

CHAPTER 4: RESEARCH DESIGN

“Do not become a mere recorder of facts, but try to penetrate the mystery of their origin.”

- Pavlov in Jones (1994:34)

“Those who do not stop asking silly questions become scientists.”

- Lederman in Jones (1994:40)

“Ask questions. Don’t be afraid to appear stupid. The stupid questions are usually the best and the hardest to answer. They force the speaker to think about the basic problem.”

- Ehrenfest in Jones (1994:40)

4.1 INTRODUCTION

Chapter 1 focused on the introduction to the awareness of the problem and the motivation for the research. In Chapter 2, the reader is introduced to the Creation and Manifestation of Reality–theory, and the historical developmental path the maturation of this model took. In Chapter 3, the model is refined by the addition of the Imago Developmental stages as parameters within which all the subconscious blueprints or lifescrpts will operate.

This chapter includes the research design and methodology that will be applied during the course of the study. Qualitative, descriptive and contextual research methods will be applied with regard to the multiple case studies in this research. The case studies are utilised to describe and illustrate the Creation and Manifestation of Reality-model.

4.2 OBJECTIVES OF THE STUDY

The objectives of the study:

1. **Objective 1: A literature study has been completed in two chapters, with the aim to build a theory that will explain re-enacted life patterns, namely the Creation and Manifestation of Reality-theory.:**
 - 1.1. **In Chapter 2 a literature study has been completed on the process of the creation of reality**, using the Holographic theory as foundation. The formation of subconscious conclusions and decisions, ensuing in the Hypnotic Blueprint was researched, illuminating the latency period and the subsequent manifestation in life as repetitive patterns, as well as the therapeutic intervention to transform reality, namely de-hypnotising.
 - 1.2. **In Chapter 3 the literature study concentrated on the deficient Imago Developmental stages or incomplete life urges, including how the stages form semi-permanent structures, which serve as limits within which our realities are structured by ourselves.**
 - 1.3. **Chapters 2 and 3 combined present a literature study providing a foundation for a theory that explains how human patterns are constructed.**
2. **Objective 2: An empirical study to assess the validity and universality of the Creation and Manifestation of Reality-theory** in its application on five selected case studies so as to explain why negative patterns and “bad things” manifest as their reality, in Chapter 5. Due to space limitations, **this thesis does not set out to determine the efficacy of the Creation and manifestation of Reality as a therapeutic intervention or model.**

The principal aim of this study is to explain and describe development of the Creation and Manifestation of Reality-theory. The model testifies that subconscious conclusions and decisions

are formed during pivotal events (past life, death moment, birth, childhood, between life times), which form a subconscious life blueprint which will be re-enacted and manifested repetitively in our lives.

The following objectives with clients are considered:

- To define the defining moment, or pivotal event, or the Initial Sensitizing Event, as the core location of the formation of the Hypnotic blueprint, through the creation or construction of subconscious conclusions and decisions.
- To explore how the Hypnotic Blueprint is reinforced repetitively through other incidents that is perceived as traumatic by the patient, adding collaborating subconscious conclusions and decisions to the original hypnotic blueprint, resulting in a fortification of the subconscious life script.
- To discuss the formation of opposing or contraindicating ego-states, and how they manifest subconsciously and often destructively in a patient's life, often through attracting that repressed part back into their lives in their patterns with their boss, spouse, child or another influential person.
- To illustrate how the internal world of the person is mirrored by their external reality.
- To state the therapeutic goal of de-hypnotising the patient, departing from the assumption that we originally created our reality during times of stress when we did not have the required ego strength to deal with the perceived severity of the issue and thus, by recreating a similar amount of emotional and physical discomfort, the original subconscious conclusions and decisions can be re-evaluated and transformed into a consciously-chosen and functional blueprint. This study is not intending to test the efficacy of the therapy, but rather to establish a usable theory.

4.3 RESEARCH DESIGN

Hall and Hall (1996:18) document the following stages of research: preparation (the research question, literature review and development of a research design); fieldwork (data collection); analysis (analysis of data and drawing of conclusions) and the reporting phase (including recommendations). *"The design of a study"*, according to Cresswell (1994:1), *"begins with the selection of a topic and a paradigm"*. The theoretical and methodological framework for the understanding of the phenomenon to be investigated is provided by a paradigm. The research design is predominantly determined by the research question and, as such, questioning and inquiring unfolds the process of understanding (LeCompte & Preissle, 1993:30; Denzin & Lincoln, 1994:210). The research questions relevant to this study have been presented in Chapter 1.

According to Miles and Huberman (1994:6), a research design has the purpose of accomplishing a complete comprehension of the context being studied. This research design will be qualitative, attempting to capture both the complexity of the life history of the client, as well as explaining the concept of model building. The only source of data for analysis will be case studies, using the life history of the person. The case studies will be used to explain the role of the Hypnotic Blueprint within the parameters of the Imago Developmental Stages, and the repetitive nature of our patterns with life merely acting as a mirror in the playing out of our dramas. Merriam (1991:19) defines a case study as an investigation of, and inquiry into, a specific phenomenon in this case, the creation and manifestation of reality.

In addition, this study will strive to gather information from the literature that can be integrated to fortify the model-building process, and accordingly establish a parallel between theory and literature. McLeod (1999:122) indicates that researchers are involved in the process of constructing knowledge. The use of qualitative case studies for the compilation of theory is recommended by Merriam (1991:59). While qualitative research can never be as objective as quantitative research, attempts can be made to ensure that the analysis of human behaviour can be as unprejudiced and unbiased as possible through intense, reflective and universal interpretations of the phenomena in question (Vockell & Asher, 1995:192).

