

**Sunday, May 23**

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**8:00am**

Governor's Ballroom

**Coffee**

**8:30am-1:30pm**

Grand Hall

**Check-In**

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

**8:30-10:00am**

**Papers and Panels**

**Session 57 8:30-10:00am**

Victoria

**Papers**

**Professional Identities**

***57.1. Storying the Academic Self: Theorizing Narratives of Learning in University Contexts***

*Granger, Colette*

Faculty of Education

Queen's University

Kingston, ON, Canada

&

Teaching and Learning Services

University of Toronto

Toronto, ON, Canada

This paper is grounded in my current postdoctoral study of oral, written and digital narratives of three groups of students at two Ontario universities – undergraduates, preservice teachers in a one-year certification program, and graduate students in Education Studies. My aim is twofold: to consider the potential of personal stories to articulate linguistic, social, academic and affective factors that inform and challenge learners' self-concepts, and to explore how collaborative practices of narrative interpretation might facilitate transitions into new academic contexts, disciplines and discourses. Study participants and I will engage in co-constructed analyses of their narratives, calling on multiple hermeneutic frameworks including critical discourse analysis (Fairclough, 2003; Foucault, 1983; A. Luke, 1997; Wooffitt, 2005), feminist discourse analysis (Bloom, 1998; C. Luke, 1996; Remlinger, 2005), and psychoanalytic theories of subjectivity (Freud, 1948; Winnicott, 1945) in order to facilitate the working through of resistances to thinking critically about and learning from theory, and to articulate that thinking and that learning in unaccustomed academic settings and writing genres. If all goes well, this paper will present preliminary findings around questions of how personal stories of learning, along with collaborative theorization of those stories, might empower both writing and writers.

Sunday, May 23

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*Colette A. Granger* is currently researching the potential of personal narrative to facilitate the working-through of resistances to learning among post-secondary students. She has taught foundations courses in the faculties of education at York and Queen's Universities, and academic writing at the University of Toronto. Her 2007 doctoral work, an autoethnography of teaching and learning, was awarded a dissertation prize by the Canadian Association for Teacher Education; she has published work on sexuality in education, new technologies, and her first book, *Silence in Second Language Learning: A Psychoanalytic Reading*, was published in 2004.

**57.2. *When Will I Stop Being from Away? A Doctoral Researcher's Relocation into the World of Narrative Inquiry***

*Lom, Essie*  
Faculty of Education  
University of New Brunswick  
Fredericton, NB, Canada

I am an immigrant to the rural community. Since moving to New Brunswick, I have become immersed in rural life. Neighbours welcome me into their lives and community while colleague teachers induct me into life in a rural school. Despite sincere efforts to establish a home, I will always be labelled a “come-from-away”. Similarly, as a novice researcher, I rely on the writings of “resident researchers” to instruct my entrée into the world of narrative inquiry. Despite my efforts to settle into the world of narrative, I am usually asked if I am merely visiting – is narrative inquiry how I see the world or am I borrowing from the methodology. What will determine residency status in each of these worlds? Who will make this determination? When will I be accepted as a resident in the world of narrative inquiry instead of a tourist, merely looking for a convenient opportunity to temporarily view the panoramic vista of the professional lives of rural teachers? In this paper, I explore the tensions of a novice rural narrative researcher trying to understand my shifts in consciousness as I consider narrative inquiry for my doctoral study of rural teachers' access to professional development.

*Essie Lom* has taught English, social studies and theatre in Middle and High schools for 32 years. Her last two schools were independent (all girls in Montreal and co-ed boarding in Rothesay, NB). She has a Master's in Education from UNB (2007) and a Master's in Education from McGill (1982) and is currently a full-time student, working on a PhD in Education from UNB. Her research interest is the professional development of rural teachers. She is also a researcher in CRYSTAL Atlantique (UNB), an NSERC funded program of informal science education.

**57.3. Narrating “Self”: Using Digital Literacy Autobiographies with Preservice Teachers**

*Shaheen, Maria D.*

Department of Elementary and Early Childhood Education  
Kennesaw State University  
Kennesaw, GA, USA

It has been said that we teach who we are—in essence, our pedagogical practices are actually *part of us*. Preservice teachers have spent thousands of hours observing educators prior to entering the university setting (Mallette, Kile, Smith, McKinney & Readence, 2000). These early educational experiences translate into beliefs and assumptions related to “best practices.” Such powerful beliefs “filter” all other content preservice teachers learn in their university methods coursework unless these prior beliefs are challenged (Harlin, 1999; Hollingsworth, 1989; Holt-Reynolds, 1992; Massey, 2002; Spor & Schneider, 1994). Critical reflection (Zeichner & Tabachnick, 1991) is one method that can potentially disrupt preservice teachers' prior assumptions and force them to think more carefully about their current methods instruction in relation to their past assumptions. In this presentation, I will discuss the successes and difficulties I have encountered as I used digital literacy autobiographies with undergraduates. These digital narratives served as a space to not only narrate their literate “selves” but also served as a place to challenge prior assumptions and engage in conscious deliberation surrounding issues related to literacy instruction with young children.

*Maria Shaheen* is a literacy faculty member in the Department of Elementary and Early Childhood Education at Kennesaw State University. She has presented at a variety of local, state, national, and international conferences. Her research interests include struggling literacy learners, holistic instruction, best practices in literacy instruction, and issues related to using critical reflection with preservice teachers.

**Session 58 8:30-10:00am**

Hampstead

**Papers**

**Storytelling/Oral History/Folklore**

**58.1. *Storytelling in Everyday Life: An Art Lost?***

*Lätsch, David*

Department of Psychology

University of Zurich

Zurich, Switzerland

Narrative structures determine how humans beings see the world and how they act in it. Since the publication of Sarbin's (1986) seminal anthology on narrative psychology, this insight has rather rapidly spread among psychologists. Curiously, the interest scientists take in narrative matters occurs at a moment in history where critics outside the realm of social sciences have repeatedly noticed—with a pang of regret—that the construction of stories is becoming less and less important in people's everyday lives. The German philosopher Walter Benjamin (1936/1968), for example, observed that his contemporaries were giving up on the art of story-telling; replacing *narrative* modeling of everyday experiences, Benjamin bitterly regarded *information* as the crown-prince of human (self-)understanding. Other writers (such as Muschg, 1996) have recently confirmed Benjamin's projection. In his paper, the autor will look into the curious synchronism between the increasing scientific interest in narratives and the supposed depreciation of (actively constructed) stories in everyday life. He will stress a distinction that is well-known in the literature but often ignored: the distinction between story and script. While the importance of scripts in the process of structuring the human world can hardly be overestimated, stories have suffered quite a different fate. The practice of story-telling has been professionalised—so the author claims—to a point where people merely absorb stories, in myriad forms, but have ceased to tell them. Empirical support of this thesis is provided (Lätsch, 2008), and its implications for (narrative) psychotherapy are briefly investigated.

*David Lätsch* holds a Master of Science degree (2008) in Psychology, Philosophy, and Psychopathology from the University of Zurich. He is currently Coordinator for the Interdisciplinary Psychoanalytic Forum (IPF), an institution jointly sponsored by the University of Zurich and the ETH Zurich, at the Department of Psychology, University of Zurich, and is working on his PhD thesis on Narrative and Truth.

**58.2. “They don’t die like other men, they just dry up and fade away”: An Occupational Narrative Study of the Brickmakers of Chipman, New Brunswick**

*MacDonald, Heather*  
Department of Education  
St. Thomas University  
Fredericton, NB, Canada

In the early 1900’s, the newly settled village of Chipman was chosen by L.E. Shaw as the location for the newest branch of his brick making empire. Soon the village of Chipman became known for having “the best brick made in North America.” Brickmaking is a trade that requires strength, endurance and the specialized skills to turn raw shale into an aesthetic and durable product. It is also an industry that created a regional identity for the Village of Chipman because it employed a large portion of the village for decades, and literally shaped the face of the community. The plant shut down unexpectedly in the 1990’s after almost seventy years of production, leaving a community in a struggle to regain an identity and recover from a vast economic and cultural change. Based on fieldwork research and interviews with the former brickmakers and their families, this presentation will highlight some of the occupational folklore of the brick industry in Chipman, and will explore the larger implication of the “mental sifting process” which determines how we remember work and how memory is not only a personal, but a community construction.

*Heather MacDonald* is a graduate of St. Thomas University, where she Honoured in English Language and Literature. She also holds a Master of Arts degree in Folklore and Fellowship from Memorial University of Newfoundland. Heather conducted the research for this project in her hometown of Chipman, New Brunswick. This project is based on her Master’s thesis, which was funded by the Social Sciences and Humanities Research Council of Canada. She currently is completing her Bachelor of Education degree at St. Thomas University.

### **58.3. Unleashing the Splendour Within: Birthing the Master Storyteller Through Life Writing and Rituals**

*Mills Nash, Eve*  
Faculty of Education  
University of New Brunswick  
Fredericton, NB, Canada

Narrative has been recognized as a therapeutic tool for several years. This presentation discusses the use of a creative therapy that employs storytelling, writing and rituals designed to help individuals re-create their lives and "unleash" their own Master Storyteller. For the past ten years, I have been using this approach in a therapeutic lifewriting course (Rewriting Your Life) that I created to help women who had experienced severe trauma in their lives. Using Dr. William Glasser's notion of creating "total behavior" in either the "library" or "laboratory" of our lives, I guide participants as they explore and autopsy words and their meanings and as they categorize some of the more painful stories into the appropriate sections of their own personal /libraries/. Several women attended the first course over a six-week period and their stories attest to the healing they experienced during this time. Since then, this approach has been used with more than a hundred other women, men, and youths and, again, with remarkable results. By harnessing the power of narrative, participants are empowered and healed from old hurts as the conquering Master Storyteller emerges from within and gives new direction to the victimized tale spinners.

*Eve Mills Nash*, BA, MA, RTC, has a Master's degree in Creative Writing from the University of New Brunswick and is Reality Therapy Certified. She is a candidate to graduate in May 2010 from the MEd program in Counseling Psychology at UNB. She has been a journalist for more than 25 years. Her memoir, *Little White Squaw*, co-authored by Kenneth J. Harvey, was released in 2002 and has been used in the Social Work and Addictions program at Memorial University in Newfoundland and by St. Thomas University in the Sociology of Gender course. Nash offers workshops to promote wellness and is currently working on a book about the healing powers of storytelling. Much of her work has been in First Nations communities in New Brunswick, Quebec and Labrador. She recently piloted a program she created (*Feeding the White Wolf*) at Woodstock First Nation to help youths deal with anger and exposure to trauma. Nash has offered a course in Life Writing through UNB's College of Extended Learning for the past five years. She also teaches in the Youth and Childcare Studies (with Addiction) and Criminology Departments at CompuCollege (Eastern College), Fredericton.

