Closing the circle, to open a creative space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? A methodological study to inform future psychoanalytic research endeavours.

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Acknowledgements

Winnicott (1952/2007) famously said "(t)here is no such thing as a baby" (p.99). He was referring to the baby's need to have a care-giver in order to survive. This rings true to my experience as a novice researcher, undertaking this doctoral project. Simply put, my project could not have survived without the generosity, intellectual stimulation and optimism of my research tutor and supervisor, Dr. Brinley Yare. I feel hugely grateful to him, from whom, I have learnt more that I could have imagined.

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Abstract

In this study, I have grappled with the challenge of developing a start-to-finish qualitative research method deeply congruent with the ontology and epistemology of psychoanalysis. I have drawn on the history of psychoanalytic research interviewing, most specifically the work of Hollway and Jefferson (Free Association Narrative Interview, 2000/2013) and Holmes (Reverie Research Method, 2017, 2019), which has been thoroughly analysed and taken forward by Archard (e.g. 2019, 2021).

Through a process of sifting and synthesising existing literature, I have produced a nine-step guide for undertaking psychoanalytically informed interviews and four novel data-analysis questions. I operationalised my method with a research informant on the topic of her experience of Child and Adolescent Mental Health Service's (CAMHS) Initial Assessments.

Questions of ethics permeate discussions around taking psychoanalytic concepts outside the context in which they developed (e.g. Holmes, 2019). I offer a contribution to this debate through consideration of how the unconscious is theorised in interview-based research. I draw upon Bollas's theory of the receptive *unrepressed* unconscious (e.g. 2006) and Bion's theory of thinking (1962/1991) to counter criticisms of researchers veering beyond the research brief, into analysing the informants themselves. This can happen when researchers interpret contents of the informant's *repressed* unconscious that may emerge in the research context.

I illustrate how psychoanalytic supervision can be used in a novel way, contributing unconscious data from the freely associative conversation this entails. I then consider my data through the concept of parallel process (e.g. Morrissey & Tribe, 2001; Sumerel, 1994) as an ethical alternative to the controversial transport of the

psychoanalytic concept of transference-countertransference dynamics out of the clinic setting.

I chose substantial transcript excerpts for the vivid way in which they seem to capture the dynamic unconscious-to-unconscious communication process. I show how I explored these using my four data-analysis questions and in so doing, I take a step towards filling the methodological gap identified by Attride-Stirling (2001) regarding the need to analyse data in a systematic and clearly disclosed way. I am guided throughout by Bion's (1970/2004) proposition of the ultimately unknowable nature of reality and Allison's idea of a modest epistemology (cited in Stänicke et al., 2020).

Keywords: psychoanalytic research methodology; research interviewing; psychoanalytic ontology and epistemology; unrepressed receptive unconscious; parallel process; Free Association Narrative Interview; Reverie Research Method.

Chapter One. Introduction

My methodological study sets out to explore the ways in which a psychoanalytically informed method for undertaking research interviews could be developed from existing good practice shown in the literature base. My aim is to address the gap I believe exists in terms of a coherent start-to-finish method for conducting psychoanalytically informed research interviews, which would guide prospective researchers from pre-interview preparation, through data gathering, to data exploration and analysis.

Through the literature review I familiarised myself with the history of psychoanalytic research interviewing (e.g. Cartwright, 2004; Kvale, 2003; Schorn, 2000; Strømme et al., 2010) and the burgeoning interest in recent years of researchers within the psychosocial field working with psychoanalytic ideas (e.g. Archard; Hollway & Jefferson; Holmes). Applying psychoanalytic ideas beyond the clinic setting has aroused heated discussion at times and questions of ethics have taken centre stage. For example, whether it is ethical to work with a part of the mind, the unconscious, which by its nature cannot give consent (e.g. Holmes, 2019). Concerns have been raised about misuse of power in the researcher's relationship with their informant, in which they impose their view of the informant as an individual, and of their view of the topic under investigation (e.g. Wetherell, 2005). There is concern about the potential misuse of aspects of clinical psychoanalysis, such as free association and transferencecountertransference dynamics, where these are reduced to the status of tools rather than relational experiences developed over time. On the other hand, some critique psychoanalytically informed research for not being sufficiently psychoanalytical (e.g. Archard, 2019). These arguments will form the backdrop to my research.

The literature review enabled me to identify aspects of current qualitative research practice sympathetic to a psychoanalytic research endeavour, which I felt could

usefully be brought into the light for use by future researchers. Through synthesising these ideas, I developed a nine-point guide for the pre-interview and data-gathering phases of interview-based research. I was aware that if my method generated rich, multi-dimensional data, then I would have a significant amount of material to explore. In order to do this justice, I decided to demonstrate the operationalisation of my method from data gathering to data analysis, in detail, with one informant.

I chose to interview my informant (senior CAMHS clinician) on the topic of initial assessments (IAs). CAMHS are the local NHS provision for assessing and treating children and young people (CYP) with the most serious emotional and behavioural challenges. CAMHS have been under significant pressure for years, meaning access is difficult and not timely (Care Quality Commission, 2018). Edwards et al., shockingly state that in England, "one in six children aged 5-19 has a probable diagnosable mental health disorder" (2023, p.1). Citing Lewis (2021), they add that "there was a 29% increase in CYP's contact with mental health services, a significant increase in eating disorders and a 47% increase in new emergency referrals to crisis care teams for under 18-year-olds between December 2019 and April 2021" (p.2). In this context, the role of the IA is critical and therefore a pertinent topic to explore (see Clemente et al., 2006; Mansell et al., 2021; Mees, 2016 for further discussion of IAs).

My original intention was to hold three interviews with my informant. The first two offering space to explore her experience of IAs; the third being a space in which she would be invited to reflect upon the process (lived experience) of being involved in the research. In so doing, I hoped to level out the power differential between us and strengthen her ownership of the material produced. Given the COVID-19 pandemic (hereafter pandemic) context and the high pressure on her time, I opted for two interviews, with space made at the end of each for a briefer reflection.

The next phase of the project involved psychoanalytic supervision with my research tutor. This was an organic, experiential encounter through which attention was drawn to aspects of our encounter that, through parallel process, seemed to illuminate aspects of my informant's experience of the topic. I then considered how the rich interview experience between me and my informant, and equally rich supervision experience between me and my supervisor, could be represented in a research paper. Through this process, I developed a five-point data-analysis guide, which starts from good qualitative-analysis practice of data immersion, then moves into in-depth psychoanalytic exploration, for which I developed four data-analysis questions. In the Findings section, I reflect on the operationalisation of my guide and I will demonstrate, through applying my data-analysis questions to samples of transcript, how my method worked in practice. Sampling data in this way, rather than presenting an analysis of the whole data set can be justified on the understanding of the holographic nature of data in human science, e.g. Seidel (1998) utilises a holographic metaphor, stating that the essence of a phenomena may be maintained by intensively examining part of the data set, rather than intensively coding it all.

The psychoanalytic nature of my research requires a certain level of tolerance of disbelief and of bearing the unknowable nature of a person's reality (Bion). The unconscious is not rational (Freud, 1915/2001) and therefore in its exploration, the imaginative part of our mind has to be applied. What will be presented is not a series of facts about my informant's experience, but observations that can neither be proved nor disproved, yet nevertheless contribute to an understanding of the complex reality in relation to the topic.

Attride-Stirling states that in order for the value of qualitative research to be realised, there is a requirement for "methodological rigour at all stages of the research

process – from design, to field work, to analysis. Recounting the first two stages is reasonably straightforward and it is the analytic stage that suffers from gross underreporting" (p.403). She proceeds to call for "(d)isclosure of the process of interpretation" (p. 403). My research makes a contribution in this direction, by developing and fully describing a psychoanalytically informed method for all stages of the research process (see Appendix A).

Stylistic notes

- (1) I will use the term "informant" where others use "participant" to reflect the more dynamic contribution of the interviewee.
- (2) For ease of reading I have chosen to use "she" or "her" reflecting my gender and that of my informant, rather than the more cumbersome "he or she", "his or her".
- (3) I understand it is not typical to use footnotes in APA, but on occasion I have done so as the content seems to be on the fringes: not directly relevant to the body of text, but adding something important nonetheless. In so doing, I am making an editorial decision that will enable the content to flow without losing the richness of what the footnote adds.

Chapter Two. Literature review

2.1 Introduction

According to Aveyard (2014), a literature review is "the comprehensive study and interpretation of literature that relates to a particular topic" (p.2). It signals research that has gone before and provides context to that which follows. A good literature review will provide a level of detail that enables the reader to form their own opinions relating to the field of study and the consequent value of the research about to be described.

My aim is to follow Aveyard's guidance in providing a description of my search process and its significance to my research questions so that my findings may be verifiable. It is systematic in approach, but given the vast scope of the field I have necessarily taken a narrative perspective (Ferrari, 2015). Bias is a potential issue in literature reviewing. To mitigate this risk, I intend to scope the field widely at first, before becoming more focused.

After describing my search process, my literature review will be laid out in three parts. In Part A, I will present a succinct story of the qualitative research community's reception of psychoanalytically informed research methodology. In Part B, I will give an overview of the development of Hollway and Jefferson's Free Association Narrative Interview (FANI) and Holmes's Reverie Research Method (RRM). In Part C, I will look empirically at the use of FANI and reverie-informed methods by doctoral candidates over the past 10 years. I will select a variety of studies to explore how the methods have been used in practice. I will close this chapter with a table illustrating the nine-point guide I developed from this literature review.

2.2 Literature search process

I began my literature review by asking

• What has been written about FANI?

- What has been written about RRM?
- What has been written about the use of psychoanalytic methodology applied to research interviewing?

2.2.1 What has been written about FANI?

I undertook a series of searches using EBSCOhost (05.09.20). Starting with the PsycINFO database, I entered the search term "Free Association Narrative Interview", which gave 22 results. I then checked to see if altering the variables slightly (e.g. using lower-case) impacted on this, and was reassured the result was the same. Given the siting of FANI as transdisciplinary, I widened the database search to include all psychology databases on EBSCOhost, which gave 33 results, and to the sociology and social care database on EBSCOhost, which gave seven results. Reading the abstracts revealed this to be an efficient search. It captured

- Doctoral theses using FANI.
- Books, e.g. Hollway and Jefferson, and Hollway (2015).
- Papers where researchers used FANI either alone, or in combination with other data-gathering and analysis methods (e.g. Biographical Narrative Interview Method-BNIM; Grounded Theory).
- Papers where the methodology itself was examined (e.g. in relation to reflexivity, such as Garfield et al., 2010).
- Studies using FANI in the UK and beyond.

The second step involved reading Hollway and Jefferson's description of FANI (2008) and Archard's Ph.D. thesis in which he examines the theory and practice of psychoanalytically informed interviewing in social work research, with particular emphasis on FANI. I noticed certain researchers (e.g. Clarke & Hoggett, 2009; Frosh & Baraitser, 2008; Midgley, 2006) and topics of controversy (e.g. use of researcher

subjectivity; reflexive practice; different forms of supervisory practice) appeared repeatedly and I made a note to consider these in my method development.

I understand that databases such as EBSCOhost are professionally indexed by librarians, who are highly skilled but not specialists in all areas of research and therefore there is the possibility that valuable research will not be accounted for. Google Scholar, on the other-hand, is not curated in such a way and is a known search engine that casts a far wider net. I felt it was, therefore, important to make use of both. I conducted searches by author (to see the scope of what they had written) and by topic of controversy.

2.2.2 What has been written about RRM?

I conducted an all database EBSCOhost search (05.09.20) using the term "Reverie Research Method", which gave no returns. I therefore widened the search strategy to look at methodology more broadly to see if this would capture research using reverie (see 2.2.3 below).

2.2.3 What has been written about the use of psychoanalytic methodology applied to research interviewing?

I conducted an all database EBSCOhost search regarding methodology (05.09.20). The results are illustrated in Tables 1 and 2.

Table 1. EBSCOhost methodology search.

	Search terms	Returns
1	Psycho-an* OR psychoan*	310,484
2	Psycho-social OR psychosocial	924,920
3	qualitative	855,160
4	Research method*	349,197
5	'research interview'	4,048
6	'reverie-informed'	3
7	Joshua Holmes (author)	15

Table 2. Search equations formulated.

Search numbers	Returns
1 AND 4 AND 5	8
2 AND 4 AND 5	21
1 AND 3 AND 4 AND 5	7
1 AND 2 AND 3 AND 4 AND 5	3
1 AND 4 AND 6	0
5 AND 6	2
5 AND 7	3

There was a reassuring overlap between my Google Scholar search and the returns from my search equations. In searching for "Joshua Holmes" as an author and putting this into a search equation with "research interview" I was able to locate his history of writing. I then used Google Scholar to conduct the following searches, applying the custom year limiter "2000-2020". Results are shown in Table 3.

Table 3. Google Scholar searches (05.09.20).

Search term	Returns
Free Association Narrative Interview	740,000
Reverie Research Method	16,800
Psychoanalytically informed research interview	18,000

In considering how to deal with this vast number of returns, with no other helpful limiter, I decided to look methodically at the first five pages. Although arbitrary, I found that the pages beyond this returned papers that were too tenuously linked to my search and therefore my limiter seemed justified. Whilst there was much overlap with EBSCOhost returns, Google Scholar opened up an interesting seam of research, e.g. how FANI is being used with children as informants to explore emotionally charged topics, such as their responses to climate change (e.g. Hickman, 2019). It also revealed how reverie is being used in phenomenological research to offer alternative perspectives on the experiences of both researcher and informant (e.g. McVey et al., 2016).

I will now situate the qualitative research community's interest in psychoanalytically informed research methodology and outline reservations about using psychoanalytic ideas outside the clinical context.

2.3 Part A. The qualitative research community's interest in psychoanalytically informed methodology

2.3.1 The validity of qualitative research methods

Qualitative research methods are increasingly recognised as valid ways to undertake research that seeks to get close to experience. Willig and Stainton Rogers (2017) describe growth in the field over the past 50-years in the UK and beyond, and the ways in which Government bodies such as the National Institute for Health and Clinical

Excellence are becoming more open to considering evidence from qualitative studies. Their handbook outlines the rich tradition and evolving innovation in qualitative methodologies (e.g. Thematic Analysis, Ethnography, Action Research, Conversation Analysis, Discursive Psychology, Foucauldian Discourse Analysis, Psychoanalytic Approaches, Memory work, Narrative Inquiry, Descriptive Phenomenological Psychological Method, Interpretative Phenomenological Analysis, Q Methodology, Grounded Theory).

Within this field, the establishment of psychosocial studies as "a new paradigm" of transdisciplinary scholarship (e.g. Clarke and Hoggett, cited in Archard, 2021, p.1) is evident. This is seen in the establishment of organisations (e.g. the Association for Psychosocial Studies, 2013) and in psychosocial studies university departments (e.g. Birkbeck & Goldsmiths; Essex; Anglia Ruskin). It is clear in the growth of articles, chapters and books being produced that explore a psychosocial approach (as cited by Hollway & Jefferson, 2013, p. xiii) and by the number of students choosing to undertake psychosocial Ph.D. theses. This steady growth can be seen to reflect a desire to get "beyond the psyche/social dualism to think about the psychological and the social together" (e.g. Froggett, 2012, cited in Archard, 2021, p. 4) with the inherent potential for a deeper understanding of the social world (e.g. Clarke, 2006).

Critical interest in what psychoanalysis has to offer such psychosocial studies is evident amongst its proponents, (e.g. Archard; Hollway & Jefferson; Holmes) and amongst those sympathetic towards it but more openly critical (e.g. Frosh & Baraitser). Saville Young and Frosh (2019) comment on how psychoanalysis offers both a theory and a methodology that "thicken out notions of the subject" (p.199) and may also have something to contribute in relation to interpretation. Reviewing the published literature, I was struck by the lively debate that took place between Hollway, Jefferson, Frosh and

Baraitser in the *Journal of Psychoanalysis, Culture and Society* (2008, volume 13). I found the personal nature of the dialogue uncomfortable to read, yet the ways in which the authors grappled with complex ideas was helpful. Two particular ideas stood out for me: the wish to hold onto the disruptive power of psychoanalysis to continually question what is thought to be known (e.g. Frosh, p.421) and recognising the "provisionality" of the data-picture that emerges (e.g. Hollway, p.392).

I am encouraged by the attention being paid to psychoanalytically informed research methodology, whilst aware that there are key issues that require further thought, which I will now outline.

2.3.2. Venturing beyond the clinical setting

The setting

Midgley (2006) draws attention to how the research and clinical settings are vastly different, and therefore care needs to be taken when considering using psychoanalytically informed ideas outside the setting in which they developed. The analysand enters psychoanalysis wishing for help. There is a therapeutic contract, which gives permission to explore emotional experience (including the repressed unconscious) over a long period of time. The research setting, on the other hand, involves a briefer encounter between researcher and informant. The researcher is the one with the most obvious need, although the informant may also be seeking something from the encounter that draws her to volunteer. In sharing something of herself, the informant does not necessarily know what she is opening herself up to and the fleeting nature of the contact may risk exposure to distress that long-term psychoanalysis mitigates. Long and Eagle (2009) raise an interesting point, that psychoanalytically trained researchers may inadvertently exceed the research brief in the manner in which they engage with their informants, causing greater disclosure than they are prepared for.

Another key issue concerns the use of psychoanalytic language in research contexts without sufficient exploration of how it is being understood (e.g. Archard, 2019; Lapping, 2011). My literature review revealed that as the use of psychoanalytically informed methods in research has progressed, additional care has been taken to modify language usage, and specific technical terms such as countertransference (see Holmes, 2014 for discussion of countertransference in research) are now referred to more cautiously (e.g. using a researcher's subjectivity).

Finally, there is the issue of privacy. The clinical situation is bound by strict rules of confidentiality and although every effort is made to ensure the privacy of research informants, they will be aware that the end result will be publication of some kind.

Consideration of how to clearly signal the psychoanalytic nature of the interviews to potential informants and how to maintain the research frame in the mind of the researcher will be important in my method development.

The nature of the unconscious

I was impressed by the range of psychoanalytically inspired research methods
Stamenova and Hinshelwood (2019) present in their book, but I remained mindful that
when the unconscious is welcomed into the research context, there is an inherent risk of
straying beyond the research brief into analysis of informants' psychopathology. I
therefore looked to the psychoanalytic literature base to explore conceptualisations of
the unconscious that might help with this issue and was drawn to the work of the
psychoanalyst Bollas, who theorised the unconscious in an elaborate manner (see
Nettleton, 2017 for an accessible overview of his metapsychology). Whilst recognising
the existence and power of the repressed unconscious, Bollas developed a model of the

unrepressed unconscious. He proposes that whilst ego-dystonic material passes into the repressed unconscious, other perceptions will simply by-pass consciousness (because our minds are elsewhere) and be received into the unrepressed unconscious. Here, the received is organised, and stored into increasingly complex unconscious matrices that are available for the kind of creative dreaming that occurs between psychoanalyst and analysand. This formulation of unrepressed unconscious communication has strong echoes of Bion's theory of thinking. Both point to how previously unthinkable sense impressions of experience can be transformed, via intersubjective dreaming, into that which becomes thinkable. This fits well with my research endeavour – to work with the creative unconscious minds of both researcher and informant.

Exploring the unconscious contribution

There is evidence of qualitative researchers with and without psychoanalytic training trying to capture and explore the unconscious in mindful ways, e.g. using reflexive field-notes, research diaries and supervision (e.g. Elliott et al., 2012; Lucey et al., 2003). Self-reflection seems at the core of such endeavours. Holmes (2017) uses the work of Strømme et al., to explore the distinction between researchers who use self-reflection "as a source of information about the participant rather than the interviewer-participant relationship" (p.712) which he believes risks psychoanalysis being used to reinforce "top down assertions of expert knowledge" (p.712, citing Frosh and Emerson, 2005). In RRM, Holmes is interested in applying a relational form of psychoanalysis to the research situation. The intersubjective nature of reflexivity is also explored by others (e.g. Finlay, 2002) and in a fascinating piece of work done by Saville Young, she draws attention to the importance of exploring "interrelational reflexivity" (p.53) from the very beginning of the research encounter. For example, being mindful that researcher

and informant enter a relational space with ideas about the research encounter and what they each aim to get out of it. She suggests opening this up to investigation by encouraging informants to share their fantasies about the research. These are of interest to me in my method development, in so far as they inform about the research topic rather than about the informant herself.

Supervision

There is a rich history of qualitative researchers including supervision in their projects in innovative ways, e.g. Midgley illustrates this through citing the work of Mönnich-Marks (2003) and Marks (2001) who conducted interviews with people involved in Nazism (p.9). He describes the detailed process in which they are supported by a team to explore their emotional responses. Avoidance of researcher bias and prejudice is also addressed in BNIM through the use of "kickstart panels" (e.g. Wengraf, 2019, p. 215).

Qualitative research is an intimate endeavour; in getting close to the informant's experience, the researcher inevitably affects and is affected by the encounter. This is especially the case in psychoanalytically informed endeavours, and points to the importance of supervision as a space to explore the impact of the encounter from the project's inception. Given the purposeful seeking of the unconscious in my method, I will include psychoanalytically informed supervision. In keeping within the bounds of a research endeavour, I will explore material through parallel processes (e.g. Morrissey & Tribe; Sumerel). This refers to reverberation of unconscious material originating in the work between therapist and patient, becoming enacted in the therapist-supervisor relationship. This is thought to helpfully draw attention to aspects of the patient's problem in the supervision context. I believe this to be an appropriate way to consider

unconscious material that avoids the contentious idea of transferencecountertransference dynamics, for which the researcher does not have informed consent.

Interpreting the unconscious contribution

Willig and Stainton Rogers note growing interest in the role of interpretation in qualitative research and point out that although there has always been a hermeneutic tradition within qualitative research "many qualitative psychologists had avoided overt interpretation and, instead, preferred to use qualitative methods as a way of capturing and systematically re-presenting participant-generated meanings in the form of descriptive themes" (p.38). This perhaps connects to an issue raised by Kinsella (2006), who points to the under-describing of hermeneutics in qualitative research, where it in fact has the potential to be used to underpin the value of a qualitative approach. Psychoanalytically informed methodology takes a step in this direction through attending to issues surrounding interpretation.

Hollway and Jefferson (2013) note the difference between therapeutic interpretation (in psychoanalysis) and research interpretation. They raise questions regarding whether or not to share interpretations with informants and draw attention to the work of various researchers who have explored the use of interpretation. They consider the possibility of improved validity if an informant can be actively involved in co-creating the interpretation (citing the work of Hoggett et al., 2010; Nicholls, 2009; Stopford, 2004). This is even more so for researchers who invite the contribution of the unconscious – if material has not been co-created, it risks being experienced as alien. Creating space for such collaboration will be important in my method development.

2.4 Part B. The development of FANI and RRM

2.4.1 FANI

Hollway and Jefferson comprehensively describe their psychosocial study into the fear of crime and how FANI developed out of the false-starts they encountered during their pilot study. FANI is also clearly and succinctly described in *The SAGE Encyclopedia of Qualitative Research Methods* (2008). FANI is premised on theorising the research informant as "defended" rather than a "rational, unitary subject" (Hollway & Jefferson, 2008, p.296). They later develop the idea that the researcher is also defended (2013, p.165). They challenge the assumption they saw evident in certain qualitative research traditions (e.g. discourse and narrative analysis) that the subject is "transparent to themselves" and can "tell it like it is" (Hollway & Jefferson, 2008 p.298). They draw attention to the problem of the lack of transparency of words, which do not accurately convey the experiences spoken about; there is a space between speaker and listener where loss of meaning occurs.

Hollway and Jefferson, to my awareness, are not clinically trained in psychoanalysis but both have substantial research experience. They looked, however, to the clinical context of psychoanalysis for inspiration to overcome the problem of the defended informant and researcher. They drew on the psychoanalytic proposition, following Klein, that "anxiety is viewed as being inherent to the human condition [...] anxiety precipitates defences against the threats it poses to the self and these operate at a largely unconscious level" (2013, p.17). It is this dynamic unconscious that psychoanalysts consider to be a significant influence on the way people live their lives and remember their past, modifying aspects to be more acceptable to the self (and other).

Hollway and Jefferson (2013) propose the research informant should be considered as having a particular constitution of anxiety and defence influenced by their inner-world, their intersubjective experiences, and their social-cultural environment. The story they tell will be a complicated mediation of reality. They refer to such issues as the "transparent self problem", complicated by the "transparent account problem" (p. 3). In facing the challenge of devising a data-gathering and data-analysis method, Hollway and Jefferson (2008) looked to the biographical-interpretive method developed by German sociologists, from whom they took the theoretical principle of "Gestalt" that informs a person's life (p.306, citing Wertheimer, whose idea it was that the whole is greater than the sum of parts). They linked this with the idea that an informant's meaning can only be understood "in relation to a larger whole, whether it be the culture, the sentence or the narrative" (p. 307). In attempting to preserve an informant's Gestalt they looked to the psychoanalytic technique of free association and to the German biographer's method for eliciting narratives, which they summarise in four principles

- Asking open-ended questions.
- Eliciting stories.
- Avoiding "why" questions.
- Using the informant's ordering and phrasing when asking follow-up questions.

Their 2008 paper offers novice researchers a helpful guide in formulating questions that will be more likely to facilitate openness in the informant and adherence to her own meaning, rather than to that of the researcher. They see free association as a valuable method in eliciting the informant's Gestalt, as "associations follow pathways defined by emotional motivations, rather than rational intentions" (p.309). They make it clear that in contrast to narrative analysis that searches for coherence, they are alert to incoherence. They assign meaning to such on the basis of their theoretical assumption

that incoherence may be linked to unconscious defences against anxiety. They have been criticised for the power dynamic that may be operationalised in this method (e.g. Wetherell).