Lindegger (In Stones, 1996:60), Denzin and Lincoln (1994:212), Schurink (in De Vos, 1998:42) and Neuman (1997:11; 1997:329) cite the following characteristics of qualitative research design:

TABLE 4.1: CHARACTERISTICS OF QUALITATIVE RESEARCH DESIGN

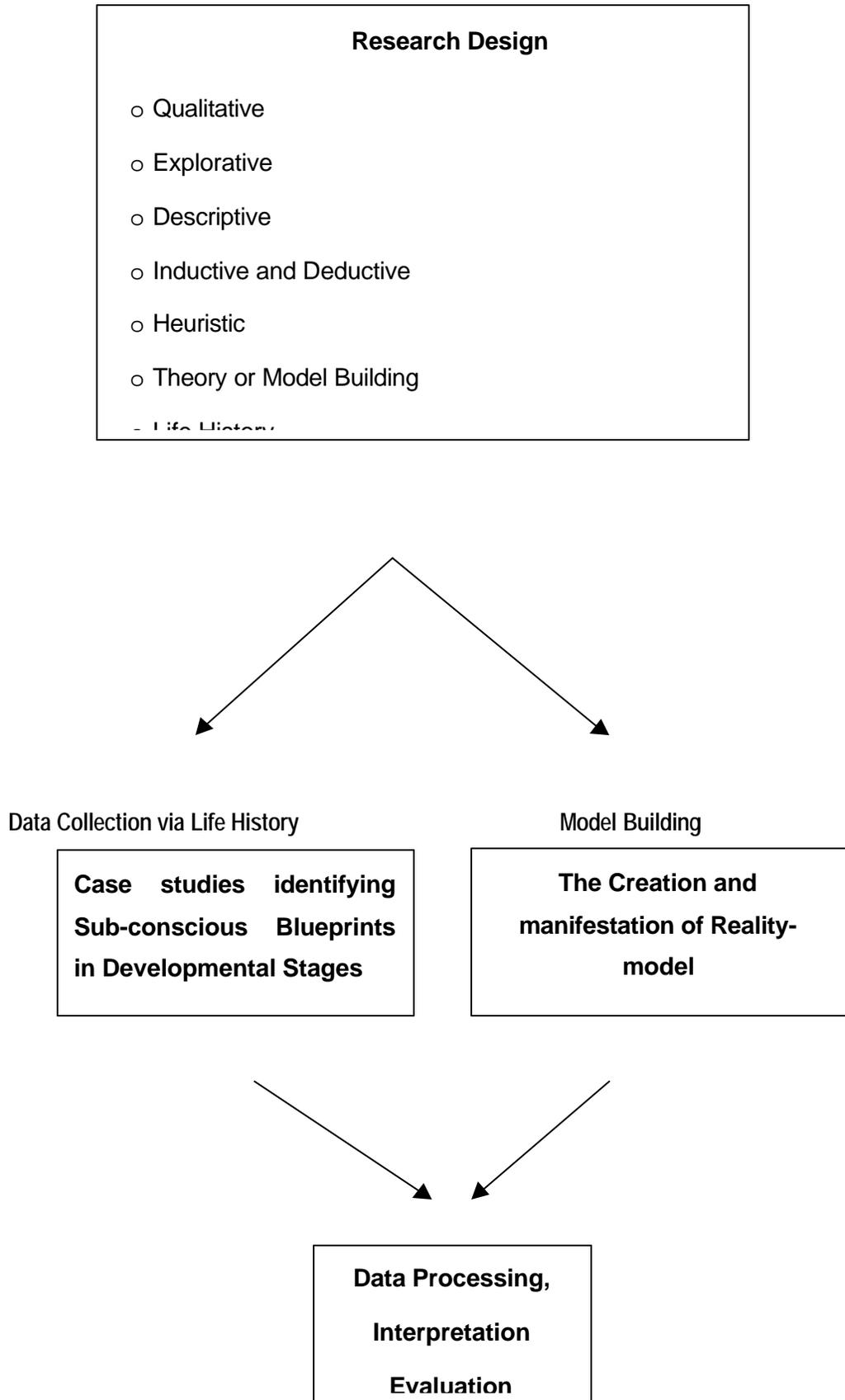
<p>Qualitative research:</p> <ul style="list-style-type: none">• is holistic and focuses on the full picture;• concentrates on personal and subjective experience, providing an inner or intrapersonal perspective;• is involved with events/phenomena• focuses on relationships within a system, or symbolic interaction;• has key concepts including meaning, common sense understanding, definition of the situation and social construction.• constructs social reality and cultural meaning;• is a thematic analysis of a few cases/subjects;• focuses on interactive processes and events;• demands time in analysis equal to time in the field;• has particular research procedures and replication is rare;• goals are to describe multiple realities and develop understanding;• focuses on the understanding of a given phenomenon;• emphasizes that the researcher develops a model of what occurred in the setting investigated;• demands that the researcher becomes the research instrument and have the ability to observe human behaviour objectively;

- supports relationships with the subjects based on empathy, and emphasises trust and intense contact;
- requires an ongoing analysis of data gathered;
- data is in the form of words from documents, observations and transcripts; and
- incorporates room for description of the role of the researcher as well as the researcher's own biases and ideological preference.

(Adapted from Denzin & Lincoln, 1994:212; Schurink in De Vos, 1998:242; Neuman, 1997:11; 1997:329; Fourie, 2002:99-100; Mouton & Marais, 1996; and Mouton, 2002:161-162)

Figure 4.1 provides a diagram of the research design for this study:

FIGURE 4.1: RESEARCH DESIGN



Modified from Neuman (1997:11) and Fourie (2003:101)

4.3.1 QUALITATIVE RESEARCH

Schurink (in De Vos (Ed.), 1998:249) states that practitioners in the caring professions are in the unique position to collect data on a daily basis regarding the innermost experiences of clients. This makes it necessary easy for them to adopt a qualitative approach based on understanding the client's problems from the reality of the client. *"Qualitative researchers examine patterns of similarities and differences across cases and try to come to terms with their diversity"* (Neuman, 1997:419). *"The aim of qualitative research is not to explain human behaviour in terms of universally valid laws or generalization, but rather to understand and interpret the meanings and intentions that underlie everyday human action"* (Mouton in De Vos (Ed.), 1998:240). According to Stake (1995:37; 1995:43) it calls for understanding complex interrelationships among all that exist, through thorough description of experiences from a holistic point of view. The Creation and Manifestation of Reality-model sets out to explain the concept of how reality is created and manifested. It is a systematic, subjective approach used to describe life experiences by assigning meaning to them, using observations, interviews, content analysis and other data-collection methods to report these experiences and behaviours. Its focus is on the relationships among variables (Vockell and Asher, 1995:452 – 453). Denzin and Lincoln (1994:13) cite that all research is *"interpretative, guided by a set of beliefs and feelings about the world and how it should be understood and studied"*.

