Section 7: Crafting the bricolage

I have come to a junction on the way. There are a number of choices of direction but the question is which way? As I sit down to write this I am aware of the piles of 'stuff' around me: the evidence that I have been exploring and feeling my way in different directions. The messiness reflects the nature of the study: bits and pieces I have gathered on the way that somehow need to be stitched together to make a whole.

7:1 A junction: putting the pieces together

1st September 2008

I can't get into the study again. The girls are still around- I can't find the space and the motivation to pick up this study. What is really stopping me? Is it that this is a final hurdle? Is it that I am not sure I can do the 'analysis' or if I want

to? There is another hurdle to get overnot a brick wall this time



I have reached the point of having collected considerable material that I need from and about my participants, a group of nine midwives who have been qualified and in practice for some years. They come from areas of working in the community, in midwife led units and in hospital based situations. Some work in teams, some in the more traditional modes of practice. I am at the stage of considering how to explore and engage with the material I have collected how to piece it together to make sense of it and then explore it in relation to my research questions.

7th December 2006

The process of engaging and interviewing the midwives feels to be an important one if I am going to maintain a holistic focus. Why am I so resistant to opening up this data? That is such a good question and very astute. Am I fearful of the emotional minefield this may open in me or finding negativity? I know I need space and time to feel what they are feeling and find that place of understanding. These are voices of their deep selves and I am daring to step inside that space. 'Daring' is an interesting word- I 'dare' because I am

'researching' but I know that they are sharing their innermost selves and values. The 'mini-case study' feels more true- the individualistic nature of spirituality is so key to this- I want to portray them as who they are.



The way I have carried out the study stems from my beliefs about the nature of human beings. These are that:

- Each person is an individual
- We are made up of physical, psychological, emotional, spiritual selves that all interact with each other
- · Health and wellbeing of these 'parts' are interlinked
- · We are social beings in a social world
- We are influenced by personal history, culture, values, beliefs, upbringing, understandings and the social world of which we are part

These beliefs underpin my ontological approach to this study. It leads me to recognise the wider influences that are affecting participants as well as recognising the need for an 'holistic' approach to carrying out the study and interpret the information. I also see that I, as researcher, am influenced by the same sort of issues as those of the participants. I see their individual views and meanings, as well as their 'voice' to be of worth and value and 'sacred'. It is personal to them and they have entrusted it to me.

The material collected includes written questionnaires with some demographic information, verbal discussions and art work, professional history and maps [see Appendix 3]. All these pieces make up the whole and I believe are of worth and value, and are 'sacred' to the individual (Reason 1993). Each part I believe is integral to the study and need to be 'seen' or 'heard'. I am challenged to consider how I am going to interpret this. If I believe in presenting the participants as 'whole' then reducing their words, and interpreting with my voice will be challenging. I agree with Catherine Kohler Reismann (1993:4) that narratives are 'essential meaning-making structures' that should be kept intact as much as possible and the meanings respected by the researcher. However, presenting them as 'whole' mini case studies has ethical implications, as the participants will then be more recognisable to those they work with, and may affect my future working relationship with them. I am also conscious of the view that

Artistically orientated qualitative analysis seek to engage those receiving the work, to connect with them, move them, provoke and stimulate' (Quinn Patton 2002:548)

Complexity also lies in the differing types of material that has been collected, which includes narrative, answers to questions, artistic creations and photo montages. This led to question how each part may be interpreted and then stitched together, or parts selected to create a whole picture.

I need to take time to 'sit' with the material, to consider the different ways it can be interpreted or represented.

28th December 2006

I have been given this 'space' to have a go as assessing some of the material I have. Even almost to the last moment I am finding reasons <u>not</u> to do this (even writing this...). My resistance is concerning me- what am I afraid of? But I find

a quiet space, away from family, and I have it before me. So here I go...



Meanwhile I am aware of the other pile in the corner of the room that holds my sewing materials and the quilt that is also part of this journey. It is another distinctive part of this mess.

