: The nice thing about these is everything I need's on one floor. It's a two level, the one I picked. There's two bedrooms and a family room and bathroom and storage downstairs, and then upstairs there's two bathrooms, one big en suite, laundry facilities, garage, and you know, one floor, it's just perfect.
- DM: And you don't have to worry about any maintenance or trying to keep things up.
- GG: Yeah. And I can maybe get a housekeeper, because the kids won't be around that much so maybe I can get somebody in once a week or something.
- DM: And you don't have to worry about mowing any lawns or anything.
- GG: That's the thing, no painting or eaves.
- DM: All the real manual stuff.
- GG: Which, you know, a house is a lot, you're doing it every week.
- DM: You have to keep up with it. Throughout the summer it's a nonstop entity. Trimming this, cutting lawns.
- GG: Car washing and driveways, a million things. Townhouses aren't as good investments as houses, but I don't think there's any money to be lost either.
- DM: Well you have to look at your own needs to, what's going to make your life easier so you can come and go and do what you've got to do.

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GG: I feel a little guilty moving into something like this that Gail and I worked for all our lives, and now I'm moving without her. I kind of feel guilty about that.

DM: Well that's fairly normal, though.

GG: So we're going to bring the things she loved and a nice piece of furniture and put them up in one corner of the living room with her picture and a few other things.

DM: That's a nice gesture.

GG: That'll be her corner and we'll package all her ... god she was a fabulous dresser ... package all her clothes in a big wardrobe and store it, so she's going to be around me a little bit. That's how I'm going to deal with it.

DM: Well whatever works for you.

GG: Yeah, I think so. I've figured out how I'm going to deal with it all, and that's how I'm going to do it.

DM: I think it's normal, given that you both worked so hard to get to a place, and one individual is missing ..

GG: Well yeah, like the bathroom's got two sinks, makeup counters, a big two person jacuzzi tub, stuff that I would never ..

DM: Wouldn't go for yourself?

GG: Yeah. Big walk-in closet. All things that a woman would go for. So I'm just hoping some day down the road resale would ... you know you have to go for resale I think.

DM: Well who knows what's going to happen.

GG: It's got to be ... Sharon would have mentioned it and that's what I need.

DM: Well that's great.

GG: So that means a lot of stuff to do when I get out of here, moving.

DM: Well it sounds like you've got a good son and daughter who are very supportive and helpful.

GG: Yeah, it's good for that.

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Then I can take my time and within ... this complex has a clubhouse with a lap pool and hot tub and everything. I'm going to use those every day. I've decided to work getting healthy as a job.

DM: That's a great way to look at it.

GG: And then keep my eye on all this and then when I'm ready I'll get full tilt into one of these. So I might not work for a year or so, but ...

DM: Well we're certainly here to help you in any way. There's no pressure to make up your mind for next month or six months. It's when you feel ready. That's the whole key. You have to be physically ready and mentally ready to take something on, you know that.

GG: That's right.

DM: You know, as you said, treat it as a job. Your job right now is to get as much return and get as healthy as you can now, and if you set a schedule just like you have a schedule for work,

you're going to ...

GG: That's why I like it here, everything's just ... you have a full day and then you ...

DM: You put your time in all day and you're accomplishing something every day and working hard.

GG: Yeah. I like that. I appreciate all your help here, and we'll be doing a lot of dealing I hope, getting something set up. I'm not quite ready to lay around the rest of my life. Can't really afford it.

DM: Well that, and you've got a lot of time still to be put out there working.

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GG: Gail always wanted me to ... she never liked what I did.

DM: What didn't she like?

GG: She didn't like the hours. She thought I could get into a more ... use my mind more maybe. So maybe she's going to get her wish. Maybe it's a good time to reassess my life.

DM: It certainly is. I mean you're doing a lot of it right now. Might as well look at the whole package.



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GG: My priorities have changed a little. Maybe it's time to put time in.

DM: In what way?

GG: Well I used to ... I liked my job, and oh on weekends I'd head for a couple of beers, talk to a few people and kind of socialize, and generally do nothing. I don't want to do that any more, I have no desire to go out and socialize.

DM: What are your priorities now aside from working to get ... doing the rehab aspect?

GG: I don't know, but I know they're changed. I just don't know what direction to go in now.

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DM: What is it about the socializing that doesn't interest you any more?

GG: It's not the same. When I went to my old boss's Christmas party, they had the party waited for me and had it this weekend. And it was a combination housewarming for his new 6,000 square foot bungalow up on the mountain above my house in Abbotsford. Fancy house, it's cool. And I kind of enjoyed it, it just wasn't the same. My wife knew a lot of the people, and I'd always felt she would always be with me, and I don't know, it just wasn't the same and Robin took me down on a cruise a few weeks ago to Bellingham, we used to hit a couple of spots, Gail and I hit, and went down by the water, and it just wasn't the same. And it's never going to be the same.

DM: Of course. I certainly realize that that's completely normal. There's a piece missing there.

GG: So maybe it's time to look at the parts of life that she looked after.

DM: Well you're making changes already, starting to look after your finances, making the move, things you sort of wanted to do, and move on slowly. As we go through that process it's always difficult.

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GG: Maybe I should work a little more on me.

DM: Yep, that's right. It's an opportunity.