Hollway and Jefferson each listened to the first interview encounter with their informants, which enabled them to tailor questions for the second interview. Transcripts were made from the audio recordings and to preserve an informant's Gestalt, a penpicture and a two-page summary of each were drawn up. Reflexive field-notes recording the researcher's subjective responses were also made. No strict division was drawn between data gathering and analysis as this happened iteratively throughout the research process. Data was presented as case-studies for analysis through a psychoanalytic lens.

The FANI method is variously described as a "classic text" (e.g. Bondi, 2014, cited in Archard, 2021, p.3) and a "seminal" contribution in the psychosocial studies field (e.g. Hoggett, 2015, p.50). Midgley describes Hollway and Jefferson's book as "the only complete, psychoanalytically informed model of qualitative research, which offers a fully-elaborated theoretical model and a description of the implications of this model for every stage of the research process" (p.6). Whilst excited by their method, I note that by including the repressed unconscious, their method is open to criticism of moving beyond the research brief, whereas my intention of working within the domain of the unrepressed unconscious seems to mitigate this risk.

2.4.2 RRM

Holmes is a Child and Adolescent Psychoanalytic Psychotherapist who, for a number of years, has been investigating countertransference and the place of psychoanalysis in qualitative research (e.g. 2013a, 2013b). During Holmes's interviews with depressed adolescents, undertaken as part of the "Improving Mood with Psychoanalytic and

Cognitive Therapies – My Experience" project (Midgley et al., 2014) he noticed moments of reverie arising in him. From here, he developed his RRM, which he describes as "a novel qualitative research interview methodology where reflexivity is the principle method of data gathering" (2017, p.711). He describes reverie as

a description of the unconscious in action – silently shaping our thoughts and actions, but mostly out of conscious awareness. In addition, the term reverie can refer either to the *state* of receptivity to waking dream thought, and/or the *content* of this receptivity. In other words, reverie can refer to both a state of mind and the imagistic contents of the mind at any given moment. (2019, p. 29)

Holmes (2019) describes reverie as an intersubjective experience that has the potential for exploring what happens between two people. Quoting Bion, he draws attention to the "emotional storm" created when two people meet (p.135). This vividly captures the anxiety situation of an interview and hence the need to find ways of attending to the whole of the unfolding experience, rather than relying on the limitations of the spoken word, affected as it will be by the anxiety of both researcher and informant. Holmes describes the value of reverie in going beyond the spoken word and he emphasises the intersubjective involvement of both parties, not simply the researcher receiving the informant's unconscious communication "(m)y starting point is the view that reverie is not an intrinsically isolated and isolating phenomenon – although at times it can be – but to see it as relational" (p. 4). He emphasises inner-worlds communicating in such a way that something unique is created, which can then become an object for joint reflection by both parties. In so doing, he addresses the criticism of psychoanalysis being used to interpret the other.

Holmes (2019) offers a guide for accessing reverie, based upon Ogden's psychoanalytic technique, the headlines of which are as follows (see p.77 for further detail)

- Anticipation, i.e. of the usefulness of reverie in the forthcoming interview.
- Relaxation of conscious control.

- Overcoming defensiveness and tolerance of anxiety.
- Reflection.
- Linking.
- Utterance.

Holmes lays out for the reader's critical examination his use of reverie both during the interview and transcript-analysis stages. He states that reverie is "initially accessible through awareness of general feeling states [...] which may then produce an image" (p.78). He notes the almost exclusively physical sensations of his reverie during interviews, which he later converted into written formulations. Holmes discusses, and leaves open for the reader to decide, whether his use of reverie brought meaningful material to the fore, or, citing Heimann (1950) represented "interfering countertransference" (p.81). He offers further exploration of reverie in transcript analysis, through describing an interesting study in which he worked with two groups of students. One group were psychology graduates with little interest in psychoanalysis, and the second, were a group of psychoanalytically oriented graduates. Holmes demonstrates his attempts to show the validity of RRM, by getting both groups (after having some reverie training) to independently look at the same interview transcript and respond to it. He was interested in whether reverie experiences could be evoked in response to research material and whether similar themes would emerge in group members' reverie. The results, Holmes claims, indicate that reverie can be generated and show multiple instances of shared concepts.

Holmes suggests RRM may be useful for "laconic" informants (p.91) who have difficulty expressing themselves. He also makes the contrary point that some informants may be too anxious to be able to bear the type of interaction inherent in RRM. I would add that some researchers may also feel too anxious to notice moments of reverie.

Furthermore, the non-psychoanalytically minded students seemed to find the process more challenging and were less able to produce moments of reverie. Holmes suggests that "(r)everie-influenced researching becomes a *capacity* which may potentially be developed through practice and supervision" (p.5).

Holmes makes an important methodological contribution, which he is careful to situate as requiring ongoing work, for example, the need for it to be tested with different populations. He signposts ideas for future research, in which a panel might attempt to find analytic consensus in relation to a script and consider "which elements of understanding they wish to feedback to the participant, and this might inform a follow-up interview" (p.130). Holmes's review of reverie theory and practice offers me a solid base from which to develop my method contribution.

I will now look at how FANI has been used by researchers over the past ten years and whether RRM or reverie-informed methods are yet in evidence in published research.

2.5 Part C. Survey of doctoral level studies using FANI and RRM

2.5.1 FANI

The British Library's EThOS database offers digital access to doctoral theses undertaken in UK higher education institutions. I used this to explore how FANI has been used by doctoral students over the past 10 years and where in the UK such studies have been undertaken. I started my exploration by entering the search term "Free Association Narrative Interview" (05.09.20), which gave 55 returns (six of which were false positives).

Table 4a. Distribution of FANI projects by university.

University	Number
Essex & Tavistock	12
Essex	6
Sheffield	4
UEL	3
West of England	3
Exeter	3
Nottingham	2
MCR	2
Sussex	1
Salford	1
Middlesex/Metanoia	1
UCL	1
Manchester Met.	1
Hull	1
Herts	1
Southampton	1
Keele	1
Roehampton	1
Cardiff	1
Leeds	1
Portsmouth	1
Open	1
	N=49

Table 4b. Number of projects by university.

Number of universities	Number of projects
14	1
3	3
2	2
1	4
1	6
1	12

Table 4a shows that projects using FANI are taking place across the country, with a cluster linked to Essex University and in particular to the Essex validated courses at the Tavistock and Portman NHS Foundation Trust. These are institutions where psychoanalysis has a clear home, so it is perhaps unsurprising. Table 4b illustrates that the most common occurrence is one FANI project per university.

Table 5. Type of doctoral projects using FANI.

Awards	Number
Ph.D.	22
Professional doctorates	27

Table 6. University departments in which FANI projects are taking place.

University department	Number
Psychology / Psychoanalysis	21
Social work / Sociology	8
Health and Society / Nursing	5
Criminology / Law	3
Journalism / Media / Culture	1
Unclear	11

I am interested in what context projects using FANI are taking place. Table 5 shows a fairly even spread between Ph.D. and professional doctorates and Table 6 shows the spread of studies by university department. The high number of "unclear" relates to the fact the department in which a project was undertaken was not always specified (and the full thesis was not available to check). My data supports Archard's view that the influence of FANI is currently greater in psychology than sociology departments.

General comments regarding the nature of the studies

I read the abstracts of the 49 studies to gain a sense of how FANI is being used. At the data-gathering (interview) stage the majority (31) stated they used FANI alone, not in conjunction with other methods. Although there seems to be an emerging trend in researchers using additional visual methodologies alongside FANI, e.g. five of the Essex University-Tavistock and Portman NHS Foundation Trust projects used the Grid Elaboration Method (Joffe & Elsey, 2014), three used a non-branded visual method (e.g. Ellis, 2018 complemented use of FANI and auto-ethnography with the use of art-based techniques; Haynes, 2019 invited participants to bring an object to the interview; Pearce, 2018 invited the use of photographs). In seven studies, FANI was used as part of mixed-methods projects alongside, for example, BNIM, auto-ethnography and psychoanalytically informed observation.

As there is no standard protocol for reporting data-analysis methods in abstracts the quality of the information I have regarding this is variable. The spread of methods, however, is shown in Table 7 below.

Table 7. Data analysis method (if specified).

Method	Number
Thematic analysis	2
Thematic analysis plus	
Psychoanalytic lens	4
Psychosocial analysis	3
BNIM	1
Critical discourse analysis	1
Narrative analysis	1
(two used computer assisted software for their thematic analysis)	
Psychoanalytic lens	4
Psychoanalytic lens plus	
Social constructionist	1
Social, post-colonial analysis	1
Narrative analysis	2
Narrative analysis plus psychosocial	1
Psychosocial	1
Foucauldian discourse	1
Psycho-discursive plus psychosocial	1
Case study	1
Listening guide method	1
Grounded theory	1

Perhaps unsurprisingly given the FANI methodology, Thematic Analysis (alone or in combination) and applying a psychoanalytic lens (alone or in combination) are the most common approaches to data analysis. The appeal of FANI to a broad researcher-discipline base is perhaps evident in the researchers' choice of analytic method, i.e. at the analysis stage a researcher's particular theoretical orientation finds a home.

Interview informants and topics

FANI has been used with a wide age range (children, adolescents, adults). Adult informants have included parents as well as professionals (teachers, psychologists, therapists, nurses, social workers). Topics chosen have been highly varied and seem reflective of deeply human experiences, such as identity (Pearce, 2018), autism (Georgiou, 2020; Whiting, 2010) and maternal perinatal distress (Haynes, 2019). Researchers have used FANI to give marginal populations a voice, as seen in the work of McGregor (2018) who uses a hybrid of FANI and BNIM to explore the experience of female survivors of intimate partner violence, and Sutton (2012) whose study aims to give voice to adults with learning difficulties who also have mental health needs. The fact all of these projects led to doctoral awards is evidence of the appeal of FANI.

Selected studies

I will now explore how FANI has been used in selected studies, specifically considering adherence to Hollway and Jefferson's method. Selection is purposeful in order to inform development of my own method. I chose one professional doctoral study and one Ph.D. in order to explore the use of FANI in these differing contexts of expectation. I selected Burton's (2020) for the clarity of writing, which I felt would assist extraction of relevant information. I selected Archard because of his detailed methodological focus. Finally, I selected a study in which Hollway had been part, in order to examine another example of her use of FANI.

(1) Burton, 2020.

Burton used FANI to investigate the emotional experience of primary school teachers working with children at risk of exclusion. She writes clearly and her project demonstrates adherence to FANI in certain respects, e.g. theorising the subject as

defended; using two interviews followed by writing reflexive field-notes and penportraits; obtaining psychoanalytically informed supervision and attending to the setting as a source of social context. The absence of her interview structure and limited data extracts restricts analysis of her adherence to the method.

Burton used Joffe and Elsey's Grid Elaboration Method at the start of the first interview "to open up free-associative thinking about the topic of interest prior to starting the interview" (p.75). It was disappointing to not see the results from this drawn out. I was left unsure what purpose it served and whether it aided the informants' engagement, getting into the mind-set of free association, or whether the contrary happened.

Burton used computer coding as part of her Thematic Analysis, which seems to go against Hollway and Jefferson's stated aim of maintaining an informant's Gestalt. She then undertook a second-level analysis through a psychoanalytic lens, which did attend to the whole and enriched understanding of her two semantic themes ("knowing vs not knowing" and "us vs them"). She explores how and why particular discourses are invested in and what defensive function they might serve. She focuses on the psychoanalytic ideas of fragmentation, splitting and projection and in so doing is open to criticism of moving beyond the research brief in interpreting informants' states of mind.

(2) Archard (2019, 2021).

Archard's doctoral thesis (2019) is a methodological study exploring the potential of psychosocial studies to open avenues for a "more critical and reflexive engagement with psychoanalysis in social work" (p.1). He notes the existing methodological gap in resituating psychoanalytic concepts and practices away from their clinical context and explores the use of free association and interpretation with this in mind. He offers a

thorough exploration of the theory and practice of FANI and a detailed examination of other researchers' responses to it.

A key issue in Archard's thesis is the importance of not overlooking the differing contexts of the research interview and the consulting room. He draws attention to the transposition of free association and how he considers it to be under described by Hollway and Jefferson. In addition, the setting of psychoanalysis in the consulting room is established to facilitate the free associations of analysands, which he believes would become contaminated in the research setting where the informant will have an awareness of the research interest and so will not be able to free associate in the "classical sense" (p.92 citing Cartwright, 2004). Archard also draws attention to Holmes's (2013) view of the difficulty facilitating genuinely freely associative responses, particularly how participants may censor themselves in a public research forum, compared to the privacy of the consulting room. He concludes that "something akin' to free association that Menzies Lyth (1989) speaks of may be an important distinction for psychoanalytically-informed researchers to be mindful of' (p.98).

Archard (2021) explores the issues surrounding interpretation in FANI. He cites the work of Tong, Sainsbury, and Craig (2007) who advise validity is added to the researcher's interpretations if the informants' meanings are represented, but notes the complexity of this in psychoanalytically informed research where the informant is not necessarily able to be in touch with their "own meanings and perspectives" (p.5). He states the danger of assuming continuity between research and clinical practices, arguing that "to share analyses addressing unconscious processes is to conflate research and therapy and risk exposing participants to 'insights' they may not desire or be equipped to receive" (p.5). On the other hand, by not sharing, undue priority to the researcher's meanings may ensue.

Archard discusses Hollway and Jefferson's (2000) position of keeping interpretation to the data-analysis stage, rather than data production, but also how, in practice this is not so straightforward. Helpfully he notes that in therapy, interpretation can be "anything communicated by the therapist [...] A murmur, a sigh or a slightly raised eyebrow all place an emphasis on the significance of things said and not said, including their perceived unconscious significance" (p.7). He links this to Hollway and Jefferson's (2013) clarified view that the idea of interpretation not happening in research interviews breaks down "in the necessary exchanges of understanding taking place in the interview" (p. 72).

Archard notes that FANI has been criticised for being too influenced by Kleinian psychoanalytic theory, i.e. "overplays what is internal and psychological" (p.4) and being insufficiently psychosocial. In examining the field of social work research, Archard found the use of FANI to be inconsistent, i.e. it is used as a reference point for informant-led interviews with "little, if any, psychodynamic exploration in the analysis of interview material" (p.3).

Archard (2019) makes interesting comments regarding potential research beneficence and maleficence. He draws attention to the work of Long and Eagle, who note the risks inherent in psychoanalytic psychotherapists in research roles, stating that their way of listening may lead to high levels of disclosure from informants. They advise alertness to their different identities (as clinician and researcher) to avoid interpretive comments that go beyond the research brief. Archard agrees with Long and Eagle that this is easier said than done and questions may function as interpretations that risk emotional harm.

Archard (2019) offers a thoughtfully thorough contribution to the methodological debate, which he ends by signposting for further consideration, e.g.

- Systematically reviewing how FANI has been used by researchers.
- Interviewing researchers about their experience of using FANI.
- Including "ethnographic involvement and practice observation" (p. 255) alongside FANI to increase the sophistication of the data.
- Exploring different forms of reflexivity ("researcher, disciplinary and interrelational" p.258).

(3) Urwin et al. (2013).

This paper takes one case from a UK Economic and Social Research Council funded study "Identities in process: becoming a mother" led by Hollway. Urwin et al.'s study aims "to provide a psychosocial account of the identity transitions involved in becoming a mother, that is one that reduces to neither psychological nor sociocultural explanation" (p.471). I selected it to explore another example of Hollway's work, this time, one in which FANI is supplemented by the psychoanalytically informed method of infant observation (e.g. Miller, 1989).

The researchers describe a case-study of a first-time mother of Bangladeshi heritage, living in the East End of London. They explore her "processes of *becoming* a mother as a psychological trajectory" (p.478) as seen through her relationship to feeding her baby. Familiar aspects of the FANI method are evident, such as multiple interviews, audio recording and transcription supplemented by field-notes. Additional material is available through the detailed notes written after each observation of the mother-infant couple, and notes from the group seminars in which these were discussed. The research material was given to a team in Oslo who brought analytic strategies from cultural psychology. They worked from audio recordings rather than from transcripts, seeing these to be richer sources of affective information. The researchers emphasise the way they approached the material, spending time exploring it through their affective

responses. They explore how, for this mother, the external voices of others become internalised and identified with, and finally "imaginatively perceived" (p. 477, citing the work of Balint, 1993).

This paper tracks the mother's internal and external-world experience over the first year of her baby's life. This long involvement seems to go some way in mitigating the risks inherent in briefer interview-based research.

2.5.2 RRM

I used the EThOS database to conduct a search using the term "Reverie Research Method" (05.09.20) to see if any doctoral studies had used this method, although this was unlikely given its first publication date (2017). Indeed, there were no returns for RRM, but the search did return four studies, three of which used reverie either within phenomenological or psychoanalytic studies (e.g. Cayne, 2005; Gee, 2014; Simopoulou, 2017). These studies suggest reverie is seen as a method for being open to new knowledge that may emerge in the intersubjective research experience and a way of providing space for the contradictory to be thought about.

2.6 Summary of principles synthesised from the literature review

Both FANI and reverie-informed research can be seen to be stimulating interest in psychoanalytically informed methodology. Of particular interest to me is how FANI is being supplemented at the data-gathering stage by additional visual methods to stimulate associative thinking. RRM has not yet been used in doctoral research, but reverie itself is of interest in a small number of projects. In synthesising the information gathered through my literature review, I developed a nine-point guide (Table 8), which I will operationalise in the next stage of my research: interviewing my informant on the topic of her experience of IAs.

Table 8. Nine-point guide.

Nine-point guide

- (1) Preparation of the interview informant describing the process to be expected, e.g. in relation to the use of silence and following her train of thought (Holmes, 2019).
- (2) Gathering the informant's fantasies regarding participating in this particular piece of research (Saville Young, 2011).
- (3) Preparation for the interviewer, i.e. cultivating a meditative state of mind (Holmes (2019).
- (4) Two interviews per informant, with psychoanalytic supervision between them (Hollway & Jefferson, 2013).
- (5) Use of cues that are as open and encouraging of the informant's associations and narratives as possible (Hollway & Jefferson, 2013).
- (6) Live interview attention to the emotional responses of researcher and informant, and the resulting emotional atmosphere of the encounter (Holmes, 2019).
- (7) Following the informant's meaning frame, by using her words and imagery (Hollway & Jefferson, 2013).
- (8) Use of reverie, if it occurs, to guide the researcher's verbal comments (Holmes, 2019).
- (9) Reflection between researcher and informant, at the end of each interview, regarding what has just occurred (Archard, 2019).

Chapter Three. Research design

3.1 Introduction

In this chapter I will outline the aim of my research and its psychoanalytic underpinnings in terms of ontology, epistemology and methodology. I will describe the nine-point guide I developed from the literature review and the evolution of my five-point data-analysis guide, which grew out of the psychoanalytic supervision that formed an essential element of my research. The final part of this chapter will outline other methodological considerations such as contextual information, recruitment, ethics, validity and data protection.

3.2 Research aim

My primary aim is to develop a psychoanalytically informed method for undertaking research interviews, from pre-interview preparation through data gathering to data exploration and analysis. I intend to build directly upon the elements of good practice that I have synthesised from the published literature and unpublished doctoral projects.

I anticipate that developing and then trialling such a method will produce rich data and in order to do this material justice, substantial time will be allocated for psychoanalytic exploration of it. Given the pandemic context, I will trial my method with one informant only. I selected the topic "experience of IAs" on the basis of it being an area of CAMHS work where there is concern regarding good practice and therefore, likely to be a topic that provokes anxiety. I believe this will lend itself well to a psychoanalytic investigation. Finally, I will grapple with how the rich data gathered from the project's inception, might be adequately represented in a research report.

3.3 Initial research questions

Psychoanalytic methodology seeks to gain access to the unconscious experience of both researcher and informant, seeing this as a valuable source of information regarding the

topic under investigation. The unconscious is not, as Stamenova and Hinshelwood point out "a static thing to be studied. It is a 'thing' in relation to other similar ones. There is a constant unconscious-to-unconscious communication going on" (p.4). They note Freud's description of the psychoanalyst's mind as a delicate receiving apparatus, which may tune in to such communication, but how might this be possible in research interviewing? The questions I seek to explore, therefore, are

- (1) What conditions will welcome in the unconscious, so that its presence can be apprehended?
- (2) If such apprehension is possible, how can it be made available for contemplation by researcher and informant?
- (3) How can this research be undertaken ethically in a way that harnesses the idea of the unconscious contributing multiple possibilities rather than certainties?
- (4) How can the burden of uncertainty be born, whilst still contributing something of value to the topic under investigation?

3.4 Ontology

My work as a psychoanalytic psychotherapist is premised on the belief that we all have a repressed unconscious continually influencing feelings, thoughts and actions. As a researcher, I do not have consent to work with this ego-dystonic part of the mind. My ontological position as a researcher is, therefore, circumscribed. I am omitting the repressed in favour of working with the receptive unconscious as theorised by Bollas. In his model, experiences are perceived, organised and stored without passing through consciousness, or being repressed. They form evermore complex matrices of connected ideas, which are available for dreaming and hence thinking. Bollas, following Freud (1900/2001), considers dreaming to be the most sophisticated form of thinking in its efficient manner of presenting multitudinous ideas in condensed form. It is the potential

of this dreaming capacity that I believe can be ethically invoked in the research situation.

Bollas's work is predated by Bion's container-contained theory of early unconscious communication between mother and infant. In his model, a capacity for thinking emerges out of an infant's experience with a mother who can dream herself into his position. In so doing, she transforms his sense impressions into thinkable form. Both Bion and Bollas, therefore, emphasise the importance of the receptive-communicative unconscious that dreams as a pre-cursor to thinking. Holmes (2019) succinctly notes "the dream itself acts like a mother 'containing' and allowing work on hitherto unprocessed daytime experiences" (p.27). Noticing dream-life in the research context may enable a potential space to be opened in which the unconscious minds of researcher and informant may meet, allowing unconscious material to enrich the stories told.

I looked to Bion and Bollas for consideration of the impact of two people meeting. Both highlight the emotional intensity of this. Bion's idea of an "emotional storm" is developed by Bollas's concept of "interformality" (see Nettleton, p.44) which is his idea of the internal restructuring that happens even in anticipation of meeting another person. These ideas are important when considering the impact researcher and informant have on one another even before the actual interview encounter.

Bion and Bollas together offer a psychoanalytic ontology regarding the nature of the unconscious that is suitable for the research situation, which has potential for getting closer to the emotional truth of the informant in relation to the topic.

3.5 Epistemology

Epistemology is concerned with what kind of knowledge is possible. Stänicke et al. draw parallels between Kant's epistemology and the epistemology of psychoanalysis. They note Kant's view that

(K)nowledge is about the world, but always mediated by the human mind – and therefore knowledge about the world is always something limited. The philosopher Henry Allison (2012), a leading contemporary authority on Kant, calls it an epistemological position of modesty. (p.286)

They paraphrase Allison stating "we must be modest about how thoroughly we can understand another human being, and even ourselves; we do not possess a God's eye, we are not omniscient" (p.290). They quote Freud directly

The unconscious is the true psychic reality; in its innermost nature it is as much unknown to us as the reality of the external world, and it is as incompletely presented by the data of consciousness as is the external world by the communication of our sense organs. (p. 283)

This is my epistemological position: that all research data should be treated modestly and with respect for what remains unrepresentable and unknowable. According to Bion (1970/2004) "(i)n any object, material or immaterial, resides the unknowable ultimate reality, the 'thing-in-itself'" (p.87). He uses the sign O to denote this. In health, there is a drive towards knowing the truth of one's experience, which may be approached through communication with a receptive other. For Bollas, the idea that there is a truth that can be understood is illusory. He states

Unconscious communication does not mean surreptitious conveyance of a clear message. It means that the subject engages the recipient in the language of the unconscious, which means that part of the aim of such a language is to deceive and mislead the other. The irony is that such an intentionality is precisely understood by the recipient's unconscious, which thinks in exactly the same terms. (p.188-9)

Research knowledge, therefore, can only be a representation of reality, not reality itself.

3.6 Methodology

Given these ontological and epistemological statements, my interest lies in what methodological approach will stand the best chance of encouraging the creativity of the receptive-communicative unconscious of both researcher and informant.

The first methodological issue is to create a research setting that will allow the unconscious to be noticed and attended to: a safe space in which the conscious and unconscious minds of researcher and informant can interact. The second concerns the need to cultivate a state of open receptivity in the researcher in which nuance is attended to, for example: what information is selected for communication and what is omitted? what order does the information emerge? what words are used and how are they spoken? what slips of the tongue occur? what associations and reverie occur? Interest in looking beyond and around what is obvious is required, which necessitates tolerance of the unknown in the live-interview situation and throughout the data analysis (i.e. "negative capability"¹).

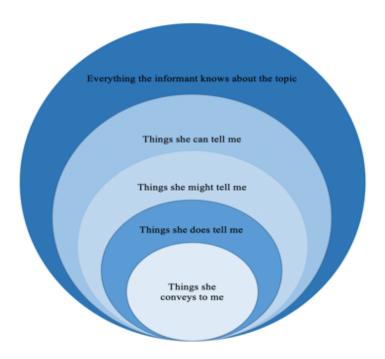
The researcher's state of mind is a vital part of the research setting and it will be influenced by all that has gone before in terms of their life experience. As the research begins to be imagined, somewhere in the researcher's mind will be an informant (or many thereof) with ideas of what they may bring to the topic under investigation.