**Session 59 8:30-10:00am**

Aberdeen

**Papers**

**Children/Youth**

**59.1. Tales from the Sand Box: Using Narrative Inquiry to Understand Play from a Child's Perspective**

*Adeney, Robin J.*

Faculty of Education

University of Regina

Regina, SK, Canada

This paper describes a narrative inquiry study that took place during the 2008-09 school year in a preschool classroom in a mid-sized Western Canadian city. The research asks the questions: "What is the experience of play in the life of a child?" "How can a narrative inquiry methodology be used to deepen understandings about children's culture and play?" Using a broad definition of narrative the study explores where the narrative turn has led the researcher as it includes children's multiple expressions including words, gestures, stories, artwork, sculpture, dance, drama, and song during play. This holistic view allows the child's thinking about play to become visible. Like Corsaro (2003) the researcher has positioned herself in the classroom as a player alongside the children and from this orientation of playing *with* and *alongside* rather than observing as a detached researcher, she discovers a ready welcome into their secret play society. The perspective that emerges provides an opportunity to see a worldview of play that is fresh, illuminating, and through children's eyes.

*Robin Adeney* is a doctoral candidate in the Faculty of Education at the University of Regina, Saskatchewan. She has worked as a children's entertainer, daycare director, preschool, kindergarten and grade one teacher, and museum educator. Her research interests include children's play, childhood's place in history, the arts as ways of knowing, folklore and games, inclusive education, and understanding children's culture and educational processes in preschools. She enjoys helping early childhood pre-service teachers prepare for their careers in education at the University of Regina.

**59.2. Roman à Clef as Bildungsroman: Meta-narrative and Slackening the Intentional Strings**

*Connolly, Maureen*  
Department of Physical Education and  
Kinesiology  
Brock University  
St. Catharines, ON, Canada

*Parsons, Jonathan*  
Department of English Language and Literature  
Brock University  
St. Catharines, ON, Canada

*What does it mean to write from an insider's perspective?* Co-authors discuss issues faced in writing a collaborative narrative on the lived experience of adoption – more specifically, their own experience leading to the reunion of birth parent and adoptee. Rather than presenting their narrative as factual autobiography, they instead employ various devices associated with fictional writing that nonetheless call attention to their own fictionality. The authors have crafted a roman à clef (novel with a key), a move which allows them to create critical distance from their own story, explore more fully the complexity of the experience and use strategies that interrogate more traditional and familiar approaches. Further, this move towards fiction asks readers to suspend their doubt and disbelief in the narrative as given, to slacken the intentional strings as Merleau-Ponty puts it, to question the ground of their certainties, thus nurturing a more nuanced investigation of the social and cultural myths surrounding adoption. As such, the novel is also a bildungsroman (educational novel), a form of narrative inquiry that has become increasingly popular in the field of arts based research and education. Through the course of the paper, the authors will share segments of their narrative and hope to solicit constructive feedback on both the form and content of the writing.

*Dr. Maureen Connolly* is a professor of Physical Education and Kinesiology at Brock University. Her ongoing commitment to narrative inquiry intersects with her interest in poetic and bodily expressive modalities and how these can function across scholarly, pedagogic and other creative outlets. Her teaching and research interests include curriculum, stressed embodiment, dance and movement education. Her theoretical dispositions are semiotic, phenomenological, irreverent, and quixotic. Maureen enjoys reading, writing, laughing, and authentic interpersonal engagement.

*Jonathan Parsons* is a poet and storyteller from St. John's, Newfoundland. His research interests include Newfoundland and Irish literature, Marxist criticism, and arts-based research and education. He is a recent graduate of Brock's MA in English and intends to pursue studies at the PhD level in the near future.

**59.3. “So I made myself”: Exploring Poetic Life Narratives of a Child with a Developmental Disability**

*Quaggin Harkin, Alison*  
Integrated Studies Program  
Athabasca University  
Athabasca, AB, Canada

From 2008 to 2009, I conducted a twelve-month autoethnographic project on the life narratives of my ten-year-old son, William, who has been diagnosed with a developmental disability. Like many people labelled with such disabilities, he does not relate his lived experience in linear narratives, possibly because his life does not follow the milestones that typify “normal” lives. Rather, he speaks in poetic fragments, which are rhythmic and rich in imagery, and which often focus on a single central idea. A major challenge for me as a researcher and parent was recognizing and valuing these fragments. By reworking transcripts of his speech into poems, I was able to see the multiple truths of his embodied experience, his shifting subjectivities, and his resistance to dominant discourses that present developmental disability as a deficiency. By taking a post-structural feminist approach in my discussion of the poems and the process of creating them, I hope to encourage readers and listeners to participate in meaning-making and to consider the many possible truths in the poems. Readers and listeners who do so may be able to see and “feel” alternative ways of understanding the narratives and experiences of people labelled developmentally disabled.

*Alison Quaggin Harkin* received her undergraduate degree in English from the University of Toronto, and a Master of Arts—Integrated Studies degree from Athabasca University in Athabasca, Alberta. Her primary research interest is life narratives of people considered developmentally disabled. Currently a freelance editor and writer, she is exploring doctoral programs in which she can combine her interests in autoethnography, narrative, creative nonfiction, and disability studies. She is the mother of three children, the youngest of whom has been diagnosed as developmentally disabled and autistic. Originally from Toronto, she now lives in Laramie, Wyoming.

**Session 60 8:30-10:00am**

Carleton

**Papers**

**Community Building**

**60.1. *That Reminds Me of a Story: The Importance of Narrative in Creating Context and Connectedness During Organisational Crisis***

*Langley, Dawn*

School of Management

University of Surrey

Guildford, Surrey, UK

This paper will consider the implications of the metaphorical shift proposed by Nunn (2005) moving from man as machine to man as story. This will be explored through my PhD study into organisational learning and the experiences of the participants involved as they grappled with their changing contexts. The research covers the stories of three arts organisations (a theatre, a gallery and a digital arts organisation) all of which faced existence threatening financial crises. "A story is a little knot or complex of that species of connectedness which we call relevance." (Bateson, 1979: 12). This notion of connectedness occurs not only between the elements of the story itself but also between people 'in that all think in terms of stories.' (Bateson, 1979: 12) In expanding on this notion of connectedness Bateson (1979) raises the importance of patterns and sequences, he suggests we should think of 'context' as pattern through time. In relating story to context in this way it provides an approach which surfaces these patterns and in so doing can give meaning to our words and actions. I will argue that, based on the research data, story and narrative have an important role to play in the understanding of connectedness and context and that this has implications for learning.

*Dawn Langley* has 25 years experience in the not for profit and public sectors as a manager, consultant, policy maker and funder. As Director of Organisational Development at Arts Council England (2005-2008), she worked with over 120 organisations undertaking organisational reviews and implementing change initiatives. She now runs her own consultancy practice. She is currently in the fourth year of a part-time PhD and has just completed the first full draft of her thesis. The research has explored organisational learning, emotions, aesthetics and embodiment. Narrative has been a core feature of this interpretative study, which is based on three English arts organisations that all faced significant organisational changes.

**60.2. Producing Milk and Potatoes: Weaving Together Rural Farm Women's Narratives**

*Susan Machum*  
Canada Research Chair  
Department of Sociology  
St. Thomas University  
Fredericton, NB, Canada

After collecting the life, work and farm histories of thirty farm women in rural New Brunswick in the mid-1990s, I was faced with an incredible amount of data. They were at different stages of the family-farm life course, participating in different work activities, and their farms varied significantly. Yet all were living and working in the same province, contending with the same agricultural policies and industry requirements. My challenge was to find the common threads that wove through these women's biographies. This paper recounts how I met that challenge. Specifically it retells the narratives of two farm women whose lives had taken very different paths. Betty and Barbara were both producing milk and potatoes, they were both of a similar age and they had both farmed for over 35 years. But the choices they and their farming families had made over the years produced dramatically life stories. Their stories created the basis for comparison which allowed me to present the bigger picture of what farm families in rural New Brunswick were, and to this day are, facing. The paper

retells their stories of how their farms, family and work have changed through their life course; as well as my story of constructing these highly contrasting narratives: the purpose, the style, the approach I took and why.

*Dr. Susan Machum* holds a Canada Research Chair in Rural Social Justice at St. Thomas University. Her research focuses on rural-urban relations, women's work in the traditional rural economy and food security issues. Her research usually engages with case study design and qualitative in-depth interviews.

### **60.3. Re-writing Environmental Narratives for Engaging Communities**

*Pitter, Jay*

Faculty of Environmental Studies

York University

Toronto, ON, Canada

The environmental movement is at serious risk of extinction. Far too often organizations, academics and other thought-leaders convey narratives laden in discipline-specific jargon, portents of impending annihilation and hyper-politicized agendas. Also, popular Western environmental narratives tend to focus on exotic animals and eco systems in faraway lands or environmentally irresponsible corporate policies and procedures. This has created a “green divide” between the movement and communities deeply impacted by environmental issues. A lot of people from a diverse range of experiences have not been given the opportunity to participate in the movement by communicating personal and community narratives that would enhance the current body of knowledge. Because narratives play a profound role in the ways in which we understand ourselves and the world around us it is a very powerful tool for grappling with complex social issues. This presentation will explore the ways in which the environmental movement can incorporate narrativists' approaches for empowering communities to identify their location within environmental issues, define their relationship to the issue, and ultimately re-stage the issue by sharing dreams and exploring solutions. Environmental stories culled from various storytelling circles and one on one interviews will be incorporated into the presentation.

*Jay Pitter* is an environmental narrativist and communications specialist. Infusing narrative into her communications work helps to ensure that the interests, expertise and needs of communities are reflected when working for organizations such as the Ontario Arts Council, Toronto Community Housing Corporation, Toronto District School Board and the City of Toronto. Her writing credits include *The Toronto Star*, *Walrus Magazine*, *Metro Word*, *Fireweed*, *Nightwood Theatre*, *Sister Vision Press*, *World Stage* and *TVO*. Jay currently contributes to *CBC Radio*.

