

- I: Lucky, in your writings you, you've written about the HIV virus as this monstrous-s uh.. I forget the exact term you used, some monstrous-s-
- L: (Overlapping) ya
- I: .. dragon.. almost.. umm
- L: ya.. well actually I'm talking about how it was-s.. portrayed initially..
- I: Initially.. okay, which, differs to what you said last week that's it's just this, selfish =
- L: = thankless =
- I: = thankless, stupid virus..
- L: ya... you see.. when you-ou, when when you... when you are an assertive person... you are able to-o, rationalise things =
- I: = ahaa, o-okay =
- L: = you see.. but then when you're feeling weak, then you actually exaggerate your problems.. and you give more power to your opponent.. then that that has been the difference =
- I: = yes =
- L: = you know, that.. as I grew, as a, as a person.. then.. you know the scope, the picture of, became broader.. and I saw or the puzzles, the puzzles, the pieces to the puzzle.. and I was able, to put them, together nicely.. so that is what happened..
- I: Wonderful, Lucky.. thank you so much for giving of your ti-i-me, really.. how has the-se.. these two interviews been for you ?
- L: No well I must say uh.. your beauty also has helped ((loud laugh))
- I: ((Laughing with respondent))
- L: (laughing) ya-a so-o uh.. I mean it has been.. I always want to.. uhm.. to assist, you know, where, wherever I can... umm.. you know somet-i-mes-s, people take advantage and also.. but I think.. .hh you know as long as.. I d' I do the things that I do-o with the love that ulihh... I do them with, you know the unselfishness, then it's beyond me what happens.. later, you know.. uh, ya... so I think, uh... you've been a good uh.. interviewer..
- I: thank you-ou, Lucky
- L: ya

Field Notes: My feelings with regard to the nature of the interaction

- The initial telephonic conversations with Lucky were characterised with restraint. I felt very nervous on meeting him for the first time. Yet as we introduced ourselves to each other, a sense of warmth seemed to develop. The interviews, which increasingly developed a sense of comfort, mutual respect and care, fostered a mutual process of give and take.

APPENDIX D

Transcription Symbols used in this Study.

A Mix of Poland's (1995) and Silverman's (cited in Poland, 1995) Transcription Symbols.

- [Left bracket indicates the point at which a current speaker's talk is overlapped by another's talk. This was used when the current speaker's talk was not cut completely off.
- () Empty parenthesis indicate the transcriber's inability to hear what was said.
- = Equal signs, one at the end of a line and one at the beginning, indicate no gap between the two lines. When the two speakers talk occurs simultaneously.
- _ Underscoring indicates some form of stress, via pitch and or amplitude.
- :: Colons indicate the prolongation of the immediately prior sound. The length of the row of colons indicates the length of prolongation.
- Emphasis** Use capitals to denote a strong emphasis.
- .hhhh A row of h's prefixed by a dot indicate an inbreath; without a dot, an outbreath. The length of the row of h's indicates the length of the in or out breath.
- (word) A parenthesised word indicates a possible hearing.
- (()) Double parentheses contain author's descriptions rather than transcriptions.
- ... (Pauses) Denote short pauses during talking by a series of dots (...), whose length depends on the amount of time elapsed. The more the dots, the longer the pause. Very short pauses are denoted by a comma(,), longer pauses by the word (pause) in parentheses and even longer pauses, 4 or more seconds, by (long pause) in parentheses.
- Laughing** Indicate in parentheses, (laughing) to denote one person; (laughter) to denote several laughing.
- Sighs etc.** Indicate in parentheses, for example (coughs), (sighs), (sneeze).



Overlapping

Speech - Use a hyphen to indicate when one speaker interjects into the speech of another, *breaking off their speech completely*. Include the speech of the other with (overlapping) in parentheses, then return to where original speaker interrupted (if the continue).

Garbled

Speech Flag words that are not clear with square brackets and question mark, if guessing what was said.
Use "x's" to denote passages that cannot be deciphered at all. The number of "x's" should denote approximate number of words that cannot be deciphered.

Held Sounds Repeat the sounds that are held, separated by hyphens. If they are emphasised, then capitalise as well. For example "No-o-o" or "I was VER-r-r-y-y-y". The length of repetitions denote the length of the sound held.

Paraphrasing

Others When interviewees assume a voice that indicates they are parodying what someone else said or an inner voice in their heads, use quotation marks and indicate with (mimicking voice) in parentheses.

I Denotes the interviewer.

D/P/L Denotes the respondents, David, Paul and Lucky respectively

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APPLIED PNI TRAINING

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HAYLEY KATZ

Has successfully completed a comprehensive 40-hour
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Practitioner Training.

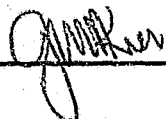
on

Sunday 9 May 1999

Presented by:

PNI TECHNOLOGIES INTERNATIONAL

Trainer:



Marga G de Kooiker

*Marga G de Kooiker (MBBCh, BSocScHonsPhysiol), Larise M du Plessis (BSocScHonsPsych)
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APPENDIX F**VISUALISATION FOR HIV POSITIVE PEOPLE AND THOSE WITH AIDS****The Compromised Immune System When Defences are Down (Rituals and Visualisation)**

Taken From: Achterburg et al, (1994).

Imagine the AIDS virus, not alive but a tiny piece of information. It is very very tiny and cannot grow or multiply unless it finds a home. Give it unusual features so it can be easily recognised. Imagine ways to protect the immune system from the invasion. See the birth of defenders, the white blood cells especially T cells bursting out of bone marrow into the blood stream. Instruct these T cells into the Thymus gland, that will teach it to recognise the T cells' virus. Now imagine some helper cells and other killer cells. Imagine the attack. T helpers directing and killers killing. Command the T cells to be on guard for change in the AIDS virus cells. Give birth to larger supercharged cells. Imagine B cells, antibodies that paralyse the virus and can kill it by burning the membranes of the virus.

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