

Friday, May 21

8:00am

Governor's Ballroom

Coffee

8:30am-8:00pm Grand Hall

Check-In

The Registration Office in the Grand Hall will be open throughout the Conference.

9:00am-5:00pm

Grand Hall

Posters

Posters will be available for viewing all day. Poster presenters will be available in the presentation area in the Grand Hall during the Refreshment Breaks (10:00-10:30 and 3:00-3:30) to answer questions.

P1. *Shifting Roles: Women in Veterinary Medicine*

Boissonneault, Marie-France

Ontario Veterinary College

University of Guelph

Guelph, ON, Canada

Stone, Elizabeth

Ontario Veterinary College

University of Guelph

Guelph, ON, Canada

Women are now the majority of new veterinary graduates due to complex social shifts that have occurred over the past thirty years. The change in the proportion of women veterinarians has been illustrated in fiction film, and to a lesser extent in the literary memoir. This research examines the gender related discourse regarding veterinary practitioners in fiction films and veterinary authored memoirs. While most of the examined memoirs were more nuanced in their representations of women practitioners, a few of the memoirs made specific reference to the gender shift in veterinary medicine. Some of the earlier memoirs revealed the gender bias toward a preference for male practitioners in the field and the difficulties that many women faced in entering into a largely male dominated profession. The depictions found in the memoirs authored by women veterinarians reveal some of the early obstacles encountered by women entering into the field. The portrayal of women practitioners in fiction film was first observed in 1982. While there was a varied representation of the female veterinary practitioner in films and memoirs, the common thread that ties these representations together is the strength and determination illustrated in the characters in both these media. In this regard, the characters that are portrayed in fiction films often reflect their real life counterparts.

Marie-France Boissonneault, BA, BSc, PhD, is a Post-Doctoral Fellow in the Ontario Veterinary College at the University of Guelph. Her post-doctoral research examines the portrayal of veterinarians in literature and the media. She has a PhD in Communications, Media Arts, and IT as well as a BSc (honours) in Marine Sciences from the University of Newcastle, Australia. She completed her BA in Psychology and Film Studies at the University of Victoria, BC, and Diplomas respectively in Professional Photography and Creative Arts from Dawson College, Montreal. She also has a Diploma in Multimedia Design and IT from the International Academy of Design in Montreal.

P2. Lights, Camera, Action! Veterinary Practitioners on the Silver Screen

Boissonneault, Marie-France
Ontario Veterinary College
University of Guelph
Guelph, ON, Canada

Stone, Elizabeth
Ontario Veterinary College
University of Guelph
Guelph, ON, Canada

The research explores the representation of the veterinarian character as illustrated in popular fiction films. Fifty-one films from the 1930s to 2009 were selected to analyse the explicit messages about the veterinarian that the directors attempt to convey to their viewers. The veterinarian persona in each film was assessed according to gender, film genre (i.e., horror, western, drama, comedy, action, musical, and family), the veterinarian's professional concentration (i.e., large animal, companion animal, and zoo/wildlife), the role of the veterinarian in the film and the characters' overall representation (positive/negative). Through the examination of popular portrayals of veterinarians in fiction film, it is possible to observe the perceived societal value of the veterinarian practitioner. The representations of veterinary practitioners in fiction film displayed a range of qualities, yet the general conclusion was that veterinary practitioners in fiction film represent a group of professionals that are respected in society for their gentle and considerate qualities.

Marie-France Boissonneault, BA, BSc, PhD, is a Post-Doctoral Fellow in the Ontario Veterinary College at the University of Guelph. Her post-doctoral research examines the portrayal of veterinarians in literature and the media. She has a PhD in Communications, Media Arts, and IT as well as a BSc (honours) in Marine Sciences from the University of Newcastle, Australia. She completed her BA in Psychology and Film Studies at the University of Victoria, BC, and Diplomas respectively in Professional Photography and Creative Arts from Dawson College, Montreal. She also has a Diploma in Multimedia Design and IT from the International Academy of Design in Montreal.

P3. The Transforming Semantics of Corporal Punishment in a Reform Context: The Case Study of Taiwanese Teachers

Chung, Wen-Ting
Brem, Sarah

Division of Advanced Studies of Learning,
Technology and Psychology in Education
Fulton Institute
&
Graduate School of Education
Arizona State University
Tempe, AZ, USA

Corporal punishment has been widely used by teachers in Taiwan schools for decades. In some cases, these practices led to students' serious physical injury, mental distress or even death. Despite a ban on corporal punishment passed in 2006, the practice rate remains high. There has been a debate on the definition of corporal punishment between reformers and teachers. Through interviews with eight teachers, the narratives of teachers reveal how they have developed their own definition of corporal punishment and interpretation of the prohibition policy under the trend of the anti-corporal punishment, in order to deal with student issues as well as not to violate the law. An analysis of public discourses by teachers and teacher associations also showed a changing semantics of corporal punishment since the anti-corporal punishment movements was initiated in 1990s in Taiwan. The findings of this study provide some insights into teachers' decisions regarding their use of corporal punishment in face of the reform policy. Without understanding how necessary and effective teachers perceived corporal punishment was in their daily instructions as well as how teachers develop their own meanings, it might be difficult to provide adequate support to promote change.

Wen-Ting Chung is pursuing her doctorate in Educational Psychology at Arizona State University. She earned her B.S. degree in Communication Engineering from National Chiao Tung University and the national secondary teacher certificate in Taiwan. She worked as a policy analyst in a non-profit education reform organization in Taiwan for five years. She had taught as a teaching assistant for an undergraduate human development course for three years. Her research interests include education reform, education policy, and teacher learning. Her current research projects mainly focus on how Taiwanese teachers interpret the educational policy concerning a ban on corporal punishment enacted in 2007.

Sarah K. Brem, PhD, is an Associate Professor in the College of Education at Arizona State University. A cognitive scientist, her research focuses on public use and understanding of scientific and technical information. She is the author of a number of journal articles, book chapters, and technical reports, and the recipient of a National Science Foundation Early Career Award.

P4. Athletes' Narratives of Positive and Negative Coaching Behaviours in Sport

*Culver, Diane M.
Winchester, Geoffrey
Glynn, Brittany*

School of Human Kinetics
University of Ottawa
Ottawa, ON, Canada

Sport has been identified as one of the most popular organized leisure activities in which youth participate. Leadership, sportsmanship, positive self-esteem and teamwork are some of the qualities that youth develop while engaged in sport. However, negative experiences in sport continue to be experienced by youth. Research has identified the coach as possessing the greatest ability to influence the experiences children have in sport. Leading by example, treating everyone equally, and creating good relationships were characteristics of the great coaches. Adolescents' negative experiences in organized youth activities are linked to unknowledgeable leaders and those who tried to be more of a friend than a leader. Using the responses of university students in a coaching class to the question "Describe a good and/or bad coaching experience you lived when you were an athlete", the narratives presented help us gain insight into coaching behaviours by offering genuine idiosyncratic feelings, insights, and other qualitative characteristics in the voices of the athletes. Positive experiences were created by coaches who rewarded effort and used creativity to build confidence. Negative experiences resulting in confidence depletion were elicited by negative feedback, belittling, and generating fear of failure. Lack of organisation and knowledge also resulted in negative experiences.

Diane Culver. An assistant professor in the School of Human Kinetics at the University of Ottawa, Diane obtained her Ph.D. in Education in 2004. She was a senior coaching consultant for the Coaching Association of Canada before becoming a professor in July 2007. Her research interests are (1) coaching and coach education, (2) informal learning and changing everyday practices, and (3) qualitative research methods. Previously Diane has coached the Canadian Alpine and the New Zealand Olympic Ski Teams. She consults with athletes, coaches, and organisations.

P5. Narrative Study of Resilience Among Seniors

Marlett, Nancy
Community Rehabilitation and Disability Studies
University of Calgary
Calgary, AB, Canada

This paper will explore a research project that used narrative methods to enable seniors to interview other seniors about resilience. The method used is outlined in the following submission, and it published in *Grey Matters: Collaborative Research with Seniors* (Marlett and Emes, 2009). The results support resilience as a social construct created and maintained within age cohorts, cultures, gender and affiliation groups. Some of the common scripts identified challenges such as shared calamities: wars / natural disasters; loss of economic and social status; pain and loss. A theoretical model of scripts of resilience will be presented. The link between the method and the results will be discussed using other methods that produced other views of resilience. Funding provided by CIHR - IA.

Nancy Marlett, PhD, is a member of an interdisciplinary program, Community Rehabilitation and Disability Studies at the Faculty of Medicine, University of Calgary. The program is non-medical in nature, but prepares students at undergraduate and graduate levels to work in community capacity building, development and consumer driven supports. She has been most interested in consumers as teachers, researchers, service providers and academics. She has worked with many disenfranchised groups, most recently, seniors, mental health and addictions, aboriginal communities and primary care. Her publishing and research focus on narrative as a tool in education, therapy and community development, in Canada, Russia, the USA and Japan.

Friday, May 21

P6. Teaching Narrative Analysis of Autobiographies to Undergraduate and Graduate Students

Marlett, Nancy

Community Rehabilitation and Disability Studies
University of Calgary
Calgary, AB, Canada

Narrative as theory, research and practice have been the capstone of undergraduate courses in social construction and interdisciplinarity. The course is a collaborative inquiry course where students work in groups and conduct individual inquiries. Over 10 years, various theoretical and practical frameworks have been created and studied to produce a unique experience for students learning how to analyze, use and create narratives. The major contributions are the use of root scripts and a theory of scripts of recovery that has been used both within classrooms and within narrative therapy, community development, self help groups, research and health promotions.

Nancy Marlett, PhD, is a member of an interdisciplinary program, Community Rehabilitation and Disability Studies at the Faculty of Medicine, University of Calgary. The program is non-medical in nature, but prepares students at undergraduate and graduate levels to work in community capacity building, development and consumer driven supports. She has been most interested in consumers as teachers, researchers, service providers and academics. She has worked with many disenfranchised groups, most recently, seniors, mental health and addictions, aboriginal communities and primary care. Her publishing and research focus on narrative as a tool in education, therapy and community development, in Canada, Russia, the USA and Japan.

P7. Another Bloody Narrative?

Researching Stories of Menstruation in Teaching and Learning

Watt, Jennifer

Faculty of Education

University of Manitoba

Winnipeg, MB, Canada

I am a teacher, a learner, and a woman, yet I did not tell, hear, or interpret any stories of menstruation during my formal undergraduate and graduate teacher education. Menstruation was a regular and embodied experience when I was a secondary student and teacher, but it remained silent and untold at an institutional level. The realization of this silence has prompted me to explore who decides what, how, and why experiences get told in our education systems. School settings are social institutions where men and women, boys and girls interact during menstruation and where they explicitly and implicitly learn what menstruation is biologically and what it means personally, socially, and culturally. As a first-year PhD student, my inquiry is in beginning stages. I am actively seeking and reflecting upon the best way to structure a narrative inquiry research project that supports the participant-learners who choose to be involved. I aim to design a project that moves beyond the personal to explore what we can learn from narrative as a way of knowing about women's embodied experiences in educational contexts and to interrogate the socio-cultural and socio-political conditions and ideologies that lead to these told and untold stories. Another aim is to support teacher-participants as we explore our personal narratives about menstruation and together critically reflect upon, make meaning, and take action from our own and others' stories. A final aim of this project is to explore and model transformative learning theory and practice by critically reflecting upon the process of my research. This poster would allow me to bring my beginning research story to an interdisciplinary community of narrative researchers who may be willing to share their insights and reflections upon what needs to be considered in a narrative inquiry doctoral study.

Jennifer Watt is in the first year of her doctoral studies at the University of Manitoba. She is part of the "Education for Transformative Teaching, Learning, and Leadership" cohort.

P8. Development and Initial Factor Structure of the Narrative Insight Questionnaire (NIQ)

Webster, Jeffrey Dean
Psychology Department
Langara College
Vancouver, BC, Canada

This paper reports on the development and initial factor structure of a new instrument to measure narrative insight, the working definition of which is: *the conscious understanding that lifestories are constructed schema which reciprocally interact with sociocultural agents beyond ourselves, and which can facilitate self-understanding, personal coherence, the pursuit of meaning, social integration, and the identification of goals*. An ethnically diverse sample consisting of 67 men and 72 women completed a 39-item prototype instrument in which participants responded on a 6-point Likert type scale, where 1 = *strongly disagree* and 6 = *strongly agree*. A Principal Components Analyses (PCA) produced a 10-item, 3 factor scale which explained 54.15% of the overall variance. Questionnaire items all loaded $>.50$ on their respective scales. Factor 1 (Social) consisted of 4 items, including, "There are broader cultural scripts which guide my own personal lifestory"; Factor 2 (Self-Insight) consisted of 3 items, including, "Reading my own autobiography can often be a source of self-understanding"; Factor 3 (Thematic Complexity) consisted of 3 items, including, "I can identify powerful themes throughout my life narrative". The NIQ total score was normally distributed and had good reliability (i.e., Cronbach's Alpha = .703). As such, the NIQ has promising initial psychometric properties. Future research will examine discriminant and construct validity.

Jeffrey Dean Webster, MEd, has been teaching in the Psychology Department of Langara College since 1987 where he focuses on lifespan development. His primary research interests include reminiscence functions in autobiographical memory, wisdom measurement and development, and time perspective. He is the co-editor of two books on reminiscence and recently won the *Robert Butler and Myrna Lewis Exemplary Research Award* for reminiscence and life review for 2009. He has authored/presented over 60 papers at local, national, and international gerontology conferences, and will be the Visiting Chair in Gerontology at St. Thomas University for 2012.

Friday, May 21

8:30-10:00am
Papers and Panels

Session 11 8:30-10:00am
Victoria
Papers
Health, Recovery, Resilience, and Well-Being

11.1. *The Patient Voice:*
Appreciative Inquiry into Stories 14 Participants Tell about Living Well with Diabetes

Burgess, Jean
Atlantic Regional Training Centre
Health Services Research
University of New Brunswick
Fredericton, NB, Canada

In this paper the presenter will offer examples from interviews with adult participants with diabetes, to demonstrate the narrative complexity of the ways in which they construct their stories of successfully managing and living well with diabetes. Appreciative Inquiry is the methodology used in gathering the data. Appreciative Inquiry has been described as social construction in action (Reed, 2007, vii). Social constructionism orients the analytic focus on narrative examples of interaction/ relationship and context as formative to participants' narrative experience. Thematic analysis (Braun & Clark, 2006) is the analytic tool used in examining the positive stories elicited through Appreciative Inquiry (A. I.) Participants' narratives support the principles and assumptions of A. I. These include the ideas that in every situation something works, what we focus on becomes our reality, and the language we use creates our reality. Participants' stories show the power of seeing the glass half full.

Jean Burgess is a Masters of Applied Health Services Research candidate at the Atlantic Regional Training Centre at the University of New Brunswick. She is also a founding member of the Taymouth Community Association in Taymouth, NB, dedicated to community health and wellbeing.