4.3.2 EXPLORATIVE RESEARCH

The goal of exploratory research is to build and elaborate a theory so that it becomes more complete, and to provide evidence to support an explanation (Neuman, 1997:21). Creswell

(1994:20 – 21) posits that the aim of exploratory research is to explain a specific phenomenon in terms of specific causes. New ideas and possibilities are studied, and it excludes predetermined ideas and hypotheses in an attempt to indicate the causality between variables (Mouton & Marais, 1989:45). In this study, the variables are the life-scripts, resulting in the repetitive life pattern, within the Imago Developmental stages. It investigates the phenomenon in question by acquiring information by asking specific questions in systematic inquiry form. Ideas are generated from this information and provisional theories and conjectures are developed (Neuman, 1997:20).

4.3.3 DESCRIPTIVE RESEARCH

Descriptive research focuses on making careful, highly-detailed observations about phenomena (Gall et al, 1999:4). The purpose of descriptive research, according to Merriam (1991:27) is to provide a *“detailed account of the phenomenon”* under investigation. The aim is to understand the meaning of an experience and how the variables relate to, and interact with, each other (Neuman, 1997:20). According to LeCompte and Preissle (1993:39), descriptive research should provide an in-depth and exact description of a respondent’s experience in order to explain a process, mechanism or relationship. In this study the experiences of the selected patients in the case studies are depicted against their subconscious blueprints as they are replayed within the four Imago Developmental Stages. A descriptive research study is interpretative, resulting in understanding (Denzin & Lincoln, 1994:108). This study will also give a detailed description and interpretation of the development of repetitive symptomatic life patterns from their origins to their repeated manifestation in later life.

4.3.4 INDUCTIVE AND DEDUCTIVE RESEARCH

Neuman (1997:37) states that researchers who adopt a more deductive approach use theory to guide the design of the study and the interpretation of results. As researchers continue to conduct empirical research, testing a theory, they develop the confidence that some parts are true. Hall and Hall (1996:33) state that thus deduction starts with theory and uses it to explain observed actions.

Once the researcher designs his model, all the actions and tribulations of his clients can be explained according to this model.

Inductive theorising begins with a few assumptions and broad orienting concepts, and theory develops from the ground up as the researcher gathers and analyses the data. Theory emerges slowly, concept by concept and proposition by proposition in a specific area (Neuman, 1997:57-58). LeCompte and Preissle (1993:43) pose that inductive researchers hope to find a theory, which will compliment and explain their data and findings. When the researcher begins his journey he develops a model through research and attending courses and his own hypnotic journey through his life history and the history of his existence, which endeavours to explain reality. When he returns to all his cases that he has accumulated in clinical practice, he finds the common thread.

4.3.5 HEURISTIC RESEARCH

"In its purest form, heuristics is a passionate and discerning personal involvement in problem solving, an effort to know the essence of some aspect of life through the internal pathways of the self. When utilised as a framework for research, it offers a disciplined pursuit of essential meanings connected with everyday human experiences" (Douglas, 1985:39 in Braud & Anderson, 1998:122). Moustakas (in McLeod, 1999:16) states that heuristic inquiry is a process that begins with a problem which the researcher seeks to illuminate or answer, which could have been a personal challenge and puzzlement in the search to understand one's self and the world in which one lives. The heuristic process is autobiographical, yet with virtually every question that matters there is also a universal significance. The Creation and Manifestation of Reality-model originally developed out of the autobiographical life history and experiences of the researcher, as depicted in Chapter 1.

According to Denzin and Lincoln (1994:212), the heuristic research model brings about greater understanding of the phenomenon in question and is of a personal nature, incorporating subjective and personal experiences. The model originated from the researcher's subjective and personal account of his own regression to birth, resulting in him rethinking his life experiences from a

different perspective and incorporating his discoveries in his personal therapeutic encounters into the Creation and Manifestation-model that he developed.

4.3.6 THEORY-BUILDING OR MODEL-BUILDING STUDIES

Gall et al (1999:291) assert that the discovery of constructs can be a significant outcome of a case study, and that *“(p)atterns represent possible relationship among phenomena, some of which may be causal in nature”*. The researcher combined the constructs in his study and created a model using a research strategy, namely theory-building or model-building studies, following Mouton (2001:176-177). During numerous therapeutic encounters he realised that what he experienced in current life and past-life regressions provided an accurate mirror of what was occurring in his life at that moment. Thus he came to the conclusion that our inner world, or our inner reality, creates our outer reality, which provides a feedback loop that maintains and reinforces that reality, and rejects all contrary evident that threatens the realness of that reality. These and other constructs, together with their causal relationships, were combined into the Creation and Manifestation of Reality-model. By attending numerous training courses the researcher solidified his theory, which he then tested on the life histories of his patients, creating an interplay and refinement of the model through his case studies.

TABLE 4.2: THEORY-BUILDING OR MODEL-BUILDING STUDIES (Mouton, 2001:176-177)

Description / definition	Studies aimed at developing new models and theories to explain particular phenomena. In this study the phenomena is how reality is originally created and later manifested in life is explained in a theory, and a model designed to indicate how this revelation could be used in therapy.	
Design classification	Empirical	Hybrid data
	Numeric and textual data	Medium to low control