In tandem with the quilt I have vast amounts of material in distinctive parts that somehow need to be stitched together to make up a whole. This is reflected in the words of Leigh Ausband (2006) who writes that the process of analysis is like piecing a quilt top, a process that she says is organised and can be followed by others. In examining the piles of material I have obtained I recognise the need for reduction in order to produce a meaningful display in this thesis, but I find a resistance in me, as I wish to preserve the 'complete'. Natasha Mauthner & Andrea Doucet (1998:122) write that:

...a profound level of self-awareness is required to begin to capture the perspectives through which we view the world; and it is not easy to grasp the 'unconscious' filters through which we experience the world. In other words, in analysing the data, we are confronted with ourselves and with our own central role in shaping the outcome.

I reflect on this and wonder if my difficulty with considering and starting the correct way of interpretation of the material is to do with self-awareness that is required and even a sense of humility about my role in this. I question my 'right' as a researcher to present the material the respondents have given me. There is a sense of reluctance about making a 'judgment' or 'interpretation'. There is a challenge too about the ability to judge my own biases and to present them. I then move onto the issues of objectivity with my background as a healthcare researcher and the battle I feel over acceptability of this work. In some levels I have moved out of that, but in others I know it is an 'underlying feeling' and whether I can do this at all. As my quilt is 'messy' in comparison to the simplistic approach of Ausband's steps of a study (and a quilt), I realise the interpretation of the material I have will also be 'messy'. I indentify with Maura Flannery (2001:630) who writes of this being a:

quilt, pieced together from a variety of different observations obtained from a variety of different perspectives. This quilt is more a patchwork quilt put together to form a whole from the very disparate elements than a formally unified, embroidered quilt

In attempting to decide how to construct an interpretative method for the material I have considered a number of methods available and none 'feel' quite right. I have considered I am on Clark Moustakas' (1990) heuristic path as I explore my reactions through the quilt of all that is taking place. Through the development of the quilt I am

beginning to make connections with the journey of the study and the internal change of my self as researcher. However I recognise this is just a small part of the whole study, and though I am included in the study the midwives are the core participants.

I consider the frameworks of organic methods of research (Clements et al 1998, Curry and Wells 2006), as indicated previously. The steps described by Curry and Wells (2006) for organising and interpreting data have some useful suggestions but do not quite 'fit' with the type of material I have gathered.

Stephanie Springgay et al (2005) write, in their description of A/r/tography as a form of inquiry, of the need for arts based research to have:

...methodologies in their own right, not as extensions of qualitative research. This means moving beyond the use of existing criteria that exists for qualitative research and toward an understanding of interdisciplinary not as a patchwork of different disciplines and methodologies but as a loss, a shift or a rupture where in absence, new course of action unfold (p898).

I can see in the form this study has taken that I am journeying with a form of living inquiry where I have experienced a 'shift' and perhaps 'loss' in my self during the process. In addition there is freedom to create a methodology that 'fits' the study as opposed to trying to 'fit' in with one that is already there. I conclude that I want to create a form of interpretation that will be true to the whole individual and to start and see where this leads.

I start by creating a narrative pen picture of the participant, which includes pictures of the creations they have made. I have made the decision to fully transcribe all the taped information I have, but to edit out my contributions and remove 'excess' words and sounds that detract from the 'flow' of the participants 'voices. In writing the pen pictures I intend to consider the ethical issues of disclosure and try to maintain anonymity as much as possible to protect the individuals.

I think 'jumping out' is what I am looking for in this somewhat intuitive path. I am almost waiting for some revelation of where the next part of the spiral is taking me. I suspect the 'jumping out' will only actually begin when I start the process. Though I have a vague plan of what to do until I begin I am not sure that the answer will be clear. I have considered comparing the pen pictures I create using an intuitive framework. As mentioned previously Rosemarie Anderson (2000) writes of the researcher being more deeply embedded, using creative responses within intuitive methodology. This comes from a background of transpersonal psychology and is based on hermeneutical inquiry which uses values and assumptions as lenses to explore similar experience in others (p3). Anderson (2004) maintains there are five cycles to the process of the study:

1. Clarification of the topic via creative processes

- 2. Reflection on the topic and preparation of interpretative lenses
- 3. Collection of data and preparation of summaries or portraits of participants