**Session 61 8:30-10:00am**

Grand Ballroom A

**Papers**

**Therapy/Practice**

**61.1. What Psychoanalysis Can Teach to Oral Historians and Narrativists**

*Aiello, Theresa*

Human Behavior Curriculum Area

Silver School of Social Work

New York University

New York, NY, USA

As an oral historian and narrativist, I have often been struck by the deeply personal nature of the interviewing process. As a psychoanalytically informed practitioner, I am often conscious of the parallels as well as differences between interviewing narrative subjects and the knowledge that psychoanalytic theories can offer. Today one can no longer speak of one psychoanalytic theory. Rather, there is a canon of psychoanalytic writers who reflect many aspects of the human condition and the human psyche. Typically, Freud and Lacan have held "pride of place" for critical literary thinking and examination of text. There are many more theoretical constructs, however, the most recent being theories culled from attachment research. While there is resistance to applying these models to most qualitative research, I think a valuable source of understanding is being neglected. Lynn Froggett has suggested that "we have a prime aesthetic responsibility to represent lives fully, in all their rich complexity and in creative compelling ways. And that this represented more than constructing our work as a science." The application of certain psychoanalytic concepts can not only illuminate text but also assist in the actual interviewing process. I propose to utilize some of these for the purposes of this paper. Specifically, I would like to discuss concepts of "mirroring," self and self object representations (from self psychology), self and mutual regulation and rhythms of dialogue including vocal matching (from attachment research), idealization (from object relations and self psychology), subjective and intersubjectivity and motivational systems. I will also critique these when appropriate and apply them to oral history work that I have done with psychoanalysts who were emigres from Europe prior to WW2 and to child therapists recounting children's narratives of 9/11.

*Theresa Aiello* is Associate Professor and Chair of Human Behavior Curriculum at the New York University Silver School of Social Work. She is Co-ordinator of the Child and Family Focus Learning Opportunity for the MSW program. Dr Aiello is author of *Child and Adolescent Treatment for Social Work Practice: A Relational Perspective for Beginning Clinicians*, (2000) The Free Press. Dr Aiello has been a consultant to many social service agencies and is a supervisor for the National Institute for the Psychotherapies Child and Adolescent Training Program. In 2000 she received the New York University Distinguished Teacher Award. Dr Aiello has written on children's narratives in psychotherapy, most recently on children's narratives of 9/11. She has also written on oral history in psychoanalysis. The focus of her scholarly work has been integrating psychoanalytic concepts with narratology and narrativist interpretation. She is currently working on a book, "*Strange Elegy of Childhood: Children's Narrative Constructions in Psychotherapy*."

**61.2. *The Language of Structural Dysfunctions: A Study on Narrative and Interactive Identity Construction***

*Arboleda, Lina Maria*  
Psychiatric Clinic Münsterlingen  
Münsterlingen, Switzerland

*Zschokke, Vania*  
Department of Psychiatry and Psychotherapy  
University of Basel  
Basel, Switzerland

This study aims to explore the relationship between language and structural dysfunctions on the basis of narratives and interactions during psychotherapy sessions with borderline patients. Problems of interest are the characteristics of borderline language, the connection between language and impaired mentalizing and/or identity diffusion and its manifestations. It is planned to audio/video record one psychotherapy session with each of 60 female patients with a borderline personality disorder (BPD) from two inpatient psychotherapy departments for personality disorders in Switzerland. To select the participants, a structured clinical interview for DSM disorders (SCID-I and II) will be conducted. A series of tests including SCL-90, BCL-23, STAI, STAXI, BDI and IPO will be carried out in order to determine the severity of symptoms (subgroups of BPD). For the analysis of narratives and interactions, two different qualitative tools will be applied: JAKOB narration analysis and conversation analysis. Therefore, and according to both research emphases, stories as well as opening and ending sequences will be extracted. Both methods should provide complementary results: it is expected that the narrator's treatment of the figures within the narratives will be analogical to the treatment in the actual therapeutic interaction, and that different linguistic typologies will be found depending on the subcategories of BPD.

*Lina Maria Arboleda* (lic. phil.), since 2008, has been a postgraduate psychologist at the Psychiatric Clinic, Münsterlingen, Switzerland, in the psychotherapy department for personality disorders and in the psychotherapy department for geriatric patients. She holds a Master of Advanced Studies degree (2007) in Psychoanalytical Psychotherapy from the University of Zürich and in Psychology (2007) from the University of Zürich (Thesis: *Responses to Narratives in a Schizophrenic's Diary*) as well as (2002) from the Pontificia Universidad Javeriana in Bogota, Colombia (Thesis: *Gender Identity Among Black Women in the Peace Communities*). In 2002, she carried out an internship in a residential treatment center in Yonkers, NY, USA.

*Vania Zschokke* (lic. phil.), since 2007, has been a postgraduate psychologist at the University Psychiatric Clinic, Basel, Switzerland, in the psychotherapy department, specializing in the treatment of personality disorders and eating disorders. She holds a Master of Advanced Studies degree (2007) in Psychoanalytical Psychotherapy from the University of Zürich and in Psychology (2007) from the University of Zürich (Thesis: *Neutrality and Abstinence in the Initial Psychoanalytic Session*).

### 61.3. *Narrating the Unconscious: A Psychoanalytic Case Study*

Clark, Hilary

Department of English

&

Women's and Gender Studies

University of Saskatchewan

Saskatoon, SK, Canada

Narrative is a “way of knowing” (Montgomery 65), a way of constructing events so that they may be offered for understanding. The narratological distinction between story and plot emphasizes how emplotment reshapes story, the original chain of events; even if plot follows chronology, it emphasizes some events and subordinates, or even deletes, others. Put more strongly, narrative can mystify: it can reshape “raw experience” into particular ideological forms (Clark 4). In this paper, I will consider the psychoanalytic case narrative as it constructs the original analyst-analysand encounter—a potentially “interminable” (Freud) story of association, interpretation, new association, and so on—into a restitution plot (Frank) emphasizing recovery and re-entry into health or “normality.” However, in psycho-analysis the push for such narrative closure is resisted by the nature of the material under study: the patient’s symptoms as shaped by unconscious desires supposedly pressing for distorted expression; the analyst’s work of interpretation, which also involves unconscious elements (Bollas 12-13); and the transference and counter-transference relations, coloured by fantasy, that develop over the course of the analysis. Basically, the modes of unconscious expression found in analysis—in the adult patient’s free associations, the child patient’s symbolic play, and the analyst’s interpretations—resist the closure imposed by the case narrative, and this resistance marks the narrative in interesting ways that I shall discuss. As I am currently working on case narratives in British child psychoanalysis, the example I will discuss involves the analysis of a three-year-old child. The analyst, and the author of the narrative, is Marion Milner, who presented this case in 1943 as her membership paper for the British Psycho-Analytical Society.

*Hilary Clark* is Professor of English and Associate Member of Women’s and Gender Studies at the University of Saskatchewan. Her research areas include modernist writing; shame, trauma, and illness in life writing; and most recently issues of symbolization, interpretation, and ethics in the psychoanalysis of children. She has co-edited *Scenes of Shame: Psychoanalysis, Shame, and Writing* (SUNY Press, 1999) and has published on depression and reparation in Melanie Klein’s unpublished memoirs in *a/b: Auto/Biography Studies* 15.2 (2000). She has a chapter on teaching women’s depression memoirs in *Teaching Life Writing* (MLA, 2007), and one on narratives of psychiatric hospitalization in *Unfitting Stories: Narrative Approaches to Disease, Disability, and Trauma* (Wilfrid Laurier UP, 2007). Most recently, she has edited the volume *Depression and Narrative: Telling the Dark* (SUNY Press, 2008).

**Session 62 8:30-10:00am**

Grand Ballroom B

**Papers**

**Language and Narrative Inquiry**

**62.1. Transformational Narratives: Action Logs as Effective and Affective Tools in EFL Learning and Teaching**

*Barcelos, Ana Maria Ferreira  
Moraes, Rafael Barcellos*

Departamento de Letras  
Universidade Federal de Viçosa  
Viçosa, MG, Brazil

The purpose of this session is to present the results of a study which aimed at looking into Action Logs as mini-narratives and their transformational power. The presenters, working in Brazil, have used action logs with adult foreign language learners as tools to develop awareness, hopefulness, and the development of imagined communities as well as ideal learner selves. Action Logs act as transformational narratives by allowing students to build pathway thinking, proleptic possibilities, ideal selves, and imagined communities. They also work as emotional scaffolding (Rosiek, 2003) allowing teachers to get closer to students' stories and their real selves. These transformational narratives allow students to look at themselves as they were, as they are and imagine their possible selves into the future. In this sense, Action Logs act as powerful narratives of identity-in-context and identity construction. Building on studies on second language acquisition, cultural perspectives of identity as negotiated and constructed in social situations, the presenters provide examples of how action logs were and can be used with students to help them reflect about their own learning. Suggestions on how to work with action logs as transformational narratives will be explored with participants.

*Ana Maria Ferreira Barcelos* is a professor at Universidade Federal de Viçosa, MG, Brazil, where she teaches English and Applied Linguistics for future English teachers. Her research interests are beliefs about language learning and teaching, narratives, identities and emotions in language teaching and learning.

*Rafael Moraes* is an undergraduate student in the Language and Arts degree program majoring in English at Universidade Federal de Viçosa, Brazil. He is interested in EFL theory and research and his major interests are emotions, beliefs, and identity in language learning and teaching. He is currently collaborating in a teacher continuing education program at the same university.

## 62.2. Undertaking Narrative Inquiry Bilingually Against a Monolingual Backdrop

*Fay, Richard*  
*Xiaowei, Zhou*  
*Tzu-Hsuan, Liu*

School of Education  
University of Manchester  
Manchester, UK

Against a backdrop of increasingly international and internationalised higher education and doctoral studies in particular, in this paper we reflect on some of the complexities we have encountered and negotiated as Xiaowei and Tzu-Hsuan have undertaken their individual narratively-oriented research projects as supervised by Richard. Both of these studies involve significant English and Mandarin Chinese bilingual elements, specifically in the literature consulted, the contexts explored, the participants involved, the data generated, processed and analysed, and the report of the study in the thesis. However, the studies have been supervised and are being examined monolingually in English. Such bilingual complexities are not well discussed in the narrative research literature or more generally in the research methods literature. When they are referred to, in our experience, the tenor of the discussion is often that of a problem or obstacle to be overcome rather than that of a richness to be transparently managed. In this paper, we will briefly outline the narrative parameters of the two studies concerned and then explore in more detail the bilingual complexities that we, as researchers and supervisor, have encountered and negotiated.