11.2. *The Power of Narrative to Transmit Culture and Support Resiliency*

Brockhoff-Macdonald, Bettina
Human Studies Program
Laurentian University
Sudbury, ON, Canada

This paper is a theoretical discussion of how culture can be constructed and transmitted to young people via narratives in children's literature, fostering the development of protective factors and aiding in the building of resiliency strategies in children. The findings presented in this paper are the results of an extensive literature review just completed for my thesis topic. The paper first examines how the research literature defines the term "narrative" and its functions. It then details how "culture" is defined and can be viewed to be constituted and transmitted via "narrative." These observations are then used to show how constructed and transmitted culture can be said to affect the development of the young human reader within the framework of representing a perceived protective factor, leading to the creation of a pathway supporting resiliency.

Bettina Brockhoff-Macdonald holds a BA (Hon) in Comparative Literature, French & German and an MA in German from McMaster University. She is currently a part-time student in the PhD program in Human Studies at Laurentian University and her thesis research involves the transmission of culture via narrative structures in translated children's literature and its effects on human development.

11.3. *The Contribution of Narrative in Mixed-Methods Health Research*

Moorlag, Elin
Janzen, Rich
Centre for Community Based Research
Waterloo, ON, Canada

Maiter, Sarah
School of Social Work
York University
Toronto, ON, Canada

This presentation is focused on the narrative analysis of data collected from a 5-year interdisciplinary research collaborative titled “Taking Culture Seriously in Community Mental Health,” a Community University Research Alliance (CURA) completed in Ontario, Canada . Its purpose is to explore, develop, pilot and evaluate how best to provide mental health supports that are effective within multicultural Canada. The partnership involves over 40 community-based service providers, cultural-linguistic community members and academics in Waterloo and Toronto . In order to highlight the case study method as a unique component of a mixed-methods participatory action research (PAR) project, the presentation will concentrate on the importance, need and benefit of the narrative turn in health research which is so often dominated by quantitative research projects focused on results. Case studies will be presented as individual illustrations which reflect the larger themes coming from the communities through other methods of data collection. Emphasis will be on the use of narrative within mental health research as bringing to life issues with a sense of urgency difficult to achieve with other methods, particularly when the research is social change/social action oriented.

Elin Moorlag is a PhD candidate in the Department of Sociology at the University of Waterloo and a Senior Researcher at the Centre for Community Based Research. Elin’s research interests include the sociology of community, policy analysis, Canadian multiculturalism, immigrant integration and settlement, mental health and diversity, and community-based and participatory action research. As a mixed-methods sociologist, Elin has expertise in the application of both qualitative and quantitative methods within collaborative, interdisciplinary research projects and program evaluations.

Rich Janzen is a PhD candidate in the Department of Community Psychology at Wilfrid Laurier University and Research Director at the Centre for Community Based Research (CCBR). Rich sees research as a tool for social innovation and change--to find new ways of bringing people who are on the edge of society to live within community as full and equal members. Rich has an academic background in community psychology and religious studies. He has been involved in 70-plus participatory action research projects of various sizes and scope, many focused on issues of cultural diversity or mental health.

Sarah Maiter, PhD, is in the School of Social Work at York University. Dr. Maiter has extensive practice experience in child and family welfare (both child protection and children's mental health services). Her teaching and research interests include: anti-racist and social justice approaches to social work; race, culture, and ethnicity and child welfare policy and practice; client centered practice in child welfare; including the voices of diverse populations into social work theory, research and practice; and developing prevention and social support programs for diverse populations and for immigrants and refugees.

Session 12 8:30-10:00am

Hampstead

Papers

Identities/Selves

12.1. *Taking One's Leave: A Narrative Analysis of Social Group Disengagement and Associated Identity Implications*

de Boer, Catherine

School of Social Work

Memorial University

St. John's, NL, Canada

Individuals who experience momentous shifts in self-understanding due to disengagement from a social group (for example, a religious, cultural, professional, gender or sexual orientation group) can create and/or reclaim their identity through the telling of their stories. This presentation will highlight findings of a research project wherein sixteen individuals told stories of their disengagement from social groups that had once been central to their self-understandings. The study proceeded from the distinction made by social psychologists between *personal identity*, self-definitions derived from an understanding of one's self as unique, and *social identity*, self-definitions derived from an understanding of one's self as a member of social groups. Findings suggest disengagement is the product of mounting feelings of incongruence between one's personal and social identities, ultimately culminating in the privileging of personal over social identity. The results speak to the indomitable nature of the self to develop and the painful and destructive ramifications that occur when individuals live with high levels of incongruence between their personal and social identities. Individuals achieved identity coherence by telling stories using one of three literary structures: 1) the Bildungsroman, 2) the conversion narrative, and 3) the "you've-got-to-get-in-to-get-out" story. The presentation will include a discussion of how disengagement stories contribute to the field of identity research.

Dr. Catherine de Boer has a BSW from King's College at the University of Western Ontario, a Master of Arts from the University of Toronto and a Master of Theological Studies, a Master of Social Work, and a PhD in Social Work from Wilfrid Laurier University. Her primary research interests are in the areas of identity development and transformation and narrative studies. Dr. de Boer is currently researching forced identity transitions, such as those predicated by unemployment, injury, and illness, and the ways in which a "good ending" is storied and achieved.

12.2. Creativity, Clarity and Healing: Investigation into Two Personal Narrative Journeys

Li, Kwai-Yun

Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education
University of Toronto
Toronto, ON, Canada

Segal, Natalia

Creative Writing Program
University of Guelph
Guelph, ON, Canada

We will investigate, present and perform personal narratives about healing and passage of knowledge through two parallel narratives. As two emerging writing scholars and graduate students from different cultural, socio-economic and academic backgrounds, we write complex stories where personal and professional meanings converge, diverge and intersect at different points in our narrative journeys. We will present two distinct yet complimentary narratives: one written through a story-as-healing perspective and the other through a passage of cultural knowledge perspective. By contrasting these two narratives, we will reveal parallels between narrative formation and clarity into personal identity formation through creativity. Set against new explorations of expressive writing pedagogy and performance theory, these narratives create new meanings and broad spaces for working through trauma, cross-cultural barriers and creative blocks in classrooms, communities, and workplaces. We will invite participants to create, discuss and share their own stories and how they connect these to their personal growth, healing and cross-cultural interactions, how they bridge barriers between self and other through creativity, and how through narrative creation, they connect to themselves. These explorations will allow participants to consider creative narrative as a tool for cross-cultural communications as well as personal healing and re-examination.

Kwai-Yun Li. Born and brought up in Calcutta, India, Kwai received a writing grant from the Canada Council for the Arts and published two books and a number of short stories on the Chinese community in Calcutta. Both books are used as texts by University of Toronto, York and Jadavpur University. Kwai received SSHRC grant in 2007 and currently works on her MA thesis. She also teaches a writing class for disability benefit recipients.

Natalia Segal has authored two creative non-fiction narrative novels, written and performed over 20 creative non-fiction narratives for CKLN Radio and co-edited a number of creative as well as academic narrative novels and works. Currently, Natalia attends graduate studies in Creative Writing at Guelph University, works with homeless men at Seaton House Shelter and raises two strong-minded daughters at her co-op apartment in Riverdale, Toronto. Natalia's interests lie primarily in emotional healing and re-examinations of self through creative narrative journeys.

Friday, May 21

Session 13 8:30-10:00am

Aberdeen

Papers

Children/Youth

13.1. *Sturm Und Drang? Engaging the Experience of Adolescence through Narrative*

Bell, Katherine

Contemporary Studies and English Literature

Wilfrid Laurier University

Brantford, ON, Canada

When we are thinking about adolescence--regardless of if 'we' are sociologists, educators, psychologists or policy-makers--how can we do so in a way that is meaningful, but also accounts for the singularity of adolescent experience? How might we mine the richness of what it means for young people to 'come of age' -- or to fall short of what this term expects of them? This paper is written, in part, as a reflection on an interdisciplinary course I have recently taught on Adolescence. In this course, three texts proved to offer very unique modes of expression in relation to adolescent experience: *Skim*, a graphic novel for young adults written by Mariko and Jillian Tamaki, *The Lives of Girls and Women*, a series of short stories by Alice Munro, and the critically acclaimed television series *Freaks and Geeks*. I explore how these texts troubled and expanded contemporary constructs of adolescent identity and provided important counter-narratives to more traditional disciplinary approaches to the study of adolescence. I ground this exploration in a theoretical conversation about narrative ethics, which engages with the work of Paul Ricoeur and Adam Newton.

Katherine Bell is a recent graduate of the interdisciplinary doctoral program, Language, Culture and Teaching, at York University. Her dissertation examined representations of childhood in European and Canadian Coming-of-Age narratives. She now teaches English Literature and Contemporary Studies at the Brantford Campus of Wilfrid Laurier University.

13.2. Lives Matter: A Narrative Inquiry into the Experiences of Early School Leavers

Lessard, Sean
Faculty of Education
University of Alberta
Edmonton, AB, Canada

Clandinin, D. Jean
Faculty of Education
University of Alberta
Edmonton, AB, Canada

Caine, Vera
Faculty of Nursing
University of Alberta
Edmonton, AB, Canada

Steeves, Pam
Faculty of Education
University of Alberta
Edmonton, AB, Canada

Li, Yi
Department of Curriculum,
Teaching and Learning
University of Manitoba
Winnipeg, MB, Canada

There's always the people who have the perfect lives, the perfect parents. And they rocket directly to the top. School is built for them. And it just doesn't work out well for anyone that's not in a perfect situation. (Kevlar in conversation with Steeves, in progress)

This narrative inquiry emerged from an increasing concern about the experiences of youth who leave school early. Early school leaving is one of the most complex, perennial and protracted social and educational problems, and one of the least understood from the perspective of youth themselves. We were interested in the life experiences of youth across time and place, rather than the singular event of school leaving. We engaged in a series of conversations with youth, who were between the ages of 18 to 21 and who had been out of school for about a year, in four geographic locations in Alberta, Canada. In our presentation we will draw from some of the narrative accounts, which were negotiated with each of the youth and will highlight the following key points: The youth did not self-identity as school drop outs, but saw themselves as not in school for now. Each youth's life story was unique and did not fit into a pattern of behavior that might be acknowledged through specific identified factors. The lives of youth are complex and the youth in our study were attempting to find ways to compose their lives, school being only one thread of many in their lives.

Sean Lessard is a second year Masters student in the Department of Educational Psychology, Faculty of Education at the University of Alberta. He is also a consultant for the Edmonton Public School Board in Aboriginal Education. Currently he is working under the guidance of Dr. D. Jean Clandinin specifically researching the stories of early school leavers using narrative inquiry. Sean is a member of Montreal Lake Cree Nation in the treaty six territory and works in collaboration with various organizations on initiatives related to the policy and the retention of aboriginal students within the current school system.

D. Jean Clandinin is Professor and Director of the Centre for Research for Teacher Education and Development in the Faculty of Education at the University of Alberta. She is the author of many books, book chapters and articles. Her most recent book is the Handbook of Narrative Inquiry: Mapping a methodology, published in 2007 by Sage. She is also the co-author of Composing Diverse Identities: The interwoven lives of children and teachers. She is winner of a number of awards and honors including AERA's Early Career Award, Division B's Lifetime Achievement Award and the Canadian Educational Association Whitworth Award.

Friday, May 21

Vera Caine, RN, PhD is Assistant Professor in the Faculty of Nursing at the University of Alberta and Affiliate Member of the Centre for Research for Teacher Education and Development and a Member Scholar of the International Institute for Qualitative Research. Her research interests center on theoretical issues in narrative inquiry, visual methodologies and relational ethics. During the past twelve years Vera has worked alongside Aboriginal communities in Northern Canada, as well as urban Aboriginal women living with HIV/AIDS and their families, and most recently alongside youth who leave school early.

Pam Steeves, MEd, PhD, was the Horowitz Scholar in Teacher Education at the University of Alberta 2000-2003. She currently continues her association with the Centre for Research for Teacher Education and Development as Assistant Adjunct Professor. Pam's interests evolve from personal and professional inquiries around the relational nature of identity making in transition . She is co-author of the book, *Composing Diverse Identities: Narrative Inquiries into the Interwoven Lives of Children and Teachers*. Presently she is a co-researcher in a narrative inquiry with early school leavers.

Yi Li is an Assistant Professor at the Department of Curriculum, Teaching and Learning, University of Manitoba. She holds a PhD in second language education from the Department of Secondary Education, University of Alberta. She was the 2004-2006 Myer Horowitz Teacher Education Research Scholar at the Centre for Research for Teacher Education and Development and a Postdoctoral Fellow in Hope Research at the Faculty of Education, University of Alberta and the Hope Foundation of Alberta (2006-2008). Her research and teaching interests include teaching English as an additional language, narrative inquiry, teacher education and development, international education, and hope.

Session 14 8:30-10:00am

Carleton

Papers

Narrative & Theory

14.1. *What Kind of Narrative Is This? Alternative Approaches to Traditional Notions of a “Good Story”*

Novak, Margo

Faculty of Education

York University

Toronto, ON, Canada

“Let me tell you a story.” These six little words have entranced, captivated, enthralled and excited people from all walks of life, all ages, in all places and times. What makes stories intelligible and recognizable to others are certain elements of what “good” stories “should” look like. But what about personal narratives? Individual experiences may not correlate to the normative concept of “a good story”. Where and how do such stories fit in? As Emmanuel Levinas (2001) theorized, a person’s first encounter with “the other” is a responsibility for the other, a love for them and their uniqueness. Guided by this theory, when “the other” tells us a story, how can we be responsive without reducing or relating their story to self? This paper will examine what conventional stories look like, inspect how this structure can actually exclude an individual’s ability or preference for self-expression, and investigate alternative structures of personal narrative using the method of digital storytelling.

Margo Novak is a 2nd year Ph.D. student in the Faculty of Education at York University in Toronto, Ontario. Her research interests include narrative, storytelling, digital media, ethical philosophy, post-secondary education and mature students. Currently she is completing her coursework and preparing for her dissertation proposal which will investigate mature student narratives at post-secondary institutions in Ontario. She also volunteers at the Centre for Digital Storytelling in Toronto at the Centre for Community Learning and Development.

14.2. “We are the confabulating species”: Brain Fiction from a Literary Perspective

Paoli, Marie-Lise
Department of English
University of Bordeaux
Bordeaux, France

To confabulate: “To fabricate imaginary experiences as compensation for loss of memory” (*OED*). Recent neuroscientific research on “brain fiction” qualifies this definition by stressing the non-pathological nature of the tendency to confabulate, which is to be found in people who are not neurological patients, and which may be deeply revealing about the structure of the human mind. What may account for this penchant for storytelling? This paper will address the question from the literary perspective of Canadian-born author Nancy Huston, who argues that to be human is to have a story and to tell stories: “we are the confabulating species,” she declares as a concluding remark to the first chapter of *The Tale-Teller: A Short Study of Humankind* (McArthur, 2008) – the original French title of which is *L’Espèce fabulatrice*. In her essay she draws our attention to the fictions we keep inventing and unconsciously identify with: “For us humans, ever since we started living in time, there is no such thing as real-reality; always and only fictional-reality.” Do our involuntary fictions parallel the voluntary fictions we call novels? Huston’s study will be read as an invitation to compare and contrast those two categories of fictional construction.