Likewise, something draws the informant to take part, which given my ontological position, is unlikely to be wholly conscious. The determinants of what they tell of their experience is not straight forward either (see Figure 1, B.Yare, research tutorial, 24.03.21). What comes to mind in the research encounter, what they choose or are able to tell the researcher will be both consciously and unconsciously influenced (see Joyce, 2015 for a discussion of complexities relating to the narratives informants share).

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¹ This is a phrase Bion (1970/2004, p.125) took from Keats, (1817) "Negative Capability, that is, when a man is capable of being in uncertainties, mysteries, doubts, without any irritable reaching after fact and reason".

Figure 1. An informant's relationship to communicating about a topic.



The third methodological issue concerns whether the researcher can do anything to make encountering the unconscious more likely. Holmes's (2019) description of activities that may promote associative thinking and reverie is a useful starting point in pre-interview preparation. I also believe engaging with culturally creative activities that require an imaginative response (e.g. literature, art or music appreciation) may be helpful. It is more challenging to consider how this might be encouraged in the informant, given the ethics of placing too heavy a demand on them. My literature review, however, shows ways in which researchers are using art to stimulate associative thinking (e.g. Ellis; Haynes; Pearce) which is not too onerous.

Fourth, is the ethical requirement to signal the psychoanalytic nature of the research to potential informants, particularly since the researcher is likely to be considering data in a broader sense than is usual in qualitative interviewing (e.g. information that may become available during the project contracting phase and during psychoanalytic supervision).

Fifth, I believe methodology that involves consideration of the unconscious requires psychoanalytic supervision to support with the tuning in-and-out process: tuning in to what seems evident in the data but is overlooked by the researcher, and tuning out to what seems overly emphasised. Unconscious material will be considered through the idea of parallel process to keep within the ethical bounds of the research context.

My final methodological consideration, relates to data analysis. Inductive methods consider data in a bottom-up manner, whilst deductive approaches are considered top-down in taking previously arrived at categories and applying these to new data-sets. Beyond this, there is an abductive method in which both are utilised. This entails a looser-creative process of data immersion and exploration, which leads to a systematic application of the ideas the initial process brings forth. This iterative process seems suitable for exploring unconscious communication.

Related to this is the question of how to manage the volume of data a psychoanalytically informed method is likely to produce and represent this analysis to the reader. I found Seidel's holographic data-analysis metaphor helpful "in that each step in the process contains the entire process. For example, when you first *notice* things you are already mentally *collecting* and *thinking* about those things" (p.2). Drawing on the work of Agar (1991), Seidel believes that by "intensively examining a small bit of data, rather than intensively coding data" (p.7) the essence of the phenomena under investigation is more likely to be maintained. In line with this, I chose samples to illustrate key aspects of my method (e.g., the importance of inviting my informant to bring an object or image; the impact of silence; how imagery became woven throughout both interviews; enabling thinking the unthinkable) to which I applied my data-analysis questions.

3.7 Method

Through the described literature review, I produced a nine-step guide for undertaking psychoanalytically informed interviews. Below, I will outline my intentions in following this guide.

3.7.1 Nine-point guide

- (1) Preparation of the interview informant describing the process to be expected,
 e.g. in relation to the use of silence and following her train of thought.
 This will be discussed during the recruitment contact and again at the beginning of each interview.
 - (2) Gathering the informant's fantasies regarding participating in this particular piece of research.

The informant will be asked to select an object or piece of art that comes to mind when considering taking part in the research on the given topic. She will then be invited to share this, in whatever way she chooses, at the beginning of interview one.

- (3) Preparation for the interviewer: cultivating a meditative state of mind.

 I intend to explore my responses to the reverie examples presented by Holmes (2019) and to tune into my experience of reverie in everyday life. Given that reverie responses arise from the unconscious mind I am aware of the limitations of these ideas.
- (4) Two interviews per informant, with psychoanalytic supervision between them.

 My intention in having two interviews is to allow sufficient space for the informant to be able to follow her train of thought broadly in interview one, allowing opportunity for points or omissions to be followed up and tentative hypotheses shared in interview two.
 - (5) Use of cues that are as open and encouraging of the informant's associations and narratives as possible.

I will formulate a series of cues that will be as open and encouraging of the informant's associations and narratives as possible. The informant will be encouraged to follow her train of thought as far as possible even if the connection to the topic seems unclear.

(6) Live interview attention to emotional responses of researcher and informant and the resulting emotional atmosphere of the encounter.

This will be attended to and recorded in field-notes immediately after the interview. Like psychoanalytic process notes, I intend to record as much of the encounter as possible. These will be shared in supervision after each interview.

- (7) Following the informant's meaning frame by using her words and imagery.

 I will allow the informant to speak freely, avoiding interrupting her flow unless for point of clarification or to move the interview on. At such times, the informant's words will be closely adhered to in order to try to attune to her meaning.
- (8) Use of reverie, if it occurs, to guide the researcher's verbal comments.

 I will consider whether thoughts and images that arise in my mind during the interview could be helpful to our mutual understanding, and if so, they will be shared.
 - (9) Reflection between researcher and informant at the end of each interview, regarding what has just occurred.

I will encourage the informant to share her experience of the interview encounter and offer space for questions, in order to provide further opportunity for misunderstandings or concerns to be considered.

Soon after the first interview, I will have a psychoanalytic supervision session with my research tutor. This will be an experiential encounter and as such its form will be organic, although we will both have access to my field-notes as a representation of my experience. The aim will be to see what emerges in the supervisory space, giving

consideration to whether this illuminates aspects of my informant's experience of the topic.

At the start of interview two, I will attempt to help my informant transition into the research space by asking her to think back to the first interview and to the time immediately following this, and to let me know if anything comes to mind. The rationale being that this may bring to the fore areas of importance or omissions that were realised after the end of interview one. In this way, precedence will be afforded to her. Later in the interview, latent stories from interview one, which seem evident in my mind, will be considered with her.

3.7.2 Data-analysis method

My five-point guide for psychoanalytic data analysis developed out of the discussions held within research tutorials. This stimulated a trial and error process in my mind as I faced the challenge of representing the data in ways that a reader would find credible

Table 9. Five-point data-analysis guide.

Five-point data-analysis guide

- (1) Data immersion
- (2) Latent theme identification
- (3) Manifest theme identification
- (4) Sample selection
- (5) Exploration of the samples using four data-analysis questions:
 - Q.1 What is the manifest message my informant is communicating about her experience through the spoken language of words?
 - Q.2 What is being conveyed through imagery, delivery style and emotional atmosphere?
 - Q.3 What is being conveyed through the ways in which my informant is relating to me, which may also tell about her experiences of the IA topic (parallel process)?
 - Q.4 Is there a point of intersection where the responses to all questions seem to meet, which may therefore be a consistent representation of my informant's experience of the topic?

(1) Data immersion.

In line with other qualitative methods, I will listen to the audio recordings of the interviews before transcribing them. I will then read these repeatedly for familiarisation. During this process, I will attempt to maintain a psychoanalytic stance of alert, loosely-focused attention to facilitate my capacity to notice novel aspects that were not obvious in the pressurised interview situation. I will attend to linguistic elements, e.g. to the sequence, flow, pace of all that is spoken. Moments of reverie will be noted and together with the field-notes, should provide atmospheric information about the interview encounters.

(2) Latent theme identification.

I will start by repeated reading of the transcript from interview one, noting down any latent stories that seem evident. I will take one story-theme at a time and apply it to the whole of the first transcript and then to the second, to see if there is further evidence to support or refute each latent idea. I will treat the transcript for interview two in the same manner.

(3) Manifest theme identification.

I will identify and make a note of the manifest story that my informant seems to be describing (through words) for each interview.

(4) Sample selection.

I will select sections of transcript based on the apparent richness of their latent stories.

This sampling is intentional and, as Seidel (1998) suggests, I believe they will represent something about the whole of my informant's experience of the topic under investigation.

(5) Data-analysis questions.

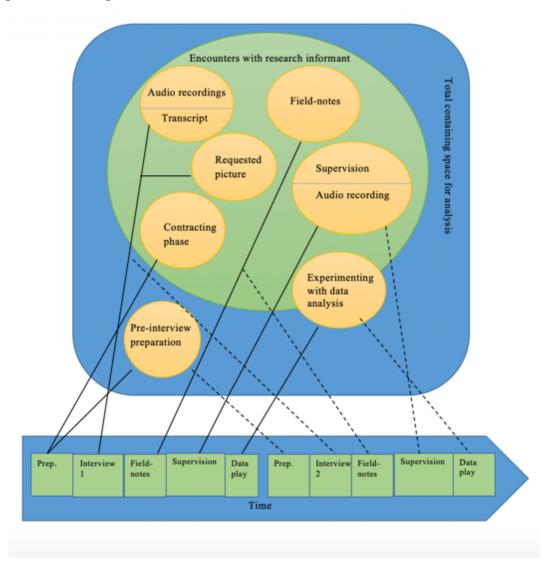
To explore my multi-dimensional data, I formulated the following four questions (see, Lucey et al. for a similar approach).

- Q.1 What is the manifest message my informant is communicating about her experience through the spoken language of words?
- Q.2 What is being conveyed through imagery, delivery style and emotional atmosphere?
- Q.3 What is being conveyed through the ways in which my informant is relating to me, which may also tell about her experiences of the IA topic (parallel process)?
- Q.4 Is there a point of intersection where the responses to all questions seem to meet, which may therefore be a consistent representation of my informant's experience of the topic?

3.8 Data

I consider my data to be not only the raw material of the interview transcripts, but also the process and content of the whole of the experimental arm of my research encounter. This includes all my experiences from initially conceiving of the interview topic, recruiting my informant, interviewing her, receiving psychoanalytic supervision and then immersing myself in the data. Figure 2 illustrates this, with a sense of how data emerged through the passage of time.

Figure 2. Data origins.



The timeline at the bottom illustrates the sequence of activities I undertook to operationalise my guide, which I have linked via solid lines (interview one) and dotted lines (interview two) to activities with my informant ("encounters with research informant"). All of this sits within a psychoanalytic research setting in my mind ("total containing space for analysis").

3.9 Further methodological considerations

3.9.1 The researcher and informant

I am undertaking this study as a psychoanalytic psychotherapist explicitly exploring the contribution of the unconscious in understanding interview topics. It is therefore explicit that I believe in the influencing power of the unconscious.

It is usual for researchers to give some social demographic details about themselves and the informant in order to offer the reader contextual detail. My demographic details could be described as White-British, female, heterosexual, 50+, middle-class. These are stated, however, with great caution. They are crude categories that will certainly mislead as much as inform. My White-Britishness, as with any of the other categories, is likely to be different from someone else's. The informant is not asked specifically for her demographic details, so only superficial qualities may be discerned, in which we appear similar. Of more relevance, perhaps, is that I have been working in the same CAMHS team for four years with the informant, who is a senior clinician from a different discipline. Although we have not worked directly together, we have a collegiate relationship, which perhaps influenced her wish to help me.

Harvey (2017) and Holmes (2019) draw attention to the intersubjective space in which there is space to play with the subjective experiences of both informant and researcher. Attending to this means stepping outside one's own subjectivity to observe what is taking place between the working couple and as such will draw on the researcher's sensitivity to emotional dynamics. There is not permission in a research context to explore transference-countertransference dynamics, but exploration via parallel process is a fruitful alternative.

3.9.2 Recruitment

My project took place during the pandemic. To manage the additional pressures of this period, I decided to recruit from the CAMHS team in which I work. I discussed and agreed this with the clinical manager and received permission to send a recruitment email to a small group of experienced clinicians, inviting them to express their interest. My informant came forward immediately upon receiving my email. She stopped me in the corridor to say she was happy to participate but would have to get back to me about when this could be. There then followed a protracted period of three months in which she repeatedly let me know she could not meet yet. Alongside the pandemic pressures, there seemed to be a complicated power-dynamic between us, likely connected to our pre-existing relationship, which affected how she engaged with me and what she would later communicate of her experiences.

3.9.3 Ethics

Ethical approval for this study was granted by the Tavistock and Portman NHS Trust Research Ethics Committee, TREC (16.01.2020, see Appendix C). Beyond the usual ethical standards of qualitative interviewing in which attention is paid to research "beneficence and non-maleficence" (Connolly and Reid, 2007, cited in Harvey, p.317), psychoanalytically informed research requires the contribution of the unconscious to be taken into account. The informant needs to know that the method for conducting the interview and analysing the data is psychoanalytic: that aspects of communication beyond language will be attended to. The problem with this is that it is impossible to ask the conscious mind to give informed consent for involvement of the unconscious. It is therefore important to offer the informant space for reflection of their lived experience of involvement in the research.

One criticism levelled at psychoanalytic methodology relates to interpretation, particularly when this seems to be interpretation *of* the informant, rather than interpretation *with* the informant, looking at the material being produced together and wondering what it might mean. Various psychoanalytic researchers (e.g. Harvey; Holmes) use the psychoanalytic concept of "thirdness" (Britton, 1989, p.87) in order to consider the research encounter. This is an idea of the unconscious minds of both researcher and informant coming together in a space for consideration of the topic being investigated. Shared meaning making is thus facilitated. With this in mind, my intention in having two interviews is to provide sufficient space for ideas to grow and be considered intersubjectively. Ideally, a third interview would be held, to offer space to reflect both on their experience of being involved in the research and on the content discussed. In so doing, an invitation is opened in which power may be levelled out and the informant's ownership of material strengthened.

I also sought informed consent from my research supervisor to record our supervision sessions, which was duly given. This enabled me to explore the operation of parallel processes.

3.9.4 Validity

The validity of the research interview as a qualitative method has been well established (e.g. Holmes, 2017; Willig & Stainton Rogers). In my psychoanalytically informed method, I am emphasising modesty in terms of what can be said about my informant's experience in relation to the topic. In line with clinical psychoanalysis, material communicated is only a representation of the informant's reality, not reality itself. It is also subject to multitudinous variables linked to the particular circumstances under which the interview takes place. The indefinite nature of the data produced does not detract from its value, but reflects real world complexity. The ability to bear and work

with such complexity is a key feature of psychoanalysis and is usefully worked with in the research context, bringing richness and depth to the endeavour.

3.9.5 Data protection

My informant is aware that our interviews will be audio recorded and then transcribed. She understands that my field-notes will be shared in psychoanalytic supervision and that my research findings may lead to professional dissemination via publication or oral presentation. She understands that all reasonable steps will be taken to protect her identity in accordance with data protection guidelines.

Chapter four. Findings

4.1 Introduction

Undertaking the literature review was the beginning of a critical process in which I scoped, sifted, analysed, and finally integrated aspects of current good practice into my nine-point guide for undertaking psychoanalytically informed research interviews. I then trialled this with my research informant.

In this chapter, I will discuss my findings in relation to the two strands of my project: a reflexive account of the operationalised method (Part A) and an analysis of the resulting data (Parts B & C). I have chosen four substantial sections of interview transcript in order to carefully illustrate how I operationalised my four data-analysis questions (see Table 10). My approach is based on the idea that data in human science can be considered holographic. If a hologram were to break, each shard would contain the whole picture in smaller form. This is in contrast to a jigsaw, where each piece contains a separate element of the whole picture. I am treating my samples as holographic in my belief that they have something to say about the whole of my informant's experience of the IA topic.

Table 10. Data-analysis questions.

- Q.1 What is the manifest message my informant is communicating about her experience through the spoken language of words?
- Q.2 What is being conveyed through imagery, delivery style and emotional atmosphere?
- Q.3 What is being conveyed through the ways in which my informant is relating to me, which may also tell about her experiences of the IA topic (parallel process)?
- Q.4 Is there a point of intersection where the responses to all questions seem to meet, which may therefore be a consistent representation of my informant's experience of the topic?

4.2 Part A. Reflections on operationalising my nine-point guide

Taking each point in turn I will reflect on the process and its effect on me as the researcher.

- (1) Preparation of the interview informant describing the process to be expected, e.g. in relation to the use of silence and following her train of thought.

 Before the first interview I had several fleeting contacts with my informant in our shared office, whilst we tried to find a time to meet. On these occasions, and at the beginning of each interview, I spoke about the psychoanalytic frame of my research: about my possible use of silence and how I would be encouraging her to follow her train of thought. In this, I was attempting to address ethical concerns about informed consent (e.g. Holmes, 2019). I was also motivated to offer her a degree of reassurance that both silence and associative thinking were welcome. Words of encouragement and reassurance are forms of conscious communication, which would not necessarily reach the receptacle of anxiety in her unconscious. So although surface-level reassurance was offered, I understand that deeper-level anxieties remained active, which could only be moderated through her lived experience of working with me. I hope to illustrate both her anxiety and its moderation in Part C.
 - (2) Gathering the informant's fantasies regarding participating in this particular piece of research.

My informant chose to bring an image of a cartoon octopus (Figure 3) printed from the internet. Towards the beginning of interview two, when we were struggling to communicate, I spontaneously asked her to imagine she had brought an image with her today: she had no difficulty telling me it would be of a sailing boat. Throughout both interviews these images seemed to serve as interlinked, concrete anchors to which we both returned, like a meeting ground for our reveries in which we were perhaps unconsciously as well as consciously searching for shared meaning. These images and

our associations to them enabled me to connect to something that her fast, unpunctuated speech often precluded. For example, I drew her attention back to her octopus image during interview one when trying to understand more about the professional demands on her, and during interview two she brought our attention back, through elaborating on her seascape imagery, to convey the unpredictable nature of her experiences. The data produced from my informant's images seemed thick with meaning and the impact of them stayed with me after the interview and throughout the transcript analysis. During the interviews I felt a degree of contentment as if something creative were happening within our shared experience. In contrast, it was not until I started the transcript analysis that I felt a swell of danger that also seemed present in her material. It seemed that in the safety of my office away from the emotional intensity of the relationship (unconscious-to-unconscious pressure) more information became available for consideration. In the live-interview situation, ideas that seemed consciously unacceptable to my informant, perhaps because of the degree of anxiety they generated, nevertheless seemed unconsciously communicated in how she engaged in considering the images she brought. By the end of interview two, ideas associated with dangerous professional practice seemed to come into the realm of the thinkable and she was able to consciously describe her concerns. I believe that the impact of asking my informant to bring an object or image to the first interview was, therefore, of critical value.

Figure 3. Informant's image.



(3) Preparation for the interviewer, i.e. cultivating a meditative state of mind.

In preparation, I attempted to tune into my experience of reverie in everyday life and I also explored my responses to the examples given by Holmes in his book. These practical activities were helpful, but I was aware of their limitations, as reverie in an interpersonal encounter is an unconsciously driven phenomenon. So although I felt that practising getting into a meditative state of mind was helpful in noticing moments of reverie, I was aware this was probably aimed at offering myself conscious reassurance. I also noticed the challenge of maintaining a meditative state of mind approaching a research interview into which I had much invested. That said, it was helpful to take a meditative stance, to be in touch with the anxiety I was feeling in advance of, and during, the interviews. As mentioned previously, my reverie responses were much more

available during the solo activity of transcript analysis, where the pressure of the relationship was absent.

(4) Two interviews per informant, with psychoanalytic supervision between them. Having two interviews felt reassuring: knowing that I could bring back to interview two, for collaborative thinking with my informant, issues that had arisen during interview one. On the other hand, having two interviews placed a heavy demand on my informant's time, one that was perhaps too great in the context of the pandemic. I followed up two themes from interview one, which seemed evident (e.g. the high degree of tension she felt under in her work - being pulled in multiple directions; her team as supportive, but also a source of pressure) to see what she would make of them. This allowed her to consider the ways in which these ideas were both true and untrue, establishing a more nuanced picture of her IA experience.

Psychoanalytic supervision took the form of an open space in which my tutor and I engaged in joint, freely associative talk. This was initiated by him inviting me to start reflecting from wherever I wished. I responded to this invitation with initial trepidation, then increasing freedom, as I reported what entered my mind. He responded when moved to do so, and in so doing afforded me an important reflective space in which to begin registering the impact of my experiences. I also found it to be an essential space for noticing and directly experiencing the operation of parallel processes. This links to a central premise of my research in terms of how emotionally salient truths reverberate in the unconscious communication between research informants. For example, I believe from the moment of recruitment, my informant was communicating an emotional truth about the time pressure she felt under in relation to the research topic. This truth then seemed to seek a hearing through the way in which the interview dates were repeatedly postponed. I discussed this aspect of my experience

in supervision and then uncharacteristically my tutor repeatedly kept me waiting (lateness and scheduling delays). I believe this may be viewed as an example of repetition of unconscious experience originating in my informant.

(5) Use of cues that are as open and encouraging of my informant's associations and narratives as possible.

I held my cues in mind as a rough map of what I hoped to cover in the interviews, rather than asking formal questions (see Appendix B). At times I found it hard to follow my informant's associative thinking. I consider this to be important atmospheric information. For example, a sense of confusion and disorder was communicated in her moving between her experiences in past and present jobs and in the manner in which she spoke: at speed, with indistinct pronunciation, and without punctuation.

(6) Live interview attention to emotional responses of researcher and informant and the resulting emotional atmosphere of the encounter.

A video of our interview encounter would surely have shown two people in interested conversation, seated calmly, expressions open, communicative. Yet under the surface, I felt pulled to respond in certain ways, for example, to agree, encourage, and generally keep things calm between us. Afterwards, I wondered about my lack of curiosity during the interviews. My informant seemed pulled in another direction: to fill all the gaps, particularly in interview one, leaving little room for silence or for our minds to meet in a shared psychic space. A notable exception to this occurred as we thought about her seascape imagery.

(7) Following the informant's meaning frame, by using her words and imagery.

I noticed the limits of verbal communication, even when using my informant's own words. For example, as I attempted to follow her octopus metaphor, wondering about her experience of the (professional) demands on her, I became aware that our

associative thinking in relation to her image diverged. She became increasingly insistent on it being a more positive metaphor (for multi-tasking competence) than the one she felt I was ascribing it (feeling under dangerous tension). At other moments, I was aware of her tendency to immediately agree with my comments. This made it even more important to stick closely to her words to avoid confounding the data with my opinions.

- (7) Use of reverie, if it occurs, to guide the researcher's verbal comments.

 My reverie responses were limited in the interviews themselves, but became more fully available afterwards. I wondered if my psychic energy was too fully occupied in maintaining a sense of inner-balance as well as trying to keep the experience as comfortable as possible for my informant. In the less pressurised situation of data analysis, I had greater access to my reverie in response to my informant's associative thinking, particularly in relation to her seascape imagery.
 - (8) Reflection between researcher and informant, at the end of each interview, regarding what has just occurred.

I found this to be a quick, timely, and worthwhile endeavour. My informant spoke of her worry about whether she had been able to give me what I needed, whilst countering any idea of anxiety by telling me how relaxed she felt in my company and how natural the process had been. Two paradoxical emotional experiences, which I feel psychoanalytic theory makes tenable and of interest. Perhaps consciously she did feel relaxed with me, whilst unconsciously more complicated ideas were in play.

4.3 Part B. Reflections on operationalising my data-analysis method

In this section I will describe the operationalisation of my five-point guide for data analysis (Table 9). In Part C, I will demonstrate how I applied my four data-analysis questions (Table 10) to sections of transcript (Examples 1-4), drawing out the complexity and range of what I felt was being communicated.

(1) Data immersion

In listening to the audio recordings I found I was transported back into the interviews, feeling lost and confused in the flow of unpunctuated information, which required me to listen several times to take in what my informant was saying. Transcribing these audio recordings added to this. I felt this process offered confirmatory information that it was not simply my anxiety within the live-interview situation that was clouding my ability to attend, but an aspect of my informant's experience of the topic, communicated through her rate of speaking, indistinct pronunciation, unpunctuated, and (at times) fragmentary utterances. Through immersing myself in the data, I became alert to my attempts to reassure and even praise her practice, as she described it to me. My unconscious response to her wish for her efforts to be recognised perhaps, alongside my wish to limit the stress on her of being required to talk about a pressurised topic.

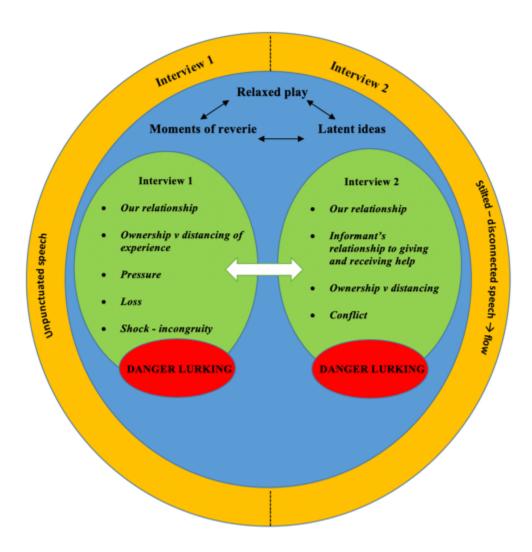
(2) and (3) Latent and manifest theme identification

After immersing myself in the data, through repeated listening to the audio recordings and transcribing them, I began a process of imaginative play in which I attempted to read with relaxed attention, noticing moments of reverie as they arose. I considered such reverie to be *potential* communication from my unconscious of something latent pushing for attention from my informant.

I reread both transcripts and gathered the latent ideas into tentative stories (Figure 4), which I then applied to interview one to see how far they extended or whether they collapsed through insufficient corroboration. They both seemed tenable. I then moved to interview two and repeated this process. The idea of "danger lurking" came strongly to mind whilst working on the second transcript and so I took this back to the first transcript and applied it as a theme, finding further evidence there. Finally, both

transcripts were reviewed for the manifest stories being communicated about my informant's experience of the IA topic.

Figure 4. Latent theme identification process.