*Dr. Richard Fay* joined the University of Manchester as a Lecturer in Education (TESOL and Intercultural Communication) in 1994. He completed his narratively-focused doctoral study in 2004 and since then has been teaching narrative research methodology, supervising narratively-oriented doctoral students, and making conference presentations in the area of narrative inquiry.

*Xiaowei Zhou* is awaiting examination of her doctoral studies at the University of Manchester (as supervised by Richard Fay). Informed by her educational backgrounds in both PR China and the UK, her research interests focus on individuals' experiences of cultural otherness and particularly on individuals' narrative constructions of such experiences. Her Doctoral study – which partly informs this paper – uses a narrative research approach to explore the postgraduate academic acculturation experiences in a UK institution of some students from PR China.

*Tzu-Hsuan Liu* is awaiting examination of her doctoral studies at the University of Manchester (as supervised by Richard Fay). In the context of the government-sponsored Foreign English Teachers Recruitment Project in Taiwan, her Doctoral study explores the narratively-constructed project experiences of Taiwanese English language teachers and their expatriate counterparts in the project.

**62.3. *Finding One's Own Voice: Balancing the Views of the Researcher Within Narrative Inquiry When Exploring Race and Teacher Identity in an EFL Context***

*Javier, Eljee*  
Department of Languages  
University of Manchester  
Manchester, UK

The discussion of native and non-native English speaking teachers is an ongoing debate which addresses the linguistic issues regarding the language user. It is more recent that matters of race and English language teachers have been considered. This paper focuses on the methodological difficulties that the narrative researcher encounters when they share a similar background to their research subject(s). The author discusses the issue of positionality within the research when conducting a narrative approach with two participants who share a similar racial and linguistic background as herself, a Canadian-Filipino native English speaker. The author examines the dynamics of retelling the narratives of the participants when taking into account her own experiences that are mirrored within their stories, and concludes with further implications for narrative reflexivity.

*Eljee Javier* is originally from Calgary, Alberta, and has lived abroad for several years teaching and studying in the English language industry at various institutions around the world. At present, she is a postgraduate student at the University of Manchester, working towards a PhD in the areas of narrative inquiry, race and English language teaching.

**Session 63 8:30-10:00am**

*Grand Ballroom C*

**Papers**

**Applied Literature**

**63.1. Nomi Nickel and Little Red Riding Hood: The Potential of Using Fictional Characters in Narrative Research**

*Hoogland, Cornelia*  
*Wiebe, Natasha*

Faculty of Education  
University of Western Ontario  
London, ON, Canada

In this presentation, we explore the contexts and uses of literary characters within narrative inquiry in the field of education. Some general uses (from Wiebe, 2009) include using characters to 1) protect the identity of one's research participants; 2) access a fresh set of eyes through which to consider one's topic; 3) create a context in which one can "become" the other; 4) help generate compelling, evocative research reports; and 5) distance oneself from strong or inhibiting feelings, like anger or self-consciousness, in order to reach a state of "cool observation" (Clandinin & Connelly, 2000, p. 82) or of comfort regarding the phenomenon under study. Wiebe focuses on the potential of using characters to achieve distancing in narrative research. She examines novelist Miriam Toews' (2004) use of her character Nomi Nickel as a means of creating emotional distance in order to explore difficult subjects. Hoogland models the ways in which a fictional character, Little Red Riding Hood, not only re-presents themes in her narrative research, but is also lifted off the page into a more intense emotional and imaginative encounter. We also draw on possibilities for using characters that were made by recent students in a MEd narrative inquiry course.

*Dr. Cornelia Hoogland* teaches in the graduate program at the Faculty of Education at the University of Western Ontario, London. Her publications attest to her interest in the role of the arts in education generally, and in narrative inquiry and ecology specifically. Recent publications include "Cognitive, affective and kinesthetic meaning-making through the arts" (2009) and poems in anthologies and journals such as *Regreen* (2009), *Open Wide the Wilderness: Canadian Nature Poetry* (2009), and *The Malahat Review* (2009). Hoogland's fifth book of poetry, based on the fairytale "Little Red Riding Hood" and titled *Woods Wolf Girl*, is forthcoming with Wolsak & Wynn (2011). Hoogland is the founder and artistic director of *Poetry London*.

*Natasha G. Wiebe* is a doctoral candidate in the Faculty of Education at the University of Western Ontario (UWO), London. Her thesis, *Restorying Canadian Mennonite Writing: Implications for Narrative Inquiry* (2010), explores some different ways that novice narrative researchers can restory, or re-present, the personal narratives of their participants. Wiebe's publications include a chapter in *German Diasporic Experiences* (2008); an article in *Forum: Qualitative Social Research* (2008) about how she uses her own "mennocostal" poetry in her narrative research; interviews with her participants (2006, 2008); and contributions to UWO's Narrative Inquiry in Education portal.

**63.2. Terms of Engagement: Using Film Adaptations in Teaching Classic Fiction**

*Moritz, Theresa*  
*Rose, Barbara*

Woodsworth College,  
University of Toronto  
Toronto, ON, Canada

Film adaptations can add greatly to university study of classic fiction. Using examples from our experience in first-year seminars that focus on classic texts, we will show some of the many ways in which film adaptation has been useful. Of particular importance for this conference, narrative is often a central focus for our work, since retention or variation of the storyline figures prominently in film adaptation. Studying prose and film together helps students recognize the distinctive features of film and prose fiction as storytelling vehicles, e.g., narrative voice in prose fiction. The role of audience in shaping art can also be considered, e.g., how the filmmaker weighs the rival claims of the classic text's existing fans and a mainstream audience that does not have the same commitment to the original. When adaptations break through to the mainstream, readers read the book after enjoying the film. Such readers provide an opportunity to study the extent to which filmmakers use an expectation of authenticity to build audience. We will argue that film adaptations should be viewed as instructive interpretations of classic works rather than only from the perspective of fidelity to the original.

*Theresa Moritz* is a lecturer at University of Toronto's Woodsworth College. She works in the college's Academic Writing Centre and teaches in the Academic Bridging Program; she also teaches a first-year seminar, "Jane Austen's *Pride and Prejudice* in Her Time and Ours," which is the basis for her contribution to this conference paper. She collaborated with Rachel Hazlett, a former student, on a paper delivered at *Narrative Matters 2008* in Toronto. Moritz is an author and translator. Her most recent books are *Stephen Leacock: His Remarkable Life* (2002) and *Stephen Leacock* (2006), for young readers.

*J. Barbara Rose* is a Senior Lecturer at Woodsworth College. She teaches ENG185Y Introduction to the Study of Literature in the Academic Bridging Program and a first year seminar HUM199Y Fatal Attraction: The Lure of the Villain in Literature. She is the Associate Director of the Academic Writing Centre and conducts seminars and workshops as well as individual consultation with emphasis on the First Year Teaching experience. The founder of "University in the Community," a community outreach program, Barbara received the 2003 Joan E. Foley Student Quality of Experience Award and an Undergraduate Teaching Award for ENG185Y in 2006-7.

**63.3. Narrative Fiction's Presence in University Professional Degree Programs**

*Turner, Linda*

Department of Social Work  
University of New England  
Armidale, Australia

Are there limited venues in which fictional literature should be enjoyed and appreciated? Is it solely in the throes of summer vacation, while on a hammock? Or in English Literature classrooms in academic halls? Or might fictional literature serve an equally important function in classrooms of professional university programs, including Bachelor of social work degree programs? The presenter is embarking on a study to explore to what degree social work professors assign fictional works in courses that make up the Bachelor of Social Work curriculum, with a comparison between Australia and Canada. The inquiry will also examine whether certain content areas are favoured when the approach is used – or whether community, counselling, policy, practice electives, organizations and other subjects are potentially equal realms where the assigned reading of fictional works forms part of the course grade. This presentation will provide attendees with a review of scholarly literature regarding use of the fictional novel in university-level professional programs, recently surfacing evidence of the value of this approach, and an articulation of the research design to be used for the comparative study between social work programs in Canada and in Australia.

*Linda Turner*, PhD, MSW, MEd, is a social work educator whose practice experience has focused on counselling in addictions, mental health and career-related decision-making. Her doctoral dissertation described creativity's existence in social work based on 30 retired social work practitioners' stories. A subsequent research project on linguistic respect and oppression asked social workers in New Brunswick's officially bilingual context to share day to day realities of practice. Formerly a faculty member at St. Thomas University in Fredericton, New Brunswick, in January 2010 she joined Australia's University of New England social work program. Among her research interests are decreasing challenges to rural service provision, and fictional literature use in BSW education.

**Session 64 8:30-10:00am**

Grand Ballroom D

**Papers**

**Death/Loss/Grief**

**64.1. *Taken to Heart: A Story about Stones and Not (Quite) Breaking***

*Cox, Susan M.*

W. Maurice Young Centre for Applied Ethics

University of British Columbia

Vancouver, BC, Canada

Catastrophic events come out of nowhere. They happen to us, without rhyme or reason. The experience leaves us feeling broken or torn apart and in need of meaning. Life may continue, fragility exposed, but it is lived in shards knowing that what once was will never again be. This paper is an autobiographical mosaic about a catastrophic experience of loss. It makes use of image, sound, text and texture in telling a story about what such loss does (physically, emotionally, socially, spiritually) and how it feels to express (near) brokenness. Finding beauty in brokenness it is, however, also a story of resilience that leads not to a return to life as it was but rather to a new appreciation of life as it now is. The experience of this unsettles the privilege that some forms of knowledge have over others. It inverts the relationship between the embodied experience of (near) brokenness and the less visceral forms of insight we humbly think important when studying others' catastrophic loss. Taken to heart, this inversion argues not only for the vital role of story in life but also for the importance of engaging all of our senses in the practice of narrative inquiry.

*Dr. Susan Cox* is Assistant Professor at The W. Maurice Young Centre for Applied Ethics, at the University of British Columbia. She specializes in medical sociology, bioethics and qualitative health research and engages narrative forms of inquiry in studying contemporary tensions between nature/nurture, health/illness, normality/abnormality. Other areas of specialization include research ethics, the role of social science methodology in ethical analysis and the use of arts-based methods. Her current research focuses on the meaning and experience of being a human subject in health research and the use of found poetry, drama and other arts-based methods of knowledge creation, translation and dissemination.