GG: Forget the yard, forget the socializing and just ..

DM: Well some of that will certainly come back.

GG: Oh yeah, I realize that, but ..

DM: You can focus on all of the things that you may not have had time for or put time into, you can do right now. It's a good attitude. Okay, that's good.

GG: Thank you.

DM: So I'll get that information for you, covering those areas, and we'll go from there.

**GG's Reflections on Session 2**

Good session with Dave. Acting as a good sounding board.

6

Career choices much clearer when spoken aloud. I now have a sizeable amount of paperwork pertaining to various categories of careers. Time to make choices.

7

Realize how big a part my wife was in my life.

8

Have to give more thought into what my future priorities should be.

DM: Hi G. How is it going?

GG: Good. I just purchased the winning ticket for the lottery.

DM: Yeah. Sure. I think everybody that buys tickets say that.

GG: Remember years ago, maybe you wouldn't remember, when the Montreal Olympics started, there was a couple in Toronto that sold their house for \$86,000 and put it all on it, and I don't think they won, oh maybe a couple grand. There were big headlines in the paper don't do this.

DM: That's crazy.

GG: Young couple too.

DM: Well I remember before that there was only the Irish Sweepstake before there was any gambling at all. Now it's a business, an industry. I mean the government racks in lots of money for it, another tax essentially.

GG: Well yes, but it's a voluntary tax, I prefer a voluntary tax.

DM: Sure, but you know, it's one way or the other.

GG: I always liked that in Sydney, Australia, geez that's 25 years ago, they were building the Opera House? Whenever they'd run out of money for funds they'd put basically a 50¢ lotto out and they'd sell a ton of tickets, and that's how they financed the building. I thought that was pretty smart.

DM: Makes a lot of sense. But again you look at the Montreal Olympics, I mean that was just a scandal. I mean people made millions of dollars on contracts that were doing nothing. They said they'd be driving with trucks of stuff, driving out the back door and coming around and driving in the front door, charging them for each load that didn't even get emptied. So it was quite a scam.

So what'd you think of the meeting last night?

GG: Well, it was an excellent meeting ... excellent people.

DM: Yeah, well we're going to try and actually talk to people individually and find out what they want out of it.

GG: It's always good talking to you guys.

DM: Yeah. Cause you never know whether people are a bit fearful of what the meeting's about, have to sort of check that out.

GG: Well I think a lot of people just feel that they don't want to talk, as I did. And then you find that it's not so bad.

DM: Yeah. I'm not quite sure what people's ideas are about it. I often wonder, and sometimes it's just a matter of timing too.

GG: And what a lot of people think, I'm sure, there's always going to be plenty of people there they won't ... so everybody thought that.

6

DM: Could be, yeah. Okay, so here's all the stuff I photocopied for you, that covers all the areas you wanted information about, so it basically covers the nature of the work involved, the education and skills, the B.C. job prospects for them, earnings, and so on and so forth. So it gives you a fairly rough idea of what's involved in each area. And those are all the areas that you've ticked off.

GG: Okay, I'll plough through these.

DM: Okay, so it gives you something to do on the weekend.

GG: You bet.

DM: So are you going to be hanging around or ...

GG: No, going to Idaho. The whole family's going down. I kind of feel obligated. I'm not really into the trip, but I should go down and see the family.

DM: How long a trip is it?

GG: Oh it's just a flight. We're flying from Seattle to Spokane then two hours below there.

DM: Oh, good, good.

GG: The flight Seattle to Spoke is 29 bucks.

DM: You're kidding.

GG: You can't drive for 29 bucks.

DM: That's crazy, eh?

GG: You can't fill up with gas and have lunch, not at that price.

DM: How long is the flight?

GG: Oh it can't be long.

DM: 30 minutes maybe?

GG: Yeah, maybe an hour.

DM: There's no direct flights from Vancouver to Idaho?

GG: No.

DM: I guess not. Idaho's not a very big place.

GG: Well there's Bellingham to Idaho, to Lewiston where we're going, but it's kind of pricy.

DM: What do you pay?

GG: I'm not too sure, it's I think a hundred and a half or something, so it's quite a difference.

DM: Expensive, yeah, exactly.

GG: Yeah quite a difference, so we'll take this other route.

DM: So everybody's heading down with you, or ..

GG: My kids are going and my in-laws from Calgary.

DM: So is it sort of an annual celebration you always attend, or ..

GG: I think the Calgary bunch were going down anyways, my mother-in-law wants to see me, and I should see her, I mean she's a wonderful person. I can give her a little support too, 'cause it's a blow to her.

DM: Sure, of course. So have you been down there at all?

GG: She came up for Christmas. Well they came up the night of the accident and then came up for Christmas.

DM: So there's kind of a difficulty going back?

GG: Well yeah, they can't come up very often, so I really should go down.

2

DM: I guess they will notice a big difference in you.

GG: Yeah, I think they will. Everybody seems to. I can't see it myself but ..

DM: Well you live with it day to day. I mean there's been a drastic change the last 3 months, coming from being in a wheelchair to up and walking, making daily progress.

GG: Coming from fairly beat-up to, well I'm feeling pretty good now.