Marie-Lise Paoli, PhD, is Associate Professor at the University of Bordeaux (Université Michel de Montaigne) where she teaches English Literature and Canadian Studies. She was educated at the Ecole Normale Supérieure in Paris and at the Sorbonne. She is the director of the research centre on women’s creativity of the University of Bordeaux (ERCIF - Equipe de Recherche Creativite et Imaginaire des Femmes) and is currently editing two volumes on gender issues: *Etrange, étranger, étrangeté* and *Violence, femmes et identité : dits et non-dits* to be published at the Presses Universitaires de Bordeaux. Her research interests are intertextualities and intermediality, with a multidisciplinary approach of creativity, narrative and the imaginary. She has published numerous articles on the interrelations between literature and music and is working on myths, archetexts and the feminine in the writings of several Canadian authors, such as Margaret Atwood (on whom she gave a paper at *Narrative Matters 2008*) and Nancy Huston.

Friday, May 21

Session 15 8:30-10:00am

Grand Ballroom B

Panel

**Telling Secrets, Telling Lies, Telling Truths, Telling Stories:
Ethical Challenges in Critical Feminist Narrative Research**

In this symposium, panelists explore ethical dilemmas emergent in research relationships guided by feminist, critical race, and post-colonial theories and methodologies. For researchers concerned with compiling critical narratives with the potential of improving people's lives, issues of self-reflectivity become particularly complicated due to the sensitivity of subject matter they explore as well as the influence of their subjectivities in research processes. When making meanings with, by and for participants, researchers must work in ways that are consciously respectful of difference. How is that work accomplished? Can critical researchers cultivate ethical relationships that incorporate our subjectivities yet refrain from centering our experiences or irresponsibly interpreting those of participants? How can critical reflections on our own subjectivities carefully and cautiously be employed to enrich the analysis and further feminist critical concerns? Each presenter will explore implications of these questions in relationship to their research projects.

15.1. *But Am I An Indian? Critical Auto-Ethnography And Possibilities for Reconciliation*

Dion, Susan D.

Faculty of Education

York University

Toronto, ON, Canada

Few Canadians are aware of the policy of forced assimilation and the extent to which that policy impacted (and continues to impact) the lived experiences of Aboriginal people. Audrey Dion was born on the reserve at Moravian Town, she lived there until her father joined the army and the family lost status and the right to live in their community. Drawing on conversations with my mother and the stories she tells, I use critical auto-ethnography as method and retell her/our stories. While grounding our experiences in the broader social-political context, allows us to explore the legacy of colonialism and its impact on our relationship it is not without ethical dilemmas. How do I tell my mother's stories that are inextricably entwined with my own? By what right do I tell? What is at stake for whom and how do telling and hearing contribute to healing?

Dr. Susan D. Dion is an Aboriginal scholar (Potawatami /Lenape) who has been working in the field of education for over twenty-five years. She is an Associate Professor in the Faculty of Education at York University in Toronto.

Friday, May 21

15.2. *The Elephant in the Room: Ethical Challenges of Body Secrets in Embodiment Research*

Rice, Carla
Women's Studies
Trent University
Peterborough, ON, Canada

Feminist methodology as it has developed over the past 30 years offers a critical response to conventional research seen to carry risks for exploitation of participants. Although feminists have envisioned more self-conscious and accountable ways of doing research, many acknowledge the potential for abuse inherent in representing other/ed women's lives. In this talk, I consider the ethical challenges posed by my body secrets in a research project exploring women's narratives of embodiment. Through screening a digital story I made on researcher reflexivity called the elephant in the room, I take up ethical dilemmas of embodied reflectivity, including concealing my body secrets and of using my experiences to connect with those of other women.

Dr. Carla Rice is Associate Professor in Women's Studies at Trent University, Canada, where she lectures in culture, health, and and psychology. A leader in the field of body image within Canada, she is a founding member or former director of innovative initiatives such as the National Eating Disorder Information Centre and the Body Image Project at Women's College Hospital in Toronto. Her research explores narratives of body and identity across the life-span.

15.3. From Your Body to Mine, and Back Again: *Methodological Consideration of Dynamic Relations Between Researcher and Participants*

Claire Carter
Women's Studies
York University
Toronto, ON, Canada

This paper queries some of the methodological complexities of doing work on the body, with respect to the physicality of interview dynamics and emotional investment in interpretation. Doing interviews with 14 diversely identified women led me to critically think about the role of disclosure, assumptions about my positionality, and the effect of emotional processing on academic progress. Feminist scholars have stated the importance of situating oneself within one's research in order to address power relations. Marshall argues that, "when we try to name our bodily experiences, we are always involved in dialogue. So when researchers try to describe women's experiences...we need to ask who else is there – literally or in imagination" (Marshall 262). My body was physically present within the interviews, but to what extent should my body history be made present as well? My reflection on disclosure also came from the interview dynamics and assumptions that were made about my body by some of the women. My knowledge of the body, and of women's body practices, was read through and against my body. My engagement with the women's stories led to moments of deep connection. I have had to revise my research 'progress' to account for time to process and re-heal from my own body struggles; how can you plan or account for this 'unscholarly' time? And how has this personal connection been a part of the interpretation of the interviews? The process of listening to and interpreting women's body stories has inevitably led to a re-telling of my own. It has also brought to the forefront that a clearer and more honest understanding of my body was critical for my ability to 'hear' the women's stories.

Claire Carter is a PhD Candidate in Women's Studies at York University. Her research interests involve feminist, sociological and poststructuralist theories of the body and subjectivity, and the everyday negotiation and embodiment of social identities through body practices.

Session 16 8:30-10:00am

Grand Ballroom C

Papers

Politics/Ideology

16.1. *On the Relation Between Individual Stories and Societal Stories*

Marks, Stephan

University of Education

Freiburg, Germany

Individual stories may be seen as a way for an individual to make sense of his or her life – societal stories as a way of a society to make sense of its history and presence. However, both stories are not always parallel. Two examples may illustrate how crucial the interplay between individuals and larger stories may be: In 1945 and the following years, German veterans returned from WW2 respectively from prison camp into a defeated and destroyed country. However, they were not accused as killers, not yet. They were shielded by the larger stories, public opinion: Holocaust and German war-crimes were silenced for decades. Guilt was projected on Adolf Hitler and a small number of Nazi-leaders. Respectively, during the later decades, veterans were shielded as public opinion focussed on facts and on commemoration.

Different from that, when US-veterans returned from Vietnam, public opinion in the US had shifted. Congruence between individual's stories and the larger story had gotten lost. Veterans were left alone with their shame and guilt about the crimes they had been part of. In the following years more Vietnam-veterans lost their lives through suicide than had actually been killed in combat.

Stephan Marks, PhD, teaches at the University of Education in Freiburg, Germany. His dissertation at the University of Giessen was on Carl Jung and images of the enemy in political propaganda. He is Founder and Director of the research project, *Geschichte und Erinnerung* (History and Memory), dedicated to research, education, and teaching on the subjects of National Socialism, the Holocaust, and human rights. Author of numerous scholarly articles and well received books, including *Why Did They Follow Hitler? The Psychology of National Socialism* and *Shame: The Taboo Emotion* (in German, Patmos Press), he is integrally involved in peace-making, nonviolence, and reconciliation in various contexts and countries, including Germany, the US, and Guatemala.

16.2. Caught in the “Semantic Cage”: The Influences of Narrative Patterns on the Political Culture in Weimar Germany

Lange, Carolin
Department of History
Ruhr University
Bochum, Germany

I shall argue that the first German democracy (1918-1933) failed for the yet not enough acknowledged reason of hidden narrative patterns: the republican milieu favoured in the most striking way a concept of leadership which depended on the aesthetic narratives of the “genius” being popular since the midst of the 18th century and embodied in some of the most esteemed writers just like Goethe. Politicians thought worthy of being a capable “Führer” [leader] were described in terms which dated back to that original aesthetic concept. Based on semantic patterns, which favoured irrational as well as a most creative, instinctive acting, and despising rules, the interpretation of politics in newspapers or speeches reached an unrealistic level and produced an optimism towards the future development of society which could never be satisfied by whomsoever. If the speaking of politics had its roots in the narrative of the original literature movement of the “Storm and Stress,” then a politician had to be a genius--or would not be accepted as leader. When those high expectations had not, quite naturally, been fulfilled, the valid narrative patterns made it easy for non-republican powers to tie in with, unhindered by any form of parliamentary barriers. In Weimar-Germany, narratives certainly worked.

Carolin Lange began with the study of Ancient and Contemporary History as well as German Literature at the Friedrich-Alexander University Erlangen-Nürnberg (Bavaria). She spent the winter term 2003/04 in the French-speaking part of Switzerland at the University Fribourg. After her exams, she moved to the Ruhr-University in Bochum where she has been working on her PhD. in history. Her dissertation deals with the construct of a republican concept of leadership during the Weimar Republic. Since 2002, she has been a scholar of the Friedrich-Ebert-Foundation.

Session 17 8:30-10:00am

Grand Ballroom D

Papers

Older Adults/Aging

17.1. What Care Looks Like: The Role of Photovoice in Storying Human Experience

Cole, Ardra
McIntyre, Maura

Ontario Institute for Studies in Education
University of Toronto
Toronto, ON, Canada

In our research about caregiving and Alzheimer's disease we employ a community-based, arts-informed methodology that involves diverse data collection methods and representational forms. In one segment of our research we asked family members in diverse circumstances and care relationships with a loved one with Alzheimer's disease to show us in pictures and words what care looks like. Some took photographs with a disposable camera; others invited us into their homes and care spaces and allowed us to take pictures; some accompanied images with captions and stories; others allowed the pictures to speak for themselves. In all we gathered images and stories from 45 people in cities, towns, and rural contexts across Canada who were caring for their loved ones at home or in care facilities. The analysis of the data led to a large-scale two part representation comprised of photographic collages and text-based fabric banners entitled *What Care Looks Like*. In our presentation we will display *What Care Looks Like* to engage discussion about the issues, challenges and rewards associated with using photographs to story human experience. We will detail the strategies we employed for data collection and interpretation using photovoice (Wang, 1999), and explore the ways that this methodology broadens the scope of narrative inquiry by providing knowledge translation opportunities to diverse audiences.

Dr. Ardra L. Cole is a Professor and Co-director of the Centre for Arts-Informed Research (CAIR) in the Department of Adult Education and Counselling Psychology, Ontario Institute for Studies in Education, University of Toronto. She has published extensively in conventional and non-conventional academic prose and in alternative, scholarly, non-print media throughout her career as a teacher educator and qualitative research methodologist. She is co-editor of The Arts-informed Inquiry Series which includes: *The Art of Writing Inquiry* (2001); *Provoked by Art* (2004); *The Art of Visual Inquiry* (2007); and *Creating Scholartistry* (2008) (Backalong Books and CAIR). Her most recent book is *Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues* (2008) published by Sage. Ardra's ongoing research (with Maura McIntyre) on care and caregiving and Alzheimer's disease involves multi-media installation and performance (www.oise.utoronto.ca/research/mappingcare)

Dr. Maura McIntyre is an adjunct professor at the Ontario Institute for Studies in Education of the University of Toronto. She is a founding member of the Centre for Arts-Informed Research at OISE/UT, and has published and presented in a variety of alternative representative forms. Maura and Ardra have been working on a program of research in the area of care and caregiving and Alzheimer's disease for the past decade. Community development, public education and knowledge translation to diverse audiences guide their research agenda. Information about the current project, *The Care Café: Understanding Caregiving and Alzheimer's Disease Across Canada* can be found at www.oise.utoronto.ca/research/mappingcare.

17.2. Storied Worlds: Narrative Reflections Alongside My Grandmother

Compton, Roslyn M.
Saskatchewan Institute of Applied
Science and Technology
St. Andrew's College
Saskatoon, SK, Canada

*Why does she not see me?
I am 92 years old
A fall at home, has changed me*

I am crying you see

*I phone her again today
We talk of her flowers blooming
The birth of a child, a death of a friend*

I am here you see

The stories and people embedded within my life, most notably my grandmother, are visible throughout my narrative and are the centre of this paper. I hope that within these narratives you will see the tensions, stories and experiences, and that these may challenge your ways of knowing what it means to live as an older adult. I can see that I am connected to my grandmother's forward looking stories, and like other older adult's she returns to the social milieu to be cared for by the younger generation. It is our intergenerational stories that will define our culture and that of the younger generation. Globally, the older adult is the fastest growing population, and hence we need to reconsider the roles of the older adult within our society. This will require the redefining of 'old age' for the 21st Century, bringing with it the challenge to see the older adult as being venerable. Through redefining 'old age' we will have the opportunity to address the roles of separation and indifference, the synonym and antonyms for the word discriminate, and how these perceptions impact the quality of life for the older adult. It is through the sharing of my stories, generously scripted through my grandmother's sharing of her life, that I invite you to consider new understandings of the life stories of the older adult, one of quality rather than isolation and discrimination.

Roslyn M. Compton, RN, BHScN, MEd, is employed by Saskatchewan Institute of Science and Technology (SIASST) in the Nurse Education Program of Saskatchewan (NEPS) Second Degree Entry Option, a position she has held since February 2007. She currently teaches in Foundations of Nursing Practice and The Practice of Nursing I: Theory. In addition to classroom and lab teaching, she is a clinical facilitator in long term care and medicine rotations. She is a member of the Nursing and Science and Health Divisions Interprofessional Education Team. Roslyn has been practicing as a general Registered Nurse since the early 90's. She has worked as a generalist community nurse and early childhood nurse in both urban and remote settings in Australia; in acute care and remote area setting in Saskatchewan; and Preventative Medicine in Saudi Arabia. A majority of her work has been spent living and working with the Aboriginal population of Australia and Northern Saskatchewan in the area of early childhood and prenatal care. Roslyn has a Master of Education (Adult) and has recently commenced her Doctorate at the University of Saskatchewan and will pursue her studies in gerontology with a narrative enquiry focus, through the College of Nursing.

Friday, May 21

10:00-10:30am

Grand Ballroom Foyer

Refreshment Break

Poster presenters will be on hand in the Grand Hall to discuss their research.