**64.2. End-of-Life Care: Narratives of NICU Nurses**

*Lindsay, Gail*

Faculty of Health Sciences  
University of Ontario Institute of Technology  
Oshawa, ON, Canada

When nurses in a neonatal intensive care unit are asked what is meaningful about their experiences with infants at end-of-life and their families, they speak volumes of stories. Utilizing Newman's (1994) theory that *health is expanding consciousness*, the researchers met with nurses twice -- to listen, to discern and then to share, patterns embedded in their caring. Insight into choices and consequences of actions is developed. Follow-up telephone conversations after three months explore how our reflective dialogue is significant for nursing praxis. Nurses reveal how they relate to the parents and other healthcare team members, building on their primary relationship with the vulnerable infant. Patterns emerge that are the basis of a nursing identity and knowledge construction. Within an interpretive, narrative perspective, nurses illuminate how they respond to the call of the infants; and, how not knowing what to say or do is the beginning of relationship. Nurses also name what they need for their self-care and professional development in this exceedingly demanding and poignant work. Individual and system interventions are needed to support and contain the exquisite work of NICU nurses.

*Gail Lindsay*, RN, PhD, is an Associate Professor in Health Sciences at the University of Ontario Institute of Technology, teaching in the BScN & MHSc Programs. Her research program contributes to a science of nursing by exploring with students, teachers and nurses how praxis is both narratively constructed and a social contribution.

**64.3. Adult Sibling Loss: Narrative Inquiry as a Process for Community Building amongst Grieving Siblings**

*Marshall, Brenda*

Independent Scholar

Founder and Principal, Executive Grief Support

Aurora, ON, Canada

When my younger brother died suddenly three years ago, instantly a relationship that I thought would extend across my entire lifetime was gone. Our sibling story was ended and I was no longer anyone's "big sister." I also quickly became aware of how little community support there was for grieving siblings, especially adults, forcing many to remain silent about their pain. Choosing to do a narrative inquiry into adult sibling loss for my doctoral thesis seemed an easy choice. I invited three other bereaved siblings to join with me in a series of conversations about our deceased brothers and sisters. While I had hoped coming together might create the sense of community we had missed in the early days after our siblings' deaths, an unexpected outcome was the way in which we were changed by the experience. There was something in the process of sharing and seeing previously hidden stories come to life in print that opened the way for our sibling stories to continue. They came to life again and through the telling each of us moved to new understandings about their place in our lives today.

*Dr. Brenda Marshall* is an executive coach, business consultant and founder of The Solacium Group, a bereavement support firm for senior leaders in the corporate sector. Brenda's current research includes narrative inquiry and arts informed approaches to exploring grief and loss both personally and in the workplace. She has presented internationally on Adult Sibling Loss and will soon be publishing *Silent Grief: Narratives of Bereaved Adult Siblings*.

Sunday, May 23

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**10:00-10:30 am**

Grand Ballroom Foyer

**Refreshment Break**

**10:30am-12:00pm**

**Papers**

**Session 65 10:30am-12:00pm**

Victoria

**Papers**

**Professional Identities**

**65.1. *Teaching What We Practice, and Practicing What We Teach: Restor(y)ing Ourselves Through Transition***

*Binding, Linda*  
*Armstrong, Leanne*  
*Plamondon, Katrina*  
*Smillie, Deborah*  
*Szabo-Hart, Joanna*

School of Nursing  
Mount Royal University  
Calgary, AB, Canada

As a group of six newly hired educators in a baccalaureate program within a transitioning institution, we began our own personal and communal journeys of transition in the context of undergraduate education. We will discuss how narrative inquiry supported this process of transition from experienced practitioner to nascent academic faculty. We offer personal narratives marked both by their diversity as well as common threads of identity, discovery, and foreignness to illustrate the narrative process. We reflect on our use of recursive language and narratives that are changing as we explore ways to communicate our current identities in new contexts. Moving through experiences of unique and shared ambiguity, we reflect upon and communicate the tension between confidence born of experience, and uncertainty in a new role that is itself changing. Our exploration of the human experience of transition through narrative inquiry is enhanced through the use of hermeneutic phenomenology and arts-informed expression. Together, writing through narrative inquiry, we extend and support our transition into a pedagogically informed identity.

*Linda Binding*, BN, PhD, received her PhD in Nursing in 2006 and presently teaches at Mount Royal University in the Department of Nursing specializing in Mental Health and Family Nursing. Throughout her clinical practice in mental health, family therapy, consultation liaison, and consultant work with rural clinicians, she has continued teaching, particularly in family skill labs. Over the last several years she has developed a research project with aboriginal families in the areas of parenting practices and post secondary schooling.

*Leanne Armstrong*, RN, BA, MHS, is currently an assistant professor at Mount Royal University in the Faculty of Nursing. Leanne has an extensive background in organizational change management with a focus on leadership. She has enjoyed a nursing career that has taken her from the frontline in Northern British Columbia to an executive in community health.

*Katrina Plamondon*, BN, MSc is an Assistant Professor in the School of Nursing at Mount Royal University in Calgary, specializing in population and public health. Her nursing practice has included work in cardiovascular intensive care, emergency and coronary care before starting a Master of Science in Community Health & Epidemiology. Katrina's practice in public and community health included street outreach, strategic planning and policy development, and advocacy around communities affected by injection drug use and HIV in the Saskatoon area. Her research interests include population health, global health and economic policy, and local experiences with shifts in global (or macro-level) contexts.

*Deborah Smillie*, BScN, MN, joined Mount Royal University School of Nursing in 2008. Her clinical interests are varied with acute and community foci in adult health in the areas of critical care, home care, palliative care, mental health, and psychotherapy. Deborah's passion and curiosity about the interplay of suffering and spirituality in families drives her research interests to examine families and their experiences with illness, and to understand how family systems nursing impacts nursing practice. She is currently participating in a partnering initiative to bring palliative care to the homeless.

*Joanna Szabo-Hart*, BN, PhD received her PhD in 2009 and is currently an assistant professor in the Nursing Department at Mount Royal College. She began her nursing career in Coronary Care and later expanded her interests in cardiology to the world of pediatrics, working in infant medicine and pediatric intensive care. She began to take a greater interest in questioning the policies and practices that influenced the institutionalization of children and their families. Joanna pursued nursing education in both her Masters and Doctoral work. Her interests include: narrative inquiry, complexity thinking, well-being, collaborative curriculum development, challenging the discourses surrounding technology, and globalization.

**65.2. Maliseet Medicine Man: A Life Narrative Ethnography**

*deMarsh, Benjamin Luke*  
Department of Anthropology  
University of New Brunswick  
Fredericton, NB, Canada

In this paper the presenter will highlight the medicinal plant knowledge of Elder Charles Solomon with a life narrative ethnographic approach. Charles Solomon, a ninety year old *Wolastoqiyik* (Maliseet) Elder from *Pillick* (Kingsclear First Nation, New Brunswick), is a teacher and practitioner in the *Wolastoqiyik* tradition of medicinal plant uses. He is widely respected within the province for his local ecological knowledge. Cruikshank (2006, 2000), in her work with Yukon woman Elders, discovered the narrative complexity of documenting long-standing local ecological knowledge. For instance she observes, as have I, that the richness of past experiences is more easily and quickly uncovered when a named locale is visited. It is my experience that Elder Charles interweaves our shared medicinal plant harvesting excursions with other medicinal plant harvesting reflections as well as his broader life narrative. The result is a cohesive, and richly textured local ecological knowledge emerging through the life narrative approach to ethnography.

*Benjamin Luke deMarsh* is an MA in Anthropology candidate at University of New Brunswick, and a six-year apprentice with Elder and Medicine Man Charles Solomon.

**65.3. Learning from Learners' Stories of Connection: Understanding the Development of Profession Identity in Relationship-Based Practicums**

*McGillicuddy, Patti*  
University Health Network  
&  
School of Social Work  
University of Toronto  
Toronto, ON, Canada

Our research team is interested in understanding the lived experience of students across a range of professions who have taken on the job of learners in a large urban health care centre. Twenty-eight students, representing eleven professions, were interviewed individually or in subsequent focus groups. We found, in coding and theming the transcripts, many rich student stories related to the discovery of profession through both the intentional and unplanned or unexpected connection with patients receiving care. These stories often marked a significant meaningful and layered integration of their personal, professional and relational lives as learners. The value and meaning of exposure to and emersion in clinical patient-centred interactions within a supportive stimulating uniprofessional and interprofessional setting is highlighted. The stories themselves provide compelling metaphors of professional engagement for learners as well as mentors and clinicians. This presentation will focus on the content and meaning of these stories as well as suggesting the possible role of narrative in building professional efficacy and emotional competence with learners seeking careers in health care.

*Patti McGilliguddy* is an Allied Health Research Associate and Interprofessional Education Leader at the University Health Network in Toronto, Ontario. Previously, Patti was the Professional Leader for Social Work at Sunnybrook and Women's College Hospitals. She has an appointment at the University of Toronto, Social Work and has developed and taught courses at Ryerson University in the Internationally Trained Social Workers Bridging Program. Her research interests include: learning from health care learners about their practicum experiences, patient and staff negotiation of equitable treatment in cancer care and the exploring the lived experience of those dealing with primary and secondary trauma.

Sunday, May 23

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**Session 66 10:30am-12:00pm**

Hampstead

**Papers**

**Children/Youth**

**66.1. *A Narrative Inquiry: A Look into the Early Years of a Developing Reader***

*Houle, Sonia*

Faculty of Education

University of Alberta

Edmonton, AB, Canada

My research is a narrative inquiry into the experiences of two young developing readers, their parents, and their Grade 1 and 2 teachers. This study is situated in the literature of curriculum studies, in the notions of the lived curriculum and curriculum making. In this narrative inquiry, I spent time in the Grade 1 and 2 classrooms of two delayed readers. Field texts include field notes from the classrooms; tape recorded conversations with children, parents, and teachers; children's drawings; and a researcher journal. For this paper, I illustrate in a narrative account, one child's experiences intertwined with his parents', and his teachers' experiences alongside him, as they co-compose curriculum in the context of trying to learn to read in the midst of the tensions created between the lived curriculum of a delayed reader, and the institutional and sociocultural expectations. I hope this study will show how two children, their parents, and their teachers experience moving through the reading process at a slower rate than what is usually expected. My goal is to provide insight into making curriculum in schools that includes the lived curricula of all children.