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(cont'd)

- DM: Well you certainly look a lot better too. Get the halo off and then up and walking.
- GG: A month and a half, I guess that's not bad at all.
- DM: No. And your stamina has certainly increased too. You're up and walking all day long now. Does that bother you at all, walking all day long?
- GG: No, as long as I have my little sit-down, little lay-down. I still need those.
- DM: But those are decreasing?
- GG: Yeah, it's not fatigue so much as my neck. Like I couldn't sleep last night, for some reason my neck bothered me the whole night. I couldn't get comfortable. And that's what bothers me when I'm up and around, even sitting.
- DM: Well that collar's pretty awkward.
- GG: Yeah, it just gives me ... it tires me. It's not the walking or anything.
- DM: It'll be good to get it off. When is that, a month and a half you said?
- GG: Month and a half more, yeah.
- DM: Well, you've got to give it time to heal too.
- GG: I was just saying to Ed, I feel healthier now, mentally and physically I can feel it.
- DM: In what ways?
- GG: I don't know, I just feel stronger, I guess.
- DM: What about mentally?
- GG: I had a real bad day Sunday, real down. But I feel good today. You're familiar with the roller coaster, and I guess it smooths out the longer you're into it eh?
- DM: Yeah, you certainly have those real down days and then some days that are pretty good and hopefully those flatten out as you carry on, you're going to have lots of reminders.
- GG: Yeah, but as long as you know they're coming, I guess.
- DM: Yeah, and you're wise enough to recognize them and deal with them, and move ahead.

So you're finding your meeting with Ed helpful?

- GG: Yeah, I guess so. He's going to look into a little more on the end of it, the rehab, ICBC and that to find out what I'm entitled to.
- DM: In what respect?

GG: Oh, how long the disability keeps up, I understand there's couple years' schooling available, right?

DM: Yeah.

GG: So I should try to take advantage of whatever I need. And then stuff I don't need I certainly don't want it.

DM: That two years can start at any time in the future. It's not like you have from the date of your injury to two years later to go to school. It's just two years of schooling. They like to look at programs. Most of the things you're looking at it's around that anyways, if not less.

GG: I'll just take what I need and carry on. I'm going to take this year to heal.

DM: Makes a lot of sense.

GG: ... a year, or as soon as something kicks out that really interests me. I want to get whatever I can and get going.

DM: So how are you coming with writing the notes in the notebook. Okay, or?

GG: They're not any huge essays, but..

DM: That's fine, whatever you want to put down. The idea is that you jot after each session things that pop into mind that remind you, or ideas that you take away, that's fine. That's all I really need.

GG: Yeah well keep those coming.

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| DM: Okay, so that's great. You read that and we'll touch base next week and we'll pry a little more and if you need more information we can do that. And keep on getting the process moving. |
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| GG: Yeah. This should do for a bit. I'm going to take these to Idaho with me, because I've got a lot of family discussions to go over and maybe they can put some input in too. |
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| DM: Do you want an envelope for that? |
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| GG: Yeah, that would be ideal. Keep them separate from the others. |
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I find it hard to set up a timetable of, like, when I have to start doing this or doing that. Know what I mean?

DM: Yeah, well you still have a lot of time on your hands.



- GG: I tried to do that, to say well by a certain date I should be this, I should be that, but I don't think it worked.
- DM: To your credit you are on a timetable. You may not realize it.
- GG: A certain one, yeah.
- DM: Which is, you know, getting your health back in order.
- GG: I'd just hate to put a real date on everything like I thought I would. I came in here saying the end of March and I'll be going home. Well, they laughed that one off right away.
- DM: Well all those dates always get extended a bit anyway.
- GG: I'm kind of looking forward to ... I told you I got two job offers, eh?
- DM: Yeah, you said that last night, which is great.
- GG: Yeah, but I don't really even want to go back to that. So the point is it got me thinking about yeah, I'd like to go back to work.
- DM: But I think that's a good point that you said last night, you don't see yourself going back but it's nice to know there's still those opportunities out there.
- GG: Yeah, I'd like to go back to work, but I'd just like to find something I want to do now. And this'll help.
- DM: Okay. So enjoy your trip and we'll see you.
- GG: See you when I get back, you have a nice weekend.
- DM: Yep. Next Tuesday.
- GG: Tuesday?
- DM: Yes. We get Friday and Monday off.
- GG: Oh yeah, I might not be back until Wednesday.
- DM: Okay, when you're back we'll be in touch again and chat.

**GG's Reflections on Session 3**

6

More information obtained from Dave on jobs. Categories which appeal are still centered around people:

- sales, tourism and hospitality management
- food and beverage management (hotel)
- travel agent
- money management

2

Nice to know that others (Dave) see changes in me that I'm not always aware of.

DM: Hi G, how's it going?

GG: Good thanks.

DM: The reason we are meeting is, we were just going to follow up on the stuff I gave you. You were going to read the descriptions, and I wondered if you had actually gotten to that.

GG: I did, and I'm going to have to go through it again, because I haven't made any decisions.

DM: That's fine, no problem.

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GG: I had a tough weekend. I took it all down with me and I thought I'd go over it with the family, you know, and get some input from them. And I just couldn't get anything done.

DM: So how was your trip down there?

GG: Oh it was very painful, but I think it was a good thing. You know what I mean?

DM: That was with your mother-in-law?

GG: We had lots of talking.