4. Preparation of final set of interpretative lenses following engagement with the data

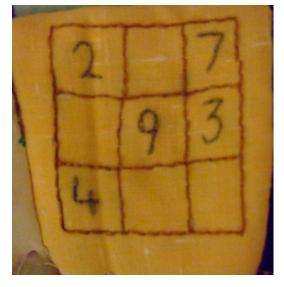
5. Integration of the lenses with theoretical and empirical lenses

I consider I have reached the third stage but I have not fully engaged with the process in the previous stages. This gives concern as to whether I am able to use this process fully and also I am concerned by the prescriptive nature of the instructions (see also comments by Curry & Wells 2006:83).

10th September 2008

I am doing a Sudoku with five separate squares. I appear to have been staring at it for some time then I find one number that slots in. Suddenly, by just

inserting one, many more fall into place. I can apply this to my study. It feels like sometimes I am staring at the same thing and it doesn't work- but I make one step forward and everything else then follows on behind. I somehow feel this is like my decision about a methodology.



I return to Carl Moustakas (1990:51-52) for information on heuristic research. The steps that are outlined for interpretation that includes making individual depiction of the participants and then drawing from these a creative synthesis of the experience gives some guidance as to the journey that could be followed. In comparing all these approaches there is similarity at this stage of the study, embedded in slightly differing philosophies. I return to my philosophy of honouring the 'whole' of the individual and the concept of 'bricolage':

22nd May 2008

The idea of having a quilt methodology that underpins makes so much sense to the analysis of this. Quilts have many layers as well as having many parts. The

midwives have many layers and parts as do the data. In some ways these blend together to make the whole, but in others they are distinctive and separate.



I realise then that I am a bricoleur. Yvonna Lincoln & Norman Denzin (2008:5) state that:

If the researcher needs to invent, or piece together, new tools or techniques, he, or she will do so.

I note that through this process I am inventing and creating something new with the information that I have. Joe Kincheloe (2005:342) also writes that the bricoleur:

- · Connects object of inquiry to many contexts
- Appreciates the relationship between researcher and researched
- · Connects making of meaning to human experience
- Makes use of textual forms of analysis, while not losing sight that human beings are entities around and with which meaning is made
- Builds a bridge between these forms of understanding and action

There is implication here that the bricoleur has an element of freedom in being:

....emancipated from the tyranny of prespecified, intractable research procedures (p340).

This concept of emancipation is in keeping with a feminine form of inquiry that recognises the value and voice of the individual woman and the unlocking of perceptives, experiences and voices that may previously have been marginalised.

In this process of interpretation I need to consider piece by piece, but keeping it as a whole, recognising the difference and similarities between the pen pictures, the different shapes and colours. I also need to find links between them and the connections; to establish where they border, but also the places of dissonance and variety between them. As a quilt maker I also need to consider the layers that will be there. I wrote this entry in my research diary when I attended a seminar presented by visual researcher Sarah Pink:

12th November 2008

I am interested in her concept of 'entanglement' or 'meshworks'- as we 'mesh' in with each person and in a sociological way- there is not just 'juxtaposition' but overlapping, integration- we don't just 'bounce' off each other but are

'intertwined' sometimes in a small way- but at others in a more intense way even for just a short period of time.



As I consider the quilt metaphor relating the connection of the squares to human 'relational encounters' (Ray & McFadden's 2001:205) I see the use of bricolage methodology as a way of connecting the participants to each other and the question and to me and think this will be more true to the individual and yet to the

whole. I realise that my study is not just one bricolage, as I have illustrated but nine of them, that will be separate but will bear some similarities; ten, if I am counted in the story.



However, on more reflection, I may be the threads that are weaving this together. The next stage will be in deciding the middle (batting) and crafting the back. I have written in my reflective diary the comments of my friend Alice:

26th May 2008

'You will never finish this; it will be finished, but not the end. Like a square is a snapshot, so this as a whole is just a

snapshot of a much bigger picture'



And of course she is so right. The process of my study is a small snapshot of the views of the art of midwifery in the units where the participants work; which is a small part of the art of midwifery in the UK and across the world. In essence the

study, messy and creative, will also be incomplete, and the quilt may remain unfinished.