*Sonia Houle* is currently a doctoral candidate at the University of Alberta in the Elementary Education Department, at the Centre for Research for Teacher Education and Development. Her research interests are in curriculum studies, children's lived curriculum, and narrative inquiries. She obtained her BEd degree at Université Laval and taught elementary school children before starting graduate studies. She graduated with her MEd from Campus Saint-Jean, at the University of Alberta where she was an instructor to pre-service teachers.

**66.2. *Who Can I Be and Who Am I? Prospective Narratives among Young People Living in Residential Homes***

*Jansen, Anne*  
Department of Psychology  
University of Oslo  
&  
Faculty of Social Science  
Oslo University College  
Oslo, Norway

Youths that live in residential homes are placed because their previous care arrangements or the youths' behaviour have led to serious concerns about development going in a wrong direction. The out-of-home placement is an effort to create upbringing conditions that can compensate and correct in order to secure further development. While much effort has been put in understanding what conditions will provide good outcome, little research has been carried out aiming to put light on how these youths understand their situation, who they are and who they will become. In the present study young people living in residential homes run by Child protection services in Norway talked about their daily life, past events and future plans. A strategic sample of 12 different cases brought forward knowledge of the relationship between narratives, subjectivation and development. In this paper focus is put on prospective narratives and how these narratives are meaning making devices that have significance for processes of subjectivation, for guiding and directing development and for the youths' conception of their past and present lives.

*Anne Jansen* has a degree in psychology including such subjects as philosophy and economy. She has previously worked as head of a child protection centre in Oslo, Norway. At the present time, she is teaching developmental psychology in Child Care and Welfare Studies at Oslo University College Studies and is doing a PhD at the Department of Psychology at the University of Oslo. Her PhD project involves qualitative interviews with youths living in residential care and focuses upon the relationship between narratives told in this specific context, subjectification and development.

**66.3. *The Thin (Story) Line in Child Protection Practice***

*MacPhee, Kathleen*  
Child Protection Services  
Province of New Brunswick  
Fredericton, NB, Canada

*Wells, Melanie*  
Child Protection Services  
Province of New Brunswick  
Moncton, NB, Canada

As a form of mandated social work practice, Child Protection work has a tendency to bring “thin descriptions” to practice. When thin descriptions of client situations and workers' roles inform the working relationship, neither clients' - nor workers' - stories are fully realized, nor the usefulness of the client-worker relationship can be limited. Our discussion will explore the challenges related to thin descriptions faced by Social Workers practicing in the Child Protection field, specifically at the “front end,” in investigations. Borrowing from ideas generated in other areas of mandated social work practice, we will explore possibilities for narrativists practicing in Child Protection: what would be required to support the “thickening” of stories for both clients and workers? Is there room for the consideration and development of alternative storylines, while at the same time meeting the mandate of assessing and managing risk?

*Kathleen MacPhee*, RSW, is a social worker working as a Child Protection investigator in Fredericton, New Brunswick. She graduated from St Thomas University's Bachelor of Social Work programme in 2009. She has a great appreciation for stories - lived, written, and imagined.

*Melanie Wells*, RSW, is a social worker working as a Child Protection investigator in Moncton, New Brunswick. She graduated from St Thomas University's Bachelor of Social Work programme in 2009. She enjoys listening to the stories of her clients and is interested in exploring how the sharing of stories can strengthen client/worker relationships.

**Session 67 10:30am-12:00pm**

Aberdeen

**Papers**

**Arts**

**67.1. *Dancing Space Detectives: Dance Improvisation, Public Space and Story***

*Nyarady, Zita*

Theatre Studies

York University

Toronto, ON, Canada

My paper explores the intricacies of developing a narrative about public space by engaging with the place through dance improvisation. When I moved to Toronto I became involved in a series of outdoor performance projects involving dance improvisation in public space. It was through dancing on street corners, parking spaces, parks and subways that I gained knowledge about social and geographical stories found in my new city. These experiences spark questions on what possibilities can be generated from the intersection of dance improvisation and public space. How can the narratives emerging from public space dance improvisation be used as a way to understand and/or re-imagine space? What happens when moving bodies are placed in locations that are usually avoided or passed by? What can a space learn from dance and what can dance learn from a space? To investigate these questions I turn to Attack of the Ragamuffins, an international dance collective of which I am a member, and a project called 'Space Detectives'. In 'Space Detectives' the dancers consider the aforementioned questions of dance and space and work towards developing a practice of performing dance improvisation in public space in Canada, United States and Jamaica. I argue that while learning about a public space through dance improvisation might come across as a utopian idea, there is merit for how dance improvisation can bring forth a narrative, re-imagine and define space.

*Zita Nyarady* is a PhD student in Theatre Studies at York University. She holds a Masters of Environmental Studies from York University, a BA honors International Development/Political Science and BPhil Leadership from University of New Brunswick. Her research interests revolve around performance and social change, performance in public space and arts based environmental education. Zita is also an independent dance/theatre/stilt artist and often works under the name Cryptozoology Playground. She is one of the founding members of the international improvisational dance collective "Attack of the Ragamuffins" and instigator of the "Space Detective" Project.

**67.2. Music: Embracing the Sensory Pleasure, Unveiling the Narration**

*Kutnowski, Martín*

Fine Arts Programme

St. Thomas University

Fredericton, NB, Canada

The perception of music, and its meaning, exists somewhere in a continuum: from a waterfall of sounds, a kind of perceptual shower that bathes us distractedly while we do something else, up to a fully fledged metaphor, depending on the receptiveness of the listener. Neurologist Jill Bolte Taylor describes the rational chatter generated by the left hemisphere of the human brain, and the bliss of sensory pleasure generated by the right one. Music engages both, and these two dimensions of the experience are mutually reinforcing. Just like the sheer visual pleasure of colors and motion can be enhanced by understanding what we see, the sensory pleasure of music can be exponentially enhanced by helping the listener relate to the implicit story. At first closely tied up to the primal instincts and sounds of prehistoric life, music expression now exists in an almost infinite diversity, across geographies and times: Each culture has found a way to speak through its music, and each piece of music tells a story. That is why teaching a piece—not unlike performing it before an audience—is like the shared reading of a text, one that illuminates its implicit metaphor and interprets its multiple meanings.

*Martín Kutnowski*, PhD, is a composer, theorist, and educator, and is Director of the Fine Arts Programme at St. Thomas University. His music, published by FJH, Billaudot, Ricordi, and Contrapunctus and ranging from solo instrument to orchestra, often mixes references to the musical past with folk materials of his native country, Argentina. As a theorist and educator, he has written about the confluence between structure and expression in music, and about the adventure of teaching and learning in an interdisciplinary context. Before teaching at St Thomas, Kutnowski taught at City University of New York, the Aspen Music Festival, and Conservatorio Manuel de Falla in Buenos Aires. More information can be obtained in [www.contrapunctus.com](http://www.contrapunctus.com).

**Session 68 10:30am-12:00pm**

Carleton

**Papers**

**Citizenship/Immigration/Refugees**

**68.1. A Narrative Inquiry into the Making of a Curriculum of Lives: Belonging and Identity Making as Citizenship Education**

*Chung, Simmee*

Faculty of Education

University of Alberta

Edmonton, AB, Canada

My paper is grounded in Clandinin and Connelly's (1988, 1995) studies of curriculum making understood as expressions of teachers' knowledge in their professional knowledge landscapes. While narrative research has focused on teachers as curriculum makers, it has also expanded to include children and families as integral to curriculum making. My paper is based on a year long narrative inquiry into the experiences of grade 3 children and their teacher in a curriculum making project on citizenship education. Through the study I explore how teachers might better attend to the diverse lives of children and families in schools in order to engage, establish, and sustain their identities and feelings of belonging. The importance of attending to these unfolding lives as they bump against institutional and social narratives, becomes even more urgent when we acknowledge the increasingly diverse people (children, families, teachers) who live on school landscapes (Clandinin et al., 2006). In this paper, I share my research puzzles into how teachers and families might create intentional spaces for the co-composing of a "curriculum of lives" (Aoki, 1993); I refer to this inquiry space as citizenship education. This paper presents possibilities for re-imagining more inclusive curriculum making in schools (Greene, 1993; Noddings, 1992).

*Simmee Chung*, a doctoral student at the University of Alberta, is a recipient of Alberta's Provincial 2008 Excellence in Teaching Award. Working extensively with children considered 'at risk' and her own lived experiences as an immigrant child further inform her research. Simmee's co-publications with Jean Clandinin and fellow scholars focus on narrative matters in teacher education and conceptualizations of identity making and student engagement. Building on her master's thesis, Simmee's doctoral research works to attend to the complex intersection of teachers', children's and families' lives in curriculum making, attentive to diverse lives in motion.

**68.2. *Looking Both Ways: A Life-History Approach to Understanding Refugee Re-settlement***

*Murray, Deborah D.*  
Faculty of Education  
University of New Brunswick  
Fredericton, NB, Canada

Research with refugees that uses a life-history approach is a methodology that looks both ways to draw out narratives that matter – to the participants, the researcher and the communities we share. Exploring the experiences that have occurred in a person's life and expectations that emerge from that reflection can enable both the individual and others to better understand that life. In my study of refugee women in New Brunswick, this methodology will connect who the individual is in pre- and post-migration, focusing on the resettlement process and relationships as circumstances and environments changed over time. An exploration of these lived experiences can add to the value of the narrative and our knowledge of refugees in Canada. Further, findings that emerge may influence changes in public policy that will improve the lives of refugees in this province. Understanding the reasons how and why these women have found themselves living in New Brunswick, and whether or not they choose to stay, to move elsewhere in Canada or the world, or hope to eventually return to their homeland are also ways in which the power of narrative can impact our society. (This study has received SSHRC-CGS-D funding).

*Deborah Murray* is a PhD Candidate in Education Studies at the University of New Brunswick in Fredericton, NB. Her doctoral research focuses on immigration and refugee issues, particularly how refugee women understand their learning through the migration and resettlement process. She has taught adult education and second language acquisition at UNB and volunteers as an English Second Language tutor in the community. She has a background in journalism and her interests include the use of photography and metaphor in qualitative research. Deborah's current research is funded by a SSHRC-CGS-D.