Key research questions	Questions of meaning and explanation; questions of theoretical linkages and coherence between theoretical propositions; questions related to the explanatory and predictive potential of theories and conceptual models.
More specialised design types	<p>Constant comparative method.</p> <p>Grounded theory approach (Glasser and Strauss).</p> <p>Mathematical model-building.</p>
Typical applications	Theoretical and conceptual studies aimed at developing new models and theories or refining existing theories and models.
Conceptualisation / mode of reasoning	<p>Building theories or models occurs mainly through inductive and deductive strategies. Inductive modes of reasoning are manifested in statistical model-building where a model is constructed to fit certain empirical data. A variation on inductive reasoning is analogical reasoning, i.e. constructing a model of a phenomenon on the basis of its similarities to another phenomenon.</p> <p>Deductive forms of theory construction are much more formal in nature. A set of postulates or axioms is formulated and taken to be true. From these postulates, further theoretical propositions are deductively derived. This process is followed until a comprehensive set of theoretical propositions has been developed that will ultimately be tested against empirical data.</p>
Strengths	Science cannot make progress without theories and models. Through the construction of theories and models we attempt to explain phenomena in the world. A theory is a set of statements that makes explanatory or causal claims about reality. A model is a set of statements that aims to represent a phenomenon or set of phenomena as accurately as possible. Good theories and models provide causal accounts of the world, allow one to make

	predictive claims under certain conditions, bring conceptual coherence to a domain of science, and simplify our understanding of the world.
Limitations	Theories are ineffective if they make implausible claims on reality, if they make claims that are not testable and vague, or that are conceptually incoherent, inconsistent and confusing.
Main sources of error	In formal theory construction, the most common traps are those associated with overabstract formulations that are so far removed from reality that no empirical validation is possible. In model-building, the main sources of error relate to the assumptions that are made in specifying the model, the quality of the empirical data against which the model will be fitted, and the correct use of statistical and mathematical procedures.

4.3.7 LIFE HISTORY METHODOLOGY

Mouton (2001:172-173) describes the life history more as a research method for transcribing the biography of a client's life history – not as only emerging from the process or recording history, but also as it materialises during hypnotic regression, to past lives, birth, early childhood and other locations in time. Gall, Gall and Borg (1999:309-311) state that the life-history tradition involves the study of inner experience, or the life experience of the individual from their own perspective. Thus during hypnosis both the conscious history is obtained, as well as the subconscious (repressed). The psychologist was interested in the biography or life story of the patient to determine the hypnotic blueprint and manifestation of the blueprint in re-enacted patterns. Neuman (1997:373) states that the researcher recognises that the person may reconstruct or add present interpretations to the past; the person may "rewrite" his story. The main aim of this thesis is, by using hypnosis, to ascertain how the person sees the past – and not just as some kind of objective truth.

TABLE 4.3: LIFE-HISTORY METHODOLOGY (Mouton, 2001:172-173)

Description / definition	Analysis of small numbers of cases (usually of individuals) aiming to reconstruct the life history of an individual. The focus is on the story of the person as expressed and told by the person him- or herself.	
Design classification	Empirical	Hybrid data
	Textual data	Medium control
Key research questions	Exploratory; descriptive; casual questions	
More specialised design types	The life history; historical biographies; psychological; the diary-diary interview study (Zimmerman and Wieder), the log, the literary diary.	
Typical applications	<p><i>In psychology:</i> focus on autobiographical studies and the use of diaries and letters (Allport, 1942)</p> <p><i>In history:</i> reconstructing the life or biography of (great) individuals, focusing on personal documents such as diaries and letters.</p>	
Meta-theory	The original proponents of this methodology traced their ideas back to the pragmatism of Dewey and the symbolic interactionist theories of W.I. Thomas.	
Conceptualisation / mode of reasoning	Predominantly inductive: working from the data (personal documents). Reconstructing the life history of a person involves mostly retroductive forms of reasoning.	
Selection of cases / sampling	Theoretical selection; typical cases.	
Mode of observation / sources of data	In-depth interviewing; autobiographical sketches; analysis of letters, diaries and other personal documents.	
Analysis	Qualitative forms of data analysis, such as grounded theory and analytical induction.	

Strengths	In-depth account and insight into the life-worlds of a small number of individuals; high construct validity; insider perspective. Its main strengths are its emphasis on the subjective reality of the individual, on process and change, and on the totality of the person.
Limitations	According to Plummer, the main limitations of this type of study are issues related to representativeness (generalisability), reliability and validity, and specifically source of bias (interviewer bias, respondent bias and context effects).
Main sources of error	Selection effects; Hawthorne effect; interviewer bias and subjectivity.

4.3.8 THE USE OF LITERATURE

Fouche and De Vos (In De Vos, 1998:64) mention that a literature study is aimed at contributing towards a clearer understanding of the nature and the meaning of the problem. Creswell (1994:21-23) states that literature provides a framework for the research problem. It assists the researcher in the finding, defining and refining of the phenomenon in question, and provides the most current information on research done in that particular field of study (McLeod, 1999:67; Neuman, 1997:89). The goals of the literature review, explicated by Neuman (1997:89), are to:

- Demonstrate a familiarity with a body of knowledge and to establish credibility;
- Show the path of prior research and how a current phenomenon is linked to it;
- Integrate and summarize what is known in an area;
- Learn from others and

- Stimulate new ideas.

In Chapter 2 a literature study was used to elucidate the concept of creating and manifesting reality, and in Chapter 3 a literature study was completed on the subject of the Imago developmental stage, to impart a structure or core theme within which creation and manifestation will take place.

4.4 TRANSPERSONAL RESEARCH

The field of transpersonal research is often juxtaposed against quantitative, positivistic, hard scientific research. Transpersonal research deals with concepts or things that are challenging to measure, like God, reality, consciousness, past lives and transpersonal experiences in the vein of oneness with the universe. The researcher is using the following tables to provide a reference to the differences between the positivist and naturalist paradigms (Lincoln & Guba, 1985 in Braud & Anderson, 1998:8-9).

TABLE 4.4: CONTRASTING POSITIVIST AND NATURALIST AXIOMS

<i>Axioms About</i>	<i>Positivist Paradigm</i>	<i>Naturalist Paradigm</i>
The nature of reality:	Reality is single, tangible, and fragmentable.	Realities are multiple, constructed, and holistic.
The relationship of knower to the known:	Knower and known are independent, a dualism.	Knower and known are interactive, inseparable.
The possibility of generalisation:	Time- and context-free generalisations (homothetic)	Only time- and context-bound working hypotheses

	statements) are possible.	(idiographic statements) are possible.
The possibility of casual linkages:	There are real causes, temporally precedent to or simultaneous with their effects.	All entities are in a state of mutual simultaneous shaping, so that it is impossible to distinguish causes from effect.
The role of values:	Inquiry if value-free.	Inquiry is value-bound.