(4) Sample selection

I then chose four sections of transcript to demonstrate how I operationalised my dataanalysis questions. The samples are longer than would typically be found in qualitative methods, in order to show detailed workings of my method.

(5) Data-analysis questions

Examples 1-4 below will illustrate how I applied my data-analysis questions in practice.

4.4 Part C. Worked examples of my psychoanalytic data-analysis method

From the moment of recruitment, my informant seemed to be communicating a latent theme related to her experience of us as a working pair. I am taking this as an example of other instances in which she is a working pair with others (e.g. in her IA experience). This draws on the idea of parallel process. For example, she responded immediately to my email flyer seeking a participant. This may be thought about as a manifest communication of keenness, yet a latent story seemed to underlie this in the fact it took three months for her to become available for interview. I felt tense during this time as she repeatedly touched base with me to tell me she had not forgotten and that we could meet soon. She pushed aside my attempts to allow her to withdraw from what I increasingly felt to be a burdensome obligation. We seemed to be in a misaligned dance, not quite able to come together to address the "elephant-in-the-room" of her perhaps not having time to participate. I wondered if, in this, there were echoes of her experiences of IAs, in which someone is left waiting anxiously (the family? the referrer? her as clinician?) and someone is left feeling guilty (her as clinician for leaving families waiting over 12 months for an initial appointment?).

I felt multiple identifications were in play. Perhaps her offer to participate was driven by her identification with me as someone burdened with the multiple tasks associated with being a trainee clinician undertaking research. I certainly felt identified with her and the challenges of her workload. From the beginning of our research encounter, therefore, we are in an intricate relationship where unconscious processes are active, which I believe are communicative of her experience of the research topic.

I will now take the four examples in turn to reflect on my experience of using my data-analysis questions.

4.4.1 Example 1. The contribution of my informant's octopus image

In choosing which image to bring, I believe my informant consciously communicated, and unconsciously conveyed, key aspects of her experience of both coming to the interviews and of undertaking IAs. This data excerpt follows an invitation for my informant to share her image

Well I think (ha ha) it can be meaning quite a few things obviously for the benefit of the tape it's an octopus and it's in the ocean and there's lots of bubbles going around the octopus and there's obviously you know that signifies to me sort of you're getting oxygen you're m..managing to focus but you've got a lot going on there's a lot of other arms going on so although you're very much, wanting to be part of the research you think it'll be very helpful for other people but also it'd be good to have a space to process yourself so that signifies the blue, you know the bit of space a bit of water a bit of movement but the arms to me are the reality that I'm also kind of am in the room but I'm also kind of thinking of other things as well

[...]

and I chose a colourful octopus because again I'm quite a positive person so that's um yeah so I'm open minded basically to the research

 CL^2 : mmm

I think it's more just. As clinicians it's just having space and time not you've not not the willingness or want but having that time and that's why I think the octopus I thought was quite a good one but uh

CL: so there was something about you know the arms

mm

CL: representing all the things that you are managing

[...]

Yeah exactly cos actually it was someone recently last week mentioned to me "so you're like an octopus" and I actually thought I'd never thought of it quite like that but actually it made me really think about it and I thought actually they've really got a point there and it did feel quite appropriate actually yeah

CL: And, you know, what about the process of thinking about what to bring was there anything to say about that?

Yeah I mean it I, I think I went through different stages um and then when I thought about it again um that's when I kind of thought about I thought about water funnily enough um cos I quite often like the water anyway so it represents something which I I'm [pause] not not dreading I'm looking forward to it but felt also the reality with the octopus there as well that there are potential challenges sometimes being able to kind of give of your all to something.

_

² CL is me, the interviewer.

Q.1 What is the manifest message my informant is communicating about her experience through the spoken language of words?

In thinking about coming to the interview to discuss the IA topic my informant brings a cartoon octopus image. She describes how the visual elements hold meaning for her. For example, the bubbles represent getting oxygen, which means being able to focus. This is tempered by the fact she has a lot going on, as represented by the octopus's multiple arms. She suggests she wants to be part of the research as she recognises how helpful it could be to others, and to herself, providing a space for processing, but she emphasises the reality of not feeling able to be fully present in the interview because of all that is going on for her.

Q.2 What is being conveyed through imagery, delivery style and emotional atmosphere?

Before beginning, she states "for the benefit of the tape" immediately conjuring up an idea of someone else listening. Her one pre-interview question had been to ask who else would hear the tape, and although I let her know that I would be the sole listener, she seems to have multiple listeners in mind. There is, of course, an external reality of which she would be aware (I would be writing about her data). My reverie brings to mind a slight modification of her "for the benefit of the tape" to "for the benefit of the court". Perhaps her comment and my reverie may reflect an aspect of her inner-reality in relation to the topic: an expectation of a judging presence.

I believe there is meaning in the *particular* image of an octopus she chose and I am alert to its immediate impact on me of shock: something incongruent about the childlike image and her standing as a senior CAMHS practitioner. This sense of shock and incongruity is long-lasting, which perhaps speaks to the power conveyed and I wonder whether this incongruity might point to something in my informant's experience

of things not quite adding up in relation to the research topic. I hold this idea loosely in mind, to see if it makes sense as I move through the data.

My informant consciously draws our attention to the arms of the octopus as representing all that is going on at the same time and she seems to be laying emphasis on an optimistic view of her multi-tasking capability. Indeed, in the interview I picture her with eight arms each working on a different task. Yet her assertion of positivity in relation to it makes me feel uneasy and I am left with a far darker reverie of her-octopus arms being pulled so tightly they are ripped off.

This sense of danger seems supported as she draws attention to oxygen. She then stutters over "m…managing to focus". When a stutter appears I feel alert to the possibility of unconscious conflict, of holding potentially contradictory ideas at once (e.g. Freud, 1915/2001). In this instance, perhaps she feels both able and not able to focus. In a more conscious way she conveys a sense of inner conflict when she thinks about taking part: she wants to because she recognises the potential value for her, for me, as well as for others, but this is in conflict with the multiplicity of demands already on her. This seems supported by her later adding, in relation to being an interview informant

I'm [pause] not not dreading I'm looking forward to it but felt also the reality with the octopus there as well that there are potential challenges sometimes being able to kind of give of your all to something

Hesitancy and repetition before "dreading" may suggest an internal struggle when she thinks about coming to the interview: her conscious wish to help alongside not having enough time. This may also speak to her experience of undertaking IAs, particularly those in which she offers to help colleagues with seemingly intractable cases (as she later describes).

I am drawn to her mention of "blue" and it being situated between the helpful aspects for herself and others, and the reality of not feeling able to be fully in the room³. My reverie whilst reading the transcript alerts me to another meaning of blue: of some unspoken sadness in the situation. I also begin to imagine the blue water as both lifegiving and dangerous. In reverie, I have an image of her drowning under the demands of her IA work, and me too under the multiple demands of professional training.

During the interview I notice shifts in the way she describes her experience, from first person "I" to third person "you". This gives me alternate feelings of closeness and distance. In this extract she starts with the rather impersonal "you're" / "you've"

you're getting oxygen you're m..managing to focus but you've got a lot going on

A distancing of herself perhaps, but then she seems to take ownership of her experience
and in so doing gives me a sense of closeness

but the arms to me are the reality that I'm also kind of am in the room but I'm also kind of thinking of other things as well

Another way of thinking about this could be that unconsciously she is speaking directly to what she imagines *my* experience to be. In other words, she is telling me *I* have a lot going on and it could therefore be seen as her identification with, and concern for, me.

After the first interview I have more associations to her image, starting quite concretely with noticing the octopus has no mouth. This prompts further associations to an octopus, in which I think that as an identificatory object it is alien and unlike a human. Although octopuses do have some form of centralised brain they also possess rudimentary brains distributed in each arm, allowing them to work quickly. Later in the interview she lets me know how she often finds herself responding automatically in IA

for an IA, who stood with only one foot in the room. I have placed this comment in a footnote to draw emphasis to the way data arrives in an unruly manner, interrupting the flow of a "neat" presentation.

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³ As I am writing this, I look again at her image and I can see the octopus doesn't quite fit on the printed page (Figure 3). This seems to be in parallel firstly, with her telling me she cannot feel fully in the room because of all she has going on for her, and secondly, with her example (described later) of a boy she saw for an IA, who stood with only one foot in the room. I have placed this comment in a footnote to draw

situations, reacting because she does not have time or space to properly process what is before her. This automaticity links in my mind with the more rudimentary reactions of the octopus, with its distributed brain. On the other hand, perhaps I am underestimating the octopus's efficiency. Both may be true. This feels like a powerful start to the first interview, which seems to encapsulate much of what follows.

Q.3 What is being conveyed through the ways in which my informant is relating to me, which may also tell about her experiences of the IA topic (parallel process)?

My informant lets me know that her choice of image is influenced by a friend who recently likened her to an octopus. My first response is disappointment as I imagine her co-opting another's viewpoint, perhaps not having sufficient time to consider the task for herself. Outside the interview situation I begin to wonder if something is being said about the importance of another's voice over her own, or at least, how they stand beside one another. Does she actually feel like this herself (multiply competent)? or is it an exhausting ego-ideal she has to live up to? In taking on her friend's view, I wonder if she feels the reassurance of having someone alongside her. This links in my mind to her talking in the third-person, less exposing perhaps than first-person. The octopus is presented as a multi-tasking figure of hard-working capability. I wonder if her wish for me to see this, and the colourful positivity she emphasises, links in some way to her hope that others (her team? the families?) recognise these aspects.

Q.4 Is there a point of intersection where the responses to all questions seem to meet, which may therefore be a consistent representation of my informant's experience of the topic?

Taking the manifest and conveyed pictures together, a richer, more complexly nuanced impression of my informant's experience of being asked to take part in my research is presented, which in turn may mirror some of the struggles she goes through in her IA

work: a wish to be helpful but perhaps at a personal cost that includes the danger of too much being asked of her. I am presented with an informant who seems to have multiple people in her mind when meeting with me: she seems to be working hard to consider need from different perspectives. For example, she wants to help me, imagining what it is like to be a trainee clinician and researcher. She scales this thought up to the wider good for others (the potential impact of her contribution). She scales this down to the good it could do her (having a space to reflect). Her multiple identifications with others, like arms of the octopus, draw her in different directions and the metaphor inherent in her bright cartoon image begins to crumple, like the thin paper on which it is printed. It is not stable, and my mind is drawn to the reality of an octopus as something quite alien. Our unconscious minds align as she speaks of the need for oxygen, she seems to be talking about a (psychically) life-threatening situation.

4.4.2 Example 2. My use of silence

At the start of interview two I introduce a two-minute silence in an attempt to provide a transitional space to bring her from the pressures of her work into the interview. I encourage her to think back to the first interview and the days following it, and to let me know anything that comes to mind. My hunch being that this would provide an opportunity for her to lay emphasis on what was important to her from what she had already said, and to give space for new thoughts. She states

Well it was the main one what came through was (pause) containment um I can explain a bit more in a minute

CL: Yeah

What I meant by that (pause) and curios, curiosity sorry I can't even speak with this mask (chuckles) yes and curiosity (pause)

CL: Did you want to...

Yeah I do you want me to...

CL: Say

CL: Whatever you want to say

Yeah so the containment and curiosity so it was a case where actually it was the first appointment for three siblings, IA, through family therapy clinic but we're doing that virtually at the moment and I was the therapist because that's my case um and basically how we work virtually is that there's four of us usually in total in my team and so there was three other clinicians um so they're kind of in the background instead of they go they go invisible and hear then reflect but basically, though, this was a case where mum had fled from a domestic violent relationship and she had the three children two boys and a little girl um who were 10, 9 and sort of 6 so and they've never been to school before and they're about to start primary school and this was back in September and they were about to start primary school for the first time um they've also mum had ended the relationship um, and the children all had mixed emotions and dad had met another another lady um, and I think there was the children were sort of struggling to be in the space but then wanting to be in the space, um but also, when mum was talking, they were struggling to allow her to talk at times and even when one of the children went out of the room he still needed to have his foot (chuckle) in the room somehow to be present, and I think it took quite a lot of, creativity and curiosity to balance all that and enable the session to still carry on because at first I thought we may have to wait until they're in a position, but they actually managed 50 me' minutes in the end, but I think what ha what happened in the end was I sort of got them to get a big piece of paper out, and, again sort of draw out, cos they all like sports to draw out their sport and how they were gonna work as a team and they actually argued a bit but they actually really enjoyed that because, it felt quite safe and containing for them but then we were also able to talk about the difficulties as well

CL: Mmm

Um and I think that's why I think curiosity, and containment sprung to mind because they were the two things I was kind of holding in mind and the safety part of the containment because obviously they'd been very traumatised all the children in different ways as had mum so it was being sensitive but also dad wasn't there to say his side so it was that that was why those two words very much came through.

Q.1 What is the manifest message my informant is communicating about her experience through the spoken language of words?

When thinking back to her experience of the first interview and the days that followed she has two words in her mind "containment" and "curiosity". With prompting, she describes how these words relate to a case that happened *before* our first interview: an IA seen in the (named clinic⁴) with a mother and her three children. Three clinicians were behind the screen. The mother had fled from domestic violence with her children, who had never been to school. They struggle in the session, as exemplified by the elder boy having only one foot in the room. She tells me it takes all her curiosity and

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⁴ This clinic is offered by a specific discipline within our CAMHS. I have omitted its name to preserve confidentiality.

creativity to balance what is needed to work with this family. She is able to listen to the children and their mother, but then she realises the father isn't present to tell his side. She notes that all family members benefit from the IA despite fighting for attention. This particular IA comes to mind because of its complexity and her wish to give me different examples of her work.

Q.2 What is being conveyed through imagery, delivery style and emotional atmosphere?

My informant arrives just over five minutes late to the interview telling me she has come from dealing with a work crisis to which she will need to return, and she also has to attend a seniors' team meeting in an hour. I offer to postpone the interview. She declines this, but takes my offer of finishing five minutes early. I feel anxious and guilty for taking her time. The question arises in my mind as to whether she could allow herself to say no to me (the octopus without a mouth). My field-notes reflect the urgent atmosphere and how my reverie has returned to the sea, perhaps suggestive of a continuing thread of unconscious-to-unconscious communication between us

I have an image of a strong sea-wave rolling into the room. I feel an urgency to get going, yet I am also feeling pleased with my plan, which is for us to start with a couple of minutes of silence to think about her experience of the last interview and the days following it and to take note of any words or images that come into her mind when she thinks of her experience. She readily agrees and I am grateful for the space the silence affords, yet it seems to go unbearably slowly. I feel the urgency of waves rolling, crashing on the shore, retreating and crashing again, made worse by the loud ticking of the clock.

I find the silence unusually uncomfortable and I wonder if this communicates something of her feeling: an interminable interview process perhaps? These discomforting feelings give way to excitement when she says she has been thinking about "containment" and "curiosity". I imagine (hope?) she is talking about her experience with me in interview one, so I am quickly disillusioned and disoriented as she starts telling me about another IA. I struggle to see how it relates to her reflections of the first interview, and she too seems unsure what I am asking of her. I feel a

disconnect between us in which we struggle to get on the same wavelength. The space afforded by transcript analysis enables me to think again. Perhaps she is identified with me in using psychoanalytically flavoured language to describe a highly complex situation *and* she felt a degree of containment and curiosity after the first interview. Perhaps she also felt contained by my use of silence, in which she was free to experience space, whilst I experienced her projection of there not being enough time to do all that is demanded of her (the insistent clock ticking).

Q.3 What is being conveyed through the ways in which my informant is relating to me, which may also tell about her experiences of the IA topic (parallel process)? There seem to be many parallels between what my informant tells me about this case and my contact with her. For example, she notes the children started school in the autumn – this is when our research contact began. She talks about children struggling in the space, with the boy having only a foot in the room – in interview one she tells me how she is in the interview, but her mind is also thinking about other things. She speaks of the children managing the 50-minute session – this will be the length of interview two given our late start and early finish. The case itself involves three children and three clinicians in the background listening, but invisible. I wonder if she is concerned about who is in the background of my research: the team I need perhaps, which seems linked to her question about who will hear the audio recording. This excerpt, therefore, may at one and the same time be highlighting how contact with me is stirring thoughts linked to the team she needs for IAs, along with what they might hear and think (judge) about her.

Q.4 Is there a point of intersection where the responses to all questions seem to meet, which may therefore be a consistent representation of my informant's experience of the topic?

The manifest story is of her thinking of two words "containment" and "curiosity". This perhaps speaks of her experience with me, a welcome moment's silence amidst her busy work schedule. This cannot be maintained, however, as what floods her mind (linked to my reverie of crashing waves perhaps) is a family escaping domestic violence, of children deprived of essential education, and an idea of voices that are or are not heard. What is conveyed between us is an atmosphere of misunderstanding, conflict and tension, not unlike a domestic dispute. Taken together, I wonder if something is being conveyed about her not having time to engage safely in this interview, and this perhaps links to the unheard voice of the absent father (in her IA story), who could stop it. It could also be that knowing the interview will only be 50-minutes acts as father-time containment. It seems plausible that these issues of insufficient time, of violence and danger may also relate to her experiences with IAs as exemplified by the crisis management she has just come from: an immediate example of something experienced as psychically violent perhaps.

4.4.3 Example 3. The persistence of seascape imagery

Following a tricky start to interview two, I try to attune to my informant through her unconscious. Having not asked her to bring an image to interview two, I improvise and ask her to imagine an image

Um (4-second pause) I think (2-second pause) it pro' might be similar in the sense that it might still be linked with the sea but it might be more like a sailing boat so it's not under water any more it's kind of above the water sort of rocking um but feels quite safe but it also feels like it could change um that kind of thing yeah it's similar but I think I can more visualise a sailing boat

CL: So something a bit on on more on the surface

More on the surface yeah / (CL: on the top)

CL: Mmm I mean uh I was just thinking my own thoughts about that really and I wondered what you what you what comes to mind, so you know you come to the second interview, maybe you know you say it's gently rocking I don't know whether (pause) you know it's a very different image isn't it?

Yeah I mean I think it's more, that I think we all kind of change and shift I mean the octopus one I still kind of is there and I think it'd be around the boat you know um and I think as I said the octopus wasn't a negative one as such it was more just showing what was going on for me at the time and it was all the colours it was quite bright though so there was always sort of positivity there but I think it was just like, going we've done the water now and now we're ready to sort of do the next stage

CL: Yeah

But I think that sums up how we feel sometimes doesn't it? it it's there still but really something slightly different

CL: Yeah yeah I mean I had a feeling of it being slightly freer, in a way, you know the boat the sailing boat

Yeah

CL: Gives a bit of an image but as you say the octopus is still around

Yeah reality but yeah no the sailing boat yeah just gives that slightly different frame to it and that's what came to mind quite quickly

CL: Yeah yeah do you I mean I have like quite positive associations to a sailing boat but it might be different for you when when it came to your mind

I have quite positive ones as well and l uh cos you know I been on sailing boats before so (stop) I think and I've got family who've got boats and things so I've always associated quite nice and quite often we might pull up fish and various things or you'll see an octopus so I think it it does kind of bring up different things but it's not it's quite a nice thing potentially and the the water obviously is very rarely gonna be dead still so you know it's quite calming, and actually it's quite a mindful thing as well being able to be part of that which I quite like

CL: Yeah yeah

Which I quite like

CL: cos I'm so mindful of what you've just come from (informant's name) you know dealing with, uh, you know crises with emergencies it's heavy duty stuff that you're that you're doing and this is sandwiched somewhere in between

Yeah

CL: You know that and the next thing really

Exactly I think that's true actually I think it is I think because it's ever evolving and changing and it shifts that

CL: Yeah

You can start off with it being quite calm and wh' all of a sudden everything happens at once

CL: Yeah

Or different needs, may come through whether it's (deep breath in) a (triage⁵) need or maybe it's my own cases but or it's a TC team coordinator need

⁵ Name of the triage team is omitted for confidentiality.

CL: Yeah

so it's that kind of where you kind of, play it and how you manage it e-each day so it means quite often you just do cos you haven't got time to kind of process (chuckle)

CL: Yeah

Um

CL: Yeah

So this is why this is quite different in a way cos I'm processing more than I would usually have the opportunity to do

[...]

CL: Yeah yeah and I was just thinking in this moment the lack of solid ground in a way

[...]

I think that is very true and I think that's actually, quite accurate cos at the moment I don't think things are kind of solid in that way I think because you just don't know what is next around the corner as well at the moment

[...]

It's kind of, being able to be grounded I mean I do feel grounded but I think at the same time I'm sort of it's but actually it's being open to the fact that things can change and it's okay to be that as long as you're kind of checking out and looking after yourself as well a bit as everybody around you.

Q.1 What is the manifest message my informant is communicating about her experience through the spoken language of words?

Coming to this interview she is thinking about a sailing boat above the water, rocking in a way she finds calming and safe although she notes things can change. The octopus is still there, standing for the reality of all she is managing, but she reminds me it is a positive image. She agrees with my positive associations to a sailing boat and comments on memories she has of being on a boat with family and how they might pull up fish or see an octopus.

I liken our interview to a sandwich between crises and she agrees. She lets me know how quite often she is driven to act because she has no time to think or to process what is happening, and the pandemic has made things worse. We agree on the lack of

solid ground, but to this she adds that she feels grounded and can manage change as long as everyone is looked after.

Q.2 What is being conveyed through imagery, delivery style and emotional atmosphere?

She chooses a sailing boat and I feel my mind being directed towards the surface of the sea and of our thoughts. I feel a sense of being lulled, but then as she brings in the idea of things changing, I have the image of danger lurking, represented by the octopus underneath the surface. She reiterates the octopus is not negative and I feel she is warning me to keep with the positive: to not probe too far.

Between talking about what she may pull up whilst on the boat and the nature of the water itself "very rarely gonna be dead still" her speech is unclear. She seems to voice a conflict between something that may or may not be "nice" and I wonder if there might be a concern about the acceptability of what she might pull up from the depths of her mind in the interview. I feel the incongruence of a senior clinician describing being driven to act ("just do") because of not having space to think. This seems very dangerous, yet she follows it with a chuckle and in so doing keeps our minds away from such anxiety provoking situations. Perhaps this danger is echoed in the pressure I experience to think as she does, as conveyed through her language structure, joining us together with a "we"

But I think that sums up how we feel sometimes doesn't it?

In so doing the risks associated with an awareness of us having separate minds is mitigated. Different minds risk disagreement of something (an idea?) erupting into consciousness, like the octopus erupting from the deep. We are agreed on a feeling of no solid ground in her work, but she quickly converts this to feeling grounded

I do feel grounded but I think at the same time I'm sort of it's but actually...

I wonder if her difficulty ending the sentence may point to an unvoiced conflict in that she feels both grounded and ungrounded. A conscious grounded feeling, yet unconsciously alert to the idea that if things are ever changing, feeling grounded is less possible.

Q.3 What is being conveyed through the ways in which my informant is relating to me, which may also tell about her experiences of the IA topic (parallel process)? I stutter as I gently probe, wishing for more but not feeling safe to ask for it, as if some unconscious communication between us prohibits this. In fact, I make her image safer, more idealised, as I add "gently" to her idea of the boat rocking. At this point, she alerts me to the octopus that is around the boat, an unconscious allusion to the dangerous (predatory even) presence of all the work she has yet to do. She reiterates the positivity of her colourful octopus and I feel a warning for me to stay with her cartoon image, not the reality of the creature from the depths. I wonder about the danger she may be experiencing in the interview, making her process more, and perhaps this links with her experience of IAs too – if she stops too long to think, what will she discover? The pressures on her seem enormous. This danger becomes more prominent during the transcript analysis, where in my reverie I feel identified with the menacing octopus whose swirling tentacles threaten to bring down the boat-her.

Q.4 Is there a point of intersection where the responses to all questions seem to meet, which may therefore be a consistent representation of my informant's experience of the topic?

Within this part of the interview there seems to be a to-and-fro between us in which safety and danger are hinted at and only together do we form a more complete whole. For example, when one of us is drawn to a pleasant image, the other reminds of the less pleasant element, and this moves around. So, when she talks of the sailing boat rocking

(hint of danger) I make this safer by adding "gently". Perhaps in response to this feeling too safe, and hence not sufficiently close to her emotional experience, she lets me know the octopus is still around the boat. Then, not wishing me to go too far in associating to the octopus (indeed I had begun to feel it threatening to bring down the boat) she reminds me it is a positive image.

In the interview my body is tense and I feel under pressure to stay with her on the surface of the water, yet it is her who takes us back underneath with thoughts about what is in the water, including the octopus. An unconscious pressure perhaps to communicate more of the reality that stands counter-posed to her conscious wish to stay positive through the uncertainty of an ever-changing situation. Having worked well enough on her imagery she allows me to take her back to her work situation, giving a clear and alarming picture in which she feels driven to act, in the absence of having sufficient time to think: a dangerous situation for a senior CAMHS clinician to be in.