I move on from this phase of reflection and record this in my diary:

26th November 2008

I have been working on the interpretation of Pamela's material- truly 'playing' with it. I have made reflections on this on a list of 'phases of interpretation' (see Figure 7:1). The story for her is now complete, and I have made comments as footnotes in ad hoc colours. But I have changed that now to her text being in colours in accordance with a list I have made (see Figure 7:2). I chose the

colours quite deliberately in relation to the subjects so that's worth exploring a bit more.



Figure 7:1 Phases of interpretation of vignettes

1. Assemble individual personal history, maps, questionnaires, pictures, and listen to tapes of conversations.

The aim here is to maintain the individuality of the person and to include as many aspects of their personal selves as possible, while also maintaining confidentiality as much as possible.

2. Create a Vignette, telling the story of the midwife, using material from the history, questionnaire, and interview information as well as the pictures *The aim here is to maintain the individual story.*

3. Make comments on the vignette using footnotes and various colours By doing this I hoped to begin establishing some links. I started by using ad hoc colours for my comments, but these are not helpful to establish the links

4. Change the text into columns- the story on the left with my comments on the right *I* had further hoped this would enable development of the links further. However this felt too linear and not true to the methods *I* am using.

5. Highlight the comments made by the participant in different colours using a framework for an holistic approach

Though this feels more appropriate to the methods it still feels very linear.

6. Create a bricolage/ text quilt using the highlighted statements in a spiral around a central section of her name, similar to the construction of the quilt I am making.

This feels like a logical progression to develop a quilt-like framework. When mapping this against the individuals I hope this will show where the differences and the sameness is as well as being true to the methodology.

7. The final stage is to return to the vignette and establish key words or phrases from the text and these would become the frame of the text quilt by being placed on a continuum with the spiral until the frame is complete

To do this successfully requires knowing how many spaces are needed to be filled. Following this there needs to be choice between some of the words in order to fill the spaces and to have those that appear to be most significant to that participant.

Figure 7:2 Colours for the statements in interpretation

Physical – e.g .actions, environment,	Red	
Emotional- e.g. feelings	Pink	
Personal History- e.g.past story	Brown	
Professional History - e.g. own training	Dark Blue	
Spiritual- e.g. meaning and purpose, religious, significant issues	Purple	
Sociological- e.g. family influences, friendships	Orange	
Professional issues- e.g. current midwifery practice	Light Blue	
Education – e.g. student midwives, doctors	Green	

The colours mentioned I have chosen for varying reasons. Light blue, for example is often used in relation to midwives logos in the UK, so I chose that to represent professional issues. Where they discuss their past professional history, I just chose a darker blue and brown to represent personal history. The choice of red for physical issues has connotations of this often being a colour to represent 'danger'. This may be a cultural view but one that appears to be widespread as 'red' appears to come from a Sanskrit word ruhira that means 'blood' (Gage 1999:110). However Gage also suggests that there may be a biological basis to viewing colour as 'colour effective vision is nearly a hundred times more common among white men than among white females' (p36). Wassily Kandinsky (1977:24) also suggests that there are different types of red:

A warm red will prove exciting, another shade of red will cause pain or disgust through association with running blood (p24)

The connotations of pink representing the feminine with the links with emotion are also a social construction:

Pink was the most obviously feminine colour of all those that appeared in the 1950s domestic interior. It made an appearance in a wide range of shades - from rose pink to salmon pink to 'shocking' pink...The use of pink in the home emphasised the essential femininity of girls and women and showed daughters that their mothers both understood this and wished them to realise the distinctiveness of their gender as well (Sparke 1995: 196-7)

Orange as a representation of social aspects and green for education were chosen without much thought. Purple was chosen to represent spirituality as this is used in religious ceremonies and as a representation of royalty.

I continue in my diary:

26th November 2008

But it all still seemed quite linear so now I have decided to make a bricolage/quilt for her of the statements. Problem is there is so much and I have to think what the key statements here are? I put them into coloured text boxes and continued the spiral around the 'quilt' as they have been extracted from the text until the sheet is complete. I suppose this is true to my quilt method in that with my making I am choosing the image that represents the

whole. Here I am just choosing words. Some of the statements are in mixed colours too to reflect the different things she is talking about.