Braud and Anderson (1998:8) mention that they find it productive to view the emphasis of the left and right sides of Tables 4.5 and 4.6 as complementary positions. *‘Each half of each table describes an approach that is valid and useful for some purposes but not for others. Each side of each table provides only a partial account of the whole; each side addresses what the other side omits. The assumptions and emphases of the left side of each table are especially appropriate for the study of relatively simple systems that are self-contained and isolated from dynamic interactions with other systems.’* Approaches on the left side of the tables are suited to physical phenomena of the middle realm (i.e., the familiar, macroscopic realm in which Newtonian and Euclidean principles prevail) and to a range of biological, psychological and sociological phenomena that are simple enough to resemble those of the physical middle realm. The authors assert that these approaches become increasingly inadequate when a researcher attempts to study physical phenomena outside this middle realm (i.e., those events associated with extremely small and energetic particles to which the different principles of relativity theory and quantum mechanics apply), including complex psychological systems characterised by volition, purpose, awareness, self-awareness and consciousness. For the latter, the axioms and approaches described in the right sides of the tables now become more appropriate and more adequate. In this study, where the researcher touches on issues like God and reality, which are difficult to quantify, it is advantageous to have available an alternative.

TABLE 4.5: CHARACTERISTICS OF SEPARATENESS SCIENCE AND THE PROPOSED WHOLENESS SCIENCE

Separateness Science

Wholeness Science

The universe is composed, ultimately, of fundamental particles and quanta which are separate from each other except insofar as there are specifiable connections such as fields.

A scientific explanation of a phenomenon (specifying its causes) consists in relating the phenomenon to more general and fundamental relationships or scientific laws; the ultimate explanation would be in terms of motions and interactions of the fundamental particles and quanta involved.

All scientific knowledge is ultimately based on data (quantifiable information) which is obtained through the physical senses.

The truest information about the objective reality is obtained through the observer being as detached as possible; the "observer effect" in any observation places an upper limit on

The universe is a single whole within which every part is connected to every other part; this wholeness includes the physical world as well as all contents of consciousness.

Pragmatically useful scientific explanations enhance understandings of phenomena by relating them to other phenomena and relationships. Since things are so interconnected that a change in any one can affect all, any accounting for cause is within a specific purpose. The search for ultimate reductionistic cause is futile; there is no cause and effect but rather the evolution of a whole system. Order is observed in the physical world, but is never free from the possibility of "downward causation" from consciousness "down" to the physical.

Reality is contacted through physical sense data, but also through being ourselves part of the oneness – through a deep intuitive inner knowing. Awareness includes (objective) sensation as well as (subjective) intuitive, aesthetic, spiritual, noetic, and mystical aspects.

Understanding comes not from being detached, objective, analytical, coldly clinical, but rather from identifying with the observed, becoming one with it; objective knowledge

such objectivity.

leads to only partial understanding.

The universe is scientifically understood to be ultimately deterministic.

The concept of a completely deterministic universe (even in a quantum mechanical statistical sense) stems from the "separateness" assumption; there is no reason to expect it to be borne out in experience.

The material universe evolved to its present state from the "Big Bang" by random physical processes and, after the advent of life, mutation and natural selection; consciousness is a product of material evolution.

There is no a priori reason to assume that scientific laws are invariant; they too may be evolving. Hence, extrapolation to the "Big Bang" may be suspect. Consciousness may have evolved with or may have been prior to the material world.

There is no scientific evidence for anything in the universe resembling "purpose", "design", or teleology. What exists has survived through natural selection.

Since we humans are part of the whole, and experience "drives" or "urges" such as survival, belongingness, achievement and self-actualisation, as well as "purpose" and "values", there is no priori justification for assuming these are not characteristics of the whole. The universe may be genuinely telic.

The wide range of commonly experienced phenomena known as "meaningful coincidences" and "anomalous or paranormal phenomena", wherein two or more events appear meaningfully connected, but there is no discernible physical connection, must ultimately be shown either to have a physical connection or to be, in fact, merely coincidence.

"Meaningful coincidences" are not to be explained, but rather apparent separateness. The question is not "How can we explain apparent telepathic communication?" but rather "Why are our minds not cluttered by all that information in other minds?" not "How can we explain apparent psychokinetic phenomena?" but rather "Why do our minds have such limited effects in the physical world?"

Non-normal states of consciousness,

The entire spectra of states of consciousness

dissociation, etc., are phenomena that are to be studied largely in the context of the pathological, and in terms of their effects on behaviour.

are of interest, including religious and mystical experiences of "other dimensions of reality". Such experiences have been at the heart of all cultures, including our own. They have been among the main sources of the deepest value commitments; they may be an important investigative tool, a "window" to other dimensions of reality.

The explanations of ontogenesis, morphogenesis, regeneration and related biological phenomena are to be sought in terms of coded instructions in genes and similar mechanisms.

The ultimate explanations of ontogenesis, morphogenesis, regeneration and related biological phenomena probably will turn out to include something in consciousness analogous to "image" or idea.

(Harman 1991 in Braud & Anderson, 1998:102-112).

4.5 RESEARCH STRATEGY

The research strategy is determined by the research question and the phenomenon being investigated. Denzin and Lincoln (1994:223) testify that the research format is the approach followed to answer the research question. For this study the individual cases are presented utilising the Life History approach, in a multiple case study strategy, as the research is a qualitative inquiry. The core concepts of the Creation and Manifestation of Reality-model were used as the basis for data collection, processing and interpretation to determine whether the model was valid and generalisable.

4.5.1 MULTIPLE CASE STUDIES

Lincoln and Guba (1985:360) state that "... while the literature is replete with references to case studies and with examples of case study reports, there seems to be little agreement about what a case study is". "Definitions of a case study vary widely ..." (Lincoln & Guba, 1985:214). Merriam (1988:xi) agrees "... material on case study as a research strategy can be found everywhere and nowhere" "... There is little precision in the use of the term case study ... [it] has become a catch-all category" (Merriam, 1988:xii). Lacy (Lacy 1993:140) indicates that case study is synonymous with qualitative research. Yin (1984:25) provides an understanding of the unique attributes of the case study. According to him, the case study has no less than four different applications. The most significant is to *explain* the casual links in complex real-life interventions. A second application is to *describe* the real-life context in which an intervention has occurred. Third, an evaluation can benefit, again in a descriptive mode, from an illustrative case study of the intervention itself. Finally, the case study strategy may be used to *explain* those situations in which the intervention being evaluated has no clear, single set of outcomes.