4.4.4 Example 4. My informant's experience in her team / Wizard-of-Oz management

During interview one I struggle to feel a consistently near description of her experience (outside of the times when she engaged in reverie about the octopus). In the extract that follows from interview two, I do feel an immediacy and closeness that seems to come from raw-emotional experience. It starts with me reflecting an idea I felt she had previously conveyed: of the team as a source of support but also of pressure to her. She responds

I think again it's that evolving change isn't it? depending on cer situations but I think yeah particularly in the role I hold currently I think, there is that real sense of support but there's also lots of pressure higher up and you don't get to see it's like the Wizard-of-Oz kind of thing (laugh) curtain you don't get to see them and they're saying all these things not just me but for seniors and it's quite frustrating um at times as well as, you know, it's supportive when you get to talk about it and get to think about how we can that's why as a senior group we wrote the the letter concern to, the higher up people um and it took a while but it then did get escalated and things started to change and we got sort of we were put in to measures and stuff in terms of we were in a in vulnerable situation and and but at risk register and all the rest of it which,

doesn't feel nice but it also feels important that actually it's acknowledged that this is what's happening and this is what everything everyone's doing rather than making people do more than what they can't do any more (laugh) at least it's sort of putting a drawing a line and putting some measures and then it allows us now hopefully to start looking at recovery plans now but it's that, having being able to kind of actually think ok this pressure has got to go somewhere now because it's we can't just keep dealing with it and then thinking oh the clinicians thinking oh it's all ok it's fine they're doing it in actual fact we were just papering the cracks, and in the long time it's not helpful for the service for the clinicians or for the families for anyone, um it's not viable

CL: Mmm

And also there is then a danger as well as families then kind of escalating much quicker, you know there is a danger that staff could get burnt out and I think there's al' there's been a danger of that with people so I think, with all those things in mind I think it's really important to kind of be able to kind of say it sometimes I think traditionally we quite often well I would see it as a weakness if you kind of say oh no I'm really not good or you know and I think cos tha' cos then wondering what people might think but actually, it's important to voice it because if you're thinking it probably other people are if it's really going on like that and I think when you are in a position where you can make more of a noise it's important to do it really um

CL: Yes

As long as you're not on your own (laugh)

[...]

CL: mmm and you know you said it very quickly but there's something about how hard it can feel perhaps to to say what is going on because it feels somehow perhaps like you're not coping

mmm

CL: rather than a system under too much pressure

mhm

CL: I don't know whether was that kind of what you was feeling?

Yeah I mean I I kind of, may I'm a bit like this I I feel I can take a lot but I think sometimes it's what's reasonable and what's not and I think sometimes I think oh she's having a moan but actually sometimes we have to question that because change won't happen unless you do sometimes, um but I think when we're so busy doing that's difficult to do, um, but I think yeah and I think also when pe' when you're positioned in a point that oh well such and such oh, such and such will support you such and such will do this sucha I think, when you get positioned in that way sometimes as a more approachable person

CL: Mmm

I'm not saying I am but other pe people have said that

CL: Mmm

Um I mean I've had a cases where I've been TC and (name of triage team) I've had a queue outside people trying a get I haven't had so much recently but it because there's not many of us around, but um and I think sometimes it's like you've got to be so careful of how you position yourself [...].

Q.1 What is the manifest message my informant is communicating about her experience

through the spoken language of words?

In her current role she has a real sense of her team's support, but also feels under huge pressure from "higher up" management. She describes her worry that if she admits to feeling "not good" then she will be judged by herself and others as weak. On the other hand, she feels she has a responsibility to speak up on others' behalf, but only if she is supported to do so. An added challenge for her is that she knows she is seen as an approachable team member and this leads to people queueing up for her help when she is already overburdened. Frustration with the degree of pressure everyone in the team is under leads the senior group of clinicians to write a letter of concern to the management. This succeeds in getting them to take seriously the dire situation the service is in. She notes the dangers of this situation for families and staff.

Q.2 What is being conveyed through imagery, delivery style and emotional atmosphere?

This section flows more comprehensibly than other parts of the interview and she allows for her less positive view of management to be aired for first time. I feel less tense, encouraged even, that she feels able to communicate this experience-near account. Her vulnerability in describing the importance of others' opinions in relation to being seen as weak is spoken about. She is also able to speak of her concerns regarding management. During the interview itself I did not notice her Wizard-of-Oz analogy, perhaps because her dialogue from her first-person perspective was so compelling. In exploring the transcript later, it really struck me as a powerful image of her view of the management of her service: of omnipotent control, of power held out of sight and at a distance. It makes me wonder about her feeling of a management system that claims to be in control but is not quite in touch with what is happening. The danger in such a system is clear.

Q.3 What is being conveyed through the ways in which my informant is relating to me, which may also tell about her experiences of the IA topic (parallel process)? In considering the over-determined nature of unconscious communication and of shifting identifications, I wonder if the "Wizard" might stand in her mind for multiple aspects of her experience at once. It could be me in the context of these interviews, unreasonably controlling and demanding too much of her. Or, the service's IA system in relation to what is expected of clinicians. Or, her in relation to telling families one IA appointment is sufficient and that a wait of over 12 months is reasonable.

This excerpt comes towards the end of the second interview and I wonder if, perhaps, in our time together something has been contained. Perhaps her unconscious communication of danger through her octopus and sailing boat imagery is felt to be received and detoxified by me, enabling it to become available for manifest discussion. Perhaps she experiences me as receiving her "letter of complaint" of there being too little time and too much to do, and in so doing, unthinkable aspects of experience became available for thinking.

Q.4 Is there a point of intersection where the responses to all questions seem to meet, which may therefore be a consistent representation of my informant's experience of the topic?

I am told with clarity about the immense pressures in the service in which she works: of the danger of families complaining, of staff burn-out trying to do what is unreasonably demanded, and of an out of touch management. She then draws attention to the power of the senior group finding their collaborative voice. I feel relief at hearing this experience-near account. What is being described in terms of a Wizard-of-Oz omnipotent management can be revealed to be not so frightening when confronted directly. I believe this could also stands for her coming to feel something more

manageable about revealing to me the dangers associated with current IA practice. This seems to only be possible on reaching the end of our contact together, in which a process of hard work has been going on at all levels of our minds (in interaction).

Chapter Five. Discussion

5.1 Introduction

In this chapter I will review my original aim and research questions and consider how I have addressed these through developing and operationalising my nine-point guide. I will consider whether my four data-analysis questions are reasonably comprehensive in facilitating psychoanalytic exploration, and thus, able to approach the complex reality of my informant in relation to the IA topic. I will end by discussing the contribution of my study to future psychoanalytically informed research.

5.2 Research aim

I am aware of Midgley's opinion that Hollway and Jefferson's work offers "a fully elaborated theoretical model and description of the implications of this model for every stage of the research process" (p.219). Their work excited me, yet as a novice researcher, I felt further elaboration of a start-to-finish psychoanalytically informed method could be helpful. Holmes's work and the attention Archard paid, in particular to FANI, further advanced my interest and stimulated my wish to synthesise their approaches, whilst attending to the criticisms levelled at taking psychoanalysis out of the consulting room. I was thinking particularly about my needs as a student of psychoanalysis, wishing for a method that would utilise the skills of my training, and in so doing, perhaps offer new guidance of value to other psychoanalytically informed researchers. I felt less sure about developing such a method for non-psychoanalytically trained individuals. My study is not intended to convince sceptics of the value of including the unconscious. A reader would have to approach my work in a state of mind willing to bear the uncertainties inherent both in the method and results. Nevertheless, those curious about a psychoanalytically informed method may find something of interest in what I have done.

5.3 Research questions and the evolution of my psychoanalytic guide to undertaking research interviews: "Closing the circle to open a creative space"

The title of my research "(c)losing the circle to open a creative space" plays with Bion's concept of O, which stands for the unknowable nature of ultimate reality, the thing-initself. It is based upon a modest epistemology that reality can only be known by its representations, not directly. My research seeks to illuminate such representations, without being blind to what is new. Britton and Steiner (1994) discuss Bion's (1962/1991) notion of a "selected fact" and their idea of an "overvalued idea". A "selected fact" is when a psychoanalyst is able to draw together what seems key from a patient's disparate communications, compared to an "overvalued idea", which is their notion of "delusional certainty". It is my belief that there is no ultimate truth to be found in research interviewing, yet important and valuable new information may be learnt about the topic under investigation if the researcher is able to illuminate unconscious communication without overvaluing it at the expense of what else may be there. I will now discuss my original questions.

5.3.1 What conditions will welcome in the unconscious, so that its presence can be apprehended?

In order for O to be approached, a space needs to be opened in which the unconscious can make itself known. I addressed this question through development of my nine-point guide, which came directly from scoping, sifting and synthesising the literature of current good practice in psychoanalytically informed research interviewing. These points are concerned with creating an external frame for engaging with the informant and an internal state of mind in the researcher and in the informant that will be facilitative of unconscious communication. I found all nine-points valuable to the

research process (see Findings). Asking my informant to bring an image seemed particularly facilitative of our unconscious dialogue. It was not a static metaphor, but shifted through the interview encounters generating copious data. In other words, the "creative space" became populated.

5.3.2 Once apprehended, how can it be made available for contemplation by researcher and informant?

This question concerns how the ultimately unknowable nature of the data that ensues from the encounter between researcher and informant may be approached and examined by both. Following Holmes's work on his RRM, I anticipated there would be a difference in the possibility of noticing and exploring unconscious information, through reverie, in and out of the interview situation. Contemplation of the unconscious happens to different degrees during the interview situation, during the space of separation that occurs between interviews one and two (for researcher and informant), and during psychoanalytic supervision. I believe such contemplation will also depend on the particular researcher-informant couple.

Reverie requires a certain relaxed alertness, which is affected by anxiety. The research encounter is just such an anxiety inducing situation and this may be part of the reason I found it harder within the interviews to notice these moments. A psychoanalytic sceptic may raise objections here: perhaps my experience of reverie outside the interview situation was misleading me, taking me in directions driven by my own internal preoccupations. Alternatively, I may be falling into the trap of shining a light on an aspect of experience, rather than allowing the light to emanate from the experience for me to notice. In order to try and address these potential criticisms, I approached the material cautiously, applying my four data-analysis questions to cross reference multiple sources of information.

I found psychoanalytic supervision of my total experience from recruitment through to interview one, invaluable. In this reflective space I was able to consider my emotional experience, which both supported my freedom of associative thinking, whilst also containing it from going too far. Holding onto what was unknowable enabled me to enter interview two rebalanced and open to what might unfold.

In considering my informant, I wondered how information that seemed to originate in our unconscious-to-unconscious communication could be made available for her contemplation. I approached this in a number of ways. I drew her attention to my moments of reverie as they occurred, but beyond encouraging associative thinking I wondered how she might guide our attention to what was important (from her unconscious perspective). Offering a silent space at the beginning of interview two was my attempt to bring her fully back into the research encounter, creating a space in which her unconscious could "speak" first, which I believe it did.

In bringing back the ideas that pressed for my attention from interview one (e.g. the high degree of tension she felt in her work - being pulled in multiple directions; and her team as supportive, but also a source of pressure) my ideas were laid our explicitly for her consideration. I hoped the silence at the beginning of interview two, would be a check against me prematurely pursuing these themes. This was my attempt at addressing the criticism of top-down control by the researcher.

Attuning to her experience at the beginning of interview two was significantly challenging. I felt the failure of my words to establish contact and spontaneously asked her what image she would have brought with her. Reflecting on my action afterwards, I sensed we were in an emotional entanglement with which we required assistance.

Encouraging her to return to imagery was my intuition that this might tap into her waking-dream life and in so doing give us greater access to her present emotional

experience that I could not comprehend in spoken form alone. I believe that in bringing her images, my informant was letting me into a kind of dream that was then available for us to play with.

Meltzer (1976/1994) writes about "temperature and distance" in the analytic encounter, in which the analyst uses "verbal ingenuity" (p.376) to facilitate contact with the analysand. I believe that in encouraging and joining my informant in playing with her imagery I was attempting to re-establish contact in such a way that anxiety provoking material could be picked up (and explored at a safe distance) or left alone if considered too emotionally hot. I believe working with day-dream reverie has an important integrative function, even within the limits of a research situation, allowing my informant the possibility of being in contact with the wider implications of her seascape imagery as it related to her experience of undertaking IAs. I emphasise possibility, because my understanding of how the unconscious works leads me to believe that if it felt too dangerous, she would move away from it. I believe that as our engagement unfolded in interview two we both moved towards and away from the dangers inherent in her communication about the unmanageable IA system. Ideas that had initially seemed unthinkable came into the realm of the thinkable. Bion suggests this occurs through the detoxification that happens when projected ideas (here, from the informant) are contained in another's mind (here, me as researcher).

5.3.3 How can this research be undertaken ethically in a way that harnesses the idea of the unconscious contributing multiple possibilities rather than certainties?

The core issues here seem to be about consent and interpretation. I was transparent with my informant about my intention to attend to unconscious communication in our interaction. As an experienced CAMHS clinician I felt her consent was informed by prior experience of working with psychoanalytic colleagues.

Greater explicit information would perhaps be necessary if informants have no such experience. Even so, it is only through the lived experience of the research encounter that they would truly come to know that to which they had consented. A reflective space at the end of each interview, or having a third interview space (as I originally intended) would be a potential way to mitigate concerns regarding informed consent, as here, the informant could be invited to reflect on their lived experience of participation.

An understanding that latent material will be communicated at multiple, concurrent levels is inherent in a psychoanalytic method. It occurs between researcher and informant; informant and the topic; researcher and the topic; researcher, informant and the topic altogether. There is no neat division between data gathering and analysis as the process happens constantly and iteratively. Ethically, this needs to be held firmly in mind alongside the fact that the only question of concern is how this relates to the informant's experience of the topic under investigation. When I describe my informant's communication style, it is not to describe this as an aspect of her personality, but as a potential communication of an aspect of her experience of the topic. For example, in the live-interview situation, I struggled to keep track of the unfolding manifest story as it was disrupted by her unpunctuated speech. I felt distanced and confused and my ability to engage with curious questioning was limited. I believe this may be illuminating an aspect of her IA experience: of something happening urgently, of confusion and frustration. It may relate both to her experience as the clinician, but also of her identification with the families. The waiting time for an IA is over 12 months, which perhaps lends credibility to my analysis.

I suggest psychoanalytic supervision is ethically essential when engaging with unconscious material and is another source of data. It allows a space outside the interview situation to provide perspective on what has occurred. My tutor and I noticed

how aspects of experience between me and my informant subsequently seemed to reverberate between us. For example, before the first interview we thought about the long delay imposed by my informant before committing to an interview date. Although on one level an understandable delay in relation to her workload, my emotional experience was of being kept waiting. Then my tutor uncharacteristically kept me waiting in different ways. A non-psychoanalytically minded researcher may think nothing of this. Yet perhaps in the repetition of me being left waiting, some important emphasis is being laid on this experience, presenting itself for further reflection. A parallel to the families being kept waiting for their IA? or of my informant being kept waiting for management to notice the crisis in the IA system? It is of course another example of an unknowable-data element that cannot be proven, but would fit with the idea of parallel process. A different kind of example of this happened when concurrently my tutor and I both experienced a strong feeling during supervision: he felt incredible sadness and I felt lost. It could be that this was a coincidental moment in which we were in touch with our own inner experiences (unrelated); or, that we were responding to something that was happening between us in the moment, such as joint experiencing of my sadness and feeling lost about how to lessen the burden my research seemed to be placing on my informant; or, that we were feeling reverberations of my informant's experience of IAs, in which feelings of sadness and feeling lost would be conceivable.

What I am trying to describe is the emotionally intricate network of connections that occur whenever we are in close contact with another person, even if this is a one-off meeting as a research interview might be. My contention being, that the relationship is not just the event of meeting, it is all the conscious and unconscious relating that gets going from the moment the informant agrees to participate, and even before this for the

researcher herself. It is not the transference-countertransference relationship of the clinical setting, but it is a valuable source of information at a micro-level, that *may* be scalable to the macro-level of the informant's experience of the topic under investigation. Equations cannot be made, but cautious possibilities can be held loosely in mind to see if further weight will be added during the research process, or whether the opposite occurs.

Of particular ethical concern to me during the process of method development, was Bion's idea that memory and desire may lead to over-valuing certain ideas. In tuning in to an aspect of my informant's experience, I was aware of the potential for me to see it everywhere, reducing my ability to put it to one side to allow other possibilities. I felt supervision would mitigate this risk, but then I wondered if any potential unconscious bias in me might similarly infect my supervisor through his identification with me. On balance, I remain convinced of the need for psychoanalytic supervision.

I also wonder whether the same data would be produced by another researcher or was it specific to this time and place? and to me and this informant? Perhaps the emphasis would have been different with a different research couple. This is unknowable and yet my contention is that it would still represent valuable data on the topic. In my research, I am attempting to show how the latent stories of my informant are *representative* of aspects of her experience of IAs, and that ethical checks were provided by psychoanalytic supervision and by the four data questions developed to counteract bias. I will now consider these questions further.

Q.1 What is the manifest message my informant is communicating about her experience through the spoken language of words?

This is straightforwardly the rational, manifest word-based story communicated by the informant and as such is surely open to little disagreement.

Q.2 What is being conveyed through imagery, delivery style and emotional atmosphere?

The origin of this question is from the "ownership versus distancing" theme, which was conveyed to me in the way my informant spoke. For example, ownership was communicated when she spoke in the first person "I" and distancing when she spoke either in the third person "you" or when she justified her view point by emphasising it was shared by many other clinicians.

- Q.3 What is being conveyed through the ways in which my informant is relating to me, which may also tell about her experiences of the IA topic (parallel process)?

 I developed this question from my strong experience of the way in which she seemed to be talking about what was unfolding between us as she was also speaking about her IA work.
 - Q.4 Is there a point of intersection where the responses to all questions seem to meet, which may therefore be a consistent representation of my informant's experience of the topic?

Considering the second and third questions alone might lead too far into conjecture and so I balanced these with question one. Most importantly, I felt that if there were a meeting point where evidence of all three questions were present in a data sample, then this would increase the likelihood of approaching the complex reality being communicated.

I chose the samples because they seem to illustrate how manifest and latent stories converge. Example 1, shows the importance of the original octopus image my informant brought, which from the beginning gave me a feeling of incongruence: of something not quite adding up. Over the course of the two interviews its multiply-determined nature (as psychoanalysis views dreams and symbols) seems evident in it

standing for her experience of optimism and feeling multiply competent, whilst also standing for her darker experience of being exhausted by the demands placed upon her.

Example 2, illustrates what emerges between us at the beginning of the second interview that brought forth experience-near information, previously not so clearly available: that of crisis and violence. Example 3, shows how my informant continues using seascape imagery, which links with the psychoanalytic idea of dreaming happening constantly in the background. My informant's experiences of the interview and of the topic seem inextricably linked to the beauty and ravages of life at sea. Example 4 shows how, by the end of interview two, my informant communicates more coherently the raw experience of working in a service where waiting times are beyond 12 months for an IA. I no longer have a sanitised view from a clinician wishing, perhaps, to show respect for the system in which she is a senior, but a view of the dangers of being asked to do more than is feasible.

If I had conducted the interviews attending only to my informant's conscious story I may well have only heard this sanitised version of her ability to multi-task in order to meet demands; of how families are mostly satisfied with the triaging phonecalls they initially receive to ascertain if they will go on the long-waiting list for an IA; and of good joint-working that contains considerable family disturbance. It is less likely that I would have heard about the personal cost of the role she plays in the team: of being the one others queue up to get help from; of the psychic danger of being in touch with deprivation and disturbance; and, of a service at breaking point. This is a crude division and a sensitive non-psychoanalytic researcher would certainly have picked up on my informant's communication style, but what would have been made of it? I believe that my particular form of psychoanalytic exploration has allowed what seemed unthinkable to come into the realm of the thinkable.

5.3.4 How can this burden of uncertainty be born, whilst still contributing something of value to the topic under investigation?

Perhaps the most ethical aspect of my psychoanalytically informed method is my assertion that *nothing* can be stated categorically about an informant's experience because, like all experiences, it is not a static entity but one that changes according to the constant interplay of inner-and-outer experience (e.g. Klein, 1946/1988). So, if nothing is certain, where does that leave the relevance of a psychoanalytic method? Whilst nothing can be stated as categorical truth, my contention is that it allows a complex illumination (the unconscious drawing attention to itself) and both researcher and informant have the possibility to increase or decrease the intensity of the illumination, opening up new and unexpected avenues for further investigation. In Holmes's study (2019) he found similar reverie images were produced by multiple students in response to a data extract. With multiple informants, experience-near data may be looked at together to see what additional stories may be brought into the light. Each research relationship will have something of value to add to the experience being investigated.

5.3.5 Further thoughts regarding ontology and epistemology

Of particular interest to me in deciding to do a methodological study was to develop my understanding of what is meant by psychoanalytic ontology and epistemology. During the thesis writing stage I returned to this and delved back into published literature. My exploration uncovered the work of the psychoanalyst Ogden, who illuminates a complex issue I was struggling with when trying to write about what is meant by ontology (the nature of reality) and epistemology (what can be known of this). Ogden (2019) describes how clinical psychoanalysis is both "ontological (pertaining to being and becoming)" and "epistemological (pertaining to knowing and understanding)"

(p.662). Epistemological psychoanalysis is concerned with understanding and interpreting what is latent and ontological is concerned with helping patients become more fully themselves. This struck me as fascinating and of interest to my research endeavour: could a psychoanalytically informed research method be located within the realms of ontology, more than epistemology? And if so, what would that look like? Following my reading of Ogden, I believe that an epistemologically-focused method would attempt to uncover latent ideas in the data for purposes of interpretation and enhanced understanding. On the other hand, a more ontologically-focused method might attempt to be with the informant as she experiences herself in relation to the topic as fully as possible, perhaps through a process of gazing in the same direction and waiting to see what emerges. In this way, facilitating a greater contribution by the informant. I believe that during the part of the interview illustrated in Example 3, I was taking a more epistemological approach in attempting to understand my informant's latent communication as expressed through her seascape imagery. Yet, I think at a certain point, almost certainly unconsciously, I shift to a more ontological position. This seems to facilitate our playfulness, and through this "in the moment" experiencing my informant becomes more fully able to let me know about her IA experience (as she went on to do in Example 4).

5.4 What does my research tell us about IAs?

When choosing to explore a clinician's experience of IAs, I was interested in the encounter between clinician and family: how need is communicated, assessed and from which intervention or discharge is decided. I was therefore surprised by the direction my informant took, and pleased that this was perhaps evidence of her using the research space to communicate what she wished (needed?) rather than being unduly influenced by imagining my agenda.

From my informant I learn about the interminable wait for an IA of beyond a year and the process of getting onto the waiting list, which involves a triaging phonecall. There is pressure to signpost to other services and little time to take in the complexity of a family's story. Although important, signposting can feel mechanical: "have you accessed a parenting service? what about trying a free online therapy?" If a family calls whilst on the waiting-list, they are audited as to whether they have accessed the signposted service yet. Recognition of the level of disturbance which brings a family to CAMHS seems lost in this form of contact. When a family finally make it to an IA, there is a feeling of emphasising resilience, not looking too deeply. The back-to-back nature of moving from one appointment to the next, leaves little time for thinking.

Pressure on individual clinicians, made worse by the pandemic (e.g. rising numbers of young people in emotional distress; the isolating nature of remote working) leaves clinicians feeling disconnected. Perhaps this contributes to my informant's experience of her team's struggle to engage with the more disturbing families: pushing for discharge rather than engagement. I also hear that when joint-working with another clinician is available, hard-to-engage families are reached. But this is then jeopardised by difficult-to-understand decisions to transfer to other clinicians.

The relentless nature of the IA system seems clear, with consequent threats to the quality of assessments and to a clinician's identity: the question of whether it is a personal or professional failure, rather than an institutional crisis, seems present. This perhaps contributes to the mechanical following of protocol, rather than responding in a more nuanced way. I hear about the courage entailed in voicing concern to fellow clinicians and the powerful impact in mobilising systemic change when this is possible.

5.5 Contribution of my study and its limitations

At the beginning of my research process I asked whether the intentions of avowedly psychoanalytic research methodologies could be fulfilled in methods that are deeply congruent with this epistemology; I believe I have made a contribution in demonstrating the possibility of this through synthesising good practice and developing a novel psychoanalytic data-exploration method. In operationalising my method, I have laid this out for examination by others.

Criticism could be made that I have only drawn together aspects of practice that were already well-known, without sufficiently addressing the specific arguments levelled at psychanalytically informed research interviewing (e.g. regarding its place in the psychosocial field or being more specific about the use of psychoanalytically informed ideas outside the consulting room). Perhaps my method will seem insufficiently clearly defined, or that my illumination of my informant's experience shows too much evidence of my own preoccupations. A key challenge limiting my contribution, lies in my difficulty representing in words the multitudinous possibilities that emerge within the psychoanalytic research space.

Midgley wonders if a researcher needs their own psychoanalysis to engage in psychoanalytically informed research, but Holmes is more optimistic in its ability to be used by other disciplines. I believe psychoanalytically informed methods are useful to non-psychoanalytically experienced researchers *if* psychoanalytic supervision is provided as I describe in my method. This is an area that warrants further investigation. I believe there is value in single-informant research, but another area for future consideration would be whether my method is scalable to studies involving multiple informants.

5.6 Personal reflections

My research endeavour started from my belief in the potential of psychoanalytic thinking to enrich and illuminate moments of confusion and paradox in the intersubjective encounter of a research interview. I wanted to make a contribution to the research community's continuing interest in psychoanalytically informed methods, helping them stand on firmer ground alongside other qualitative methodologies. I was also intrigued by the philosophical thinking required when considering the ontology and epistemology that are the foundations of an appropriately conceived research project. These concepts were alien to me at the beginning of my research and as such their otherness felt disturbing at times.

From my project's inception, I was questioned many times about what I was doing and I received many bemused expressions as I struggled to articulate it, leaving me feeling disheartened about its potential value. The literature review enticed me, yet also increased my anxiety as I felt Archard had already accomplished (to a high level) what I was hoping to do! Research tutorials were profoundly helpful. After each, I felt sufficiently enlivened to face the next stage of my research process.