In moving through the process I have changed the linear state of the vignette into a visual representation of the individual (see next page: Fig 7:3). It thus gives a different dimension to representation. The next steps will involve exploring the different ways that the quilts can meet together and be interpreted.

The intention will be to ask the participants to read the individual vignettes to establish whether this is who they perceive themselves to be and whether the text I have created is meaningful to them. I recognise the potential that:

The meaning of a text is always meaning to someone (Kohler Reissman 1993:15).

There is a possibility that the pen pictures will not resonate with them, and I will need to explore what to do in that situation. I will also send them a copy of the individual text quilts to keep but also to establish how they feel about being portrayed in this way, and how they respond to the representations of meanings elicited.

I continue on this path following a journey to I am not sure where, but still going somewhere...

Fragmented training	Slow to be for the be									
Pressure	Bull hern here are pe- ing (sikalend) thilan wery good and three are leaf some excellent, here are leaf some fatter in built fordriftrow, you could probably lift, forever about 14 ordri herow wity.	Personal Experience	Professional training	Prosestient and the sourcest a second to Cood to Teal	Devastating Devastating	Conflict	Medical team	noifiufnl	My identity	by family by family
Safety	(1981) wait die Lever (Balling) Einsteinen (Linke Verschlung Einsteinen Lever Annuellen Einsteinen Lever Annuellen Kannen (Linke Verschlung Heiner Annuellen Kannen (Linke Verschlung Heinsteinen Lever Annuellen Kannen (Linke Verschlung Heinsteinen Lever Annuellen Heinsteinen Leve		елезий акт Лоналия и по стати и селезии и стати и стати и селезии и стати и стати и селезии стати и стати и стати и стати и стати и стати	 - убешибе имее оплие и п и убешибе имее оплие и п и убешибе имее оплие и и убешибе имее оплие и убешибе имее оплие и убешибе и убешибе и и убешибе и убешибе и и убешибе и убешибе и и убешибе и убешибе и и убешибе и и убешибе и убешибе и и убешибе и и и убешибе и и и убешибе и и и и и и и и и и и и и и и и и и и	In the part of the second seco	το τη του	На тру наризация на со окружения тру наризация и со окружения тру на со окружения и со окружения тру на со окружения и со окружения по со окружения наризация тру на со окружения на со наризация тру на со окружения по со наризация на по при со окружения на со окружения на по со окружения на со окружения на со окружения на по со окружения на со окружения на по со окружения на со окру	очителя (при очить) при открытира (при очить) при открытира (при открытира) при открытира при открытира открытира при о	Ортонализация и разликати	Practical Conduct
More than just a job	Medicy is any direct time deal for created, is more presented for 1 for every presented for 1 for every transition of the memory is to don't every con- tact for the separation of shell for expending. Subdra are come for the complex processing of the complex are come for the complex processing of the complex	Contract and Carlot an	1 days Gable Co. Instance: 1 and in the Day of challenge and in the Day of challenge and the Days and challenge and the Yes, you are another you are pandon and it they do somethad you washing the the year pandon. They have not have mandow the they are pandone to the year pandon.	In the Constitution inclusion of a strain of the sector inclusion of the strain of the sector with the sector sector of the sector sector sector of the sector sector sector sector in the sector sector sector in the sector sector sector in the sector sector sector and sector sector sector vegets (constraints of const or sector) and sector sector sector sector sector sector vegets (constraints of const in the sector) sector sector sector vegets (constraints of const in the sector) sector sector sector vegets (constraints of const in the sector) sector sector sector vegets (constraints of const vegets (constraints of const vegets (constraints of const)	some of the registrars some of the registrars experienced as they used to be and they definitely reserve to some	окрытия и поределати и пореде Поределати и поределати и	n evelad yten i te2 hill gebrand per jezo hill hill hill gebrand hill hill hill hill hill hill hill hill	чисц в рет на кран и почи от култан какала и а со сина ну так какала и а со сина ну так какала и со сина на какала какала сина стака бала со сина на какала со сина на какала на какала со сина на со сина на какала на какала	(1) And P. (1) And P. (2) And	Risk management