Stake (1995:xi) posits that case study "... is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances". A case study is, according to Strauss and Glaser (in Hall & Hall, 1996:197), "based on analytic abstractions and constructions for purposes of description, or verification and/or generation of theory". Multiple cases lead to a more powerful explanation of a phenomenon as they serve as comparison groups. In this research, a number of case studies are selected and utilised.

4.5.2 SAMPLE STUDY

Qualitative research usually concentrates on a small sample of people. The sample size is not as important as the diffusion of the data and the availability of sufficient vital information (Miles & Huberman, 1994:27). The researcher will focus on each case study in-depth, investigating the formation of the hypnotic blueprint and its subsequent manifestation as re-enacted life patterns.

4.6 METHODS OF DATA COLLECTION

4.6.1 INTRODUCTION

Merriam (1991:67) affirms that qualitative data consists of *"detailed descriptions of situations, events, people, interactions and observed behaviour"*. Concept formation is an integral part of data analysis and begins during the data-collection phase, as conceptualization assists the researcher in organizing and structuring of data (Neuman, 1997:421). Comprehensive data collection and the accumulation of information are essential in order to gain answers to the research questions (LeCompte & Preissle, 1993:158). In this study, data was accumulated using in-depth interviewing, observations and field notes (non-verbal behaviour of patients and process notes of hypnotic sessions and regressions), as well as the information given by the patient (when inquiring during regressions).

4.6.2 IN-DEPTH INTERVIEWING AND OBSERVATION

McLeod (1999:96) cites the importance of face-to-face interviewing, as it allows the participants to feel relatively in control of the conversation and it assists the researcher in dealing effectively with complex and sensitive issues. Schurink in De Vos, (1998:300) states that all subjective meanings that are retrieved from experiences or memories from patients will also be accepted as data collected for analysis. De Vos and Van Zyl (In De Vos, 1998:279-280) mention that researchers who make use observation are interested in "participant perspectives" or the ways in which people attach meaning to the world around them. Methods are required to capture and disentangle the viewpoint of patients as people's conception of reality is not directly accessible.

4.6.3 FIELD NOTES

In this research data has been recorded as field notes through a comprehensive history collection process whereby each word of the patient as well as non-verbal communication, have been recorded. LeCompte (1993:224-225) identifies two kinds of field notes that were used in this study, specifically transcriptions and inscriptions. Transcriptions are described as the researcher writing everything down as it happens, as accurately as possible. Inscriptions are thoughts of the therapist during the therapeutic session, for instance diagnostic characteristics and pertinent facts about the patient.

The following strategies for the recording of field notes are presented by Schatzman and Strauss (in Wilson, 1989:381) and De Vos & Van Zyl (In De Vos, 1998:285-286):

- Observational notes are descriptions of events through listening and observing. Observation notes include the “who, where, what and how” of a situation. Notes give an account of what happened.
- Theoretical notes are self-conscious, systematic attempts by the researcher to derive meaning from the observational notes. Here the therapist infers, interprets, conjectures and hypothesises in order to ultimately build a methodical scheme.
- Methodological notes are the therapist's instructions to himself, critiques of his therapeutic strategies and reminders about methods that might prove valuable.
- Personal notes are described as notes about one's own reactions, reflections and experiences. The therapist thus becomes the respondent and is invited to be introspective.

As it is appropriate for this study field notes and the guidelines provided by the authors will be utilised in this research.

4.6.4 THE INTERPLAY BETWEEN THE THEORETICAL FRAMEWORK AND RESEARCH

The Creation and Manifestation of Reality Model (as described in Chapter 2 and Chapter 3) will be the theoretical framework for this study. A theoretical framework allows for the conceptualisation of the research problem, the data collection, analysis and interpretation thereof, within a specific context (Merriam, 1991:53). It influences the researcher's perspective and point of view. (The researcher has undergone specific training in Medical Hypno-analysis, Eriksonian Hypnosis, and Ego-State Therapy with the South African Society for Clinical Hypnosis (SASCH), Heart-centred Hypnotherapy with the Wellness Institute, Washington, USA and Imago Relationship Clinical Training and International Workshop Presentation Training with Imago International, Florida, USA). Neumann (1991:56-57) mentions that theory and research are interrelated, because theory frames how we look and think about a topic. It gives us concepts, provides basic assumptions, directs us to the important question, and suggests ways to make sense of data. Theory is not fixed; it is provisional and open to research. The theory-building methodology has been combined with the life-history approach, and the interplay between them assisted in constructing the Creation and Manifestation of Reality-model.

4.6.5 THE CASE HISTORY AS DATA COLLECTION

Zelling (1994:4) points out that presenting symptoms in a patient can be examined through a case history whereby verbal and non-verbal communication can be observed, and conscious and subconscious clues to the causes of the symptoms derived at. This assists the researcher in establishing the subconscious blueprint manifesting as repetitive lifepatterns of the patient and the establishment of ego-states related to the presenting symptoms. The historytaking is an open-ended question format, gathering as in-depth information as possible from the patient's present symptoms, past history (family, sexual, marital, health and psychological), habits and repetitive patterns. Scott (1993:108) cites that the effective treatment of a patient depends on the information

gathered and on the initial contact session *"to get to the heart of the problem quickly and to move towards the desired goal, it is necessary for the therapist to take charge of the interview as soon as possible"*. Bryan (in Ayers, 1994:57) stated *"the patient will tell you the real problem in the first three sentences of the history"*. For effective therapeutic intervention, the therapist needs to record everything (almost word for word) of what the patient is presenting, verbally and non-verbally.