Grappling with expressing in language suitable for a research report my experience of encounters with my informant, was constantly challenging. How to show the delicate attention I was paying to unconscious material, holding open multiple possibilities, frequently threatened collapse like a pyramid of paper cups in a breeze. The process of writing was, however, invaluable in processing the whole research experience and leading me to new areas of interest. For example, discovering new ideas relating to psychoanalytic ontology and epistemology. This is the level of nuance I hoped to encounter, and in so doing, highlight potential avenues of exploration for future researchers.

The generosity of the research community (specifically Philip Archard and Clare Harvey) giving me access to their research when I could not find it elsewhere brought me real pleasure; I began to feel part of something beyond my training institution. As I finalise writing my thesis I come upon the challenge of knowing when to stop. Through contact with Archard, I have become aware of new relevant research, e.g. the work of Durkin et al. (2020) who explore the challenges of being a novice-research interviewer. Archard and O'Reilly's (2021) commentary on their work, draws attention to the use and function of silence, the different contexts in which interviews take place and the importance of considering how non-verbal data can be analysed. With this, I feel returned to my own attempts to address exactly these issues.

As I near completion of my research, I feel a responsibility (to myself and those who have supported my endeavour) to not fall silent, but to find channels of communication and dialogue with those who may have an interest in finding out more.

Chapter Six: Conclusion

As a novice researcher planning to undertake an interview-based research project, I sought a research method that would be congruent with my psychoanalytic training and consequent valuing of the influence of the unconscious in all aspects of human experience. Stamenova and Hinshelwood point out that the unconscious, by its very nature, cannot be controlled, which means that efforts to formalise research methods based on it are always going to be problematic, yet they do not shy away from presenting numerous novel ways researchers are attempting this. During my literature review I was particularly inspired by the work of Hollway and Jefferson, and Holmes, who developed their respective research methods (FANI and RRM) through considering and working with the unconscious. FANI has received significant attention from the research community. This is clearly described by Archard who analyses the potential value, along with the pitfalls, of such psychoanalytically informed research methods. He draws attention to how apparently varied and incomplete the use of FANI has been in social work research, thus limiting analysis of it as a method. RRM has only recently been published and so has received less attention to date, although there is evidence of researchers valuing the use of reverie in their work.

Although Hollway and Jefferson, and Homes helpfully describe their methods in detail, I felt there remained a methodological gap in there not being a step-by-step description of a start-to-finish psychoanalytic method for the *whole* research process. Attride-Stirling describes how the value of qualitative research "lies in its exploratory and explanatory power, prospects that are unachievable without methodological rigour" (p.403). She goes on to highlight the methodological gap in describing *how* to analyse textual material and the limited reporting on such processes of analysis. I have engaged

with this challenge, firstly, in developing my nine-step guide for undertaking research interviews, then, drawing on ideas from within psychoanalysis, I developed four data-analysis questions for ethical data exploration. The ideas I found to be of most value, included the requirement for modesty in data analysis, which links with the psychoanalytic premise of the unknowable nature of reality. In other words, there is a limit to the conclusions that can be drawn from the data; the partial and temporal nature of such must be recognised. The holographic metaphor suggests the whole picture in relation to the research question, may be viewed in a data extract (Seidel), thus legitimising the detailed reporting of excerpts of transcript analysis, as I have done.

My study addresses a theoretical gap in the way the unconscious is described and a methodological gap in laying out a start-to-finish research method that is congruent with the ontology and epistemology of psychoanalysis. I have drawn attention to how it is the unrepressed, creative unconscious that should be considered in the research setting rather than the repressed. I have described my data-analysis process with the level of detail called for by researchers such as Attride-Stirling. In so doing, I have laid out for examination, a way in which qualitative researchers may conduct research interviews in an ethical, psychoanalytically elaborated manner.

Next steps

(1) I would encourage the research community to consider what it means to undertake ontological-psychoanalytically informed interviews, which seems to be about how to be fully present in the interview, not so much to *understand*, but to *be with* the informant as she experiences her thoughts, feelings and bodily sensations, which may enable greater access to aspects of the topic under investigation.

- (2) Further methodological studies could be undertaken to see if the distinction between *understanding* latent communication and *being with* informants as they experience their own thoughts is possible to operationalise or an ineffable aspect of the researcher's way of being. I understand this will sound counter-intuitive to the aim of research, which is to understand more. I believe there is value in exploring this paradox further.
- (3) For researchers with and without psychoanalytic training, to trial and evaluate my nine-point guide and data-analysis questions, with single and multiple informants. If conditions permit, I would recommend trialling my original idea of three interviews, as a way of closing the ethical circle. The purpose of the third being to offer a space to reflect as much on the experience of being involved in the research study as the content discussed. In so doing, an invitation is opened in which power may be levelled out and ownership of material by the informant strengthened.

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Appendices

Appendix A. Start-to-finish guide for undertaking psychoanalytically informed interview-based research.

Nine-point guide

(pre-interview preparation through to conducting the interview)

- (1) Preparation of the interview informant describing the process to be expected, e.g. in relation to the use of silence and following her train of thought (Holmes, 2019).
- (2) Gathering the informant's fantasies regarding participating in this particular piece of research (Saville Young, 2011).
- (3) Preparation for the interviewer, i.e. cultivating a meditative state of mind (Holmes (2019).
- (4) Two interviews per informant, with psychoanalytic supervision between them (Hollway & Jefferson, 2013).
- (5) Use of cues that are as open and encouraging of the informant's associations and narratives as possible (Hollway & Jefferson, 2013).
- (6) Live interview attention to the emotional responses of researcher and informant, and the resulting emotional atmosphere of the encounter (Holmes, 2019).
- (7) Following the informant's meaning frame, by using her words and imagery (Hollway & Jefferson, 2013).
- (8) Use of reverie, if it occurs, to guide the researcher's verbal comments (Holmes, 2019).
- (9) Reflection between researcher and informant, at the end of each interview, regarding what has just occurred (Archard, 2019).

Five-point data-analysis guide

- (1) Data immersion
- (2) Latent theme identification
- (3) Manifest theme identification
- (4) Sample selection
- (5) Exploration of the samples using four data-analysis questions:
 - Q.1 What is the manifest message my informant is communicating about her experience through the spoken language of words?
 - Q.2 What is being conveyed through imagery, delivery style and emotional atmosphere?
 - Q.3 What is being conveyed through the ways in which my informant is relating to me, which may also tell about her experiences of the IA topic (parallel process)?
 - Q.4 Is there a point of intersection where the responses to all questions seem to meet, which may therefore be a consistent representation of my informant's experience of the topic?

Appendix B. Interview schedules.

Interview 1

Preamble

We are meeting to think about your experiences of initial assessments / first contacts with clients and you can say whatever you want, when you feel like it, and I'll respond, if a response comes to me. Sometimes either of us might pause and be silent for a while, perhaps as we think, and this is fine and valuable too.

Preliminary question

I asked if you could bring an object or image that comes to your mind when you imagine taking part in this research with me. Can you tell me about what you have brought with you today?

Cues

Can you tell me about how you came to be a CAMHS clinician?

1b. [follow up in terms of detail, following order and phraseology]

Can you tell me about your experiences of initial assessments /first contacts with clients? 2b. [as 1b]

Can you tell me about a particular IA when you felt anxious? 3b. [as 1b]

Can you tell me about a particular IA when you felt under pressure (if not elicited by 3)? 4b. [as 1b]

Can you tell me about a particular IA when you felt satisfied? 5b. [as 1b]

Can you tell me about care-planning / decision making in IAs? 6b [as 1b]

Closing

Can you tell me about your feelings / experience of the interview as we come towards the end?

Thank you & confirm next interview

Interview 2

Preamble (thanks; check 60mins)

Welcome back. We are meeting to continue thinking about your experiences of initial assessments / first contacts with clients and you can say whatever you want, when you feel like it, and I'll respond, if a response comes to me. Sometimes either of us might pause and be silent for a while, perhaps as we think, and this is fine and valuable too.

Preliminary cue

I wonder if we might start with a moment of silence in which I ask you to take yourself back to our first interview and to the days following it; see if anything comes to mind about how you felt.

Cues

As I think back I am wondering about some ideas. I wonder what you make of them. Whether they feel to you as if they come only from my mind or something from between our two minds?

Idea 1: Tension not only an eight-armed octopus, but with arms being pulled in different directions.

Idea 2: Team as source of support and pressure

Expectations of self?

System anxiety - defensive system?

Care planning?

Closing

Experience of the interview?

Any questions?

Thank you

Appendix C. Ethical approval documents (TREC original submission, followed by requested amendments)

To ensure confidentiality of my informant, the name of her CAMHS Trust is blacked out in the following documents.

(1) TREC form and version 1 of my public facing documents



Tavistock and Portman Trust Research Ethics Committee (TREC)

APPLICATION FOR ETHICAL REVIEW OF RESEARCH INVOLVING HUMAN PARTICIPANTS

This application should be submitted alongside copies of any supporting documentation which will be handed to participants, including a participant information sheet, consent form, self-completion survey or questionnaire.

Where a form is submitted and sections are incomplete, the form will not be considered by TREC and will be returned to the applicant for completion.

For further guidance please contact Paru Jeram (academicquality@tavi-port.nhs.uk)

SECTION A: PROJECT DETAILS

Project title	Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? An action research project to inform future psychoanalytic research endeavours.					
Proposed project start date	November 2019	Anticipated project end date	December 2021			

Name of Researcher	Claire Lokke	
Email address	Claire.lokke@nhs.net	
Contact telephone number	07515 480107	

SECTION C: CONFLICTS OF INTEREST

Will any of the researchers or their institutions receive any other bene this research over and above their normal salary package or the costs of YES □ NO X If YES, please detail below:	fits or incentives for taking part in of undertaking the research?
Is there any further possibility for conflict of interest? YES \(\subseteq \text{NO X} \) If YES, please detail below:	
FOR ALL APPLICANTS	
'Is your research being commissioned by and or carried out on behalf of a body external to the trust? (for example; commissioned by a local authority, school, care home, other NHS Trust or other organisation). *Please note that 'external' is defined as an organisation which is external to the Tavistock and Portman NHS Foundation Trust (Trust)	YES NO X NA

If YES, please supply deta	ils below:			
(i.e. submission via Integ to the Health Research A ethics committee)	val been sought for this research? prated Research Application System (IRAS) uthority (HRA) or other external research as an organisation/body which is external to the Tavistock and	YES 🗆	NO X	
Portman Trust Research Ethics Comr	nittee (TREC)			
	ils of the ethical approval bodies below AND oval from the ethical approval bodies:			
If your research is being un research?	ndertaken externally to the Trust, please provide	details of th	e sponsor	r of your
Do you have local approva	I (this includes R&D approval)?	YES 🗆	NO 🗆	NA X
SECTION D: SIGNATURE	S AND DECLARATIONS			
APPLICANT DECLARAT	ION			
I have attempted t I acknowledge my research and obset I am aware that of	entained in this application is, to the best of my known identify all risks related to the research. To obligations and commitment to upholding our Userving the rights of the participants. The same of proven misconduct, in line with our United ings and/or the cancellation of the proposed research.	niversity's	Code of F	Practice for ethical
Applicant (print name)	Claire Lokke			
Signed	eslon-			
Date	12.10.19			
FOR RESEARCH DEGRE	E STUDENT APPLICANTS ONLY			
Name of Supervisor	Brinley Yare			
Qualification for which research is being undertaken	D.Prof. (Professional doctorate in child and ado	escent psy	choanalyt	ic psychotherapy)
YES ☑ NO ☐ Is the participant infor YES ☑ NO ☐ Are the procedures fo YES ☑ NO ☐	the necessary skills to carry out the research? mation sheet, consent form and any other docum r recruitment of participants and obtaining informe the researcher have current Disclosure and Barr	ed consent	suitable a	nd sufficient?

Oigilea	Printey G. Yare	
Date	16 Oct 2019	
OURSE LEAD/RE Does the proportion NO [sed research as detailed herein have your support to proceed?	
Signed	Forely Co.	
Date	16.10.19	

SECTION E: DETAILS OF THE PROPOSED RESEARCH

Signod

Provide a brief description of the proposed research, including the requirements of participants. This
must be in lay terms and free from technical or discipline specific terminology or jargon. If such terms
are required, please ensure they are adequately explained (Do not exceed 500 words)

This is an action research project (e.g. Bradbury, 2015) that seeks to explore how psychoanalytic epistemology is informing current psychoanalytic research methodology and methods such as the Free Association Narrative Interview (Hollway and Jefferson, 2000/2013) and the Reverie Research Method (Holmes, 2019) and what critical evaluations have been levelled at these and other uses of psychoanalysis within psychosocial studies.

The first stage of the research is therefore an analysis of the evidence base through an in-depth literature review. Once this is complete, I will consider ways in which a psychoanalytic method may be refined to better meet these critical evaluations and I will then aim to trial this refined method design on an interview participant. The interview topic will address the emotional experience of a CAMHS clinician undertaking Initial Assessments (IAs) of families referred to a generic CAMHS. This has been chosen because it is likely to be a good source of unconscious material, which the research design is intended to make accessible for study.

I aim to recruit one participant who will have significant experience in their role as a CAMHS clinician and who is likely to be confident in reflecting upon their practice. I will interview him/her on three occasions. Each interview is estimated to last between 50-75 minutes. The interview time-schedule will be negotiated with the participant to take account of their professional obligations at the time. It is estimated that the interviews will happen at fortnightly intervals in order to not add too much pressure to their time schedule.

The first two interviews will explore different aspects of the participant's IA experience. In order to conduct an ethically sound project, the participant will be briefed beforehand that he/she will be invited to speak as freely and openly as possible to me about their experiences whilst maintaining their professional integrity, e.g. ensuring they protect the anonymity of the families they may refer to in their discussion.

The third interview is again anticipated to last between 50-75 minutes and the participant will be asked to come to this interview prepared to explore their experiences of the interview process itself, i.e. their responses to being involved in the trialled psychoanalytic method.

Provide a statement on the aims and significance of the proposed research, including potential impact
to knowledge and understanding in the field (where appropriate, indicate the associated hypothesis
which will be tested). This should be a clear justification of the proposed research, why it should
proceed and a statement on any anticipated benefits to the community. (Do not exceed 700 words)

The rationale for exploring psychoanalytic epistemology, methodology and method

Psychoanalytic epistemology, methodology and method have the potential to enrich qualitative project design, data collection and analysis through attending to unconscious as well as conscious processes. This is increasingly being recognised in the field of psychosocial research by both psychoanalytically trained researchers (e.g. Holmes, 2019) and those not trained, but nevertheless experienced in using psychoanalytically informed methods (e.g. Hollway and Jefferson, 2000/2013). Many questions have been posed by psychosocial researchers, e.g.

What is the place of psychoanalysis within psychosocial research? (e.g. Frosh and Baraitser, 2008)

3

- Can psychoanalytically informed methods be implemented by non-psychoanalytically trained researchers? (e.g. Holmes, 2019)
- Is it ethical to harness unconscious communication in research? Is if ethical not to? (e.g. Hollway and Jefferson, 2000/2013)
- How can participants' affect and non-verbal communication be accessed, recorded and analysed? (Holmes,
- Is the Reverie Research Method useful across different populations, not just depressed adolescents? (Hplmes, 2019)
- What could be the role and potential of 'reflexive non-clinical supervision'? (Elliott, Ryan and Hollway, 2012)
- How may participants' involvement in 'construction of interpretation' of their data be facilitated? (Stopford,

These questions were brought to light in an initial sweep of the literature, suggesting a detailed investigation into the founding principles of using psychoanalysis in research is warranted, from where its current use can be tracked and its future potential explored in an attempt to contribute to the growing evidence base.

As an action research project the findings will be used to design and test a refined psychoanalytic research method with one participant interviewed on three occasions.

The rationale for asking a question about IAs

The initial assessment a clinician undertakes with a family is pivotal for deciding their care plan and how stretched CAMHS resources are to be used. The IA is, therefore, likely to be a meeting of two parties under pressure: on the one hand there is a clinician managing a complex caseload and needing to meet certain targets, e.g. throughput of cases, and on the other hand there is a family who may struggle to effectively communicate their level of need. Such a topic is hypothesised to be a rich source of unconscious communication and therefore would suit the testing of a psychoanalytic research method.

The rationale in terms of personal development
To deepen my theoretical understanding of psychoanalytic epistemology and its potential contribution to practicebased research design and implementation within my future place of employment.

3. Provide an outline of the methodology for the proposed research, including proposed method of data collection, tasks assigned to participants of the research and the proposed method and duration of data analysis. If the proposed research makes use of pre-established and generally accepted techniques, please make this clear. (Do not exceed 500 words)

This is an action research project (e.g. Bradbury, 2015) with the primary participant being me as I explore, in depth, the current evidence base linking psychoanalytic epistemology, methodology and methods. This will be done by a literature search of published studies and as yet unpublished theses.

My main emphasis will be to explore the Free Association Narrative Interview (Hollway and Jefferson, 2000/2013) and the Reverie Research Method (Holmes, 2019), e.g. how have they been received by the research community, what critical evaluations have been levelled at them and how they have been used in psychosocial studies since their inception. I will also look at how other researchers have applied psychoanalysis within psychosocial studies.

I will then consider ways in which a psychoanalytic method may be refined to better meet the criticisms being levelled at the use of psychoanalysis within psychosocial studies. I aim to trial this refined method design on one participant.

In order for the emphasis to be on the trial of the method rather than on the interview topic itself, I aim to recruit a participant who will have significant experience in their role as a CAMHS clinician and who is likely to be confident in reflecting upon an area of their practice. The interview topic (e.g. the emotional experience of undertaking IAs) has been chosen because it is likely to be a good source of unconscious material, which the research design is intended to make accessible for exploration. The participant will be interviewed three times over the course of a couple of months (the exact timetable will be negotiated with the participant):

- The first interview will require the participant to come prepared to think about a memorable IA they have undertaken. The conscious and unconscious reasons for its memorability are hoped to generate rich data.
- The second will require them to come ready to talk about an IA of their choice. This aims to open up a further avenue of unconscious motivation, e.g. upon what basis does the participant choose this IA?
- The third, will be to reflect on the interview process itself, e.g. what was the participant's experience of the interviews?

Each interview is anticipated to last between 50-75 minutes.

I anticipate that the data to be collected will include:

- 1) The audio recorded interviews and their transcription.
- 2) My recollection of the interviews written immediately afterwards. This will include the content of what was said alongside my emotional experience of the encounter with the participant and their material.
- 3) Additional data generated during psychoanalytic research supervision of 1) and 2). Brinley Yare is the project supervisor and in addition to this, psychoanalytic research supervision of the data will be sought from within the M80 course team.

Data collection and analysis will be through a psychoanalytic lens, but the specifics of method will only be determined after the first stage of method design has been completed, which rests on the analysis of the current evidence base.

SECTION F: PARTICIPANT DETAILS

4. Provide an explanation detailing how you will identify, approach and recruit the participants for the proposed research, including clarification on sample size and location. Please provide justification for the exclusion/inclusion criteria for this study (i.e. who will be allowed to / not allowed to participate) and explain briefly, in lay terms, why this criteria is in place. (Do not exceed 500 words)

This is an action research project, with the primary participant being me as I explore, in depth, the current evidence base linking psychoanalytic epistemology, methodology and methods.

In order for the emphasis to be on the trial of the method rather than the interview topic itself, I aim to recruit only one participant who will have significant experience in their role as a CAMHS clinician and who is likely to be confident in reflecting upon an emotive area of their practice. The repeated design of three interviews with the same participant, seeks again to place emphasis on the method which may be better evaluated if the participant remains constant.

I will invite participation through an email outlining the project, which will be sent to selected clinicians from within i-disciplinary CAMHS team, e.g. senior practitioners or those who have been in post for five or more years. Permission to do this has been sought and granted from the CAMHS clinical manager.

The location of the interviews will be in our shared place of work (e.g. the CAMHS clinic).

5.	Will the participants be from any of the following groups?(Tick as appropriate)
	Students or staff of the Trust or the University. Adults (over the age of 18 years with mental capacity to give consent to participate in the research). Children or legal minors (anyone under the age of 16 years) ¹ Adults who are unconscious, severely ill or have a terminal illness. Adults who may lose mental capacity to consent during the course of the research.
	Adults in emergency situations. Adults² with mental illness - particularly those detained under the Mental Health Act (1983 & 2007). Participants who may lack capacity to consent to participate in the research under the research requirements of the Mental Capacity Act (2005). Prisoners, where ethical approval may be required from the National Offender Management
Sei	vice (NOMS).
	Young Offenders, where ethical approval may be required from the National Offender Management Service DMS).
	Healthy volunteers (in high risk intervention studies). Participants who may be considered to have a pre-existing and potentially dependent ³ relationship with the investigator (e.g. those in care homes, students, colleagues, service-users, patients). Other vulnerable groups (see Question 6).
	Adults who are in custody, custodial care, or for whom a court has assumed responsibility. Participants who are members of the Armed Forces.
¹lf res	the proposed research involves children or adults who meet the Police Act (1997) definition of vulnerability ³ , any earchers who will have contact with participants must have current Disclosure and Barring Service (DBS) clearance.

2 'Adults with a learning or physical disability, a physical or mental illness, or a reduction in physical or mental capacity, and

5

living in a care home or home for people with learning difficulties or receiving care in their own home, or receiving hospital or social care services.' (Police Act, 1997)
³ Proposed research involving participants with whom the investigator or researcher(s) shares a dependent or unequal relationships (e.g. teacher/student, clinical therapist/service-user) may compromise the ability to give informed consent which is free from any form of pressure (real or implied) arising from this relationship. TREC recommends that, wherever practicable, investigators choose participants with whom they have no dependent relationship. Following due scrutiny, if the investigator is confident that the research involving participants in dependent relationships is vital and defensible, TREC will require additional information setting out the case and detailing how risks inherent in the dependent relationship will be managed. TREC will also need to be reassured that refusal to participate will not result in any discrimination or penalty.
6. Will the study involve participants who are vulnerable? YES □ NO X
For the purposes of research, 'vulnerable' participants may be adults whose ability to protect their own interests are impaired or reduced in comparison to that of the broader population. Vulnerability may arise from the participant's personal characteristics (e.g. mental or physical impairment) or from their social environment, context and/or disadvantage (e.g. socio-economic mobility, educational attainment, resources, substance dependence, displacement or homelessness). Where prospective participants are at high risk of consenting under duress, or as a result of manipulation or coercion, they must also be considered as vulnerable.
Adults lacking mental capacity to consent to participate in research and children are automatically presumed to be vulnerable. Studies involving adults (over the age of 16) who lack mental capacity to consent in research must be submitted to a REC approved for that purpose. Please consult Health Research Authority (HRA) for quidance; https://www.hra.nhs.uk/
6.1. If YES, what special arrangements are in place to protect vulnerable participants' interests?
If YES, the research activity proposed will require a DBS check. (NOTE: information concerning activities which require DBS checks can be found via https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance)
Do you propose to make any form of payment or incentive available to participants of the research? YES NO X
If YES, please provide details taking into account that any payment or incentive should be representative of reasonable remuneration for participation and may not be of a value that could be coercive or exerting undue influence on potential participants' decision to take part in the research. Wherever possible, remuneration in a monetary form should be avoided and substituted with vouchers, coupons or equivalent. Any payment made to research participants may have benefit or HMRC implications and participants should be alerted to this in the participant information sheet as they may wish to choose to decline payment.

 What special arrangements are in place for eliciting informed consent from participants who may no adequately understand verbal explanations or written information provided in English; where participants have special communication needs; where participants have limited literacy; or where children are involved in the research? (Do not exceed 200 words) 	t
N/A SECTION F: RISK ASSESSMENT AND RISK MANAGEMENT	
	_
Some step proposed research involve any of the following? (Tick as appropriate) Use of a questionnaire, self-completion survey or data-collection instrument (attach copy) Use of emails or the internet as a means of data collection Use of written or computerised tests X	
Does the proposed research involve any specific or anticipated risks (e.g. physical, psychologic social, legal or economic) to participants that are greater than those encountered in everyday liftyes □ NO X□ If YES, please describe below including details of precautionary measures.	ial, fe?
There are no specific or anticipated risks as I am only seeking for the participant to reflect on an aspect of the professional role, which is likely to be a familiar activity for a CAMHS clinician, albeit in a research format.	neir

11.	Where the	procedur	es involve	potential	hazards	and/or	discomfo	rt or	distress	for	participa	ants,	pleas	50
	state what	previous	experienc	e the inv	estigator	or res	earcher(s)	have	had in	con	ducting	this	type	of
	research.													

N/A. The research procedure does not involve potential hazards.

 Provide an explanation of any potential benefits to participants. Please ensure this is framed within the overall contribution of the proposed research to knowledge or practice. (Do not exceed 400 words)

NOTE: Where the proposed research involves students of our University, they should be assured that accepting the offer to participate or choosing to decline will have no impact on their assessments or learning experience. Similarly, it should be made clear to participants who are patients, service-users and/or receiving any form of treatment or medication that they are not invited to participate in the belief that participation in the research will result in some relief or improvement in their condition.

The principal participant in this project is me and there are clear benefits in terms of deepening my theoretical understanding of psychoanalytic epistemology and its practical applications beyond the clinical situation. In drawing together the existing evidence base that links psychoanalytic epistemology, methodology and methods, I hope to be able to inform the design of future psychoanalytic research endeavours and thus contribute to practice-based research in my place of employment.

There are no specific benefits built into the research design for the interview participant, but it is anticipated that he/she may enjoy having a reflective space to consider a core element of his/her work.