Mediating changes in society			sharps is the back of year many particulars average of Spation where back of year and any system gat take memorymoust. For your made any year are short, some with the back of your made any year are of your made any year are of your made any year are of your made any year of the back of the back of year and how every properation on the back.	When I work adout he Issue of women needing to have hear cancer to be 3 me before being of delivery sub I water in a freer juice: to where I am free Juice: to where I am free adomnate the need to be adout dogmnate the out work new.	ница и для у на на зарха о про че по 1 кру че по по 1 кру на у по 1 кру че по по 1 кру на у по 1 кру на по по 1 кру на у по 1 кру на ток по 1 кру на у на у по 1 кру на ток на у по 1 кру на ток и раз на ток на кру на ток на кру на ток на кру на ток на кру на кру на кру на ток на кру на кру на кру на ток и раз ни и раз на кру на ток и раз ни раз на кру на ток и раз на ток	Isa' tan ireal ireal value of the process of the pr	er i trae (vie allo) allogramme of provident of allogramme of provident of allogramme of the second of the account of the second of allogramme of the second of allogramme of the second allogramme of the second of the second of the second of the second of the second of the second of the second of the second of the second of	и колона и колона и показа и показа се и колона и колона и показа показа и показа и показа споса каказа и показа и показа споса каказа и показа и показа споса се и показа	то соврется по со	Responsibility
Empowering	In the darp is some the pirt and pirt band by tensor the pirt of a same to the pirt of the same to pirt or the s		Equaterizes trapertand mappe possibly because you are in orchopt and people are adding the your oprition of the twe and oprition of the twe and oprition of the twe and oprition of the twe and possible the your are decisions of the two your are correlationed by every two.	() providing theoretical description provides () providing the provides descripting and provides descripting and provides theory in processor is not mer- tricing a processor is not mer- tricing a processor is not mer- tricing a processor is not mer- diate and the provides theory and the order of the basic provides.	i elixion e ensasi revita 100 e ensarementa en nos en nos en nos ensarementa en nos en nos en nos en en nos en nos en en nos en en nos en en nos en en nos en eno	ти из техницисти ната са техниции учило (и и до бличини си и ра, и на училота за рини, ник Ли и за рака и побата за рини Ли и за рини, подарат техни рак и сократаца се техн рак и сократаца се техн техности (и) регенти техности си и подарати рак и сократаца се техни рак	tam a "social artinal and Lover what do once by Torkiew Part finade a difference to the preopte front with the works the sort dent the work is not actual the work is not actual	сандрабанская сандрабанская на секторальности по сандрабанская на секторальности по сандрабанская сандрабанская сандрабанская сандрабанская сандрабанская сандрабанская сандрабанская сандрабанская сандрабанская разлежаются сандрабанская сандрабанская разлежаются сандрабанская с	Aller of your black is not black provide the second state is not black in the second state is no	Teamwork
Knowing when to intervene	Lincinese Rein, or confident metable and net on particular approximation of the particular	b) b) of constraining constrained for b) of constrained on the constrained for b) of constrained on the constrained of constraints of the constraints of the constraints of the constraints of the constraints of the constraints of the constraints of the constraints of the constraints of the const	(1) Mahi un Franzischer Gipperförschaftet alle von einer Könnellen (1995) (1996) Mahier (1996) (1996) Mahier (1	CONCIDENT BALLS CAN BE A CONCERNENT OF A CONCE	Permis Ny renna a Pennis. I an a matafa wang pat time in a bany kacytar baset maternity unit. I mostly work on the labor - sand and construer not the unit. I am in my enty 40x.	таких или стеренор на не и полна и развидат с поли стеренор полна и удавания полна и удавания полна и удавания полна и удавания полна и удавания полна и и и и и и полна и и и и и и и и и и и и и и и и и и и	I chose to take fits re cArt points must be re cArt points must be constant and a do not increase in the cart of the provession provides to the products and a product of the products and products and		I vectored in the community evolution must any other evolution of sources to prove of our contensate forme of our contensity such as prove on the effective such any patients of strifts, we do for grafts.	Time
Struggle	and a single staff, is solved in contain and a single staff, is solved in contain the single staff is solved in contain the single staff is solved in the single staff is solved in the single staff is solved in containt characteristic staff is solved in the single staff is solved in the single staff is solved in the single staff is solved in the single staff is solved in the single staff is solved in the single staff is solved in the single staff is solved in the solved in the single is solved in the solved in the single is solved in the single staff is solved in the single staff is solved in a condition the single staff is solved in the single staff is solved in the single staff is solved in the single staff is solved in a condition terms in the single staff is solved in the	Table 1 are constanted by the solutions that is super-theory induction statement and are constantly as a statement of the classes that statement of the classes that statement of the classes are constant as the statement of the classes are constant solutions are constant solutions are constant solutions and sensitive and statement and statement of solutions are constant solutions and sensitive and solutions are constant solutions and sensitive and solutions are solutions and solutions are solution and solutions are solutions are solu	In roadity it is not provide for hard work care to unoffice under it that indicating controllers hards have made. It doesn't work to confide the doesn't work to confide the doesn't work to be address and confidence measured by the for your night to hard you may be unight to lady.	