10:30am-12:30pm

Session 18

Grand Ballroom

Plenary

Keynote Speech

Perspectives on "The Narrative Turn": Where It's Been, Where It's Bound"

Kenneth Gergen

Department of Psychology

Swarthmore College

Swarthmore, PA, USA

Mary Gergen

Women's Studies and Psychology (Emeritus)

Pennsylvania State University

Brandywine, PA, USA

In hopes of stimulating productive deliberation, the speakers will draw from some 25 years of work with narrative issues to focus on four major concerns: the ideological saturation of narrative study, the functions of narration in social life, stories told vs. stories lived, and the societal utility of narrative scholarship. Reflection on these issues will also be used as a stimulus to generating new directions of inquiry and practice.

Kenneth J. Gergen, PhD, is a Senior Research Professor at Swarthmore College, and the President of the Taos Institute. He is internationally known for his development of social constructionist theory and practices, and for his relational views on human action. His work on narrative has played a major role in both these ventures. Among his major works are *Realities and Relationships*, *The Saturated Self*, and *An Invitation to Social Construction* (2nd ed.). His most recent work, *Relational Being, Beyond Self and Community* (Oxford University Press) represents a unifying view of the relational self and its implications for practice. Gergen is the Associate Editor of *Theory and Psychology*, a position in which he has also served for the *American Psychologist*. He has received awards from the Guggenheim Foundation, the Fulbright Foundation, and the Alexander von Humboldt Foundation. He is currently exploring issues in qualitative inquiry, representation as performance, cultural psychology, Buddhist psychology, dialogic and practices, and the acculturated brain. He also holds honorary degrees in both the U.S. and Europe. He collaborates with his wife, Mary Gergen, in many of these pursuits. Their collaborative work in narrative, dialogue, qualitative inquiry, performance, and the Taos Institute (www.taosinstitute.net) is especially noteworthy. Mary and Ken also collaborate in the publication of the *Positive Aging Newsletter* (www.positiveaging.net), currently distributed to thousands of subscribers in five languages.

Friday, May 21

Mary Gergen, PhD, is an independent scholar and Professor Emerita of Psychology and Women's Studies at Penn State University, Brandywine, where she taught for 22 years. Her major interests have involved feminist theory and social constructionist ideas, and this involvement has been manifested in a variety of publications and presentations, most especially in *Feminist Reconstructionism in Psychology: Narrative, Gender, and Performance* (Sage, 2001) and in an edited volume with Sara N. Davis, *Toward a New Psychology of Gender: A Reader* (Routledge, 1997). She has been active in narrative studies for many years, both in terms of theoretical issues related to narratives and topically, with the study of gender and narrative form. Gender issues have evolved into a special concern with aging, which began in 1990 when she published "Finished at 40" in *The Psychology of Women Quarterly* and has continued to the present with review chapters on positive aging, such as "Positive Aging: Reconstructing the Life Course" with Kenneth J. Gergen. Also with Dr. Gergen, she has co-created a website on positive aging, an electronic newsletter, which is now available in many languages for thousands of subscribers (<http://www.PositiveAging.net>), and workshops on the topic. She has edited *Social Construction, A Reader*, and written *Social Constructionism, Entering the Dialogue* with Kenneth Gergen. She is also a founder and Board member of the Taos Institute, a non-profit educational organization dedicated to the advancement of social constructionist ideas in professional practice and life. During her stay at the Netherlands Institute for Advanced Study in 1988, she began experimenting with performative presentations and their research applications; today these interests are shared, as well, with Kenneth Gergen.

12:30-1:30pm

Lunch (on your own)

1:30-3:00pm

Papers and Panels

Session 19 1:30-3:00pm

Victoria

Papers

Illness/Medicine

19.1. A Pilot Project Using Narrative to Identify Community Care Gaps for Diabetic Patients

Lee, Dori

Scott, Cathie

Legendyk, Laura

Alberta Health Services
AB, Canada

Parboosingh, John

Medical Education and Obstetrics and Gynecology
(Emeritus)

University of Calgary
Calgary, AB Canada

The management of Diabetes is problematic despite well-promoted practice guidelines. Patients report difficulty adhering to professional advice, and at times receive conflicting advice. Inadequate communication among care team members is a major cause of compromised care. Eighteen professionals from a variety of disciplines who care for Diabetes patients in a rural Alberta community participated in an innovative practice improvement project. Eight were interviewed and invited to provide short narratives of personal experiences of caring for diabetes patients. They were encouraged to select stories perceived to exemplify care of high quality or compromised quality. Six team members provided a total of 12 narratives. All narratives contributed to a needs assessment and learning objectives developed for a 4 hour workshop. Six audio-recorded narratives were played at the workshop to focus the discussion on patient needs.

We found participants keen to use narrative to describe their practice experiences. Narratives proved to be a unique way of identifying care gaps and difficulties patients experience adhering to recommendations. Post workshop, the care team meets regularly and exchanges patient care narratives. Their community facilitator (DL) has been promised administrative support and is seeking an IT solution to store and share narratives offered by care team members.

Dori Lee, RN, is a Chronic Disease Management Nurse with Alberta Health Services. She did her Registered Nurse training in Saskatchewan and completed a Health Leadership Certificate from the University of Regina. She has years of practical experience in nursing and as a nurse instructor and manager. She has held positions in Saskatchewan as Chronic Disease Management (CDM) Program Coordinator and Primary Health Care Facilitator and is currently working as CDM Nurse in Calgary Rural Primary Care Network, Alberta Health Services.

Friday, May 21

Cathie Scott, PhD, is Director, Knowledge Management-Capacity Building, Quality Culture & Practice Development with Alberta Health Services. She has a longstanding interest in collaboration within health systems stemming from her experiences both as a patient and a health care provider. Her research interests have explored the ways in which people together work within health systems to provide quality care with particular focus on systems-level influences on the abilities of individuals to collaborate.

Laura Lagendyk, MSc, is a Knowledge Management Consultant in the Knowledge Management-Capacity Building Unit with Alberta Health Services. She has over 10 years experience working with others on health research and evaluation projects in a variety of settings that include academic, primary, acute and tertiary care. Although her work has included quantitative, qualitative and mixed methods studies, Laura is most passionate about qualitative interviewing. She considers it an honour to have shared a small portion of the life journeys of those she has interviewed.

John Parboosingh, MB, FRCSC, is Professor emeritus, Medical Education and Obstetric and Gynecology, University of Calgary and Consultant in Community Learning. John began his career in maternal fetal medicine at the University of Edinburgh, Scotland. He has held positions in Medical Education and Obstetrics at University of Calgary, and Director of Professional Development at the Royal College of Physicians and Surgeons of Canada in Ottawa. His career is currently focused on helping multi-disciplinary teams achieve organizational change.

19.2. *Re-stor(y)ing Life within Life-Threatening Illness*

Schick Makaroff, Kara
Sheilds, Laurene
Bruce, Anne
Beuthin, Rosanne

School of Nursing
University of Victoria
Victoria, BC, Canada

A diagnosis of life-threatening illness creates substantial disruption in one's perceptions of self and life story. Accepting that experience happens narratively, stories provide a window into how people understand and make sense of their lives. This presentation will address the preliminary findings from this narrative inquiry exploring stories of people living with life-threatening illness. The findings from 34 participants living with cancer (10), end-stage renal disease (14), and HIV/AIDS (10) who have participated in three consecutive interviews over the past 3 years will be explicated. Findings from three domains of narrative analysis will be considered: 1) Engaging in a multiplicity of storying and re-stor(y)ing (e.g. complex interactions of meta-stories with individual experiences of illness, family, legal, and survival stories); 2) Attending to dialectics and liminal spaces (e.g. planning for living while planning for dying) ; and 3) Listening for the (un)sayable in how people story and re-stor(y) (e.g. "I don't know what will happen next", "I don't know if I'll live for five years and if so, what then?"). Methodological tensions of narrative inquiry will be explored, including insider/outsider, homogeneity/diversity, reader/text and illuminate/obscure. Examples from the study will be used to portray these aspects of analysis.

Kara Schick Makaroff is a doctoral candidate and a Practica Coordinator in the School of Nursing at the University of Victoria. Building upon her master's work where she studied the experience of feeling understood for nurses with disabilities, her research interests broadly include chronic illnesses. She currently holds a CIHR (Canadian Institutes for Health Research) fellowship on the project "Re-stor(y)ing Life Within Life Threatening Illness".

Dr. Laurene Sheilds is the associate dean academic of the Faculty of Human and Social Development and Associate Professor in the School of Nursing at the University of Victoria. Her research interests focus on how people encounter life-threatening illness and events. Her particular focus is the transformations that occur for some people in the face of loss and suffering and questioning about meaning of life that is often provoked. She is particularly interested in narrative research and the use of story in both research and practice, with an emphasis on stories as an embodiment of healing

Dr. Anne Bruce is an Assistant Professor in the School of Nursing at the University of Victoria with an interest in end-of-life issues. Her research foci include existential suffering in patients, families, and care providers.

Rosanne Beuthin is a first year doctoral student at the University of Victoria's School of Nursing. Her research interests focus on living with chronic illness and death and dying. More specifically, she is focusing on restorying while living with metastatic breast cancer. Rosanne holds a CIHR (Canadian Institutes for Health Research) fellowship on the project "Re-stor(y)ing Life Within Life Threatening Illness".

19.3. A Narrative Foundation for the Doctor-Patient Interview

Tabitha Sparks
Department of English
McGill University
Montreal, QC, Canada

Abraham Fuks
Faculty of Medicine
McGill University
Montreal, QC, Canada

Don Boudreau
Director of the Office of Curricular
Development/Physicianship Project
McGill University
Montreal, QC, Canada

Martin Kreiswirth
Department of English
McGill University
Montreal, QC, Canada

The inclusion of humanities courses and methods in medical education has been well-documented and defended for the last few decades. Various approaches to humanities-based instruction include empathy training (Halpern 2003; Larson 2005), training in cultural sensitivity (Azad et al 2002), and narrative medicine (Kleinman 1988, Charon 2001, 2006). “Narrative medicine,” moreover, encompasses a broad field, but usually has three objectives: to reveal patients’ perspectives; to promote self-reflection; to provide emotional support to health professionals. While many of these narrative-based approaches constructively resist entrenched empirical assumptions, our study identifies a missing component of this important field. To date there is little scholarship on the narrative character and production of the clinical interview. Significant attention has been paid to the interaction between patient and doctor, but not to the narrative form of their dialogue and its components and cognitive claims, and, even less focus on the uniquely dual-mode of its construction. With this in mind, we analyze the specifically narrative elements of the clinical interchange to show their contribution to the fundamental conditions for healing: a dialogic relationship, the co-construction of meaning by patient and physician, and a shared functional understanding of illness and the aims of medical care.

Tabitha Sparks is an Assistant Professor of English at McGill University. She studies the relationship between medical and fictional discourse, primarily looking at nineteenth century British literature and contemporary critical theory. She has published articles on the representation of medicine and the medical perspective in journals including *Cultural Studies* and *The Journal of Narrative Theory*, as well as a monograph on the narrative agency of the medical practitioner in Victorian fiction, *The Doctor in the Victorian Novel: Family Practices* (Ashgate 2009).

Abraham Fuks, Professor of Medicine at McGill University, has experience in empirical laboratory research and has worked in the domain of research ethics. He has a decade-long experience in medical education. This service has led to an abiding interest in the selection and training of medical students and has led to his recently completed sabbatical period of study in philosophy of medicine in the Department of Social Medicine at Harvard and the Center for History and Philosophy of Science at Boston University. Professor Fuks is the coordinator of the Narrative Medicine Research Group. His experience in medical education in Canada and the US will offer a conduit to dissemination and policy development as the work matures.

Don Boudreau is a physician who has served as Associate Dean for Undergraduate Medical Education in the Faculty of Medicine at McGill and is currently the Director of the Office of Curricular Development and the Physicianship Project. He was the leader of this innovative development in the Faculty and has carried out the project on patients’ perceptions of doctors cited in the project proposal. He brings to the project his experience in medical education spanning over two decades and his current interest and experience in descriptive qualitative methodology.

Friday, May 21

Martin Kreiswirth is a Professor of English at McGill and works in the field of narrative and literary theory and critical intellectual history and has written on the study of narrative across disciplinary boundaries. He has published a number of papers on the narrative tradition in psychiatry and psychoanalysis and is thus able to provide expertise in textual analysis and a familiarity with medical discourse. Professor Kreiswirth has major administrative responsibilities at McGill as Associate Provost for Graduate Studies – nonetheless, he has undertaken to participate in meetings of the research team and he plans to pursue this program in parallel to his own scholarly work in literary studies.

Session 20 1:30-3:00pm

Hampstead

Papers

Law/Human Rights

20.1. *Hearing the Unspeakable: Speaking and Hearing Residential School Narratives Before the Indian Residential School Truth and Reconciliation Commission*

Hughes, Julia

Faculty of Law

University of New Brunswick

Fredericton, NB, Canada

This paper explores the procedural modifications to the adversarial and inquisitorial modes of judicial hearings contemplated by the Truth and Reconciliation Commission (TRC) that are designed to lower participatory barriers and facilitate testimony and considers how these modifications interact with the requirement for credible narrative in a public justice forum. In a recent public lecture, Thomas King asserted that it does not matter whether a story is true. The assertion was met with considerable audience opposition, in part, one surmises, because both the rejection of truth and the acceptance of lies have serious implications for those affected by the construction of particular narratives. Hearing narratives in the context of legal proceedings is preoccupied with truth, credibility and discernment of fabrication. Much of the power of judges as exercised relates to the grant of authority over truth and falsehood. However, exposing survivors to this authority can seriously undermine their ability to fully participate, rendering the narrative unspeakable. How can the TRC square the circle and enable participation at the same time that it meets the justice expectations of the Canadian mainstream?

Dr. Julia Hughes teaches and researches in the area of criminal law and procedure, human rights law and aboriginal criminal justice. She is engaged in an interdisciplinary and cross-jurisdictional research project which considers the work of the TRC from a legal, psychological and sociological perspective. She holds a doctorate in comparative literature from the University of Erlangen-Nuremberg, Germany, an LL.B. from the University of Ottawa and was a law clerk to Justice Ian Binnie of the Supreme Court of Canada. Since her appointment at UNB in June of 2006, she has carried out a review of legal aid in the province of New Brunswick.

20.2. *wasikamow kayas kaki-pi-ispayik (history/ memory of the riverbank): Refuting One of Law's Stories Through a Community Based Art Project*

Savarese, Josephine L.
Department of Criminology
St. Thomas University
Fredericton, NB, Canada

Drawing from the narrative literature, this paper juxtaposes narratives on risk, threat and reclamation that emerge in different forums in Prince Albert, Saskatchewan, a city called the Gateway to the North. The paper examines a court decision determining the sentence for an indigenous woman for theft-related charges. The court maintained that the community was at risk due to C.D.'s lengthy conviction record for shoplifting in local stores. C.D. described the personal threat she experienced as a single parent providing for her children. The paper will place the stories generated in the courtroom alongside those produced in the project *wasikamow kayas kaki-pi-ispayik (history/ memory of the riverbank)*, mounted in 2004 by Commonwealth Community Arts, Inc. This organization often captures alternative stories about indigenous peoples through community based art projects. In *wasikamow kayas kaki-pi-ispayik (history/ memory of the riverbank)*, five Saskatchewan artists worked with community members on a performance event. It highlighted themes of "cultural diversity, family, land, ownership, and community". Some scholars argue that narratives like the ones fostered by Commonwealth are "worldmaking". The paper will contrast the versions of community justice authored in the courtroom with ones created through artistic mediums.