DM: Was that the first time you were down there?

GG: First time I've ever been there without my wife, yeah.

DM: Yeah, so obviously that was pretty tough.

GG: I found it very tough, yeah. But ... so I didn't go through everything like I was going to attempt. That was my plan, to see what they thought.

DM: Well that's fine. You can take your time doing that. Obviously your trip down there was pretty significant and emotional, so ... as we go through that the first time it's not easy.

GG: Yeah. It got me through a hurdle or two I think.

DM: What were the situations like that you discussed?

GG: It was odd. I was telling Sharon yesterday that my mother-in-law told me a lot of things I didn't know. Like I didn't ever hear about my wife's dad before very much. She'd never talk about him. She'd been to see a psychiatrist about that with her mom and I didn't know that. I didn't know he died at an early age. And my wife, when she turned 40 five years ago, told my mother-in-law and her best friend, I hadn't heard any of this before, that she would never see her 45th birthday.

DM: You're kidding. How did she come to that?

GG: That's just how she felt. I always knew she thought she'd die young, but she didn't expect to die in a car accident.

DM: Do you know why she came to that conclusion?

GG: Haven't a clue. She went out a year or two ago and got extra insurance which I didn't know about.

DM: Did she discuss with you about not living to a ripe old age? Did she ever say why?

GG: Never. No, we never sat down and deeply talked about. It's just something she wouldn't talk about.

DM: That's odd. Did she have a premonition or anything?

GG: No. My mother-in-law had one, a dream so real, she had it three times she said. A red vehicle hit a white vehicle. And they had a white Rodeo and she woke up in cold sweats and she couldn't sleep and she said it was just so real that she thought some red vehicle hit their white Isuzu. As it turned out it was my red Mustang hitting a white milk truck, is how it all worked out.

DM: That's incredible.

GG: Yeah, bizarre, stuff like that.

DM: What was it like to hear that?

GG: The hair stood up on the back of my neck, I'll tell you.

DM: How long ago did she dream that?

GG: Oh, a year ago.

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(cont'd)

DM: God. And that was the first you heard of it? About the dream itself?

GG: Yeah.

DM: Wow.

GG: And then my favourite aunt died that same night.

DM: What was so special about her to you?

GG: I don't know. She was ... I don't have much of an extended family and she was always a favourite.

DM: Quite a lot to take in at once.

GG: It's just an odd set of coincidences.

DM: Yeah. Exactly. How those things come about.

GG: And then with me having to work that night and getting it changed to the night before, just ... and uncharacteristically winding up lost on that road ... I mean I just never did things like that.

DM: Was it an area that you weren't familiar with?

GG: Oh, I've been down there a hundred times.

DM: And you just ended up on a road you weren't sure of?

GG: I was passing I guess, and got lost, couldn't figure out where on the road I was, and I don't know how I got in that situation. But all of this almost makes me feel there's a pattern going on here somewhere. Which I don't really believe in, but it's odd.

DM: Yeah, well you never know, right? I mean it's hard to figure out those things, whether there's a pattern or not. So how was it to hear all these sort of coincidental things being linked up like that?

GG: Strange.

DM: Had you ever put much of this together before?

GG: No.

DM: Wow. That was incredible.

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So how was it dealing with your mother-in-law and going back there for a visit without your wife?

GG: Well as I said, very painful. She took this very hard. Well everybody did.

DM: Yeah. It sounds like she's quite supportive about it though.

GG: Oh yeah. We're all family.

DM: That's good.

GG: So I have yet to get to the job part. There's so much other stuff to deal with.

DM: That's something that takes priority. To try and resolve some of that and get it out in the open and deal with it I think is a pretty good plan. Working on what you're going to do in the future, you can hold off on for a while.

GG: That's my mother-in-law's opinion. She says everything has to be talked about.

DM: How do you feel about that?

GG: Well I don't really like talking about it a lot, but I guess she's right.

DM: After the weekend was over did you feel better about things?

GG: I think I do now, yeah. It's bizarre hearing all that premonition stuff.

DM: Yeah. Wow. Certainly make you rethink a lot of things if you heard that. How was it for ... did your children go down with you?

GG: Yeah, they went down.

DM: How was it for them?

GG: I think it was okay. Our son saw a lot of his buddies and friends. And my daughter's always got a following when she goes down there. She's really become friendly with our neighbour, whose husband was an orthopedic surgeon. That was part of the reason she wants to be one. She's very close to this neighbour and their daughters are a little younger than her, and this particular woman would be 48, so around my age, they had their own private planes and that and she went into the ground about a month ago.

DM: And was killed too?

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GG: Yeah. So she went and rode horses and dirt bikes and that with her kids, kind of spent a little time with them, so maybe it was a little healing for her too.

DM: Yeah. In a strange set of ways something in common. So did you actually spend a lot of time down there with your relatives? Did your children get close to the people in the neighbourhood down there?

GG: Well they went down in the summer. They were virtually raised down there in the summers.

DM: You're kidding. Is it a real quiet area, a lot of wilderness?

GG: Hard to describe. It's a town about the size of Abbotsford. So it's a real outdoorsy area. Kind of just starting in the mountains, so everybody is quite friendly, lots of fishing.

DM: Is that close to Boise?