13. Provide an outline of any measures you have in place in the event of adverse or unexpected outcomes and the potential impact this may have on participants involved in the proposed research. (Do not exceed 300 words)

Given the skill level and training the CAMHS clinician participant has, it is unlikely that he/she will be adversely affected by the interviews. The project documentation, however, will include details of the occupational health department in the Trust in which we work, where they could access help should they feel adversely affected.

14. Provide an outline of your debriefing, support and feedback protocol for participants involved in the proposed research. This should include, for example, where participants may feel the need to discuss thoughts or feelings brought about following their participation in the research. This may involve referral to an external support or counseling service, where participation in the research has caused specific issues for participants. Where medical aftercare may be necessary, this should include details of the treatment available to participants. Debriefing may involve the disclosure of further information on the aims of the research, the participant's performance and/or the results of the research. (Do not exceed 500 words)

The third interview with the participant will be designed to offer a space for reflection on the interview process. He/she will be invited to contact me if they would like to be kept informed about the progress of the project and its outcomes.

The project documentation (participant information sheet and debrief letter) outlines where further support may be found, e.g. the occupational health and wellbeing team at (

FOR RESEARCH UNDERTAKEN AWAY FROM THE TRUST OR OUTSIDE THE UK						
15. Does any part of your research take place in premises outside the Trust?						
☐ X YES, and I have included evidence of permissions from the managers or others legally responsible for the premises. This permission also clearly states the extent to which the participating institution will indemnify the researchers against the consequences of any untoward event						
16. Does the proposed research involve travel outside of the UK?						
☐ YES, I have consulted the Foreign and Commonwealth Office website for guidance/travel advice? http://www.fco.gov.uk/en/travel-and-living-abroad/						
☐ YES, I am a non-UK national and I have sought travel advice/guidance from the Foreign Office (or equivalent body) of my country of origin						
☐ YES, I have completed the overseas travel approval process and enclosed a copy of the document with this application						
For details on university study abroad policies, please contact academicquality@tavi-port.nhs.uk						
IF YES:						
17. Is the research covered by the Trust's insurance and indemnity provision?						
☐ YES ☐ NO						
18. Please evidence how compliance with all local research ethics and research governance requirements have been assessed for the country(ies) in which the research is taking place.						
NOTE: For students conducting research where the Trust is the sponsor, the Dean of the Department of Education and Training (DET) has overall responsibility for risk assessment regarding their health and safety. If you are proposing to undertake research outside the UK, please ensure that permission from the Dean has been granted before the research commences (please attach written confirmation)						
SECTION G: PARTICIPANT CONSENT AND WITHDRAWAL						
18. Have you attached a copy of your participant information sheet (this should be in plain English)? Where the research involves non-English speaking participants, please include translated materials. YES X NO □						
If NO, please indicate what alternative arrangements are in place below:						
19. Have you attached a copy of your participant consent form (this should be in <i>plain English</i>)? Where the research involves non-English speaking participants, please include translated materials. YES X NO □						
If NO, please indicate what alternative arrangements are in place below:						

- 20. The following is a participant information sheet checklist covering the various points that should be included in this document.
- X Clear identification of the Trust as the sponsor for the research, the project title, the Researcher or Principal Investigator and other researchers along with relevant contact details.
- X Details of what involvement in the proposed research will require (e.g., participation in interviews, completion of questionnaire, audio/video-recording of events), estimated time commitment and any risks involved.
- X A statement confirming that the research has received formal approval from TREC.
- X If the sample size is small, advice to participants that this may have implications for confidentiality / anonymity.
- X A clear statement that where participants are in a dependent relationship with any of the researchers that participation in the research will have no impact on assessment / treatment / service-use or support.
- X Assurance that involvement in the project is voluntary and that participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.
- X Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.
- X A statement that the data generated in the course of the research will be retained in accordance with the University's Data Protection Policy.
- X Advice that if participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk)
- X Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may
- 21. The following is a consent form checklist covering the various points that should be included in this document.
- X Trust letterhead or logo.
- X Title of the project (with research degree projects this need not necessarily be the title of the thesis) and names of investigators.
- X Confirmation that the project is research.
- X Confirmation that involvement in the project is voluntary and that participants are free to withdraw at any time, or to withdraw any unprocessed data previously supplied.
- X Confirmation of particular requirements of participants, including for example whether interviews are to be audio-/video-recorded, whether anonymised quotes will be used in publications advice of legal limitations to data confidentiality.
- X If the sample size is small, confirmation that this may have implications for anonymity any other relevant information.
- X The proposed method of publication or dissemination of the research findings.
- X Details of any external contractors or partner institutions involved in the research.
- X Details of any funding bodies or research councils supporting the research.
- X Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

SECTION H: CONFIDENTIALITY AND ANONYMITY

 Below is a checklist covering key points relating to the confidentiality and anonymity of participants. Please indicate where relevant to the proposed research.
☐ Participants will be completely anonymised and their identity will not be known by the investigator or researcher(s) (i.e. the participants are part of an anonymous randomised sample and return responses with no form of personal identification)?
□ The responses are anonymised or are an anonymised sample (i.e. a permanent process or cooling has been carried out whereby direct and indirect identifiers have been removed from data and replaced by a code, with no
record retained of how the code relates to the identifiers). X The samples and data are de-identified (i.e. direct and indirect identifiers have been removed and replaced by a code. The investigator or researchers <u>are</u> able to link the code to the original identifiers and isolate the participant to whom the sample or data relates).
Participants have the option of being identified in a publication that will arise from the research. X Participants will be pseudo-anonymised in a publication that will arise from the research. (I.e. the researcher will endeavour to remove or alter details that would identify the participant.)
☐ The proposed research will make use of personal sensitive data. ☐ Participants consent to be identified in the study and subsequent dissemination of research findings and/or publication.

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23. Participants must be made aware that the confidentiality of the information they provide is subject to
legal limitations in data confidentiality (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions). This only applies to named or de-identified data. If your participants are named or de-identified, please confirm that you will specifically state these limitations.
YES X NO ☐ If NO, please indicate why this is the case below:
NOTE: WHERE THE PROPOSED RESEARCH INVOLVES A SMALL SAMPLE OR FOCUS GROUP, PARTICIPANTS SHOULD BE ADVISED THAT THERE WILL BE DISTINCT LIMITATIONS IN THE LEVEL OF ANONYMITY THEY CAN BE AFFORDED.
SECTION I: DATA ACCESS, SECURITY AND MANAGEMENT
24. Will the Researcher/Principal Investigator be responsible for the security of all data collected in connection with the proposed research? YES X NO ☐ If NO, please indicate what alternative arrangements are in place below:
25. In line with the 6th principle of the Data Protection Act (1998), which states that personal data shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected; please state how long data will be retained for.
□ 1-2 years X 3-5 years □ 6-10 years □ 10> years. NOTE: Research Councils UK (RCUK) guidance currently states that data should normally be preserved and accessible for 10 years, but for projects of clinical or major social, environmental or heritage importance, for 20 years or longer. (http://www.rcuk.ac.uk/documents/reviews/grc/grcpoldraft.pdf)

26. Below is a checklist which relates to the management, storage and secure destruction of data for the purposes of the proposed research. Please indicate where relevant to your proposed arrangements.
X Research data, codes and all identifying information to be kept in separate locked filing cabinets. X Access to computer files to be available to research team by password only.
☐ Access to computer files to be available to individuals outside the research team by password only (See 23.1).
Research data will be encrypted and transferred electronically within the European Economic Area (EEA). Research data will be encrypted and transferred electronically outside of the European Economic Area (EEA). (See 28).
NOTE: Transfer of research data via third party commercial file sharing services, such as Google Docs and YouSendIt are not necessarily secure or permanent. These systems may also be located overseas and not covered by UK law. If the system is located outside the European Economic Area (EEA) or territories deemed to have sufficient standards of data protection, transfer may also breach the Data Protection Act (1998). Use of personal addresses, postcodes, faxes, e-mails or telephone numbers. X Use of personal data in the form of audio or video recordings.
☐ Primary data gathered on encrypted mobile devices (i.e. laptops). NOTE: This should be transferred to secure UEL servers at the first opportunity.
X All electronic data will undergo <u>secure disposal</u> . <u>NOTE</u> : For hard drives and magnetic storage devices (HDD or SSD), deleting files does not permanently erase the data on most systems, but only deletes the reference to the file. Files can be restored when deleted in this way. Research files must be <u>overwritten</u> to ensure they are completely irretrievable. Software is available for the secure erasing of files from hard drives which meet recognised standards to securely scramble sensitive data.
Examples of this software are BC Wipe, Wipe File, DeleteOnClick and Eraser for Windows platforms. Mac users can use the standard 'secure empty trash' option; an alternative is Permanent eraser software.
X All hardcopy data will undergo secure disposal. NOTE: For shredding research data stored in hardcopy (i.e. paper), adopting DIN 3 ensures files are cut into 2mm strips or confetti like cross-cut particles of 4x40mm. The UK government requires a minimum standard of DIN 4 for its material, which ensures cross cut particles of at least 2x15mm.
27. Please provide details of individuals outside the research team who will be given password protected access to encrypted data for the proposed research.
N/A. While I will share de-identified, partial data in research supervision, no-one apart from me will have access to the whole data set. In supervision I will take responsibility for sharing information in an ethically sound manner, complying with data protection legislation and good research practice regarding confidentiality. I will pay similar regard to legislation and will take responsibility for destroying the data at the end of the project period.
28. Please provide details on the regions and territories where research data will be electronically transferred that are external to the European Economic Area (EEA).
N/A
29. Will this research be financially supported by the United States Department of Health and Human Services or any of its divisions, agencies or programs? YES NO X
If YES please provide details:

SECTION J: PUBLICATION AND DISSEMINATION OF RESEARCH FINDINGS

30. How will the results of the research be reported and disseminated? (Select all that apply)
X Peer reviewed journal
□ Non-peer reviewed journal
Peer reviewed books
Publication in media, social media or website (including Podcasts and online videos)
X Conference presentation Internal report
Promotional report and materials
Reports compiled for or on behalf of external organisations
X Dissertation/Thesis
Other publication Written feedback to research participants
Presentation to participants or relevant community groups
Other (Please specify below)
SECTION K: OTHER ETHICAL ISSUES
GEOTION N. OTHER ETHIORE ISSUES
31. Are there any other ethical issues that have not been addressed which you would wish to bring to
the attention of Tavistock Research Ethics Committee (TREC)?
N/A
SECTION L: CHECKLIST FOR ATTACHED DOCUMENTS
32. Please check that the following documents are attached to your application.
Letters of approval from any external ethical approval bodies (where relevant)
X Recruitment advertisement X Participant information sheets (including easy-read where relevant)
X Consent forms (including easy-read where relevant)
Assent form for children (where relevant)
Evidence of any external approvals needed
Questionnaire Interview Schedule or topic guide
Risk Assessment (where applicable)
Overseas travel approval (where applicable)
Od 18/hara is in not appointed to attack the above meterials, places provide an explanation holes.
34. Where it is not possible to attach the above materials, please provide an explanation below.
Allbourb it is alread that a sedicionat will be intentioned the nature form and appears of the intention in nat
Although it is planned that a participant will be interviewed, the nature, form and content of the interview is not yet known, as it will be highly guided by the first element of this action research project, e.g. the review and
critique of current psychoanalytic research methods and the refining of these to form the method for this project's
interviews. This means the interview schedule cannot be included in the documentation at this point.

References

Bradbury, H. (ed.) (2015) The SAGE handbook of action research. 3rd edn. London: SAGE.

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Frosh, S. and Baraitser, L. (2008) 'Psychoanalysis and psychosocial studies', *Psychoanalysis, Culture & Society*, 13(4), pp. 346-365.

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Holmes, J. (2019) A practical psychoanalytic guide to reflexive research: The Reverie Research Method. London: Routledge.

Stopford, A. (2004) 'Researching post colonial subjectivities: the application of relational (post-classical) psychoanalysis to research methodology', *Critical Psychology*, 10, pp. 13-35.





Research project brief

Dear [named colleague],

As you know, I am a child and adolescent psychotherapy trainee and I will be undertaking a doctoral research project over the next couple of years.

My interest is in how 'the unconscious' may contribute to our enhanced understanding of psychoanalytic research project design, data collection and analysis, i.e.

In what ways can an environment be created in which unconscious experience can show itself?

In order to trial such an environment I am looking to interview colleagues. The topic will be:

What is the emotional experience of CAMHS clinicians undertaking Initial Assessments?

If you are interested in:

Practice-based research or the emotional impact of

And you would like to know more, please come and speak to me or email me at Claire.lokke@nhs.net

Project brief

Version 1 (12.10.19)

Project:

Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? An action research project to inform future psychoanalytic research endeavours.





Participant information sheet

Research title

Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? An action research project to inform future psychoanalytic research endeavours.

Who is conducting this research project?

Claire Lokke, child and adolescent psychotherapist in doctoral training. I am employed by The
Tavistock and Portman NHS Foundation Trust. I am entering year three of a four-year placement in
NHS Trust. The Professional Doctorate in Child and Adolescent
Psychoanalytic Psychotherapy is validated by Essex University. This research project has been
reviewed and ethical approval received via the Tavistock Research Ethics Committee (TREC).

What are the aims of this project?

The aim of this project is to undertake a detailed investigation into the existing evidence base for psychoanalytic research methodology and methods. I will be thinking about the critical evaluations that have been written about in the literature and how these may be harnessed to improve future psychoanalytic research design. To this end I will trial a novel method based on my research findings. The method will be interview-based. I am seeking to interview a CAMHS clinician on the topic of their emotional experience of Initial Assessments (IA). The participant will be interviewed three times:

What would taking part involve?

If you agree to participate you will be asked to talk as openly and freely as possible about your IA experiences and as a clinician-researcher I will ensure the anonymity of any client you may refer to.

You will be invited to three audio-recorded interviews. Each one is anticipated to last between 50-75 minutes and will take place in at a time convenient to you. The interviews will be spaced over a couple of months.

- 1) The first interview will require you to come prepared to think about your experiences of a memorable IA you have undertaken.
- 2) The second will require you to come prepared to talk about an IA of your choice.
- 3) The third will be to reflect upon the interview process itself.

Participant Information Sheet

Version 1 (12.10.19)

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A key element of the project is exploring unconscious communication, both in the reported IAs and in the interview situation. In order that your data is analysed in an ethically sound manner it will be shared with a psychoanalytic supervisor, in a similar way that you might take a case to supervision with your manager. I will maintain your confidentiality at all times, by removing any identifying details.

What will happen to your data?

The General Data Protection Regulation (2018) arrangements will be followed. The Tavistock and Portman NHS Foundation Trust is the sponsor for this study based in the United Kingdom. I will be using information from you in order to undertake this study and will act as the data controller for this study. This means that I am responsible for looking after your information and using it properly. I will keep identifiable information about you from this study for up to five-years after the study has finished.

Your rights to access, change or move your information are limited, as I need to manage your information in specific ways in order for the research to be reliable and accurate. To safeguard your rights, I will use the minimum personally identifiable information possible. I will use your name and the contact details you provide only to contact you about the research study. I am the only person who will have access to information that identifies you. I may be assisted in the analysis of this information by senior colleagues, but they will not be able to identify you and will not be able to find out your name or contact details.

You can find out more about the legal framework within which your information will be processed by contacting the sponsoring Trust's Clinical Governance and Quality Manager, Irene Henderson: lhenderson@tavi-port.nhs.uk.

How will your data be used?

The data will be analysed and written up as part of my doctoral dissertation. It may also be used in future academic presentations and peer reviewed publications.

What if you change your mind?

Participation is entirely voluntary and you will be able to withdraw consent for your data to be used up to two weeks after your last interview.

What are the possible benefits of taking part?

Your participation will support the development of my skills as a researcher and clinician, enabling me to contribute to future research within the NHS that may usefully address practice-based questions. It may also contribute to the evidence base of psychoanalytic methodology and methods.

You may find having the space to reflect on a key-element of CAMHS work to be intellectually and emotionally stimulating.

Are there any risks?

Participant Information Sheet

Version 1 (12.10.19)

Project:

Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? An action research project to inform future psychoanalytic research endeavours.

There is an extremely minimal risk that a colleague who knows your work very well may feel able to identify you from a professional paper that is written as an outcome of this project. I will, however, take every possible step to ensure that your privacy and that of any client you may discuss is protected. No identifying details will be used at any time.

The content and process of the interviews are likely to feel familiar to you as a CAMHS clinician and therefore, there are unlikely to be any personal risks involved in your participation. If, however, you feel unsettled by discussing aspects of your experience you may find it helpful to contact the occupational health and wellbeing team at lospital contact the lospital contact the occupations regarding how you or CAMHS' are undertaking Initial Assessments, you are encouraged to speak to your service supervisor in the first instance.

How will new information regarding safeguarding be managed?

If during the course of the interviews I hear information that I believe falls under the remit of safeguarding vulnerable children or adults I will bring this to your attention. You will then be expected to follow the local safeguarding procedures.

What feedback will I receive?

If you would like to find out about the outcomes of the research, the completed thesis will be available to you, on request.

Contact details

Ms. Claire Lokke (researcher) Claire.lokke@nhs.net

Dr. Brinley Yare (project supervisor) BYare@tavi-port.ac.uk

Dr. Brian Rock (study sponsor and Director of Postgraduate Studies, The Tavistock and Portman NHS Foundation Trust) BRock@Tavi-Port.ac.uk

Concerns

If you have any concerns about my conduct as a researcher, you may contact Dr. Simon Carrington (Head of Academic Governance and Quality Assurance, The Tavistock and Portman NHS Foundation Trust) academicquality@tavi-port.nhs.uk

Thank you for taking the time to read this information sheet.

If you decide to participate, please complete the attached consent form.

Participant Information Sheet

Version 1 (12.10.19)

Project:

Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? An action research project to inform future psychoanalytic research endeavours.



Consent form

Research title

Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? An action research project to inform future psychoanalytic research endeavours.

I confirm that I would like to voluntarily participate in the audio-recorded interviews as described in the participant information sheet. I confirm my understanding that I may withdraw from the study at any time up to two		riease tick					
I confirm that I have received, rea for the above named project.	d and understood the participant information sheet						
	••						
I confirm my understanding that I weeks after my participation.	may withdraw from the study at any time up to two						
· ·							
confirm my understanding that whilst every effort will be made to anonymise the ata, it is possible that if quotations are used, they may be recognisable to me or staff							
If you have any further questions email me: Claire.lokke@nhs.net	or you would like to discuss anything before consenti	ng to participate please					
Participant's name (block capitals)						
Participant's signature							
Date							

Version 1 (12.10.19)

Project:

Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? An action research project to inform future psychoanalytic research endeavours.





Post-project information

Thank you for taking the time to participate in my research project.

Your contribution is much appreciated as it will support my development as a researcher and as a clinician. I hope it will also contribute to the small, but growing literature base on psychoanalytic research methodology.

I hope the experience has been of interest to you. If you have any concerns about the way the research was conducted you may contact Simon Carrington (Head of Academic Governance and Quality Assurance, The Tavistock and Portman NHS Foundation Trust) academicquality@tavi-port.nhs.uk

If you have been personally affected by the interview, you may wish to seek support from the occupational health and wellbeing team at Hospital (

If you would like to be kept informed about the progress of the project, please let me know.

Claire Lokke Claire.lokke@nhs.net

Post-project information Version 1 (12.10.19)

Project:

Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? An action research project to inform future psychoanalytic research endeavours.

(2) TREC assessor's feedback



Quality Assurance & Enhancement Directorate of Education & Training Tavistock Centre 120 Belsize Lane London NW3 5BA

Tel: 020 8938 2699

https://tavistockandportman.nhs.uk/

Claire LOCKE

By Email

3 December 2019

Re: Trust Research Ethics Application

Title: How does psychoanalytically informed qualitative research methodology contribute to the understanding of interview generated data? An investigation of my processes as a psychoanalytically informed qualitative researcher exploring the experiences of CAMHS clinicians undertaking Initial Assessments.

I am writing to inform you that your application has been reviewed by the Assessors and I can confirm that your research ethics application has not been approved at this stage. Please note that **SIGNIFICANT** amendments have been requested.

Ethical approval is given subject to formal ratification by the Trust Research Ethics Committee (TREC) and on the proviso of minor amendments requested by TREC assessors are addressed.

The amendments are as follows:

Advisory	Comments
Participants and Selection Criteria	Comment 1 Please clarify - will the subject be professionally known to the researcher? If so how might this affect the conduct of the project and the capacity for objectivity in the data analysis process? Will a number of colleagues be approached, if so how on what criteria will the selection of one take place? Comment 2 Why CAMHS? Is there a link that needs to be explained and addressed? The link is described in the participant information not the ethics form. Reference is made to "our shared place of work". Some criteria are provided but "e.g." is used. The pre-selection criteria need to be clearer for identifying the initial approach group. Is the approach to find a group in order to then identify as best fit a candidate as possible from a list of criteria, where the more criteria met the better the match? Not specific enough to avoid the suggestion that someone might be lined up. How will disappointed potential participants be handled? It is not clear if more than one potential interviewee comes forward (by self - selection against criteria?) how the key or best fit participant will be

		identified.
2.	Participant Support/Distress	Comment 1 There seems a small risk of this. Nevertheless, it is good practice to state what straightforward measures will be taken in the event of the participant becoming distressed – typically 1. Use of researcher's own capacities as a professional 2. Debriefing following sessions 3. Referral to an appropriate professional Comment 2 I think the potential for distress is understated. A CAMHS worker being interviewed about personal perspectives might become distressed. The researcher assumes robustness. There will be other service support options such as recommending participant discuss matters with their supervisor as well as consideration of self- referral to OH (which is mentioned). The way feedback on the research outcomes will be shared in some way
3.	Data Analysis	with the interviewee need to be clearer. Comment 1 Some stronger indication of proposed methods of data analysis of the empirical material should be included.
		Comment 2 The proposed method or approach for analysing the recordings, transcripts is not presented.
		The participant information implies assistance from a psychoanalytic supervisor (is this the research supervisor?) in analysis of data. The role should be clear and the lack of knowledge of the interviewee held by the supervisor should be clear. Should also be clear if the audio recording or/and the transcripts are to be shared. It is not clear what it is that makes this action research.
		The applicant seems to imply that there is work to be done (e.g. investigating literature, which does not require ethical approval) which will provide more detail on the proposed methodology and the nature of questioning to be employed which does need ethical approval. Methodology lacks description and specificity.
4.	Data Management	Methods of storage, transfer and destruction for recordings should be clear. It should be clear who will hear them and see transcripts and in what role.
5.	Disclosure	Should there be a disclosure relating to protection of vulnerable children or adults then an awareness of protection/safeguarding procedures and preparedness should be shown by the researcher.
6.	Participant Information Document	The participant information has no entry under the heading "are there any risks?"
7.	Approval from CAMHS	The agreement from the service manager that it is appropriate to approach employees and ask them to engage etc is not provided

Please attached checklists for more information.

Please ensure that your amendments be made in the form of either a revised application form and/or specific supporting documents e.g. consent letter (where appropriate). Your supervisor/research lead is responsible for guiding you through the ethical approval process and with this in mind, please ensure that the amended application is signed by yourself, your supervisors and the research lead/course lead AND that you copy your supervisor/research/course lead in your response to this letter.

We appreciate that this requires further work on your part but it would be helpful if you could return your amended application by 17 December 2019 to the Quality Assurance Department (academicquality@tavi-port.nhs.uk). Please include a brief statement in the email explaining how the above amendments/conditions have been met.

In the meantime you MAY NOT begin to undertake your research work at this stage.

If you have any further questions or require any clarification do not hesitate to contact me.

Best regards,

Paru Jeram

Secretary to the Trust Research Degrees Subcommittee

T: 020 938 2699

E: pjeram@tavi-Port.nhs.uk

CC: Supervisor, Course/Research Lead

Ethical Practice Assessors Checklist 1

	Criteria	Addressed?	Comments
		(please	
		delete as appropriate)	
1	Do the research aims, methods or methods of analysis give rise to ethical concerns?	Yes	The proposed method or approach for analysing the recordings, transcripts is not presented. The participant information implies assistance from a psychoanalytic supervisor (is this the research supervisor?) in analysis of data. The role should be clear and the lack of knowledge of the interviewee held by the supervisor should be clear. Should also be clear if the audio recording or/and the transcripts are to be shared. It is not clear what it is that makes this action research. The applicant seems to imply that there is work to be done (e.g. investigating literature, which does not require ethical approval) which will provide more detail on the proposed methodology and the nature of
			questioning to be employed which does need
2	Are participant selection criteria appropriate and justified?	No	ethical approval. Why CAMHS? Is there a link that needs to be explained and addressed? The link is described in the participant information not the ethics form. Reference is made to "our shared place of work". Some criteria are provided but e.g. is used. The preselection criteria need to be clearer for identifying the initial approach group. Is the approach to find a group in order to then identify as best fit a candidate from a list of criteria, where the more criteria met the better the match? Not specific enough to avoid the suggestion that someone might be lined up. It is not clear if more than one potential interviewee comes forward (by self selection against criteria?) how the key or best fit participant will be identified.
3	Will written informed consent be obtained? If otherwise, is it justified and ethical?	Yes - however	I am not provided with the agreement from the service manager that it is appropriate to approach employees and ask them to engage etc; neither am I convinced of the justification for not having it.
4	If payment will be offered, is this ethical?	NA	
5	Are the stated plans to protect confidentiality robust?	No	Methods of storage, transfer and destruction for recordings should be clear. It should be

	Do they show due awareness of relevant local and national frameworks?	Yes	clear who will hear them.
6	If there is any procedure that might cause discomfort/distress, is this reasonable and ethical?	No	
7	If there is any distress or risk involved for participants, is this reasonable and ethical?	Yes/No/NA	I think this is understated. A CAMHS worker being interviewed about personal perspectives might become distressed. The researcher assumes robustness. There will be service support options such as recommending participant discuss matters with a supervisor as well as consideration of self- referral to OH (which is mentioned). The way feedback on the research outcomes will be shared in some way with the interviewee need to be clearer.
8	Will participants be made aware of: their right not to take part or withdraw at any time? their right to confidentiality/privacy? who to contact about participation in the study?	Yes No Yes	Should there be a disclosure relating to protection of vulnerable children or adults then an awareness of protection/safeguarding procedures and preparedness should be shown by the researcher.
9	Is the risk assessment required* – if so, has one been completed satisfactorily? *To be completed if research is not undertaken in regular place of work/study	No - however	The participant information has no entry under the heading "are there any risks?"
10	Do you have any advisory comments relating to the proposed project or methodology? (this section is optional)	Yes	I don't agree with the proposal that the researcher is the primary participant.