4.6.6 DEMARCATION

In this study ten case studies will be used to illustrate the development of the subconscious blueprint, and five of the ten case studies will be used specifically to point out the impact of the Imago Developmental Stages on the manifestations and interpretations of the patients in their lives. The cases will be selected in terms of the clarity with which they illustrate the model, regardless of their age, gender, culture, language or profession. Chamberlain, Camic and Yardley (In Marks & Yardly, 2004:74-75) raise the interesting point of saturation in research, where further data collection and analysis are contributing nothing new it only adds bulk to the coded data, but brings nothing new to the theory. Because the researcher endeavoured to develop a theoretical rather than a descriptive account, he had to judge when the theory is saturated, full and complete. Saturation could thus be seen as a criterion for determining when data collection and analysis have been taken far enough. The researcher could have used many other case studies, as each patient that came into his private practice manifested the same psychological dynamic. But using more case studies would have just become repetitive and laborious.

4.6.7 CLINICAL PROCEDURES OF THE THERAPY

The clinical procedures of therapy follows no specific path, as does the intervention technique, or combination of techniques, including Heart-Centred Hypnotherapy, Imago Relationship Therapy, Inner Child Work, Shamanic Healing, Energy work, Holotropic Breathwork, or any other. Stones (1996:3) mentions that: *"Since stories can be told (and heard) from different perspectives, different individuals can tell (and hear) the same story in different ways - but that is the entire point. To a large extent, our lives are lived according to a story, and just as a scriptwriter can change the reactions of the hero and the themes within a tale, so too can the disclosure of our lives change our*

own lived story." The author continues to say: *"The projective hypothesis argues that inner psychic conflicts, needs and pressures are projected into the person's environment."* (Stones, 1999:4). Stones (1999:5) argues that the aim of psychotherapy is to unlock these memories while at the same time enabling the patient to deal meaningfully with the reality of his situation and personal history. The aim of this study is to establish how the patient creates his reality, and to thus understand by becoming aware how to transform that reality if it does not serve the purpose.

In this study the efficacy of the therapy is not the intended research goal, but rather the existence of the phenomena in the Creation and Manifestation of Reality. During the first session a history taking is completed in an undirected manner, focusing on what the patient perceives to be significant in their lives. Specific focus is placed on the repetition of dysfunctional life patterns in the different spheres of their lives. In subsequent sessions, age regressions under hypnosis to significant traumatic events are attempted, these events being at the core of the formation of the Hypnotic Blueprint. De-hypnotising is used to reframe dysfunctional subconscious conclusions and decisions and substitute them with a functional lifescipt.

4.6.8 PROCEDURES FOR THE REPORTING OF CASES

Cases will be reported in such a manner as to highlight the origin and formation of the Subconscious Conclusions and Decisions (Life Blueprint) and the Imago Developmental Stages (Attachment, Exploration, Identity and Competence). The following will be covered in the report on each individual case:

- The presenting problem as stated by the patient in the history-taking;
- A condensed version of the patient's history during his existence, focusing on repetitive life patterns in different locations, including between lifetimes, during past lives, post natal, birth, and early childhood experiences;

- Regressions to the significant events and the identification of the decisive moment where the formation of the subconscious Conclusions and Decisions (Life Blueprint) and the formation of the opposing ego-states occurred;
- A brief explanation and interpretation of the manifestation of this life blueprint in their lives as the symbolic or ritual re-enactment of the symptoms/pathology;
- A description of the Imago Developmental Stage in which the patient is arrested, and the intricacies regarding this factor and the interplay between the variables will be highlighted;
- Engage in a hermeneutic dialogue between patterns replayed by patients (data and case material) and contemporary literature and, in so doing, evaluate and extend existing theory.

4.7 GOALS OF THERAPY

The goals of therapy are to:

- Create consciousness and to identify and reframe the subconscious conclusions and decisions (life script).
- Create awareness of the arrested Imago Developmental Stage.

The use of regression in hypnosis will activate ego-states related to the trauma and therefore allow for therapeutic intervention in the subconscious mind at the core of the formation of the defence mechanism to protect the *"self"* and *"identity"* of an individual. Repressed memories will be recalled and the full dynamic picture of a memory accessed in order to remove wrong perceptions and change the effect of the emotional content of a traumatic event. Through this process, root causes of prevailing symptoms are worked through and ego-integration achieved. The patient will be assisted and encouraged to find inner resources in order to *"heal"* himself and to grow towards self-actualisation (a sign of ego integration).

4.8 DATA ANALYSIS

Data analysis is conducted to reduce and organize data in order to produce findings that can be interpreted by the researcher (Tesch in Creswell, 1994:155). The data in this study will be analyzed continuously as the case/s unfolds to determine the subconscious conclusions and decisions of the patient, and how it manifests in their lives. The researcher will make use of Miles and Huberman's (1994:10) methods of data analysis. With this method, data analysis is divided into three components of activities: data reduction, data display and conclusion drawing. According to Yin (1989:53), every case is a study on its own and cases form replicas of each other. Data is analysed according to whether it meets the criteria of the Creation and Manifestation of Reality-model, which includes the:

- Creation of reality during Pivotal or life-deciding event: Subconscious conclusion + Subconscious decision = Hypnotic Blueprint. Subsequent reinforcement of pattern.
- Manifestation of reality: Life acting as a mirror to recreate the original pattern = Re-enactment of pattern.
- Making conscious the Hypnotic Blueprint and pattern: De-hypnotising the patient by returning them to the life-deciding moment, and re-deciding on the conscious blueprint.

4.8.1 DATA REDUCTION

Data reduction includes a conceptual framework, research questions, cases and instruments as chosen by the researcher (Poggenpoel in De Vos, 1998:340). According to Miles and Huberman (1994:10), data reduction is *"... the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field-notes or transcriptions"*. Huge amounts of case-study material had to be reduced to a workable format. Again, the criteria used in the reduction of material were related to the locations in the patients' timeline, including the defining moment, the

hypnotic blueprint, life blueprint reinforcement events, the trigger of the symptom, trigger re-enforcers, and re-enactments of the blueprint or re-creation of that reality.

4.8.2 DATA DISPLAY

Miles and Huberman (1994:10) state that a data display originates from extensive information that allows the researcher to draw conclusions and intervene appropriately. Data collected from the multiple case studies will lead to further analysis and interpretation. Miles and Huberman (1994:82-87) indicated the following four analytic transformations that the researcher will keep in mind during this study:

- Individual Case Synopsis: The synopsis aims to *"disclose what was essential to each person's experience, while reducing the original transcript to one third"* (Miles & Huberman, 1994:86);
- Illustrative Narrative: Themes, sequences and keywords reflecting the most characteristic accounts are searched in an attempt to connect all the data and to tie up loose ends of individual segments of data;
- General Condensation: A compact description of the characteristics common to the transcripts is given, or a general synopsis of the data is provided;
- General Psychological Structure: The analysis is connected to theory as stated in a literature study, but also to knowledge positioned outside of the data set.