Home bittins just don't do It for me - I don't mow Why. I can do 1 and I can be confident doing I: but always in the back of my mind, always in any aspect of my practice, always is the fear that something could go wrong and that is what is deep in your soul	I charged my practice with more equivalence, more tronolecity with the solity to challenge whither practice is international works in both community and heaptie antings. I was got of a composate got of a	Transford may branching in the composition of transform of the part of control of production for galax concord of production for the data method of the base in method of the data method of the data method of the data of th		The group(or the norder of the model of the norder of t	A strain of the strain of t	Confidence
Being strong	1 she't have if the a second problem of the second seco	Transition of the constraints of	The bitting unit maybe the place to create the (right) environment (right) bitting to the line video are user athewn (in last submitted) the video reas atheling pictures from heights, are used in home, so heights, are used in home, and rangbe the environment deenit mailler, its the person and here its conducted.	how constrained i am (as I have a young frank) with Imme. I can any work a limited amount of hours and I can I necessary be involved more within the dynamics of the gradients and work. It also reministed me how annealing birth is and how I don't take it for granited.	The only create a colory 1 do is a to only create an experience displayed in the second color of the an of only final field was been and the second second color only theready, it has a hough providing the way 1 balant on the darge within myself has no only darge within myself has no providing the second color based have much my bol manual me,	Washing the video, it was almost like a different part of your train registrations as non- train resident within the non- linear metal within the non- linear metal within the non- linear metal within the non- linear metal within the non- inear metal within the non- negative set of the accusity physically making acct, ther metal with engage.	Imate Franche ar inder Franche an Vertrag an important lo fertrag and and an an and basis bast that inder and an another how magnetical tith expendences and how and replicit tills.	May expressed a first pro- terior of the second sec	Using additionation was post theoremical and efforces a complete data and theoremical and additionation and the second and additionation complete from the additionation and you have the addition and a state and a success and a state and a success and	Belief
Being there	1 Hais the ard rutakity is here yield then the second and supporting these references here is there are runard after, hereas it are the area of the second the area runal after hereas it area of the sound by which was in herea area of the sound by area of the sound	L wai underginning of sur, I think personally, Its the underginning control birth have related to the normal birth have regards as the minimum birth have regards and think is passed to related and think is passed to related and the essence of the home sur. The the messence of the home sur. The them me therein.	I their you explore yourself as a motific bacase of the very nature of what you are dring and bacase it is prety exercise shaft, you have you their about what you do as your byb, it are arrange. Let my the pool is refound, a their is pool to refound our mind on the fact that it is the assence of what we are really.	I then the midwas exploring meaning is really imported. For the profession to contract in a robust way we as monotones, we need to be aware of changing facate of the profession, detrify our even of expertises and strength and the fact to it. I would have like to suppore more should our purvey us a facility and the influences on us.	