Ethical Practice Assessors Checklist 2

Criteria	Addressed?	Comments
	(please delete	
	as appropriate)	
Do the research aims, methods	Yes	Yes, although the ethical issues are limited
or methods of analysis give rise		per se. One series of 3 interviews with a
to ethical concerns?		professional is involved.
Are participant selection criteria appropriate and justified? Will written informed consent be	Yes/No Yes	Some clarification is needed I think. Will the subject be professionally known to the researcher? If so how might this affect the conduct of the project and the capacity for objectivity in the data analysis process? Will a number of colleagues be approached, if so how on what criteria will the selection of one take place?
obtained?	Yes	
If otherwise, is it justified and		
ethical?		
If payment will be offered, is this	NA	
ethical?	1.0.	
Are the stated plans to protect	Yes	
confidentiality robust?		
Do they show due awareness of	Yes	
relevant local and national		
frameworks?	W ₀ =	There are a small delt of this
If there is any procedure that might cause	Yes	There seems a small risk of this. Nevertheless it is good practice to state what
discomfort/distress, is this reasonable and ethical?		straightforward measures will be taken in the event of the participant becoming distressed – typically 1. Use of researcher's own capacities as a professional 2. Debriefing following sessions 3. Referral to an appropriate professional
If there is any distress or risk	No	No, beyond the above
involved for participants, is this reasonable and ethical?		
Will participants be made aware of:		
their right not to take part or withdraw at any time?	Yes	
	Yes	
their right to	V	
confidentiality/privacy?	Yes	
who to contact about participation		
in the study? Is the risk assessment required*	Yes	Unless interviews not taking place in secular
if so, has one been completed satisfactorily?	Tes	Unless interviews not taking place in regular place of work
*To be completed if research is not undertaken in regular place of		
work/study		

comments relating to the proposed project or methodology? (this section is optional)	research seems to be a stretch in terms of the usual understanding of this approach. The project seems to me better denoted as something like 'methodological development'. It doesn't make real sense to say that the main participant is the researcher herself. 2. Some stronger indication of proposed methods of data analysis of the empirical material should be included.
	3. The format of the interviews cannot be precisely described at this point because it would seem to be dependent on the preliminary phase of conceptual work and literature review. This does not seem an ethical problem to me since I imagine that in line with the author's statements, some form of 'free narrative' interview technique will be deployed, and the background conceptual work will inform the data analysis more than the conduct of the interviews?
	4. There is very recent new work that bears directly on the proposal – A PhD critically examining the use of FANI by Dr Philip Archard, University of Nottingham. Available on Research Gate or from me. One paper accepted for publication.

Recommendation (tick as appropriate)

1.	Approve	
2.	Provisionally Approve with minor conditions requested (e.g. typos and other minor errors	x
	or omissions) – to be signed off by Supervisor	
3.	Not Approve - significant conditions requested (e.g. aspects of the research process are	
	unclear or under-described; insufficient consideration of ethical issues; management of	
	ethical concerns is questionable) – to be signed off by TREC Assessor	
4.	Defer - return to TREC Chair	
5.	Not approve	

(3) Amendments made in response to feedback from the TREC assessment, including revised public facing documents

Responses to the comments raised:

Please note the project title is not as written on the feedback email, but rather:

Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? A methodological study to inform future psychoanalytic research endeavours.

	Condition	comment	Please detail in summary how conditions are met
1.	Participants and Selection Criteria	Comment 1 Please clarify - will the subject be professionally known to the researcher? If so how might this affect the conduct of the project and the capacity for objectivity in the data analysis process? Will a number of colleagues be approached, if so how on what criteria will the selection of one take place?	The participant will be known to me. In line with psychoanalytically informed qualitative research methodology I will not be aiming for objectivity, but for carefully considered use of my subjectivity in relation to the data gathering and analysis process. I am aware that unconscious interpersonal communication will be occurring between the participant and me, and that this is not easy to be aware of. This forms a central aspect to the project, i.e. how to access and then analyse the unconscious in a research situation. The issues surrounding conscious/unconscious communication and the objectivity/ subjectivity axis will need to be carefully acknowledged and thought about throughout the project, which I intend to do. Five senior CAMHS clinicians, who will have been working in for five-plus years, will be sent an initial recruitment email (appendix 1). The five will be pre-selected on the basis of their length of service and degree of experience. The selection of the participant will be on a first response basis and this will be clearly written in the recruitment email.
		Comment 2 Why CAMHS? Is there a link that needs to be explained and addressed? The link	has been chosen because it is the Trust in which I am based and in discussion with my research supervisor (Dr. Brinley Yare) it was decided that this small-scale research project could be accommodated here, with agreement from the service manager. As above for comment 1. The pre-selection criteria are:

is described in the participant information not the ethics form. Reference is made to "our shared place of work". Some criteria are provided but "e.g." is used. The preselection criteria need to be clearer for identifying the initial approach group. Is the approach to find a group in order to then identify as best fit a candidate as possible from a list of criteria, where the more criteria met the better the match? Not specific enough to avoid the suggestion that someone might be lined up. How will disappointed potential participants	i) senior CAMHS clinicians who regularly undertake Initial Assessments (IAs) senior CAMHS clinicians who have been emploted for at least five years senior CAMHS clinicians whose experiences in and length of service means they have a degree of expertise in undertaking IAs. The recruitment email will advise that selection will take place on a first come-first selected basis. Immediately after the first response is received an email to the four other pre-selected colleagues will be sent thanking them for their time in considering my project and informing them that the position is now filled (appendix 2).
be handled? It is not clear if more than one potential	

		interviewee comes forward (by self - selection against criteria?) how the key or best fit participant will be identified.	
2.	Participant Support/Distre ss	Comment 1 There seems a small risk of this. Nevertheless, it is good practice to state what straightforward measures will be taken in the event of the participant becoming distressed – typically 1. Use of researcher's own capacities as a professional 2. Debriefing following sessions 3. Referral to an appropriate professional	As you will notice elsewhere in the original ethics application (e.g. under question 14), I will use my professional capacities to notice and reflect with the participant on an appropriate avenue for support should it seem appropriate to do so. There is specific opportunity to do this in session-three and I will make them aware of the referral route to the Trust's Occupational Health service and remind them of the supportive role their service supervisor might be able to offer. I will make this information clear in the revised debrief letter (appendix 3) and participant information sheet (appendix 4).
		Comment 2 I think the potential for distress is understated. A CAMHS worker being interviewed about personal perspectives might become distressed. The researcher assumes robustness.	See comment above.

	There will be other service support options such as recommending participant discuss matters with their supervisor as well as consideration of self-referral to OH (which is mentioned). The way feedback on the research outcomes will be shared in some way with the interviewee need to be clearer.	Changes will be made to both the debrief letter (appendix 3) and the participant information sheet (appendix 4), which will state that if the participant is interested in the research outcomes then I will send them a copy of my completed thesis on request.
3. Data Analysis	Comment 1 Some stronger indication of proposed methods of data analysis of the empirical material should be included.	This project seeks to explore the complimentary paradigms of the Free Association Narrative Interview (FANI) and the Reverie Review Method (RRM) and how the two methods might usefully be synthesised to the advantage of future psychosocial researchers. In the section below, I highlight how data collection and data analysis is described in the two methods (e.g., Hollway & Jefferson, 2013; Homes, 2017, which my study will seek to follow. The data analysis of the empirical material will all be analysed using a psychoanalytic theoretical frame. This will entail: i) Writing up my memory of the interview as soon as it has ended. This will include what I remember the interviewee said; the emotional atmosphere of the encounter; the nonverbal interactions between us; any moments of reverie or bodily responses. This will form a psychoanalytical analysis of my immediate responses to the research encounter. ii) I will keep a field-note diary of any moments of reverie or (day)dream-thoughts that arise following the interview. iii) I will listen to and transcribe the audio recordings of each interview and keep a record of moments of reverie.

		iv) Excerpts from i)-iv) will be presented to my research supervisor Dr. Yare for assistance with the psychoanalytic interpretation. v) This process will be repeated for all interviews.
 	Comment 2 The proposed method or approach for analysing the recordings, transcripts is not presented.	Data collection FANI FANI utilises the method of encouraging interviewees to free associate in response to a series of open questions. The aim is to elicit stories, through avoiding asking 'why' questions and in following the interviewee's ordering and phrasing. Two interviews are typically undertaken with the same interviewee to allow an opportunity to check hypotheses that begin to form in interview one and to allow space for both researcher and interviewer to reflect on the stories that are emerging. Intersubjectivity, the research relationship and researcher reflexivity are carefully explored in the co-production of the data. RRM RRM seeks to capture the spontaneous visual imagery and enteroceptive responses that arise during the course of an interview. The interview itself follows a loosely structured agenda relating to the topic under consideration. Similar to FANI reverie informed interviews are 'intersubjective dialogues in which data arises as much in the responsive mind of the interviewer as it does in the interchange of words' (Holmes, 2019)
		Pata analysis FANI - Starting point is to base the analysis on the hypothesis that the interviewee is a 'defended subject', invested consciously and unconsciously in a particular discourse relating to the interview topic. - Attempts are made to not fragment the data being analysed but to see it as a whole. Structured summaries and pen portraits of the interviewee by the interviewer are produced to support this development of a holistic picture. - reflexive supervision is sought to understand the interview material and the researcher's subjective responses to it.

RRM

- Researcher reverie is sought to be captured during the actual interview and during the transcription and analysis process. The researcher monitors his/her state for signs of reverie during i) the live interview, ii) the interactions with the audio data and iii) with the transcribed material.
- The reverie is then used as a unique way of accessing possible unconscious communications regarding the interview topic.

My project - data collection and analysis

- I will conduct the interview following the method described in FANI using open ended questions to start and then asking the participant to freely associate as ideas come into their mind. Follow up questions will be asked in response to the material generated.
- I will attend to the interviewee's verbal and non-verbal communication and using the RRM, to my visual and enteroceptive responses.
- The first stage of data analysis will occur promptly following the first interview, i.e. the interview will be transcribed and read repeatedly to achieve a state of immersion in the material and to gain a sense of it as a whole. This will inform the direction the interview
- prompts will take in interview two.

 When the interviews have been completed the material will be analysed as described in FANI in terms of identifying themes from the spoken discourse of the interviewee and themes that seem to be communicated through unconscious communication as captured through careful exploration of my reverie (as described in RRM).
- My theoretical frame for interpreting the material will be psychoanalytical Psychoanalytical supervision will be sought to enhance understanding of the unconscious material generated.

Published studies that outline the methodology:

<u>FANI</u>
Hollway, W. and Jefferson, T. (2000) *Doing qualitative research differently: Free association, narrative and the interview method.* London: SAGE.

Hollway, W. and Jefferson, T. (2013) *Doing qualitative research differently: A psychosocial approach*. 2nd edn. London: SAGE. Available at:

http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=775817&authtype=shib&site=ehost-live (accessed: 6/04/19).

A search of the electronic database PsycINFO, using the search term 'Free Association Narrative Interview' returned 23 results, indicating its current relevance as a psychosocial research methodology being employed in both published research and post-graduate theses.

RRM

Holmes (2017) Reverie informed research interviews, *International Journal of Psychoanalysis*, 98, 3, 709-728

Holmes, J. (2019) A practical psychoanalytic guide to reflexive research: The Reverie Research Method. London: Routledge.

The participant information implies assistance from a psychoanalytic supervisor (is this the research supervisor?) in analysis of data. The role should be clear and the lack of knowledge of the interviewee held by the supervisor should be clear. Should also be clear if the audio recording or/and the transcripts are to be shared

I will be receiving assistance from my research supervisor Dr. Brinley Yare in the analysis of data, who is also a psychoanalytic clinician. I am the only person who will have access to the audio recordings of the interviews, but I will take excerpts from the transcripts (which only I will transcribe and only I will see in their entirety) to supervision sessions for discussion. There is a known distance between Dr. Yare and CAMHS practitioners; he does not know anyone who works there. I will take full responsibility for ensuring all data in the excerpts is anonymised and that the paper copies are destroyed promptly following the supervision session.

It is not clear what it is that makes this action research.

Nature of the questioning to be employed:

The applicant seems to imply that there is work to be done (e.g. investigating literature, which does not require ethical approval) which will provide more detail on the proposed methodology and the nature of questioning to be employed which does need ethical approval. Methodology lacks description and specificity.

Following the FANI method I will first ask an open question to begin to establish rapport in this research relationship and to begin to help him/her free associate, such as:

- Please can you tell me about your work in CAMHS?

Then

- Can you tell me about children's entry into

Follow up clarification and elaboration prompts will occur in response to where the interviewee takes their associations.

4. Data Management Methods of storage, transfer and destruction for recordings should be clear. It should be clear who will hear them and see transcripts and in what role. I will be recording the interviews on a tape-Dictaphone. The recordings will take place in my work environment and will be stored secured in a locked cabinet to which only I have access.

I will transcribe the recordings onto a Word document, which will be stored on a password protected computer to which only I have access. This electronic file will be stored on the computer's hard drive.

I will require ongoing access to both the audio recording and its transcription until the end of the project and then both will be destroyed.

5.	Disclosure	Should there be a disclosure relating to protection of vulnerable children or adults then an awareness of protection/safeguarding procedures and preparedness should be shown by the researcher.	No one will hear the audio recordings apart from me. Dr. Brinley Yare, as my research supervisor, will be shown sections of the transcripts during supervision sessions. I take full responsibility for de-identifying the excerpts that I share. I will add a section to the Participant Information Sheet (appendix 4) that makes it clear that if during the course of an interview I hear information that seems to fall under the safeguarding of vulnerable children or adults I will bring this to the attention of the participant. I will expect the participant to follow the local safeguarding procedures within the Trust and will agree this with them beforehand.
6.	Participant Information Document	The participant information has no entry under the heading "are there any risks?"	This information was available but the page break meant it was on the next page of the document.
7.	Approval from CAWIHS	The agreement from the service manager that it is appropriate to approach employees and ask them to engage etc is not provided	The formally agreed process for getting this information via communication between the Quality Assurance team at the Tavistock and has been initiated.



Research project recruitment

Dear [named colleague],

As you know, I am a child and adolescent psychotherapy trainee and I will be undertaking a doctoral research project over the next couple of years.

My interest is in how 'the unconscious' may contribute to our enhanced understanding of psychoanalytic research project design, data collection and analysis, i.e.

In what ways can an environment be created in which unconscious experience can show itself?

In order to trial such an environment I am looking to interview one colleague who will have significant experience of the chosen topic, which is:

What is the emotional experience of CAMHS clinicians undertaking Initial Assessments?

If you are interested in:

Practice-based research or the emotional impact of IA work

And you would like to know more, please come and speak to me or email me at Claire.lokke@nhs.net.

Selection of the participant will be on a 'first come-first selected' basis.

Project brief

Version 2 (11.01.20)

Project:

Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? A methodological study to inform future psychoanalytic research endeavours.



Research project participant recruitment - CLOSED

Dear [named colleague],

I am writing to let you know that recruitment to my doctoral research project is now complete. I would like to thank you for the time you will have taken to read my previous email regarding recruitment.

Kind regards,

Claire Lokke

Child and Adolescent Psychotherapist in Doctoral Training

Project brief

Version 2 (11.01.20)

Project:

Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? A methodological study to inform future psychoanalytic research endeavours.



Participant information sheet

Research title

Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? An action research project to inform future psychoanalytic research endeavours.

Who is conducting this research project?

Claire Lokke, child and adolescent psychotherapist in doctoral training. I am employed by The Tavistock and Portman NHS Foundation Trust. I am entering year three of a four-year placement in NHS Trust. The Professional Doctorate in Child and Adolescent Psychoanalytic Psychotherapy is validated by Essex University. This research project has been reviewed and ethical approval received via the Tavistock Research Ethics Committee (TREC).

What are the aims of this project?

The aim of this project is to undertake a detailed investigation into the existing evidence base for psychoanalytic research methodology and methods. I will be thinking about the critical evaluations that have been written about in the literature and how these may be harnessed to improve future psychoanalytic research design. To this end I will trial a novel method based on my research findings. The method will be interview-based. I am seeking to interview a CAMHS clinician on the topic of their emotional experience of Initial Assessments (IA). The participant will be interviewed three times:

What would taking part involve?

If you agree to participate you will be asked to talk as openly and freely as possible about your IA experiences and as a clinician-researcher I will ensure the anonymity of any client you may refer to.

You will be invited to three audio-recorded interviews. Each one is anticipated to last between 50-75 minutes and will take place in at a time convenient to you. The interviews will be spaced over a couple of months.

- 1) The first interview will require you to come prepared to think about your experiences of a memorable IA you have undertaken.
- 2) The second will require you to come prepared to talk about an IA of your choice.
- 3) The third will be to reflect upon the interview process itself.

Participant Information Sheet

Version 2 (11.01.20)

Project:

Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? A methodological study to inform future psychoanalytic research endeavours.

A key element of the project is exploring unconscious communication, both in the reported IAs and in the interview situation. In order that your data is analysed in an ethically sound manner it will be shared with a psychoanalytic supervisor, in a similar way that you might take a case to supervision with your manager. I will maintain your confidentiality at all times, by removing any identifying details.

What will happen to your data?

The General Data Protection Regulation (2018) arrangements will be followed. The Tavistock and Portman NHS Foundation Trust is the sponsor for this study based in the United Kingdom. I will be using information from you in order to undertake this study and will act as the data controller for this study. This means that I am responsible for looking after your information and using it properly. I will keep identifiable information about you from this study for up to five-years after the study has finished.

Your rights to access, change or move your information are limited, as I need to manage your information in specific ways in order for the research to be reliable and accurate. To safeguard your rights, I will use the minimum personally identifiable information possible. I will use your name and the contact details you provide only to contact you about the research study. I am the only person who will have access to information that identifies you. I may be assisted in the analysis of this information by my research supervisor (Dr. Brinley Yare), but he will not be able to identify you and will not be able to find out your name or contact details. He may be shown de-intentified excerpts from the interview transcripts, which I will destroy after immediately after the supervision session.

You can find out more about the legal framework within which your information will be processed by contacting the sponsoring Trust's Clinical Governance and Quality Manager, Irene Henderson: lhenderson@tavi-port.nhs.uk.

How will your data be used?

The data will be analysed and written up as part of my doctoral thesis. It may also be used in future academic presentations and peer reviewed publications.

What if you change your mind?

Participation is entirely voluntary and you will be able to withdraw consent for your data to be used up to two weeks after your last interview.

What are the possible benefits of taking part?

Your participation will support the development of my skills as a researcher and clinician, enabling me to contribute to future research within the NHS that may usefully address practice-based questions. It may also contribute to the evidence base of psychoanalytic methodology and methods.

You may find having the space to reflect on a key-element of CAMHS work to be intellectually and emotionally stimulating.

Participant Information Sheet

Version 2 (11.01.20)

Project:

Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? A methodological study to inform future psychoanalytic research endeavours.

Are there any risks?

There is an extremely minimal risk that a colleague who knows your work very well may feel able to identify you from a professional paper that is written as an outcome of this project. I will, however, take every possible step to ensure that your privacy and that of any client you may discuss is protected. No identifying details will be used at any time.

The content and process of the interviews are likely to feel familiar to you as a CAMHS clinician and therefore, there are unlikely to be any personal risks involved in your participation. If, however, you feel unsettled by discussing aspects of your experience you may find it helpful to contact the occupational health and wellbeing team at Hospital (Hospital (Hos

How will new information regarding safeguarding be managed?

If during the course of the interviews I hear information that I believe falls under the remit of safeguarding vulnerable children or adults I will bring this to your attention. You will then be expected to follow the local safeguarding procedures.

What feedback will I receive?

If you would like to find out about the outcomes of the research, the completed thesis will be available to you, on request.

Contact details

Ms. Claire Lokke (researcher) Claire.lokke@nhs.net

Dr. Brinley Yare (project supervisor) BYare@tavi-port.ac.uk

Dr. Brian Rock (study sponsor and Director of Postgraduate Studies, The Tavistock and Portman NHS Foundation Trust) <u>BRock@Tavi-Port.ac.uk</u>

Concerns

If you have any concerns about my conduct as a researcher, you may contact Dr. Simon Carrington (Head of Academic Governance and Quality Assurance, The Tavistock and Portman NHS Foundation Trust) academicquality@tavi-port.nhs.uk

Thank you for taking the time to read this information sheet.

If you decide to participate, please complete the attached consent form.

Participant Information Sheet

Version 2 (11.01.20)

Project:

Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? A methodological study to inform future psychoanalytic research endeavours.

Are there any risks?

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The content and process of the interviews are likely to feel familiar to you as a CAMHS clinician and therefore, there are unlikely to be any personal risks involved in your participation. If, however, you feel unsettled by discussing aspects of your experience you may find it helpful to contact the occupational health and wellbeing team at Hospital (Hospital (Hos

How will new information regarding safeguarding be managed?

If during the course of the interviews I hear information that I believe falls under the remit of safeguarding vulnerable children or adults I will bring this to your attention. You will then be expected to follow the local safeguarding procedures.

What feedback will I receive?

If you would like to find out about the outcomes of the research, the completed thesis will be available to you, on request.

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Ms. Claire Lokke (researcher) Claire.lokke@nhs.net

Dr. Brinley Yare (project supervisor) BYare@tavi-port.ac.uk

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If you decide to participate, please complete the attached consent form.

Participant Information Sheet

Version 2 (11.01.20)

Project:

Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? A methodological study to inform future psychoanalytic research endeavours.



Consent form

Research title

Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? A methodological study to inform future psychoanalytic research endeavours.

Consent statements	Please tick
I confirm that I have received, read and understood the participant information sheet for the above named project.	✓
I confirm that I would like to voluntarily participate in the audio-recorded interviews as described in the participant information sheet.	✓
I confirm my understanding that I may withdraw from the study at any time up to two weeks after my participation.	✓
I confirm that I give consent for my data to be used in accordance with the information described on the participant information sheet, the primary purpose of which is to contribute to the production of my professional doctorate research dissertation. I understand my data may also be used in the writing of academic peer reviewed articles and conference presentations.	✓
I confirm my understanding that whilst every effort will be made to anonymise the data, it is possible that if quotations are used, they may be recognisable to me or staff who work closely with me.	✓

If you have any further questions or you would like to discuss anything before consenting to participate please email me: Claire.lokke@nhs.net

Participant's name (block capitals)

Participant's signature

Date ...10/02/21

Consent form

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Post-project information

Thank you for taking the time to participate in my research project.

Your contribution is much appreciated as it will support my development as a researcher and as a clinician. I hope it will also contribute to the small, but growing literature base on psychoanalytic research methodology.

I hope the experience has been of interest to you. If you have any concerns about the way the research was conducted you may contact Simon Carrington (Head of Academic Governance and Quality Assurance, The Tavistock and Portman NHS Foundation Trust) academicquality@tavi-port.nhs.uk

If you have been personally affected by the interview, you may wish to seek support from the occupational health and wellbeing team at use Hospital (Language). If you are left with questions regarding how you or CAMHS' are undertaking Initial Assessments, you are encouraged to speak to your service supervisor in the first instance.

If you would like to be informed about the outcomes of the project, please email me and I will send you a copy of my thesis once it is complete.

Claire Lokke Claire.lokke@nhs.net

Post-project information

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(4) Email and letter confirmation of ethical approval

From: academicquality@Tavi-Port.nhs.uk Subject: Research Ethics Application Date: 16 January 2020 at 13:14:42 GMT

To: Clairelokke@gmail.com,clairelokke@gmail.com

Cc: academicquality@Tavi-Port.nhs.uk,BYare@Tavi-Port.ac.uk

Dear Claire,

I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

Please note that any changes to the project design including changes to methodology/data collection etc, must be referred to TREC as failure to do so, may result in a report of academic and/or research misconduct.

Please login to MyTap/MyResearch and 'My Letters' for more details regarding your application.

Yours sincerely,

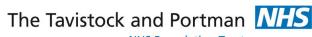
Paru Jeram

Secretary to the Trust Research Degrees Subcommittee and Quality Assurance Officer

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Tel: 020 8938 2699 https://tavistockandportman.nhs.uk/

Claire LOCKE

By Email

16 January 2020

Dear Claire.

Re: Trust Research Ethics Application

Title: Closing the circle, to open a space: Can the intentions of avowedly psychoanalytic research methodologies be fulfilled in methods that are deeply congruent with this epistemology? A methodological study to inform future psychoanalytic research endeavours.

Please be advised that any changes to the project design including changes to methodology/data collection etc, must be referred to TREC as failure to do so, may result in a report of academic and/or research misconduct.

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,

Best regards,

Paru Jeram

Secretary to the Trust Research Degrees Subcommittee

T: 020 938 2699

E: academicquality@tavi-Port.nhs.uk

cc. Course Lead, Administrator