Josephine L. Savarese has law degrees from the University of Saskatchewan and McGill University. She teaches in the Department of Criminology and Criminal Justice at St. Thomas University in Fredericton, New Brunswick. She lived in the Province of Saskatchewan for several decades and often draws from her Prairie roots in her investigations of criminal justice-related themes, particularly in relation to sentencing. Josephine was a member of the board of directors for Commonwealth Community Arts, Inc. from 2002-2006 when *wasikamow kayas kaki-pi-ispayik (history/ memory of the riverbank)* was presented. Attending this event was a moving and memorable experience.

20.3. To Speak or Not to Speak? Aboriginal Peoples, Story and Voice in Canadian Courts

Vermette, D'Arcy
Native Studies Programme
St. Thomas University
Fredericton, NB, Canada

The courtroom has never been a venue for unhindered and free-thinking dialogue. The adversarial process and legal procedure ensure that the voices of litigants are very much constrained to the legal issues at hand. However, for Aboriginal people dialogue is a near impossibility. Canadian courts are not yet enamored with the idea that Aboriginal voice has equal value with those of non-Aboriginal traditions. This poses problems for case law in both the past and the present. Historically, it wasn't necessary for Aboriginal peoples to even be present in the courtroom in order for Aboriginal concerns to be dealt with. This is a relatively familiar aspect of the colonial legal machinery. However, less well expressed are the ways in which Canadian courts are currently advancing the machinery of colonialism. Nowadays, this colonial agenda is apparent in the way in which the courts accept and interpret Aboriginal voice. In both treatment and absence of treatment the law has trouble responding to Aboriginal voice without burdening discourse with colonial baggage. The result is the rerunning of a route well travelled; one in which the voice of Aboriginal peoples becomes irrelevant to the law.

D'Arcy Vermette, BA, LLB, LLM, LLD candidate) is a faculty member in the Native Studies Programme at St. Thomas University. He has published in the area of Aboriginal law and is currently completing his doctoral degree on Métis treaty rights.

Session 21 1:30-3:00pm

Aberdeen

Papers

Identities/Selves

21.1. *Tails of Patience*

Boissonneault, Marie-France
Ontario Veterinary College
University of Guelph
Guelph, ON, Canada

Stone, Elizabeth
Ontario Veterinary College
University of Guelph
Guelph, ON, Canada

This presentation explores the depiction of the veterinarian character as portrayed in 24 literary memoirs from the 1950s to 2008. The memoirs were authored by practitioners working with small animals and farm animals, and in circuses, military bases, zoos and conservation settings. The analysis of the works examined similar themes such as: the impact of the veterinary career on personal and family lives, veterinarians' communications with clients, cost of care, fallibility, cross-species care, euthanasia, veterinarians' sense of humour, and the human-animal bond. Literary memoirs can broaden the appreciation of students and early practitioners, in addition to the general public, to better understand of the roles of veterinarians beyond their professional facade. The veterinarian memoir can also familiarize the reader to the humane side of veterinary medicine, leading a better understanding of practitioners' as unique individuals. The narrative of the memoir arouses the reader to reflect on the description of events and to develop a deeper personal interpretation of given perceptions offered by the author. The veterinarian memoir can also be used as a basis for examining the veterinary profession's concerns. The use of the veterinary memoir points to real life events, encouraging both the public and veterinary students to become more engaged in the learning process, and as a result, helps develop future practitioners' professional skills. In a teaching context, the use of the veterinary memoir is a valuable resource that can offer veterinary students the opportunity to experience the reality of their future professional responsibilities.

Marie-France Boissonneault, BA, BSc, PhD, is a Post-Doctoral Fellow in the Ontario Veterinary College at the University of Guelph. Her post-doctoral research examines the portrayal of veterinarians in literature and the media. She has a PhD in Communications, Media Arts, and IT as well as a BSc (honours) in Marine Sciences from the University of Newcastle, Australia. She completed her BA in Psychology and Film Studies at the University of Victoria, BC, and Diplomas respectively in Professional Photography and Creative Arts from Dawson College, Montreal. She also has a Diploma in Multimedia Design and IT from the International Academy of Design in Montreal.

21.2. Practicing the Self: What Women's Body Stories Tell Us about Subjectivity

Claire Carter
Women's Studies
York University
Toronto, ON, Canada

This paper examines the relation between the body and gendered subjectivity through women's stories about their everyday body practice. In it, I will explore the embodiment, resistance and ambivalence women experience in relation to social identities. It questions why do particular body practices *matter* to women, and what do their body stories tell us about the self and efforts at self-identification? Body practices include everything from eating, to exercising, general hygiene and clothing. Women's discussion of their body practices reveal efforts at identification, the struggle to identify as feminine, in relation to race, class, and body size as well as complex processes of self-identification through resistance and ambivalence towards 'being feminine'. This paper is based upon interviews gathered in 2008 from 14 women in Ontario aged 30 to 45. In *Technologies of the Self* Foucault argues that the principles of 'care of the self' and 'knowledge of the self' involve different practices and relations of self-knowledge, leading to different forms of self. In applying these principles to the women's body stories, I want to consider the processes of identification and self-identification the women move through and negotiate from 'knowing themselves' through dominant discourses, to 'caring for themselves' through resistance and ambivalence towards these same discourses. This paper explores the process of subjectivity through body practices, whereby women are subject to and identify with dominant meanings of gender, but also reflect on and critically engage with these meanings in their everyday lives, providing a more nuanced understanding of how gendered subjectivity is embodied.

Claire Carter is a PhD Candidate in Women's Studies at York University. Her research interests involve feminist, sociological and poststructuralist theories of the body and subjectivity, and the everyday negotiation and embodiment of social identities through body practices.

Session 22 **1:30-3:00pm**

Carleton

Papers

Illness/Medicine

22.1. *Alise's Small Stories as Mediators of Positive Change*

Lenchuk, Iryna

Applied Linguistics

York University

Toronto, ON, Canada

In this paper, I will discuss the importance of narrative, i.e. “small stories” (Bamberg and Georgakopoulou, 2008), in the life of Alise, a person, who was affected by memory loss and who was a resident of a long-term care facility (LTCF). By approaching narrative as a type of social practice rather than a text and expanding it with sociocultural views on language (Bakhtin, 1986; Vygotsky, 1987), I will analyze selected excerpts of interactions between the researcher and the participant across 12 data collection sessions in order to demonstrate how the participant’s changes in identity (and memory) were reflected in and facilitated by Alise’s small stories. I will also demonstrate that Alise’s small stories helped her to reposition herself as an active, capable and valid participant in communication, thus positively affecting her sense of self-esteem and well-being. Finally, I will outline the implications of the research for the professionals, volunteers and family members involved in caring for older people with dementia. Specifically, I will emphasize the importance of recognizing “small stories” as mediators of positive change. This recognition, in my view, is essential in making meaningful the lives of people experiencing memory loss and in improving their quality of life.

Iryna Lenchuk received her MA degree in Second Language Education from the Ontario Institute for Studies in Education of the University of Toronto. She is currently pursuing her Ph.D. in Applied Linguistics at York University, Toronto, Canada. Her research interests include sociocultural theory and narrative, in particular “small stories,” as a type of social practice that mediate and shape experiences of people in their everyday life.

22.2. Exploring Meaning: Psychological Assessment of Dementias as a Clinical Manifestation of Narrative Theory in Health Care

Moore, Elizabeth
Health and Aging Program
St. Joseph's Hospital
Saint John, NB, Canada

This paper will explore the connections between clinical psychology's participation in dementia diagnosis and such narrative theories as illness narratives and narrative medicine. Additionally the similarities between narrative and psychotherapeutic listening will be explored. Psychology is a relatively young discipline derived from the arts and sciences; philosophy and medicine. Clinical psychology's foundation is learning to listen to people. People are natural story-tellers and construct/extract/derive meaning from their lives, sharing this personal meaning with those they interact with. Clinical psychologists listen differently than other health professionals and thus experience people's narratives differently. In geriatric medicine, diagnosis of dementias is a core activity with dementias being clinically diagnosed as presently there is no medical diagnostic test. Thus listening to the individual and their family and to the illness is crucial. In the quest for the whole story and accurate dementia diagnosis, listening must include hearing an individual's and the illness/symptoms' narratives. Clinical psychologists with their training in therapeutic listening and interviewing are often successful at obtaining information and deciphering meaning which culminates in dementia diagnosis and care best suited to the individual and their family. This paper argues that narrative perspectives are vital to the growing field of older adult health care.

Elizabeth Moore is a PhD level clinical psychologist specializing in geriatrics, clinical and rehabilitation psychology, licensed in New Brunswick and Ontario. She has been practicing clinical psychology for 20 years including 12 years in geriatrics. All her training was with American and Canadian accredited institutions. She has been working in Saint John, New Brunswick, for three years. Her areas of expertise include differential diagnoses of dementias, mood and personality disorders, family education/support, discharge planning, behaviour management and capacity assessments. She has multiple peer-reviewed publications and posters, and have given presentations for professionals, university students and family caregivers.

Friday, May 21

Session 23 **1:30-3:00pm**

Grand Ballroom C

Panel

Healing Soul Wounds: Reparative Possibilities of Indigenous Narrative Forms

Chair: *Michael O'Loughlin*

23.1. Visual-Privileging: Subjectivity in Collaborative Ethnography

Kryssi Staikidi

Art Education

Northern Illinois University

Dekalb, IL, USA

This presentation focuses on a conversation and reflections by Maya Kaqchikel artist Paula Nicho Cúmez about a series of paintings, focusing on one in particular entitled *Shadows in the Soul*. The significance of the painting as a visual platform for recollection and protest connected to a time of violence directed against Maya communities underlines the importance of the visual as a means to reveal trauma in a way that the verbal cannot. In Battiste, *Reclaiming Indigenous Voice and Vision*, Duran states, "In order to have a true integration of thought we must make room for nonlinear thinking, which will yield a true hybrid postcolonial way of expressing subjectivity. As we move into the next millennium, we should not be tolerant of the neocolonialism that runs unchecked through our knowledge-generating systems" (p. 101). Privileging text, as a form for investigation in qualitative inquiry is a knowledge-generating system marked by ethnographic colonialism and Eurocentrism. In this presentation, investigation privileges the visual, moving it from the margins into the mainstream. Also privileged is the first voice of the artist. Collaborative ethnography takes place as one Maya female artist discusses the iconography of sadness in her painting.

Kryssi Staikidis is an assistant professor in art education at Northern Illinois University. She holds a Doctor of Education Degree in Art and Art Education from Teachers College Columbia University in New York City, a Master of Fine Arts in Painting from Hunter College in New York City, and a Bachelor of Science degree in Anthropology and Art History from Columbia University in New York City. Her research interests are indigenous pedagogy, art studio practice as a site for research, and visual culture/critical pedagogy in the classroom.

23.2. Restoring the Collective Fabric of Indigenous Communities: Reweaving Narrative Possibilities

Michael O'Loughlin
Education and Psychology
Adelphi University
Garden City, NY, USA

At the societal level, just as at the individual level, the power of narrative is to create possibilities for moral dialogue, and hence possibilities for reanimating groups of people with a capacity for facing the wounds of the past. This facing of the past renders previous unspeakable trauma speakable. The ensuing dialogue creates spaces for acknowledgment of suffering and this has the potential to allow a people to lay the ghosts of the past, to confront the shame and atrocity they have experienced, to reconnect with ancestral knowledges and life ways, and to find a common purpose and humanity. I have vivid memories from my childhood of my mother, who was skilled at knitting, darning our socks and sweaters when they wore threadbare. Darning is a process of repair in which the threads are skillfully woven in such a way that the rips and tears in the garment are skillfully patched by reconnecting the strands of wool in a seamless manner. If trauma cuts the threads of speech as Lacanian psychoanalysts suggest, then a process of reweaving and darning the narrative strands is necessary in order to re-establish the social links that give the lives of a group of people collective meaning and identity. Taking the specific case of indigenous soul wounds resulting from colonial conquest, and particularly from the obscenity of residential schooling, the potential of reparative narratives to restore the collective fabric of indigenous communities will be explored.

Michael O'Loughlin is currently a professor at Adelphi University on Long Island, New York, where he teaches both in the School of Education and in the Derner Institute for Advanced Psychological Studies. Derner Institute has the oldest Clinical Psychology PhD program in the US. He also has a private practice on Long Island for psychoanalysis and psychotherapy. His main intellectual interests have to do with collective trauma and genocide; mental breakdown and the rights of persons suffering psychiatric disabilities; the emotional lives of children; and the development of healing ways to improve the lives of indigenous people and other victims of colonization through re-stitching the tears in ancestral narratives. He is the author of *The Subject of Childhood* (Peter Lang, 2009).

23.3. Colonialism: Can We Outgrow it or Are We Condemned to Repeat it in Different Guises?

Marianne Braganza
Coordinator for Special Needs
Cree Tribe
Mistissini Lake, QC, Canada

If we believe we live in a world where white euro centric values are the accepted baseline, then all movement and views, our stories, are told from this starting point. How can we move from here to reclaim our stories from deeper layers of our history? Before we were “civilised” we had other gods and ways of perceiving. Do we have to stay stuck as adolescents with our parents definitions or can we claim our own identities? As a young native man from BC, when asked about how he identifies himself, said: “I have the problem of dealing with so many mixed messages. They come from the family and the community. Getting a degree, big home 4 wheeler....and yet im asked to live the old way live the old way. . . .” In exploring the effects of colonisation of first nations in Canada through the polarities of dependency/autonomy we may be able to find an alternative approach. We may give ourselves permission to both define our own identity, taking what is best from our history and moving forward. As an educator how do i balance the worth of what I see as an essential, reading writing....with the value of , for some indigenous communities, time in the bush? Exploring the overlaps of these ways may help us realise that both ways have much to offer in today's society....honouring all aspects of our collective roots .

Marianne Braganza trained as a teacher in Britain and then went walkabout....Returning to England from Canada she trained at the Tavistock Institute of Human Relations, London and the Extra Mural Dept of London University as a Student Counselor. She presently works in a school on a reserve in Northern Quebec as a Special Needs coordinator. Driven by a passion for the many presentations of Social Justice, women's issues, children s rights, native rights....she finds that storytelling gives a forum for bridging the past with the present, honoring both the individual and the group....a bridge for a balanced future....She works with SACO in the area of Native Issues.

Friday, May 21

Session 24 1:30-3:00pm

Grand Ballroom D

Panel

How Does Narrative Research Fit into Psychological Science?