GG: No, it's north of Boise. A couple hours south of Spokane.

DM: So it's certainly out there in the wilderness though.

GG: Yeah, I guess it is.

DM: It's a good way for the children to see their relatives in the summertime for a few months. A whole different set of family down there. That's great.

GG: Yeah, we got to know a lot of people. I've only been down a few times, with my wife.

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DM: How was it for your son going down?

GG: It was okay for him. And he had mentioned, you know, after sitting around talking, he hadn't seen his mother for a year. He was just coming up for a little holiday two weeks after, he would have been up two weeks for a visit, after the accident. It's kind of a shame he hadn't seen her for a year. I had never realized that.

DM: So how was it for him to miss that part of it?

GG: He seems all right. It's hard to read him. I think he's all right.

DM: Sounds like a lot of people, you know all your family, were dealing with lots of issues over the weekend, doing lots of talking, expressing what they feel.

- GG: Yeah. Those coincidences are odd, though. She thought it was ... she wouldn't even ride in the white Isuzu any more because she thought she was going to get by a red vehicle. So she stopped riding in it.
- DM: She was convinced it was her in it. That's pretty interesting.
- GG: Yeah. And she'd never seen my car, it was brand new.
- DM: She had no idea what colour it was.
- GG: No, she wouldn't have put the colours together.
- DM: Interesting.
- GG: And I know I didn't see the truck and I heard later it was a Dairyland truck, and they're white. Odd eh?
- DM: It's hard to figure out some sort of explanation for that one.
- GG: Yeah. Very bizarre. I don't know, I don't really believe in fate, but sometimes you wonder.
- DM: I don't know enough about it to really say one way or the other. When you think about those things, you know how someone so close to you can dream of those things and it seems to be fairly well related to what happened to you, how and why that is. It's odd.
- GG: My wife's prophesy was the weirdest.
- DM: Yeah. Did her mom have any explanation for why she felt that?
- GG: No. Just that her dad, his side of the family all died about that age.
- DM: But of natural causes?
- GG: Yeah.
- DM: So she thought that was something she was destined for?
- GG: That's what she thought. So I don't know if I feel better after that or not. As it brings up more questions, I don't know.



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(cont'd)

- DM: It's certainly good to get it out, but you certainly wonder what it's all about. As you said, you were going to do your grieving in your own time and I think this is part of it, talking to the people that are close to you is an important thing that also raises lots of questions too, trying to figure out why and what for, what does it all mean, what's the reason.
- GG: Well I never really considered any reason. I don't have that kind of beliefs. Just bad luck and my errors. Now I don't know.
- DM: That's what I'm saying, you just have some new questions.
- GG: Yeah. Maybe I couldn't have done anything about it.
- DM: I don't know, I guess that's one of those unanswered questions that's hard to really fathom. As you said you thought it was your fault, and now you think well is it fate, something else, something beyond what we call our reasoning, what it's all about.
- GG: It's just a set of circumstances. I mean what happened to me, I can't understand what happened. It just never should have happened. The whole thing is so uncharacteristic.
- DM: Do you end up replaying that incident in your mind?
- GG: All the time.
- DM: Trying to figure out what you could have done differently?
- GG: Yeah. I just can't figure what I could have done. I can't figure what I did do. I assume what I did.
- DM: What were you doing?
- GG: I must have been passing. I think I was making an unsafe pass. But I think I got past, it was so dark I couldn't figure out whether I was beside the other car or where I was on the road.
- DM: Was this really late at night?
- GG: About eight.
- DM: And you were on a road you didn't know that well?
- GG: I knew that road as good as any road.
- DM: And you went to pass a car?

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(cont'd)

GG: I think I was passing a car, and I got out and his headlight was coming and it was so dark I couldn't see either edge of the road, so I couldn't figure out where on the road I was.

DM: And then you hit head on with the truck?

GG: I thought I was passed him, but I wasn't.

DM: So somewhere along the line you got disoriented in some sense.

GG: That's all I can figure.

DM: One of those split second things.

GG: Yeah.

DM: It's all I can figure. Nothing else comes to me. I suppose that report will tell more, I don't know.

DM: Is that from the police?

GG: Yeah. There's no rush to hand it in. Which I hear is probably good news, because probably they're in no rush to do anything.

DM: It's a tough one because, it's not like it's in broad daylight and you've got tons of witnesses around who can give you a hand describing what happened. It's one of those things, who's to say exactly what happened.

GG: I wish I knew.

DM: Would it help you to have an explanation?

GG: Yeah, it might. I'd like to know what happened.

DM: Was there any other witnesses to the accident, that stopped, do you know?

GG: Well the car I had passed was the first car on the scene. And it happened to be driven by a friend of my son's. They went to scouts together. His dad is a quadriplegic actually.

DM: You're kidding.

GG: In a bike and truck accident, you know those trucks.

DM: Do you know what he said about the accident at all?

GG: My son hasn't talked to him, and we never heard from him. He had some industrial first aid so he stopped to see if he could help. He didn't know my car, so he didn't know who it was. That's another weird thing.

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(cont'd)

DM: Twist of it all, wow. What about the person in the milk truck?

GG: There was two of them actually. There was a passenger. They found out that's what's holding the report up. He's got to give a statement. But he's fine, he's been inquiring about me apparently to see how I'm doing. I should contact him when I can.