4.8.3 DRAWING CONCLUSIONS

The purpose of drawing conclusions is to determine the meaning of data. Conclusions are drawn from the patterns, explanations, casual flow and configurations of data in a study (Miles and Huberman, 1994:11). All the case studies in this research will follow a similar process of analysis.

4.9 INTERNAL VALIDITY, EXTERNAL VALIDITY, CREDIBILITY, RELIABILITY, VALIDITY OF THE RESEARCH

The credibility, reliability and validity of a research study reflects the trustworthiness of the study in terms of the accuracy of the research findings, reality-based verdicts and its ability to convince the reader of the worthiness of the research findings (Lincoln & Guba, 1985:290; De Vos & Fouche, in De Vos, 1998:83–86). McLeod (1999:133) sees it as a form of quality control resulting from the lack of statistical evidence of findings as found in quantitative research.

Hammersly (1990:57) states: *“By validity, I mean truth Interpreted as the extent to which an account accurately represents the social phenomena to which it refers”*. Reliability is *“the extent to which a test would give consistent results if applied by different researchers more than once to the same people under standard conditions”* (Hall & Hall, 1996:43–44).

The consistency with which the researcher collects data (the use of the same methods), reproduces the actual experiences of each patient and the use of research techniques (as well as the environment of the research) will heighten the reliability and credibility of the study (Krefting, 1991:216). As this study is qualitative nature and directed by a literature study, with a consistent research environment and using the same research methods for every case, its credibility and reliability would not be in question.

Guba (Poggenpoel in De Vos, 1998:348–351) and Miles and Huberman (1994:278-279) accentuate four aspects of trustworthiness, relevant to qualitative research, and which will apply in this research study: truth-value, applicability, consistency and neutrality. Each one of the aspects will be discussed briefly.

- **Internal Validity / Truth Value / Credibility / Authenticity**

Here we arrive at the crunch question in determining credibility: Do the findings of the study make sense? Are they credible to the people we study and to our readers? Do we have an authentic portrait of what we were looking at? (Miles & Huberman, 1994:278) Lincoln and Guba (1985:296) are of the opinion that the research needs to be done in such a way that it augments the probability of the findings to be deemed credible by having them approved by literature and the phenomenon being investigated. Krefting (1991:215) focuses on the validity of the research design of the investigation, and states that a trustworthy and well thought-through design will enhance the truth value of the research findings. Careful documentation of the conceptual development of the study will also enhance the truth value, as all the data pertinent to the research will be available and open for auditing.

In this study the Creation and Manifestation of Reality-model is used within the multiple case study approach, which allows for the cross-checking of explanations, adding to the credibility and truth value of the research findings (Miles & Huberman, 1994:29; Denzin & Lincoln, 1994:216; Stake, 1995:108). In this research the literature study provided the foundation on which the Creation and Manifestation of Reality-Model was developed, backed by personal and professional therapeutic experiences by the researcher.

- **External Validity / Transferability / Fittingness / Applicability**

We need to know whether the conclusions of a study have any larger import. Are they transferable to other contexts? How far can they be generalised? (Miles & Huberman, 1994:279) Krefting (1991:216) states that the applicability of research findings refers to the degree to which these findings can be transferred and generalized to other populations and settings. External validity of a case-study investigation is established through the description of the research phenomenon, the analysis and interpretation of research findings and the comparison thereof with other studies (LeCompte & Preissle, 1993:349). The researcher is of the opinion that the findings of this study are transferable to all of us, and are thus universal. As the psychologist not only selected serious pathology, but also everyday problems in his case studies, the concepts used in the Creation and Manifestation of Reality-Model are generalisable to the population at large.

- **Reliability / Dependability / Auditability / Consistency**

The underlying issue here is whether the process of the study is consistent, reasonably stable over time and across researchers and methods; namely "quality control" (Miles & Huberman, 1994:278). Consistency of data is needed to ensure the trustworthiness of the research. Krefting (1991:216) highlights that consistency implies that the replication of the study under similar conditions should produce more or less the same outcome as the initial research findings. Furthermore, the results and conclusions derived from the study should make sense and be dependable when viewed by an objective reader (Merriam, 1991:172).

This research is based on the research questions posed in Chapter 1, the problem statement and the literature study, in which theory and research was conducted. The researcher is convinced that should this study be repeated, conclusions will be attained consistent to the results achieved in this study.

- **Objectivity / Confirmability / Neutrality**

The basic issue here can be framed as one of relative neutrality and reasonable freedom from unacknowledged researcher biases – at the minimum, explicitness about the inevitable biases that exist (Miles & Huberman, 1994:278). According to Krefting (1991:316), neutrality should reflect from the research study's unbiased and objective collection, analysis, interpretation of and conclusions arrived at from the information gathered in the study. It should not be clouded by the researcher's (or patient's) own motivations and/or perspectives.

The researcher acted in dual and potentially-conflicting roles, namely that of unbiased researcher and clinical psychologist/therapist. As the result of therapy was not the aim of the thesis, the therapist had no need to bias the outcome. The only aim was to develop and prove the Creation and Manifestation of Reality-Model on the basis of case studies. The researcher's neutrality is therefore not in question.

The researcher is of the opinion that the implementation of all the criteria as stated in this chapter will ensure the credibility, validity and reliability of this research study. LeCompte and Preissle (1993:322) propose that accurate, justifiable, warrantable and believable research is trustworthy.

4.10 CONCLUSION

In this chapter the research design and research framework were highlighted. The emphasis was on the research strategy to be used, the methods of data collection and the demarcation of the study. Possible apprehensions regarding the reliability, credibility and validity of the research study were discussed in order to ensure a trustworthy study.

Chapter 5 will use four case illustrations to integrate the concept of the creation and manifestation of reality within the semi-permanent structure of the Imago developmental stages.