Chair and Discussant:

Amia Lieblich

Department of Psychology
The Hebrew University
Jerusalem, Israel

Discussant:

Kenneth Gergen

Department of Psychology
Swarthmore College
Swarthmore, PA, USA

Many psychologists continue to view narrative research with suspicion, believing that narrative research is not scientific. However, some psychologists are challenging the dominance of quantitative research as the only legitimate framework for creating psychological knowledge. They argue that questions about significant psychological phenomena such as identity, relatedness, reflection and experience are often more richly explored through person-centered inquiry that requires an interpretive analysis. This panel inquires into the place of narrative research in the project of scientific psychology. It investigates such questions as: What role might narrative research play in the development of psychology? How can the psychological view of science be expanded to include narrative inquiry? What is the special contribution of narrative methods and theory to psychology's understanding of persons? Can qualitative and quantitative research live together and be mutually enriching?

24.1. Evolutions and Revolutions in Sexual Science: Narrative Inquiry's Role

Phillip L. Hammack
Department of Psychology
University of California
Santa Cruz, CA

In *The Structure of Scientific Revolutions* (1962), Kuhn argues that scientific knowledge develops through the discovery of anomalies and the paradigm shifts they often bring. In this paper, I illustrate the essential role of narrative inquiry in the process of knowledge production through the lens of research on sexual identity development. Narrative methods were essential to the development of early frameworks of sexual identity development generated in the 1970s—frameworks that were adopted in both public policy and clinical applications to lesbian, gay, and bisexual populations. By the late 1990s these linear, stage-based frameworks no longer seemed to reflect the developmental milestones of sexual minorities. Narrative methods were absolutely vital to the revolution in sexual science that began in this period and continues today. I review narrative research at particular historical moments in sexual science to develop my argument about their centrality. For its role in offering rich descriptive data on a research problem, generating new hypotheses, and facilitating the discovery of anomalies that can lead to scientific revolutions, narrative inquiry provides a vital role across the social sciences. Just as they describe, narrative data also call us toward new understandings and interpretations of lived experience, advancing revolutions and evolutions in particular fields of inquiry.

Phillip L. Hammack is a social and cultural psychologist who studies identity development in cultural, historical, and political context. He was trained in the interdisciplinary Committee on Human Development at the University of Chicago and is Assistant Professor of Psychology at the University of California, Santa Cruz. Hammack has used narrative methods to study Israeli and Palestinian identity development, as well as the development of sexual identity in the United States. He is editor (with Bertram J. Cohler) of *The Story of Sexual Identity: Narrative Perspectives on the Gay and Lesbian Life Course* (Oxford, 2009) and author of the forthcoming *Narrative and the Politics of Identity: The Cultural Psychology of Israeli and Palestinian Youth* (Oxford, 2010).

24.2. A Narrative Contribution to Psychological Science

Brian Schiff
Department of Psychology
American University of Paris
Paris, France

Although psychologists are in the habit of thinking about psychological states as abstract processes, demonstrating the correlation between two or more variables can only provide a rough assessment of how these phenomena function inside persons. The statistical relationship between two variables argues that two constructs, on average, co-occur. But, in order to understand how such processes function, psychologists need to inquire into the interpretive frameworks that persons use to bring these concepts together. Narrative research can reveal how psychological processes are connected in the subjective experience of persons. By closely attending to how persons describe their subjectivity, we can observe the associations that they make and begin to map out the interpretive configurations that link together thoughts and feelings in personal experience. Narratives reveal more than the internal connections that operate on the level of the person. Narrative methods also have the opportunity to energize psychological thinking by integrating insights from multiple levels of analysis into interrelated wholes. Narratives are a central point that embodies the expression of a variety of contexts, including biological, developmental, interpersonal, socioeconomic, historical and cultural. Narrative research provides the tools to map out the pathways that tie together aspects of personal meaning making with other levels of analysis and may refine our understanding of persons.

Brian Schiff received an AB in Psychology from the University of Michigan and a PhD in Psychology: Human Development from the University of Chicago. He was a Lady Davis Postdoctoral Fellow at the Hebrew University of Jerusalem and a Mellon Fellow at Wellesley College. He is currently Associate Professor and Chair of the Department of Psychology at the American University of Paris. Schiff's research uses life story interviews in order to study the social and cultural dynamics of identity formation. He is also interested in culture and human development, the individual's connection to collective memory and the theoretical development of narrative psychology.

24.3. Poetic Science: The Paradoxical Promise of Narrative Inquiry

Mark Freeman
Department of Psychology
College of the Holy Cross
Worcester, MA, USA

It is commonly assumed that narrative inquiry, whatever its virtues, does not lend itself as readily to the development of (real, true) scientific knowledge as those ostensibly more objective approaches found in quantitative inquiry. It therefore remains largely on the margins of the discipline. At the same time, it is also assumed that narrative inquiry aspires to be more faithful to “real life” phenomena in all of their richness. Ironically, it is this very commitment that may render narrative research suspect in regard to the criterion of scientificity. The situation is thus a paradoxical one: despite the fact that narrative inquiry seeks to uphold what is, arguably, the first and most fundamental commitment of scientific knowing – fidelity to the phenomena – it continues to be questioned, if not condemned, for falling short of the scientific mark. Bearing this paradox in mind, it is argued herein that the discipline of psychology has tended to operate with a problematically constrictive view of science and that narrative inquiry can be instrumental in the fashioning of a more inclusive, capacious, and indeed adequate view. A corollary argument is that psychology can further realize its own aspirations to scientificity to the degree that it becomes more artful in at least a portion of its work. This portion of the discipline might aptly be framed as “poetic science.” The paradoxical promise of narrative inquiry thus lies in its potential to artfully re-imagine both the meaning and the practice of psychological science.

Mark Freeman earned his PhD in the Committee on Human Development at the University of Chicago and is currently Professor of Psychology at the College of the Holy Cross, where he has also served as the W. Arthur Garrity, Sr. Professor in Human Nature, Ethics and Society. He is the author of *Rewriting the Self: History, Memory, Narrative*; *Finding the Muse: A Sociopsychological Inquiry into the Conditions of Artistic Creativity*; *Hindsight: The Promise and Peril of Looking Backward*; and numerous articles on memory, self, and autobiographical narrative. He also serves as editor for the Oxford University Press series “Explorations in Narrative Psychology.”

Friday, May 21

3:00-3:30

Governor's Ballroom

Refreshment Break

Poster presenters will be on hand in the Grand Hall to discuss their research

3:30-5:00pm

Papers and Panels

Session 25 3:30-5:00pm

Victoria

Papers

Health, Recovery, Resilience, and Well-Being

25.1. *She'll Be Right Mate: Pregnant Again after Post Natal Depression*

Cowie, Sue

Department of Psychology

University of Auckland

Auckland, New Zealand

Depression following birth has wide ranging impacts on the woman, her new baby and family. It has widely been regarded by researchers that although psychological therapies and pharmacological treatment may be effective in shortening the duration of postnatal depression there remains an increased risk of re-experiencing depression following another birth. In a study with 22 women who had experienced depression following the birth of their first child, I interviewed women both prior to and following the birth of their second child. The narrative interviews focussed on their experiences of and recovery from depression and their preparation for and the birth of their second child. The research was designed to generate in-depth and contextualized understandings of the women's experiences, with the aim of developing strategies to reduce recurrence and impact of depression in women with young children. The most surprising finding, however, was that none of the women appeared to re-experience postnatal depression. In this paper I will present two case studies exploring these women's experiences over time. Drawing on critical feminist perspectives, I will discuss issues that are consistent with previous research as well as shed light on some unexpected findings.

Sue Cowie is currently a senior tutor in the Clinical Psychology Training Programme at The University of Auckland in New Zealand. She is also completing research towards her PhD at The University of Auckland. This paper describes a part of this research. Her interest in women and depression arose in her work as a clinical psychologist over 20 years. Sue is driven by her wish to provide more critical feminist insights into women's' lived experience and develop strategies that will lead to practical improvements in the lives of women and their families.

**25.2. Early Experiences with a Web-Based Narrative Research Study:
The Reasons to Go on Living Project**

Brasch, Jennifer
Department of Psychiatry and
Behavioural Neurosciences
McMaster University
Hamilton, ON, Canada

Kirkpatrick, Helen
Faculty of Health Sciences
McMaster University
&
St. Joseph's Health Care
Hamilton, ON, Canada

Narrative research is ideally suited to understanding the transition to a state of hopefulness and other factors critical to recovery following a suicide attempt. To collect stories from people who made a suicide attempt but chose life, a web-site was established to recruit participants since the web may be particularly suited to research into deeply private and uncomfortable topics. Stories are submitted anonymously to www.thereasons.ca. Between July 3rd, 2008 and October 31st, 2009, there were 8800 visits to the website and 68 stories were submitted. Many challenges and experiences unique to this project and web-based research have been encountered. Ensuring that participants read the consent form and that the project was approved by the Research Ethics Board were early challenges. Medico-legal concerns informed the content of every page. Ethical issues include efforts to ensure anonymity that were circumvented by participants including their name and other identifying details in their stories. The interface of the organic and the electronic has resulted in a number of unexpected connections. Lastly, the researchers had not anticipated how deeply they would be affected by the painful and inspiring stories submitted to The Reasons to Go on Living project.

Jennifer Brasch is an Associate Professor in the Department of Psychiatry and Behavioural Neurosciences at McMaster University, Hamilton, Ontario. She graduated from medical school at Queen's University in Kingston, Ontario and completed her psychiatric residency program at McMaster University. Since 1997, Dr. Brasch has worked in the Psychiatric Emergency Service at St. Joseph's Healthcare in Hamilton, Ontario, becoming the Service's Medical Director in 2000. She is a Board Member of the Suicide Prevention Community Council of Hamilton. Dr. Brasch is very interested in medical education and speaks frequently on suicide risk assessment, motivational interviewing, emergency psychiatry and other topics.

Helen Kirkpatrick, RN, PhD, co-ordinates the implementation of nursing best practices at St. Joseph's Healthcare in Hamilton, Ontario. She is also an Assistant Clinical Professor in the Faculty of Health Sciences at McMaster University. A narrative approach greatly influences her research and clinical focus. Research has included narrative inquiry of how the story of homeless individuals with severe major illnesses changes over time when they get permanent housing with supports, and then the same approach with individuals who have been chronically homeless and alcoholic. Currently, Helen is involved in a narrative case study of the implementation of a falls prevention best practice guideline.

25.3. A Web-based Narrative Study of Factors Important in Recovery Following a Suicide Attempt: The Reasons to Go on Living Project

Kirkpatrick, Helen
Faculty of Health Sciences
McMaster University
&
St. Joseph's Health Care
Hamilton, ON, Canada

Brasch, Jennifer
Department of Psychiatry and Behavioural
Neurosciences
McMaster University
Hamilton, ON, Canada

This narrative web-based study by an interprofessional research team (psychiatrist and nurse) focuses on experiences of people who have attempted suicide and made the decision to go on living. Suicide attempts are 10-20X more common than completed suicide and an important risk factor for death by suicide, yet most people who attempt suicide do not die by suicide. The Reasons to go on Living Project seeks to understand and learn from individuals' experience of attempting suicide and making the decision to go on living, a process not well studied.

Stories are collected anonymously through a website (www.thereasons.ca). Advertised widely, the website enables participation from a large and diverse group of participants. Internet anonymity may be particularly helpful for research into deeply private topics such as suicide attempts. Narrative research is ideally suited to understanding personal experiences critical to recovery following a suicide attempt, including the transition to a state of hopefulness.

To date, there have been 8800 visits to the website from 91 countries and 68 stories have been collected. This presentation will focus on an analysis using Lakeman & FitzGerald's (2008) five interconnected themes: the experience of suffering, struggle, connection, turning points and coping.

Helen Kirkpatrick, RN, PhD, co-ordinates the implementation of nursing best practices at St. Joseph's Healthcare in Hamilton, Ontario. She is also an Assistant Clinical Professor in the Faculty of Health Sciences at McMaster University. A narrative approach greatly influences her research and clinical focus. Research has included narrative inquiry of how the story of homeless individuals with severe major illnesses changes over time when they get permanent housing with supports, and then the same approach with individuals who have been chronically homeless and alcoholic. Currently, Helen is involved in a narrative case study of the implementation of a falls prevention best practice guideline.

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Session 26 3:30-5:00pm

Hampstead

Papers

Older Adults/Aging

26.1. What do older adults think of reminiscence?

Cappeliez, Philippe
School of Psychology
University of Ottawa
Ottawa, ON, Canada

Drouin, H elo ise
University of Ottawa
Ottawa, ON, Canada

This research investigates the implicit theories of older adults regarding reminiscence. A semi-structured interview was conducted with eight older adults (average age: 77.3 years). Contents were analyzed by three researchers who followed the method of grounded theory. Five main themes emerged. The identity function of reminiscence is the one that predominates. Reminiscence and emotions are intertwined: emotions characterize reminiscence and reminiscences are used to manage emotions and foster adaptation. Some reminiscences occur spontaneously while others are intentional, each type having its own triggering context. Interpersonal relations are at the core of reminiscence. Finally, reminiscences are considered as both an index of good memory functioning and a way to exercise memory in order to avoid dementia. These findings provide further insight on the contribution of reminiscences to psychological adaptation in later age.

Philippe Cappeliez, PhD, C. Psych., is Professor at the School of Psychology, University of Ottawa, and scientist affiliated with the Elisabeth Bruy ere Research Institute (Ottawa). He obtained his Ph.D. in clinical psychology at McGill University in 1981, after undergraduate and graduate studies in Psychology at Universit  Catholique de Louvain (1974). He teaches clinical psychology of aging to graduate students in clinical psychology, and psychology of aging and research topics in gerontology to undergraduate students in psychology and gerontology. Depression in older adulthood, in particular psychological treatments such as reminiscence therapy, and the functions of reminiscence in later life constitute his main research interests.

26.2. Narrative Insights into Suffering, Loss, and the Journey to Life

Kenyon, Gary
Gerontology Department
St. Thomas University
Fredericton, NB, Canada

In this paper I plan to reflect further on three interrelated themes that I have explored in previous writings. The first concerns the way in which the narrative metaphor, or life as story, provides insight into the *inside* of aging, which in turn highlights a different understanding of the human journey than does the dominant metaphor of decline, particularly in terms of our experience of time. Secondly, I want to present examples of how narrative gerontology allows us to observe the inside story of suffering and loss, a story that often results in instances of acceptance, meaning, and wisdom, and even in moments of peace. Thirdly, I want to explore how we can consciously read our inside story and, in a sense, *restory* our journey by means of the art of Tai Chi. Through Tai Chi, we can co-create a “wisdom environment” which both enhances our personal journey to life and helps others become better travelers in their journeys, and in the process promotes narrative openness. The term “journey to life” reflects a conviction that this change of preposition merits further attention as suggesting a possible *telos* of the human experience.