DM: Well hopefully that report will pull the pieces together and give you a picture of what was going on at the time.

GG: But I'm hoping he doesn't have any feelings of guilt or anything.

DM: Yeah, it's difficult to say. Not sure what his part is until the report comes out because as you said you're not sure exactly where you were on the road.

GG: Well I found out I was on the other side, head on. But I couldn't figure that out at the time. And I can't remember if I decelerated to try and pull in behind, or accelerated to try and pull ahead, or what I did. Whatever it was, it was the exact wrong thing.

DM: Was it just on a crest of a hill?

GG: It wasn't on a crest, it was just entering a curve, just before. Obviously a pass I shouldn't have made. Anyways, the whole thing is just odd.

DM: Well odd, and all the circumstances around it are odd too. The family's perspective, and the people involved. All those coincidences.

GG: Yeah, really. So I'm sorry I didn't plow through that.

DM: Okay, that's fine.

GG: The second time I went through them. I wanted to go through them and really make some decisions.

DM: Okay, that's no problem. Take your time.

GG: I'll get at it this week.

DM: That's fine. There's also the group meeting next Tuesday. We're trying to get more people involved.

GG: Yeah, I'll talk to Roy about attending.

**GG's Reflections on Session 4**

7

Good to talk to Dave re: family visit at Easter and feelings pertaining to this.

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This session as good a feedback as I have had from the Social Services people, especially in regards to all the coincidences, fate, the accident.

DM: Hi G.

GG: Hi.

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DM: How are you making out with the information I gave you?

GG: Not too bad.

DM: So how'd you start to narrow it down a little bit?

GG: Oh I don't know, I just kept thumbing through them.

DM: So what did you end up with?

GG: Well I've got ... this is business service sales, but that's ... freight rep, hotel service.

This one's supervisor food and beverage, which I've been in a long time, a little more education would probably get me well up there. You know with my resumé and some more courses. Maybe I should stay in the hotel business.

DM: It's an option.

GG: Sales agents and traders in securities, I told you I was kind of interested in that stuff. Commodities, same idea. Reps, commercial rep, I still don't think I want to do all that driving and everything else.

DM: Okay, well maybe you can put that off to the side a little bit.

GG: Hospitality management. Same idea as the other. And travel clerk, which I've still been kicking around.

DM: So do any of these jobs overlap quite a bit? Like hospitality?

GG: Yeah, okay. This one, these two overlap. These ones overlap. Yeah, actually, so that makes it, that narrows it to four. No actually three if I drop this travel commercial rep, which is pretty well something you get into on your own anyways. Physical stamina is also necessary because commercial travelers may have to walk ... carry product samples. All that's true.

DM: You know quite a bit about that profession anyways, right?

GG: Yeah, I think we'll have to drop that one. So that brings it to three.

DM: Okay, just one more little way of dealing with this. So all of these jobs are pretty much even in your mind as far as which one you want to pursue?

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(cont'd)

GG: Yeah. Pretty well.

DM: One of the things we can do is to look at some of these jobs, and as you've said, most of these are pretty equal in your mind as far as not one is preferred more than the other, right? Okay so we can list them then. And the first group is business service sales, and what was the other one?

GG: Travel clerks, ticket and freight agents.

DM: Do you think they're the same, or?

GG: Well this is freight representatives. I guess they're both different. Hotel service reps.

DM: Travel clerks, ticket station, and freight agents. Okay, what's the next group?

GG: The next group is food and beverage and hospitality management.

DM: Do you think those two are the same?

GG: Pretty close. They're both dealing with hotels. One of them's more geared directly to the kitchens and that, food.

DM: Okay, and what's the last one?

GG: The other one is more general.

DM: Sales clerks ...

GG: Commodities, that's pretty well a clerk. Well now wait a minute, maybe I should just ... yeah, that's marketing management. I'm more interested in securities and trading.

DM: Okay, so one way of dealing with this is by cross referencing these. So across the top are the occupations, and along here are the values you picked. Remember when you sorted out those cards, the values card sort, and by rank ordering these. So if you read the instructions at the top it explains how to do that.

GG: Okay. Location, contact with the public, etc., you know I'm starting to go off that fast pace.

DM: Okay, if that's not important you can cross that out then.

GG: It doesn't seem as important as it was.

DM: So any of those values that have changed you can certainly cross them out or eliminate them.

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(cont'd)

- GG: Hmm. I think right now I'm going to go two right across on all these. Location is going to be very important right now. Although it may not be in the future, so how should I work that?
- DM: In what manner?
- GG: In a few years, I might be more free to move.
- DM: Well try and take it from where you're at right now, for the next, say, six months to a year.
- GG: Public contact, that's a two.
- DM: Okay, if you're looking at those, they all have the same level of public contact and the same opportunity of location. ...
- OK, if you want to add those all up ...
- GG: Holy cow! As in these columns?
- DM: Yeah. So it looks like your first choice is ...
- GG: My own business.
- DM: And is that how you feel, or have you looked at all those?
- GG: Probably the last two, yeah.
- DM: Okay, so you've pretty much eliminated business service sales, and you've got a 1 on the other travel clerk tickets. So it looks like these two are the main ones here, which is supervises food and beverage, hospital management, sales clerks, commodities.
- GG: Yeah.
- DM: Okay, so you know a lot about this business because you spent a lot of time in that, right? Do you know a lot about selling commodities and mutual funds?
- DM: Okay, have you ever talked to Art Welch that comes around here, an older gentleman in a wheelchair that sells mutual funds?
- GG: I betcha I know him to see him, I don't know the name, but now that I look at him he's always in a suit?