**Session 69 10:30am-12:00pm**

Grand Ballroom A

**Papers**

**Helping Professions**

**69.1. Exploring Intersections: Narrative Inquiry and Nursing**

*Barton, Sylvia*

*Caine, Vera*

Faculty of Nursing

University of Alberta

Edmonton, AB, Canada

Drawing upon a growing literature, as well as our experiences as narrative inquirers, we emphasize in this paper the significance of understanding the intersections of narrative inquiry, a particular form of narrative research, with nursing education and practice. From a methodological perspective, we reflect on the relational implications of our narrative research for understanding deeply, moral and ethical education and practice responsibilities. From pedagogical and praxis perspectives, we reflect back on our becoming as narrative inquirers. Our reflections reveal relational knowledge and experience that brings new ways of understanding the intersections of narrative inquiry and nursing. As we draw upon our personal and professional stories, and the notions of identity formation, we are able to place these intersections into the larger questions of the social significance of narrative inquiry.

*Sylvia Barton*, PhD, RN, is an Associate Professor at the University of Alberta in Edmonton. Her career as a researcher stems from her clinical work as an outpost nurse who lived and worked in northern First Nations communities. Her areas of research include: community nursing, Aboriginal diabetes, social determinants of health, equity and social justice, narrative inquiry, qualitative methods, participatory research, global health, and clinical learning environments responsive to at-risk populations. Examples of studies she is currently involved in are focused on exploring Aboriginal women's maternal and infant health practices; a narrative inquiry into nutrition, play, and exercise of Aboriginal children using their Elders' stories of diabetes; a narrative inquiry into the experience of mothering and homelessness of women living in an urban setting; and transforming clinical learning environments for undergraduate nursing students, as well as building clinical education capacity with interprofessional clinical learning units across the continuum of care.

*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.

**69.2. *Disciplining our Emotions in a Caring Discipline***

*MacRae, Katie*  
Social Worker  
Welland, ON, Canada

As professionals in helping relationships, social workers must often balance themselves between the construction of caring relationships with the individuals with whom they work, the maintenance of boundaries which restrict their personal emotions in the relationship, and the prevailing agency and professional expectations of such interactions. The study described in this paper aims to understand how social workers manage their emotions relating to their practice, given the many discourses that inform and guide them. I also examine some of the disparity between social worker training, socialization, and workplace realities. This research involved qualitative interviews with four individuals in social work roles in Southern Ontario. Discussions with research participants encompassed an examination of how they saw their reactions to distressing events and how they perceived managing these responses in order to navigate their emotions in the context of their varying roles. Analysis of these narratives is interpreted through a framework of literature on emotion management and information relevant to social work practice today. A critical perspective is taken up as I explore how our emotions and intuition are being impacted through political, economic or organisational ideologies and ask whose interests are served by these prevailing discourses. How this translates towards individuals and families in need is of significance to the core social work values of social justice.

*Katie MacRae* obtained her undergraduate degree in Social Work from St. Thomas University in 2002. She has worked in the child welfare field in both New Brunswick and Ontario, and more recently as a Case Facilitator for adults with acquired brain injuries. She recently graduated from McMaster University with a Master of Social Work. Her research endeavours examining the influences and impacts of emotions in the workplace formed a thesis entitled “Disciplining our Emotions in a Caring Discipline.” The research was inspired by an experience of loss in the workplace.

**69.3. Evoking Narratives: Hospital Chaplains' Experiences of Interpellation**

*Mundle, Robert*  
*Huth, Jim*

Chaplains  
Toronto Rehabilitation Institute  
Toronto, ON, Canada

*Brett Smith*  
School of Sport, Exercise, and  
Health Sciences  
Loughborough University  
Loughborough, UK

This paper will present the findings of a recent qualitative research study conducted by Robert Mundle, Jim Huth and Brett Smith, entitled "Exploring Hospital Chaplains' Experiences of Interpellation." The results of this study reveal that hospital chaplains experience interpellation or hailing (Althusser 1971) in unique ways in health care environments that enable expression of certain narrative types. As chaplains embody their unique professional role and identity they exhibit a particular kind of cultural capital that is recognized and utilized by patients, family members, and other clinicians. Thus chaplains are able to evoke narratives and facilitate positive transitions between narrative types—from chaos to quest, for example, following Arthur Frank's influential narrative typology (Frank 1995). In turn, this paper will argue that this ethnography can influence how other interdisciplinary clinicians respond to patient requests for interaction, and that it bears also upon the appreciation and uses of physical space in healthcare environments (Gilmor 2006) which can either enhance or inhibit opportunities for interpellation in the narrative landscape.

*Robert Mundle*, PhD candidate, is a professionally certified Chaplain at the Toronto Rehabilitation Institute in Toronto. He holds graduate degrees in theology from Yale Divinity School and the University of St. Michael's College in Toronto where he is currently pursuing doctoral studies in Theological Ethics.

*Jim Huth*, PhD, is the Corporate Professional Leader of Spiritual Care Services at Toronto Rehabilitation Institute and is a professionally certified chaplain. He holds a doctorate degree in theology in the area of clinical ethics and spirituality from the University of St. Michael's College in Toronto, and a graduate degree in pastoral care from the University of Ottawa and St. Paul University in Ottawa. He is currently pursuing studies in narrative therapy.

*Dr. Brett Smith* is a narrative researcher at Loughborough University, UK. He has published extensively on narrative across a range of disciplines in international peer-reviewed journals, including *Social Science & Medicine*, *Narrative Inquiry*, and *Sociology of Health & Illness*. Brett is founding Co-Editor of the journal *Qualitative Research in Sport & Exercise*.

Sunday, May 23

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**Session 70 10:30am-12:00pm**

Grand Ballroom B

**Papers**

**Literature**

**70.1. Rushdie's Stereotypes: Narrative of Two Nations in *Midnight's Children***

*Khurshid, Khurram*

Department of English

University of New Brunswick

Fredericton, NB, Canada

Salman Rushdie's *Midnight's Children* weaves a narrative that engages with Indian and Pakistani politics and history, and its political and historical accounts unfold synchronously with the life story of its narrator, Saleem Sinai. The historical/political narrative is filtered through Saleem Sinai's idiosyncratic, fantasy-ridden consciousness, allowing Rushdie to construct a subjective, often contentious, historical account in *Midnight's Children*. A significant corpus of Rushdie criticism has tended to see the historical narrative of the book as oppositional, pluralist, and postmodern. In this paper, I argue that Rushdie's narrative of India is not oppositional but complicit with the grand narratives of European hegemonic historiography, which represented India as an exotic space, primitive and incapable of self-governance. I also argue that Rushdie's narrative of Pakistan is partisan and reductionist and is aimed at constructing a cultural and national stereotype. These two modes, complicit and stereotypical, dominate Rushdie's narrative of two nations in *Midnight's Children*.

*Khurram N. Khurshid*, PhD (2010), has recently completed his doctoral studies in English at the University of New Brunswick. His research interests include postcolonial literatures and theory, South Asian literatures, colonial discourse analysis, and literary translation. Before moving to Canada, he taught English for a number of years at various colleges of the Punjab University in Pakistan.

**70.2. Culpability in Dorothy Wordsworth's *A Narrative Concerning George and Sarah Green: An Ecocritical Approach***

*Susanne Sutton*

International Baccalaureate Programme  
Saint John High School  
Saint John, NB, Canada

Scholars have long considered Dorothy Wordsworth's laying of blame—or rather, her attempting to escape it—in her *Narrative Concerning George and Sarah Green*. The Greens, a poor Grasmere couple with six children still at home, perished on the fells above Easedale in March 1808, and the community rallied to place the orphans in good homes and to raise funds for their rearing and education. Wordsworth's narrative was written, ostensibly, to aid in the raising of these funds, but it was not completed until after sufficient monies had been realized. This paper will consider an alternate, perhaps unconscious, purpose in Wordsworth's writing, that of assigning, or dismissing, culpability in the dire poverty experienced by the Greens before the parents' deaths. Taking an ecocritical approach, my investigation will suggest that Wordsworth blames not the parents, nor her own family, nor the community, nor even nature, but that she presents nature in such a way as to “enclose,” unify and revitalize the community of Grasmere vale, attempting to render it—and the orphans—almost better for the tragedy.

*Susanne Sutton*, MA, is a teacher of English in the International Baccalaureate Programme at Saint John High School in Saint John, New Brunswick. Her first publication, *Westfield: A History Told by Residents* (1996), is a work of local history based on interviews. With a particular interest in the autobiographical nature of informal writing, she has been studying Dorothy Wordsworth since 1990 and is currently working on Wordsworth's *Rydal Journals* (1825-1835) as a joint project with The Wordsworth Trust in Grasmere, England.

### 70.3. Narrating Shame: Issues, Interrogations, Interventions

Talaat, Mubina

Department of English

Bahauddin Zakariya University

Multan, Pakistan

*Shame* is Salman Rushdie's least popular work, considered to be a "bizarre saga," by Robert McDowell, whose views are quoted at some length as they are representative of a vast majority and are heard to echoed by several critics: "...despite many stunning passages *Shame* finally does not work . . . the novel's parts do not combine brilliantly into a satisfying whole that they created in the former novel . . . *Shame* is a disjointed nightmare about human animals who do not seem "very real to us." For McDowell, "the 'hero' of the piece . . . disappear[s] from the story for disturbingly long stretches . . . Other characters . . . Raza Hyder . . . Iskandar Harrapa are also equally elusive figures appearing also at intervals throughout the story . . . Rushdie has attempted in *Shame* to illuminate Pakistan's hideous political realities in an extravagant satire . . . But how many readers will know enough of the inside details . . . of the grim events . . . of Pakistan . . . to appreciate a satire on them? . . . The reader might have had a better line through the novel if Rushdie had in fact "dumped" some people and events." Judged by McDowell's assessment, Rushdie's attempt to "illuminate Pakistan's hideous political realities" is not very successful. It is partly because Rushdie chose a political story and was nervously aware of the difficulty in selecting or rejecting the necessary details of events too sensational for his western readers (Suleri, 1994). For Suleri, the fault lies in not contextualising the story of Bhutto's murder: "I, too, face the problem of history; what to retain and what to dump" – says he by interrupting the narrative to speak directly to the reader - not just once. He shows a haunting anxiety about his narrative in *Shame*: 'I . . . must get my narrative out of the sun before it is afflicted by mirages or heat strokes (p.17). In an attempt to avoid pitfalls or excesses, his narrative is largely constructed around "news," "gossip," or "rumour" and tends to shy away from "realistic" depiction of political oppression leading to Bhutto's murder. The narrative acts out shame, in Sara Suleri's view, by not being able to speak about what is shameful in the political history of Pakistan. In this paper I examine the whole narrative for dangling ends of stories in an attempt to find explanations for "omissions" and "disclaimers" that afflict this narrative.

