

TOWARDS THE RE-CONSTRUCTION OF A CLINICAL PSYCHOLOGIST AND A REFLEXIVE BODY OF PRACTICE.

Section Three Overview.

This section covers events over a two year period which I see as the second phase of the research. During this time the department faced many rapid changes and there were many issues which were potentially within the research 'field'. I continued to keep field notes of conversations and observations, to keep reflective diaries and to write more crafted and 'storied' accounts of incidents which offered potential for inclusion in the research. I ended up with large amounts of data which gave rise to the question 'which stories do I include in the final research narrative?' By the time I came to answer this question, I had encountered Clandinin and Connelly's (1994) Narrative Inquiry framework and so used it to help analyse the data I had collected. I looked for patterns, threads, tensions and themes within my own experience and across the field of research which suggested 'which stories' to include and 'what shape' the final research narrative should adopt. To aid me in this I referred to the set of narrative criteria for rigour and quality as described in Chapter Two and took four criteria which I saw as helping me in my task. These helped me identify the narrative thread I needed to follow through the field of research.

- Stories are about moments or processes of challenge, growth and transition, and the meaning taken from them is presented in the research narrative.
- The purpose or the 'why' of the inquiry is present, either implicitly or explicitly, in or around the story.
- The author's presence is discernible in terms of voice and signature, and the framings from the different perspectives of the multiple "I"s are explicit.
- The research text shows an aliveness to silences or absences or stories not told and the possible meaning to be taken from them.

I started the phase by keeping the focus on the 'management of complex cases' as one which potentially held the research questions I was asking. Initially, nearly all my field notes, diaries and stories were about or around this focus. I worked with one particular 'complex case' over the two year period (Rosemary's story) in which I learnt much and which I used as an 'exemplar' in working with colleagues in more explicitly developing 'good practice' guidelines. However, the complexities of relationships within the department required that I eventually move away from this focus in pursuing the 'whys' of the research. The narrative thread moved to my relationship with the two consultants and in the chapters which follow, the reader will notice that Rosemary's story fades into the background. The reader will also notice that my voice becomes faint at times in my stories about working more closely with William. This fading is a metaphorical representation of my experience at the time, but it led to moments of challenge and a transition in my relationships with the consultants.

Using the above criteria to analyse my data allowed me to construct a narrative which illustrates two patterns of relationship between myself and colleagues. These two patterns together led me to re-conceptualise issues of power and how they influence relationships. The first pattern is myself with others with whom I feel there is openness and a willingness to develop mutual recognition and collaboration, but within the context of an implicit hierarchy of expertise in which I am seen as having this to offer and in which I feel comfortable offering this. This becomes manifest as I work with the 'downstairs' staff in developing a more explicit and systematic body of practice with 'complex cases'.

The second pattern is where I am seen as having expertise and in which I am prepared to give this, but find myself in a relationship in which it is difficult to achieve a mutual recognition and collaboration. In these relationships I see the other as having power I do not, and I expect them to use it wisely and am disappointed. I usually do not confront. In pursuing this pattern I come to learn of a 'life script' which influences my relationships, particularly with men. This pattern becomes manifest in working 'upstairs' with senior staff.

I finish this last section with a chapter reflecting on my learning from the research.