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(cont'd)

DM: Sometimes, yeah. He's maybe in his mid-60s. What I'd suggest and what I'll try and do, I've got his phone number at home, I'll phone him and see when he's in here. Maybe we can line up an interview so you can get a sense of what he does and what that business is about. Get it from the horse's mouth, so to speak. Hear the good stuff and the bad stuff about being in that type of business. He's done this for years and years, so he certainly has a good handle on it.

GG: Good idea. Meanwhile ... I'll put these aside.

DM: So, we've narrowed it down fairly good. So, supervises food, beverage preparation and food service occupations. Is that correct?

GG: Yes.

DM: What about the physical aspect of the job?

GG: That's something I'll have to consider.

DM: Okay, well I guess the best thing is to start, aside from Art Welch, finding out who else may be employed in this area. Okay, so what I'll do is I'll set up a meeting with him and you can talk to him.

GG: That would be great.

DM: Okay, great.

GG: Yeah. Tourist management, food and beverage management, it all ties in. Well we'll just scrap these other ones, this commercial traveler and what other one was it? That first one there, business service sales? That one I'm definitely not interested in.

DM: Yeah. Well it's a matter of a process of elimination. So you found this helpful to sort of narrow it down?

GG: Yeah. It gets it better in my mind.

DM: Getting more and more direction on things. So how's things going otherwise?



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GG: Fine. I move out today.

DM: Good. Looking forward to that?

GG: I don't care.

DM: It doesn't matter to you?

GG: It doesn't matter to me where I am.

DM: And when do you actually move into your condo?

GG: Middle of June. Maybe sooner. I already got a couple of offers on the house that we've accepted.

DM: You have, eh? Did you get a decent price for it?

GG: We got what we wanted, within 5 thousand of what we wanted, which is what I expected.

DM: That's good. So you're just waiting for the condominium to be built are you?

GG: No, it's done.

DM: Is it? Oh great.

GG: But I want to get home and get things organized, maybe bump the date up.

DM: So you've got to arrange moving and storing and all that stuff.

GG: Yeah. I have to get hold of movers; can't do it myself.

DM: Of course, yeah.

GG: And I don't want my kids' friends helping out with the truck because we've got pretty good furniture.

DM: Yeah. You don't want anything to get ruined. Insurance. Is it quite a ways between?

GG: No, it's short, a couple of miles.

DM: That's good.

7

G: But I don't care. Right now I just don't care, you know. I don't care if I move in this place, I just don't want to stay in the other one.

M: You just want to move on? That's understandable given the circumstances.

GG: I can't get excited about anything. Even my son and I went to this Charles Gibbons seminar, I'm interested in all that kind of stuff, and in the end of course they want to sell you the course and tapes and all that, I'm just not ready to jump into anything. So I said swing by a couple of dealerships, we'll look at some cars. I guess I'm going to have to. And I looked at them but I couldn't get too excited about it. I used to love just touring car lots. Now I don't care.

DM: Really? Well, it'll all pass. It's a process. I think you recognize as well as anyone that it takes time to get back into getting excited about a lot of things when you've had such a traumatic change.

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G: Well I'm going to spend this year, like I said, getting healthy, and then go after something. But I'm not going to rush 'cause I just don't care to rush, you know? I'm not under pressure to work.

M: That's right. And I mean you have to get that enthusiasm back before you tackle anything.

G: Yeah. No sense doing a lousy job.

M: That's right. You know that, so you might as well take a slow pace until you can get back and get really excited about returning to something, going back to school.

G: It'll come. I know it'll come.

M: Good. Okay.

GG: Thank you.

DM: You're welcome.

GG: I'll go have some lunch and get on with the rest of the day.

DM: How's the notes coming in the book.

GG: Fine, I guess. Sort of ... when do you want it? Do you want me to just keep them going?

DM: Well, just bring it in when we'll meet briefly next week for a few minutes to wrap up.

GG: Okay, I'll do that.

**GG's Reflections on Session 5**

7

Fairly confident of move to "outside world" but still hate to go home.

6

Extra test helped to narrow down job choices.

Dave has given me all the information on the jobs which interest me and those which I am suited. Next step is to finalize the study choice and set up the school and courses.

8

Dave and I agree that I should wait until feeling better and stronger before embarking on this course.

## **APPENDIX D: D.H.'s and G.G.'s Utilization of Recalled Categories**

### **D.H. Reflections on Session 1 used in Session 2**

Strategy applied when Confronting Disability (2) and Frustration of Disability (3). Seems to persevere and proceed through vocational assessment as quickly as possible. Realizes that completing tasks (i.e. vocational assessment) requires additional time and unique solutions (i.e. special pen holder).

### **D.H. Reflections on Session 2 used in Session 3**

Frustration of disability (3). Seems to persevere and proceed through the vocational assessment as quickly as possible. He feels frustrated by time limits of tests because he knows that if he was able-bodied he could do much better.