*Dr. Mubina Talaat* is a professor of English literature and linguistics and also chair of the Department of English, Bahauddin Zakariya University, Multan, Pakistan. She was educated in Pakistan and England and has done extensive research on Pakistani English and English in Pakistan. She teaches systemic functional linguistics, discourse analysis and postcolonial literature. She has attended many international conferences in Pakistan, Sri Lanka, England, Australia, Canada and Germany, and has many publications to her credit.

**Session 71 10:30am-12:00pm**

Grand Ballroom C

**Papers**

**Arts**

**71.1. *At Home in Narrative Landscapes I: Exploring Narrative Through Artistic Processes With Poetry***

**71.2. *At Home in Narrative Landscapes II: Exploring Narrative Through Artistic Processes With Photography***

*Dwyer Kent, Rosalie*  
Independent Scholar  
Toronto, ON, Canada

*DeCarion, Deirdre*  
Independent Scholar  
Toronto, ON, Canada

In these papers, we will discuss our shift to the arts as we read and re-read research stories lived and told across our theses work and continuing experience and education across graduate studies in narrative DeCarion (1999), Dwyer Kent (2004). We will discuss examples of how photography and poetry continue to engage our imagination in the stories of experience which profoundly shape our lives and education. Rosalie reflects on a poem and journal written to Deirdre (2001) who had described a difficult and frightening experience with a misdiagnosed illness. Written in the poetic form, following a narrative seminar during graduate studies, and found among Deirdre's archives in 2008, reminds Rosalie of her narratives of experience in graduate school and the emergence of poetry as a narrative unity in her early narrative studies and thesis work in nursing and education. Deirdre's photography is an attempt to include a sensual dimension of hermeneutics in a visual form. Images complement her thesis on "home" adding permanence to moments and are an integral component of her narrative inquiry and method. This paper is a reflection of images that create a self-portrait of illness, romance, distortion and recovery that was not written or even contemplated during her thesis writing. The learning experiences that shape the narratives are the connections to perception of self as teacher and learner, self as artist and narrator and to the identity that is redefined by these experiences.

*Deirdre DeCarion* taught middle school science prior to entering the doctoral program at OISE in 1992. She graduated in 1999 and worked for five years as program coordinator for the OISE/Hong Kong Institute of Education doctoral program. Her search for home continues as she writes about "'At home' in the Ivory Tower," presented at *Narrative Matters 2008*. For many years she participated in NICS, a community of narrative OISE graduates.

*Rosalie Dwyer Kent* is a former professor in the Ryerson George Brown Nursing Baccalaureate program. Currently, Rosalie is a Consultant in Education and Practice Narratives in the Health Profession.

### **71.3. *Metaphors and Stories in the Dialogue Between Architect and Client***

*Franck, Karen A.*

College of Architecture and Design  
New Jersey Institute of Technology  
Newark, NJ

From their first meeting onward architects and clients talk. In the best of cases talking becomes a dialogue, a truly collaborative activity that is tolerant enough of conflict to allow the unexpected to surface. Narrative figures prominently in that dialogue as architect and client together discover what the new building can be. Stories regarding the site, other buildings and the client's present or desired use of space guide design choices. Metaphors suggest both desirable and undesirable design possibilities for the project. With language, written and spoken, architect and client create meaning together. This meaning is manifest in the story of the building's creation, as that story evolves during the actions of planning and designing, and in the building's final design. To develop and illustrate these points, examples will be taken from the author's research into the client/architect dialogue that shaped the design of several buildings in the US including the Central Library in Seattle, the National Museum of the American Indian in Washington DC and the Rosa Parks Elementary School in Berkeley, California. The larger question to be addressed is: how the concept of narrative clarifies how language is used in the collaboration between client and architect and how it shapes design.

*Karen Franck*, PhD, is a professor in the College of Architecture and Design and the College of Science and Liberal Arts at the New Jersey Institute of Technology. She holds a PhD in environmental psychology from the City University of New York. Recent books focus on uses of public space (*Loose Space: Possibility and Diversity of Urban Life*) and architectural design that emerges from the body, the site and the community (*Architecture from the Inside Out*). Her research about the relationship between architect and client appears in her newest book, *Design through Dialogue*, written with Teresa von Sommaruga Howard (Wiley-Academy, 2010).

**Session 72 10:30am-12:00pm**

Grand Ballroom D

**Papers**

**Family/Relationships**

**72.1. *The Pharmacological Treatment of PTSD: Battle on the Home Front***

*Bastien, Debra*

Faculty of Nursing

University of New Brunswick

Fredericton, NB, Canada

Veterans diagnosed with combat induced post traumatic stress disorder (PTSD) are treated with medications and ideally some form of behaviour therapy. The medications of choice tend to be the selective serotonin reuptake inhibitors (SSRIs) such as Paxil, commonly referred to as antidepressants; benzodiazepines (BZDs) such as Ativan, often referred to as sedatives or “anti-anxiety” medications; and at times beta blockers, medications commonly used to treat high blood pressure yet possess some neurological properties as well. While these medications successfully treat symptoms, each possesses side effects which can potentially exacerbate the PTSD and/or affect the quality of life of our veterans and subsequently their families. A battle on the home front simmers as the veteran suffering from PTSD displays behavioural changes if not medicated, and struggles with the accompanying side effects when medicated. Though a war survivor, the veteran faces a new battle each day as a spouse and a father. Such tensions on the home front may lead to marital upheaval. This presentation will offer insights into PTSD treatments by using a variety of narrative methods and drawing on stories of persons who have had direct experiences. Implications for health care practices to help relieve some of the stressors that flood military personnel and their spouses upon their return will be discussed. Questions that arose in this inquiry will be examined. Do military spouses suffer from their own form of PTSD? What impact do the side effects of these medications have on a marriage?

*Debra Bastien*, RN, BScN, MIDST(c), is a full time instructor in the Faculty of Nursing at the University of New Brunswick. A mother of three young boys and a military wife herself, Debra is passionate about educating others and researching the impact of military culture on wives and the family unit. She recently published “Pharmacological Treatment of Combat Induced PTSD: A Literature Review,” in the *British Journal of Nursing*.

**72.2. Navigating the Uncharted Waters of Caring for a Child with an Eating Disorder: Fathers' Narratives**

*Trecartin, Krista*  
Faculty of Nursing  
University of New Brunswick  
Fredericton, NB, Canada

Eating disorders are significant health problems which greatly affect parents and families. While the inclusion of parents in treatment and prevention of eating disorders is beneficial, it primarily involves only mothers and this causes the unique voices of fathers to be absent from professional literature. Traditional gender roles and notions of masculinity eliminate fathers as caregivers; however, research has demonstrated that fathers are now developing closer emotional relationships with their children, and are sharing in the caregiving. A narrative approach was used to enhance understanding of fathers' perspectives of caring for a child with an eating disorder and to explore the possible influence of gender and masculinity issues on these fathers' caregiving experiences. The sample consisted of 7 male participants from an existing New Brunswick eating disorder study. In this presentation I will describe individual narrative threads- lost in the fog, drifting out to sea, entering unfamiliar seas, grieving over perils at sea, discovering the benefits of the voyage while settled safely on shore- all within the overarching theme of uncertainty, and the larger core story of navigating the uncharted waters of caring for a child with an eating disorder. This research offers insights into the unique challenges and barriers fathers experience in recognizing and seeking treatment for eating disorders as well as acting as a caregiver for their child. The findings also highlight the distinct communication difficulties that exist between fathers and daughters that are often exaggerated by the presence of an eating disorder. Implications for nursing knowledge and practice, nursing education and research, and health and social policy will also be discussed.

*Krista Trecartin* is a Master's of Nursing student at UNB. She has served as a teacher's assistant for undergraduate nursing students and has also worked as research assistant for Dr. Kate Weaver on a research project titled "Family Perspectives of Eating Disorders: Parents' Stories." Krista currently works part time on the cardiac surgery floor at the Saint John Regional Hospital in Saint John, New Brunswick. Her presentation is part of her thesis research.

**73.3. “Well, I Guess Why They’re Funny to Me...”: The Linguistic Construction of Values of Rebellion, Humor, and Narrative Ability in the Telling and Retelling of Family Narratives**

Trester, Anna Marie  
Department of Linguistics  
Georgetown University  
Washington, DC, USA

This paper analyzes a telling and a retelling told to me by my father about a prankster named Zimmerman. Using interactional sociolinguistics, I explore the linguistic choices (including deixis and referring expressions) made in constructing the story worlds, and how the speaker selects certain aspects of identity to highlight while sublimating others (Schiffrin 1996). Following researchers such as Bamberg (1997), I suggest that such choices contribute to positionings that construct and convey family values of cleverness in the context of a highly rigid institution, and playful defiance of authority (Linde 2001). Retellings of the same experience have long been understood (c.f. Chafe 1998) as offering a glimpse into both who the narrator is, and who he is portraying himself to be. This elicited retelling where the narrator asks directly “why do you need it again?” offers particular insight into the role that family stories have in conveying values in the family context (Norrick 1997, 217). Dramatic ability, and the skillful selection and rendering of a narrative themselves reveal themselves to be the core values communicated and developed by means of these family stories, as I explore through use of contextualization cues (Gumperz) such as laughter, repetition, and narrative structure (Labov 1997).

*Dr. Anna Marie Trester* is the Assistant Director of the MA program in Language and Communication at Georgetown University. Her work involves raising awareness of the usefulness of Sociolinguistics in today's workplace. In her research (on improvisational theater, the performance of dissent in peace vigils, identity in tourism in Costa Rica), professional projects (e.g. McNeill Lehrer's documentary *Do You Speak American?*), and teaching (this Spring she is teaching a professionalization seminar for MA students in linguistics) she brings together her academic training with her professional background and experience. She received her MA in Linguistics from NYU in 2002 and PhD from Georgetown in 2008.

**Sunday, May 23**

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**12:00-1:30**

**Governor's Ballroom**

Join us for light refreshments, final chats, and goodbyes.