That a high fait amenail experience for many search pairs what i nearly operation pairs were no trac comounty, and has have there and normally, and i finish the combination of the max, to search that and is search assessing hang thing paraly the assessing hang the paraly the paraly the assessing hang the paraly the paraly the paraly the assessing hang the paraly the paraly the paraly the assessing the paraly the paraly the paraly the paraly the assessing the paraly the paraly the paraly the paraly the assessing the paraly the paraly the paraly the paraly the assessing the paraly the paraly the paraly the paraly the assessing the paraly the paraly the paraly the paraly the paraly the assessing the paraly the paraly the paraly the paral	I don't hink every body has the acystence. It is a much a their of every body has the set of the set of the set of the provide set of the set o	So I their expenses for me as a month, you have since grown into the bit and you bink, have seen the hoggen before and it does work maybe, maybe, like give the women the appointup to go bit loops and if she a set and how bays and she and the month sets why not give the appointup for he to have a normal both	The allocate devices the star per- cent to allocate devices the star end of a strength of the star end of a strength of the star end of the star and the star end of the star and the star end of the star and the star percent of the star and the star percent of the star and the star percent of the star and the star back of the star and the star back of the star back and the star back and the star back and the star back and and and and the star back and and and and and and and and and and and and and	то внем с бласт самока и мул советства самока самока и мул советства самока самока и мул советства самока сососососососососососососососососососо	Essence is being with woman
Being the constant	1 Beet eventually all their status (jacking) rearverting, will brief to going to be forecap, to going to be thes, they, here and the. Its not necessary (the case), I many not here to case), I many not here to case in the rotate or relevant otherway. I their you can relevant in the rotate or relevants in the rotate or relevants in the rotate.	Inform processing as a series methods in any processing program (series) mass series in least interview mass series in least interview program and least interview program and least interview program and least interview methods are program and least interview methods are program and least interview methods are program and least interview methods are and the senant's least interview methods and the senant's least interview methods are also and and the senant interview methods are also and the senant interview methods are	There pur trangging against biomedical because there is a base, ground process, and a second demonstration of the second second demonstration of the second second hexperies and the second second hexperies and the second second of the second process and the second of the second process and the second demonstration of the second second places have a difficulty for the places have a difficulty for the second	controlling that with the dubles of a monitoring production dutes, the producting dubles, the barry succontrols, analysis of the dutes of the encoder of the dutes and the dutes of the analysis are accessed to a loss the how second to the dute of the dutes of the dutes and the dutes of the dutes of the dutes and the dutes of the dutes of the dutes and the dutes of the dutes of the dutes of the dutes of the dutes of how the accession of the dutes of the dutes of the dutes of the dutes of how the accession of the dutes of the accession of the dutes of the dutes of how the accession of the dutes of the dutes of how the accession of the dutes of the dutes of how the accession of the dutes of the dutes of how the accession of the dutes of the dutes of the accession of the dutes of the dutes of the dutes of the dutes of the dutes of the dutes of	The works (check) (indef divide then how we like 3 indef as work depending on the second and the effect in the second and the effect in the second and the inger and length the second provided basis provided basis of the second	I distribute and personal strates (conversitions) and proceedings of the environments of tocalif have been in hospital or cost in hospital riches with says the hospital have been been been auguste approaches anno hospital sollist, the cost of the sollist of the laber and the cost of the sollist laber and the cost of the sollist laber and the cost of the sollist of the cost of the cost of the laber and the cost of the sollist of the cost of of the cost of the solution is the solution of the cost of the solution is the solution of the cost of the solution is the solution of the solution of the solution is the solution of the solution of the solution of the solution of the cost of the solution of the solution of the solution of the solution of the solution of the solution of	To make the picture of the memory of being a motion ⁶ . It will be distant down the pictures and two bolked at which the chysical sepacits are of being a motion ⁶ , being with women, heing with the though the bound bound of touch, costamers, working with the family, being times in close up with everybody.		It really important for me between the second second second advector second second second process is the worker by process is the worker by the being the second being the second	Hold fast to normality
Trust	Giving	Need for compassion	Put on a pedestal	Spiritually linked	Deep connection	Not valued	Unsupported	Caring	Making a difference	Giving Support

Figure 7:3 Pamela's text quilt