Confronting disability (2). Using his limited hand function as best as possible. Realizes that he must use unique solutions (i.e. pen holder) to compensate for his limited hand function.

### **D.H. Reflections on Session 3 used in Session 4**

Confronting disability (2). Using the realization of his disability to examine the feasibility of specific occupations and that certain occupations that he was interested in are no longer an option due to his disability.

Return to work (5). Using this possibility to explore courses needed to return to work as an estimator which involves pricing out the costs of construction projects.

Used this idea (working as an estimator) to define short courses in drafting, blueprint reading and CADD which are needed in this field.

Used this idea (working as an estimator) in defining equipment needed (i.e. computer), who would provide a proper prescription (tech aids) and who would provide funding (VRS).

Used this idea (working as an estimator) to focus next session on strategies to make this a reality.

#### **D.H. Reflections on Session 4 used in Session 5**

Return to work (5). Used this idea as a springboard to plan his move back to Powell River, what type of specialized wheelchair would he need to do the job, to continue exploring computer equipment needs, and further refining the courses needed to work as an estimator.

Continues to use the idea of returning to work as a way of focusing in the next session. Further refining plans/strategies to make this a reality.

Results of vocational assessment (6). Relating results of the vocational assessment to his previous work as a welder/pipefitter.

Using past tense (i.e. was) when discussing prior work as a welder/pipefitter as if he is starting to focus on the possibility of working as an estimator. His focus is definitely away from the vocational assessment and onto returning to work as an estimator.

#### **D.H. Reflections on Session 5 used in Session 6**

Return to work (5). Continue to use this concept as a way of focusing discussion on further refining courses which may be available in Powell River, lining up documentation from employer, realization that a computer to learn on (likely for home) is essential, and lining up documentation to justify funding from VRS for specialized wheelchair. Continued clarification in Session 6 on returning to work is the focus.

Results of vocational assessment (6). Used this concept to further focus on working as an estimator, that computers will be a big part of this job, focusing much less on other occupational options. He is definitely losing interest in other occupations and steering the session towards returning to work as an estimator.

**D.H. Reflections on Session 6 used in Session 7**

Return to work (5). Continue to use this idea to explore courses/training needed to become an estimator, computer hardware and software required for estimating. Continues to steer the session in this direction and clarify strategies to make this a reality.

Results of vocational assessment (6). Used to further refine what occupations are still available given his disability. Continues to use vocational assessment to narrow focus on areas related to or close to estimating (i.e. computer operator, building inspector).

**D.H. Reflections on Session 7 used in Session 8**

Return to work (5). Use this to further pull together pieces of information needed to return to work as an estimator. For instance, letter of endorsement from employer, where to obtain correspondence courses, where to attain training in the Lower Mainland, when it's appropriate to start work, and funding for computer hardware and software. Returning to work dominated session 8 in further clarifying working as an estimator.

Results of vocational assessment (6). Used to finalize a short list of occupations. They are all related to being employed as an estimator (i.e. estimator, drafter, architect, and purchasing agent). This category, given he is returning to work for his old employer, assisted in eliminating other, unrelated occupations. Focus was definitely to complete assessment as quickly as possible given that the results were not important now that he will be employed as an estimator.

**D.H. Reflections on Session 3 VRS funding (4) used in Session 6** reiterated the notion that funding was available for specialized equipment (i.e. computers) to allow him to return to work.

Function of this memory (VRS funding) was employed in the larger context of returning to work as an estimator.

**G.G. Reflections on Session 1 used in Session 2**

Strategy applied when reviewing the results of his vocational assessment this vocational assess to help narrow down the number of occupations he might be interested in seeking employment in the future. Considered whether occupations involved driving, a number of years schooling, and employment in an area that he has previously worked in (i.e. in pubs).

**G.G. Reflections on Session 2 used in Session 3**

Results of vocational assessment (6). Continued refining future occupational choices down to a reasonable number. Used vocational assessment to examine his occupational options given his disability and other concerns.

**G.G. Reflections on Session 3 used in Session 4**

Neither Results of vocational assessment (6) nor Confronting disability (2) are reflected in session 4.

**G.G. Reflections on Session 4 used in Session 5**

Loss of wife (7). Using this to explore his lack of interest in his new condominium, and his desire to vacate the house he and his wife lived in. In a more general sense, this memory pervades his thoughts on all issues and his feelings of guilt/remorse in his part of the death of his wife due to the car accident.

**G.G. Reflection on Session 2, Loss of my wife (7) used in Session 4**

Allowed him to speak about how tough it was to visit his mother-in-law without his wife and how his wife's death has affected their children. This memory continues to pervade his thoughts and affects his ability to further clarify his choice of an occupation.

**G.G. Reflection on Session 2, Future priorities (8) used in Session 5 to strategize**

Becoming healthier should be a priority before beginning retraining or a new occupation. This memory allows him further time to deal with the loss of his wife and to, in some sense, make peace with this loss.

**G.G. Reflection on Session 3, Results of vocational assessment (6) used in Session 5**

Continue to narrow down the list of occupations he is interested in. Using concepts of physical stamina, location, public contact to eliminate some of his occupational choices. This strategy continuously refines and clarifies his choices.