Biography

Gary Kenyon, PhD, is founding Chair and Professor, Gerontology Department, St. Thomas University, Fredericton, New Brunswick, Canada. Dr. Kenyon is listed in Who’s Who in Canada and the United States. His publications include: *Metaphors of Aging in Science and the Humanities*, *Aging and Biography*, *Narrative Gerontology*, *Restorying our Lives*, and *Ordinary Wisdom*. Dr. Kenyon has also acted as Guest Editor for several journals. He is co-editor of a forthcoming volume entitled *Storying Later Life: Issues, Investigations, and Interventions in Narrative Gerontology*. Dr. Kenyon is a practitioner and teacher of Tai Chi and teaches Tai Chi in long term care settings.

26.3. Advantages and Challenges of Using Narrative Methods with Seniors

Marlett, Nancy

Community Rehabilitation and Disability Studies
University of Calgary
Calgary, AB, Canada

Narrative interviewing was part of a CIHR grant to teach research methods, implementation and design to seniors. This paper will present the results of this research project that capitalizes on the strengths of peer to peer research. The method that evolved during a series of studies includes a structured data and analysis process that is taught to both the senior researcher and potential interviewees at the same time. Stories about the research topic are solicited, first within a life story summary, followed by narratives that begin with family stories, personal stories and finally topic specific stories. In each story the precipitating events, plot, consequences and reactions are collected and analysed for precipitating factors, scripts related to the topic, and anticipated outcomes. Challenges and clinical implications related to peer to peer interviews, disclosure, ethics, debriefing will be covered as will the benefits of the method in providing in depth data within a sequential structure.

Nancy Marlett, PhD, is a member of an interdisciplinary program, Community Rehabilitation and Disability Studies at the Faculty of Medicine, University of Calgary. The program is non-medical in nature, but prepares students at undergraduate and graduate levels to work in community capacity building, development and consumer driven supports. She has been most interested in consumers as teachers, researchers, service providers and academics. She has worked with many disenfranchised groups, most recently, seniors, mental health and addictions, aboriginal communities and primary care. Her publishing and research focus on narrative as a tool in education, therapy and community development, in Canada, Russia, the USA and Japan.

Session 27 3:30-5:00pm

Aberdeen

Papers

Trauma/Challenge/Identity

27.1. *The Tangled Skein: American Women Inmates Use of Instability to Create Coherence*

Clark, Carolyn M.

Adult Education

Educational Administration and
Human Resource Development

Texas A&M University

College Station, TX, USA

Sandoval, Carolyn

Villa, Carmen

Adult Education

Texas A&M University

College Station, TX, USA

Meet Diane, Janet, and Catherine, women inmates of a Texas prison, two serving time for murder and one for aggravated assault. All are also victims of sustained domestic abuse, and all wrestle with drug addiction. We met them as part of a mixed-methods study examining the impact of domestic violence in the lives of women inmates, and their life stories made those connections dramatically visible. Their stories are different in the details but alike in narrative structure: all interweave the three threads of domestic abuse, crime, and drug addiction and in each life story one of those threads dominates. But the skein is tangled and nowhere is there a center that holds. In all cases these women construct narratives of instability—their biological and step-parents fail them, their boyfriends and husbands disappoint, abuse, and often betray them, and their own efforts to gain control over their lives repeatedly fall short, dramatically so when they engage in criminal activity. Who or what can be depended on? For them, no one and no thing, except instability itself. In this presentation we examine how these women make sense of their deeply fractured lives through narratives that artfully make instability a mode of coherence.

M. Carolyn Clark is an Associate Professor of Adult Education at Texas A&M University and co-editor of the *International Journal of Qualitative Studies in Education*. She is a graduate of the University of Georgia and her research interests include narrative learning, transformational learning, and marginalized women's identity development.

Carolyn Sandoval is a doctoral candidate in Adult Education at Texas A&M University; her dissertation research is on the experience of Chicanas participating in a voluntary educational program in a city jail. She has also done research on domestic and custodial workers, and on the impact of divorce on older Chicanas.

Carmen Villa is a recent graduate of the doctoral program in Adult Education at Texas A&M University. An engineer by training, she focused her dissertation on the experience of women engineering students in several engineering programs in Mexico. She is currently doing research on the experience of high-achieving African-American college students in the fields of science, technology, engineering, and math.

27.2. Trauma that Made it to Print: Transformative Learning through Life Writing

Karpiak, Irene E.

Department of Educational Leadership & Policy Studies
Jeannine Rainbolt College of Education
University of Oklahoma
Norman, OK, USA

It's very hard to remember my childhood until when I left home. In fact, it's quite painful to remember and write about it. But in my adulthood I've learned that remembering is healing and it's only until we understand who we were that we know who we are.
Student/Writer

Recent initiatives in life writing among therapists, gerontologists, and educators reflect the growing recognition of its benefits for self-reflection and personal learning. More recently the use of life writing in settings devoted to healing and growth parallels the recognition of its power for healing emotional trauma and wounds (Pals, 2006; Pennebaker, 2003; Ellerby, 2001). My own use of life writing as an educator with students in continuing education and graduate study has enlarged my appreciation of the function of life story to weave together the various episodes of our life, such that more becomes known about our selves, our world, and those around us. Through reading over four hundred life stories and carrying out a research study into the experience of life writing, I have observed that life writing engages students in a process of life review; it illuminates beginnings that had shaped their lives; it highlights choices that determined their conditions or roles unwittingly played; it brings a sense of order to a fragmented life; and permits closure to painful events, even healing of past wounds. For this timely conference my paper explores the therapeutic value of narrative in the context of adult and higher education. I propose to focus on those student life stories that were crafted around the trauma of past experiences and the possible ways in which their writing led to healing and growth. I will highlight how my research upholds the value and worth of life writing about loss, abuse, or trauma, in particular the resolution, resolve, and revision (of a possible future) that can follow. In tune with Jean Houston's (1987) observation of the healing power of story, my paper explores how life writing enables students to integrate their traumatic experience into a "larger story" that becomes "the story of my life."

Irene E. Karpiak, PhD, MSW, is Associate Professor of Adult & Higher Education, the University of Oklahoma, where she teaches masters and doctoral level courses on adult learning and development, transformative learning, autobiography and life writing, and uses of narrative in teaching and research. Her earlier research focused on adult and midlife development, and her more recent research centers on student autobiographical writing and related themes of learning, development, and change. The results of her research into the benefits of life writing have been presented at various conferences and published in several national and international journals.

27.3. Reconstructing a Narrative of Trauma as a Daughter of Child Survivors of the Shoah: Mediating with Language or Healing through Language?

Lipszyc, Carol
Department of English
SUNY Plattsburgh
Plattsburgh, NY, USA

Are we asking too much of narrative when we anticipate psychological resolution through story writing? What strategic writing knowledge can we gain when reconstructing a narrative of trauma? What challenges will we face? And what adaptive benefits might evolve? In my presentation, I will focus on strategic writing knowledge I gained when reconstructing a narrative of trauma from my late father's oral testimony. In my effort to psychologically orientate myself to the ordeals he suffered hiding as an adolescent in the Belarus forests of WWII, and in my aim to reconstruct events imaginatively, I will share aspects of the writing that absorbed me, specifically: my quest for historical authenticity, the need to engage the reader empathically, the challenges of evoking the killing fields through metaphor and the imagery of trauma. In transmitting my father's story and providing a link in a chain of testimony, I gained insights and uncovered causes about the complexity of a human life under duress. Yet, the act of story writing, I argue, was adaptive rather than healing.

Carol Lipszyc earned her doctorate in education at OISE, University of Toronto. She has taught language arts at the secondary and adult re-entry levels for both first and second language learners. Before teaching, Carol was a professional singer with Canadian television and radio appearances to her credit. Her ESL/Literacy Reader, *People Express*, was published by *Oxford University Press* in Canada in 1996. Select poems, prose, reviews and scholarly chapters have been published in *Parchment*, *Midstream*, *English Quarterly*, *Canadian Woman Studies Journal*, and by *Cambridge Press U.K.* and *Sense Publishers*. Carol Lipszyc is currently an Assistant Professor at Plattsburgh State University, SUNY, teaching English Teacher Education and Creative Writing.

Session 28 3:30-5:00pm

Carleton

Papers

Communications

28.1. *Bird Flu Deaths Raise New Fears: Stories of Risk in News Coverage of a Potential Avian Flu Pandemic*

Davis, Elizabeth

Communication Arts Department

Gonzaga University

Spokane, WA, USA

Although H1N1 (swine flu) has become the first declared pandemic of the 21st century, H5N1 (avian influenza or bird flu) emerged as the first potential pandemic and remains a significant global concern to medical scientists and public health officials. As of June, 2009, swine flu was highly transmissible among humans, exhibiting fairly mild symptoms, and a mortality rate below 1%. Bird flu, a global health concern beginning in 2003, remains extremely low in transmissibility from poultry to humans, and exceedingly rare in transmission between humans, but has a >60% mortality rate. A potential global pandemic generates discourse across a wide range of publics, with competing and highly complex discourses. These concerned publics include health officials, government entities and policy makers, social groups and the greater community. News media act as an important conduit and filter for these various dialogues, distilling information, highlighting salient features, and selecting specific perspectives through which to present and modify competing discourses. As a means to both reflect and construct public narratives on an issue, news media remain significant instruments for framing competing conversations, shaping public opinion, and helping to establish policy. However, news media do not operate in a vacuum; the "media's presentation of information and perspective is, itself, stories" told by news media are colored shaped by social conversations, cultural values, and competing ideologies. The result is that the public weighs this constructed reality against its own internal schemas, engaging in an ongoing dialogue that results in an evolving rendering construction of social reality. News coverage of this potential avian flu pandemic offers insights into how global risk is perceived nationally within the United States. Additionally, when the origins of a potential risk are determined to reside outside a nation's boundaries, analysis of news coverage illuminates how stories of risk are told and who is blamed for perceived dangers in the world. Framing is an active and constitutive process that reflects the shared beliefs of relevant publics and the co-constructed and mutually negotiated nature of a particular social reality for an issue. News media become part of multiple sites for public discussion and debate on an issue, both reflecting and contributing to a greater social narrative. As Lucaites and Condit (1985) contend, "a rhetorical narrative is a story that serves as an interpretive lens through which the audience is asked to view and understand the verisimilitude of the propositions and proof before it" (94). My objective is to extend the understanding of risk communication narratives by examining how risk is framed in news coverage of avian influenza. In particular, as discursive communities increasingly address global risks from local perspectives, my aim in this research is to understand how national media participate in shaping perceptions of risk and telling stories of blame and responsibility. In this paper, I report on one aspect of the first stage in a larger, three-stage project. This first stage is an analysis of news coverage of avian influenza using *The New York Times*, for the period of 2004 through 2006, encompassing the early years of public concern over a potential avian flu pandemic.

Elizabeth Davis is an assistant professor at Gonzaga University in Spokane, Washington. She earned her PhD at The Ohio State University, completing a doctoral thesis on medical narratives of breast cancer. Her research interests lie at the intersections where public and institutional discourses meet, conflict, and interact with individuals and with social practices. Her primary research interests involve the study of health, medicine, science, and gender from rhetorical and qualitative perspectives.

28.2. Narrative Reflections through the Cinematic Lens: Using Film in Autobiographical Narratives

Roden, Kathrynne
Department of Mass Communication
University of Central Oklahoma
Edmond, OK, USA

Stories in the form of film are powerful narrative tools because they connect to individuals' lives in personal ways. Joseph Campbell (1992) contends that stories reveal a journey and portray aspects of human behavior. This study reveals how stories in the form of films provide opportunity for individuals to connect to life's journey. This study also provides a glimpse into how films operate as a powerful form of storytelling and thus can be used to prompt others to reflect on and share their autobiographical self. In this narrative research university students are asked to select a film that they have watched on multiple occasions that they identify with in some meaningful way and then write a narrative discussing how the film reveal something about their personal life experiences. Students' narratives reveal that certain films mirror life's experiences and reflect phases of their life cycle. Students from various ages, cultures, majors, and backgrounds reveal that films mimic life's perpetual changes and transitory nature. Students relate to the film due to three phases of the life journey that are depicted: 1) Life in continuity to a point of disequilibrium, 2) Life in turmoil with struggles and suffering followed by obstacles to overcome, and 3) Life returning to continuity, but changed.

Kathryne Roden, Ph.D. is faculty in the Department of Mass Communication at the University of Central Oklahoma. She teaches courses in Communication for Teachers as well as Human Communication. She also teaches Cinematic Communication designed to increase students' knowledge and use of film concerning issues of aesthetics, awareness, perception and cultures in academic, civic, and professional presentations. Dr. Roden also serves as Graduate faculty at the University of Oklahoma where she serves on dissertation committees. Her current research involves film as pedagogy in the cinematic classroom and the use of film and narratives in transformative teaching and learning.

28.3. Pema's Tale: Intercultural Communication as Storytelling

Rose, Ellen
Faculty of Education
University of New Brunswick
Fredericton, NB, Canada

The narrative turn has not yet been felt in the field of intercultural communication, which is typically conceptualized and discussed in terms of business-oriented models that focus on the binary differences between cultural groups. Beginning with Edward Hall, the foundational premise is that the basis of effective communication with people of cultures other than our own is a thorough understanding of the disparities between cultural groups. This paper argues that the goal of intercultural communication on our shrinking planet should entail not merely the business-like, efficient exchange of information with different others but the crucial development of a feeling of connection and an appreciation for diverse ways of being in the world. Building upon the work of Jerome Bruner, it further suggests that the blinkered focus on dissimilarities which traditional models enforce obscures a true understanding of how intercultural communications can be enabled by a fundamental similarity: the human impulse to make sense of the world through storytelling. Finally, it describes a forthcoming research project, in Bhutan, which will be based upon this reconceptualization of intercultural communication as the co-construction of narratives by individuals who are attempting to forge an empathetic connection.

Ellen Rose, PhD, is Professor of Education at the University of New Brunswick. She is the author of numerous articles and two books, with a third forthcoming, which explore the interconnection between education, technology, and culture.

Friday, May 21

Session 29 3:30-5:00pm

Grand Ballroom B

Panel

Stories of Psychotherapy and Life Review: Empirical Perspectives

Chair/Discussant:

Ernst Bohlmeijer

Department of Psychology and Communication

University of Twente

Enschede, Netherlands

29.1. Life-Review Therapy and Coherence in Life Stories

Jojanneke Korte

Department of Psychology and Communication

Twente University

Enschede, Netherlands

Currently, there is a great need to develop and evaluate effective, low-threshold interventions for older adults that reduce the risk to develop clinical depression. This talk will discuss a life-review therapy group intervention for adults of 55 years and over, with depressive symptomatology. The essence of the intervention is to discover stories about one's life that help the individual to lead a contented life. To gain more insight into how this life-review therapy works, we carried out a qualitative study (N=20). We interviewed 10 participants with a substantial decrease in depressive symptoms, and 10 participants who did not profit from the intervention with respect to depressive symptoms. In this way, we can specify why some participants obtain relief from the intervention, while others do not. Preliminary results show that it is indeed useful to assess the stories of participants in life-review therapy. The interviews reveal circumstances that probably have caused the intervention to be ineffective in some participants. For example, the intervention does not fit participants that experience complicated grief or have problems in looking back at their lives. Interestingly, after completing the intervention, all participants report to have more insight in their identity, their experiences, and how they look back upon their lives.

Jojanneke Korte graduated in October 2007 as a psychologist at the University of Twente. Since January 2007, she has been a PhD student in clinical health psychology at the Twente University. Her PhD project is focused on a newly developed life-review intervention, "The stories we live by." This intervention aims at people of 55 years and over, with mild depressive and/or anxiety symptoms. The effects of this intervention on depression, anxiety, quality of life and mental health are investigated by means of a randomized controlled trial. In addition, economic analyses will be conducted.

29.2. Narrative Change and Clinical Improvement in Psychotherapy

Jonathan M. Adler
Department of Psychology
F. W. Olin College of Engineering
Needham, MA, USA

When former psychotherapy clients reflect on their experiences in treatment, they tend to focus on the ways in which their sense of self evolved. In other words, the therapeutic experience is recounted as more than simply a time of improved mental health, but also one of important identity development. In fact, this type of change in narrative identity may be the most salient outcome of treatment for clients. This talk will present an overview of a program of research aimed at understanding the relationships between changes in clients' narrative identity and their clinical improvement over the course of psychotherapy. The results from a series of studies using qualitative, quantitative, and mixed-methods approaches in both cross-sectional and longitudinal designs converge to suggest that certain salient components of clients' narratives are strongly associated with clinical improvement. The theme of agency will be highlighted as a narrative characteristic especially associated with psychological health.

Jonathan M. Adler is an Assistant Professor of Psychology at the F.W. Olin College of Engineering in Needham, Massachusetts, USA. He received his Ph.D. in Clinical and Personality Psychology from Northwestern University in 2009, where he worked with Dan McAdams. His program of research seeks to understand the relationships between changes in clients' narrative identity and their clinical improvement over the course of psychotherapy. In addition to research and teaching at Olin College, Dr. Adler is a postdoctoral clinical fellow at the Stone Center Counseling Service at Wellesley College in Wellesley, Massachusetts, USA.

29.3. Narrative Accomplishments in Therapist-Client Interactions during Life Review Therapy: A Focus on Telling Specific Positive Autobiographical Memories

Gerben J. Westerhof
Department of
Psychology and
Communication
University of Twente
Enschede, Netherlands

Steunenberg, Bas
Clinical Health
Psychology
University of Utrecht
Utrecht, Netherlands

Ernst Bohlmeijer
Department of
Psychology and
Communication
University of Twente
Enschede, Netherlands

It is a well-established research finding that depressed people have difficulty in recalling detailed positive memories about their lives. "Precious Memories" is a life review therapy protocol that stimulates the recall of these kinds of autobiographical memories. The therapy consists of four sessions addressing different life phases. A randomized controlled trial has shown that the protocol is effective in alleviating depressive symptoms in older adults living in nursing homes. The present study addresses the interactions between therapists and clients during the four therapy sessions. The main research question is how the telling of specific positive memories is accomplished across the four sessions. Data are the transcriptions of audiotaped sessions: the four sessions of five clients with a reduction in depressive symptoms and the four sessions of five clients who did not improve. The telling of specific positive memories and the mutual roles of the therapist and the client in this process are the main focus of the analysis. The differences between clients who did and did not improve thus provide insight in the effective ingredients of the life review protocol.

Gerben Westerhof is an Associate Professor of Psychology at the University of Twente, the Netherlands. He conducts population studies on lifespan development with a focus on positive mental health, well-being and meaning in life. Furthermore, he is interested in the process of the narrative construction of identity in relation to mental health. Last, he is involved in clinical studies on the promotion of mental health through life review and reminiscence. His studies mainly focus on the later phases of life.

Bas Steunenberg is an Assistant Professor of Clinical Health Psychology at the University of Utrecht, Utrecht, Netherlands

Ernst Thomas Bohlmeijer is an Associate Professor in mental health promotion at the University of Twente. He received his doctorate in 2007 with the thesis *Reminiscence and Depression in Later Life*. Until 2007, he worked as senior scientist and head of a research program on the prevention of psychological disorders at the Trimbos-Institute, the national institute for addiction and mental health. His main current research is on the focus of life-stories, life-review and mental health.

Friday, May 21

Session 30 3:30-5:00pm

Grand Ballroom C

Panel

Experience in Foreign Language Classrooms

Grounded on the Dewey's (1925) experience construct, Miccoli (2007) states that experience involves self and others, who transform and are transformed in an organic, complex process. Narrative, according to Polkinghorne (1988), makes human experience meaningful. Within this framework, the dynamics of classroom culture emerges from researching participants' experiences through narrative. In this panel *experience* is approached from different viewpoints in three narrative studies (Lieblich *et al.*, 1998) that report: (1) how learning experiences are related and intertwined inside and outside the classroom, revealing a complex learning process, relevant to researchers, teachers and students learning a second or foreign language through the experiences of one of six Brazilian Language Arts undergraduate students in an ethnographic study that aimed at a view of foreign language learning from learners' point of view; (2) the empowering influence of hope on students' foreign language learning experiences, through the analysis of the 10 learning narratives that reveal dimensions of hope: affect (emotional aspect of hope); agency (cognitive aspect of hope); historical conscience (temporal aspect of hope); and relationship (social aspect of hope); (3) the changes yielded by experiencing alternative models of pedagogical practice, which combined with reflection led an English teacher from the public educational sector to belief modification in the state of Minas Gerais, Brazil. Thus, our goal is to argue for narrative as a useful research approach that can help students, teachers and teacher educators better understand their experiences. Moreover, it may be important in the process of change in pedagogical practice.

30.1. Experience, Challenge, Reflection and Recovery: A Student's Narrative

Miccoli, Laura

Applied Linguistics Studies
Federal University of Minas Gerais
Belo Horizonte, MG, Brazil

In this paper I present the experience of Language Arts major. She is one of six participants in an ethnographic study whose objective aimed at documenting foreign language students' classroom learning experiences over one academic term. Aiming at a view of classroom foreign language learning from the narratives of those who live such experience, the goal was to obtain 1st person accounts of the learning process as it happens in class and compare those to second language acquisition models. To that end, students were video taped in class. Later, in viewing sessions they saw themselves and retrospectively narrated their experiences in unstructured interviews. Framed by SLA acquisition research (Ellis 1994), Vygotsky's sociocultural theory (1978) and a phenomenological approach to data analysis (Mustakas 1994), results yielded a complex learning process where classroom cognitive, social, affective experiences are related and intertwined with experiences of contextual, personal, conceptual and future nature (Miccoli 1997, 2000, 2003, 2004, 2006, 2007, 2008). This student's narrative informs us of her learning goals, challenges along the way, frustration, reflection and recovery in face of obstacles. This offers a complex view of classroom language learning relevant to researchers, teachers and students learning a second or foreign language.

Laura Miccoli is an Associate Professor in the Applied Linguistics Graduate Program in the Federal University of Minas Gerais, Brazil. She has an MA in TESL from UCLA and a PhD in Education from the University of Toronto. Her teaching experience comes from appointments to teach English as a second and foreign language in Brazil and abroad. Her research interests include: (1) learners' and teachers' experiences in language classrooms, (2) teacher development, (3) autonomy, (4) language learning evaluation, among others. In addition to her academic duties, she is frequently engaged in continued education programs and occasionally in consulting.

30.2. Narratives of Learning: Mapping the Multidimensions of Hope in Students' Experiences

Silva e Souza, Andrea

Applied Linguistics Studies

Federal University of Minas Gerais

Belo Horizonte, MG, Brazil

The importance of considering the study of hope as a premeditated path for bettering the quality of our lives is already being heavily considered by scholars from various fields, such as Psychology (Averill & Sundararajan, 2005; Jevne, 2005; Bruininks & Malle, 2005), Sociology (Ludema, 2001), Philosophy (Nunn, 2005; Dauenhauer, 2005), and Education (Freire, 1992; Snyder *et al*, 2002; Halpin, 2003; Murphy & Carpenter, 2008; Mattos, 2009). According to The Hope Research Forum of the Hope Foundation, "hope is capable of changing individual lives. It enables individuals to envision a future in which they are willing to participate. Without hope, the person is unable to influence learning and adjustment" (www.ualberta.ca/hope). Therefore, the aim of this paper is to report the findings of a study that focused on mapping the influence of hope in the experiences of learning EFL in Brazil. Through the analysis of the 10 learning narratives, some dimensions of this construct were revealed: affect (emotional aspect of hope); agency (cognitive aspect of hope); historical conscience (temporal aspect of hope); and relationship (social aspect of hope). These aspects being discussed, some perspectives are offered on how to empower students by pointing to hope as a strategic orientation for learning experiences.

Andrea Silva e Souza has spent the last fifteen years working as an English teacher and, more recently, has started working towards an MA in Linguistics Studies at the Federal University of Minas Gerais to pursue her dream of becoming a researcher in the field of EFL. Her graduate research focuses on hope as experienced by undergraduate learners in Brazil. Author of some articles on this subject, she enjoys combining her love of studying/teaching the English language with the possibility of bringing hope to the realm of Applied Linguistics. Her main interests are: hope, EFL experiences, and social transformation.

30.3. Experience and Change Revealed Through Narratives

Arruda, Climene F. B.
Tourism and International Business
FUMEC University &
Applied Linguistics Studies
Federal University of Minas Gerais
Belo Horizonte, MG, Brazil

This paper aims to report the process experienced by a teacher of English from the public educational system in the state of Minas Gerais, Brazil, after learning alternative models for his pedagogical practice. The experience of getting to know alternative models in continued education programs is known to help teachers bring about pedagogical change (JOHNSON, 1994; ALMEIDA FILHO, 1993). Data for the research were collected by means of written and oral narratives, classroom observations; and reflective sessions. The narratives revealed that the teacher lived significant experiences as he participated in the continued education project for public-school foreign language teachers. He engaged in a process of reflection and resignification of beliefs. As a result, he implemented significant changes in his students' evaluation process. I argue that narrative is a useful research tool that can help teachers and teacher educators better understand teachers' experiences and beliefs. Furthermore, it may be important in the process of change in pedagogical practice.

Climene Arruda is an English Professor in the Tourism and International Business Graduate Courses at FUMEC University in Brazil. She has been teaching English as a second language for 22 years and is frequently engaged in continued education programs for public school teachers. Her qualifications include an MA in Applied Linguistics from the Federal University of Minas Gerais, where she is currently a PhD student. Her research interests include: learners' and teachers' experiences and beliefs, teacher development, and language learning evaluation.

Friday, May 21

Session 31 3:30-5:00pm

Grand Ballroom D

Papers

Spirituality/Religion

31.1. *Narratives of Exclusion: Toward a Pastoral Theology of Community*

Harding, Karen

McMaster Divinity College

Hamilton, ON, Canada

“Difference” continues to encourage the stratification of people within North American evangelical churches to such a degree that many have left. Single adults, the elderly, those living with disability, the divorced, the widows, the homeless...the list is endless. Even worse, their absence is rarely noticed. The attitude seems to be, “Well they just didn’t want to commit to what we were doing.” The church, however, has become more like a business, with myriad strategies in place for increasing attendance and stewardship, rather than a loving and compassionate body of believers. Consequently, people fall through the cracks in the system and follow-up is rare. Narratives of exclusion, though, are waiting to be voiced. People who have felt excluded long to resist the powers that have made them feel as if they do not belong. Allowing their voices to be heard will only challenge the powers of exclusion operating within the church, and, hopefully, will renew a sense of the church’s call toward authentic community.

Karen Harding is finishing an advanced MA degree in Christian Studies at McMaster Divinity College in Hamilton, Ontario. She is majoring in Pastoral Theology and has had a special interest in the suffering of the excluded within the church. She will be starting a PhD program in Spring, 2010.

31.2. Open Stories, Open Lives: Toward a Narrative Theology of Aging

Randall, William
Department of Gerontology
St. Thomas University
Fredericton, NB, Canada

The idea of “narrative foreclosure” has received increasing attention from (narrative) gerontologists as a way of understanding the dynamics of depression in later life. Yet the corresponding notion of “narrative openness” remains somewhat undefined. Building on discussions of “biographical aging,” “the poetics of aging” (Randall & McKim), and the supposed characteristics of a “good life story” (e.g., coherence, differentiation, openness), my purpose in this paper is to explore what narrative openness might look like. A further purpose, however, is to identify some preliminary considerations for what might be called a *narrative theology of aging* --where “theology” is understood broadly, as pertaining to the impulse to fashion meaning from our experience, and thus to spirituality more than religion per se. Among the themes around which such a “theology” could be constructed are: aging as a “natural monastery” (Moody) and as “the narrative phase par excellence” (Freeman); the metaphorical potential of (autobiographical) memory (Randall); memory as an open text; “ideological settings” (McAdams) and “master narratives”; lifestories as “structurally and interpretively open” (Linde); lifestories as *parabolic*; “the theological horizon of the life story” (Freeman); untold stories, possible lives, and surplus meanings; conscious aging and adventurous aging; generativity and genealogy as forms of “pragmatic spirituality” (Moody); “hindsight” as pivotal to moral development (Freeman); “the redemptive self” (McAdams); storytelling as spiritual activity (Atkinson); lives as “sacred texts” (Charmé); and death as The End of the story in the sense of “open closure” (Taha).

William L. Randall is Associate Professor and Acting Chair of Gerontology, as well as Director of The Centre for Interdisciplinary Research on Narrative, at St. Thomas University. Author or co-author of various books and articles on biographical aging, narrative gerontology, and the storied dimensions of human development, his work appears in such periodicals as *Narrative Inquiry, Theory & Psychology*, the *Canadian Journal on Gerontology*, and the *Journal of Aging Studies*. His most recent book, written with Elizabeth McKim, is entitled *Reading Our Lives: The Poetics of Growing Old* (Oxford, 2008).

Friday, May 21

6:00-7:00pm

Governor's Ballroom

Pre-Banquet Reception

If you signed up for the Banquet when registering, you will find your wine/beer ticket(s) for this reception in your Registration Package.

7:00-10:00pm

Grand Ballroom

Banquet

The banquet features local Maritime products prepared by Executive Chef Jason Gower and his team. The fee includes the reception and entertainment by the Garry Hansen Quartet. East Coast Music Award nominated guitarist Garry Hansen is joined by Fredericton jazz veterans Chad Ball (bass), Craig Woodcock (alto sax), and Don Bosse (drums). This popular local combo will perform an enjoyable mix of jazz and latin standards.

If you signed up for the Banquet when registering, you will find your ticket(s) in your Registration Package.