

LIVING ARCHIVES ON EUGENICS IN WESTERN CANADA

INTERVIEW TRAINING HANDBOOK

Interviewing Protocols

**Conducted at the University of Calgary
May 5-7, 2011**

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(adapted from the CURA *Montreal Life Stories* Training Workshop, Centre for Oral
History and Digital Storytelling, Concordia University, September 2010).

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This training kit has evolved through several meetings, discussions, and workshops. It is compiled based upon several key documents including the CURA Living Archive on Eugenics (LAE) main protocol, interim workshop materials, and ethics proposals that have been submitted to the various partner universities. It has also been adapted from the Montreal Life Stories Training Workshop from the Centre for Oral History and Digital Storytelling, Concordia University, September 2010.

All of this has been part of a collaborative and iterative process, requiring the input of many participants, including team leaders, student participants, and community members. In particular, we would like to thank Anne Hughson at the University of Calgary and Deb McLean of AACL for their critical contributions to the project.

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LETTER TO PARTICIPANTS

May, 2011

Welcome to the *Living Archives on Eugenics (LAE) CURA* training workshops, and thank you for your participation. We are pleased to be coordinating these sessions for CURA researchers that will offer research-specific training modules, as well as opportunities to discuss the project more broadly. Depending on your team, you may be involved in workshops on archival data collection, working materials into electronic formats, or conducting qualitative interviews with survivors of passive and active, historical and current eugenic practices. This manual concerns the latter research methodology, and will primarily engage interviewing researchers from the *Collective Memories of Eugenics* team led by Claudia Malacrida, and in the *Post-Eugenics Futures* team led by Natasha Fairbrother and Bruce Uditsky.

The interview training for this module will cover a variety of topics related to the interviewing process, and ethical and emotional issues relating to interviewing people who have been marginalized. The LAE Ethics proposal have been devised specifically for each of the participating universities, but they all adhere to the principle that our interviewers be trained to conduct sensitive and constructive interviews that guide interviewees in the process of remembering.

As such, this training aims to get interviewers thinking about how to conduct qualitative interviews, but more importantly, it seeks to engage interviewers with processes of how to be sensitive and aware of interviewees' emotional and psychological needs during the research process. It will address questions of recruiting participants, legal and ethical considerations building up to the interview itself, conducting interviews with interviewees and community advocates, building trust and establishing rapport, working with interview technology, and more subtle questions of ethics, sensitivity and asking questions of people who have not only have been traumatized, but who may have intellectual disabilities or mental health challenges.

The topics to be covered and the schedule can be found on the following page. Throughout these sessions, I hope to encourage reflection and discussion from participants, and to address any concerns you may have in regard to interviewing for the LAE project. I hope that you will find these workshops informative and helpful to you as interviewers in the *Living Archives on Eugenics* project.

Sincerely,

Claudia Malacrida
Collective Memories of Eugenics Team Leader

Training Schedule

1. Introduction to eugenics, institutionalization, and disability theory
 - Offered January 21, 2011
2. Recruiting and Sampling
 - recruiting participants, brainstorming, carving up territory, beginning a sampling frame, arranging sub-group coordination
 - Offered May 5-6, 2011
3. Ethics, legal issues and permission
 - legal and ethical considerations building up to the interview itself, which will involve a workshop by the Office of the Public Guardian
 - Offered May 5-6, 2011
4. Interviewing strategies specific to intellectual disability and mental health
 - conducting interviews with interviewees and community advocates, building trust and establishing rapport, more subtle questions of ethics, sensitivity
 - Offered May 5-6, 2011
5. Interviewing and sensitive topics
 - working with interview technology, constructing open-ended questions, narrative techniques, asking questions of people who may have intellectual disabilities or mental health challenges
 - Offered May 5-6, 2011

OVERVIEW OF LAE CURA PROJECT

The Living Archives on Eugenics in Western Canada CURA project was created to investigate the history of eugenics and its legacy for contemporary Canadian society. It will create innovative academic resources for scholars across academic fields, including history, sociology, philosophy, medicine, law and education. It will also develop a long-term strategy for maintaining and expanding these resources, as well as actively involve community organizations and vulnerable individuals whose stories have most often been left out of the Canadian collective memory. It aims to highlight the contemporary significance of a neglected part of Canadian history via curriculum bundling, public dialogues, and barrier-free digital access.

The project is organized into four thematically organized teams. Each team has a designated leader and members who come from both academic and community backgrounds. The teams' theoretical perspectives are informed by a variety of academic fields and community experiences. The themes are *traditional archives*, *collective memories of eugenics*, *disability ethics*, *inclusion and eugenics*, and *post-eugenic futures*. All teams could potentially contribute to the collection of narratives from people who have been directly affected by eugenics in Western Canada.

<i>Theme</i>	<i>Leadership</i>	<i>Team Members</i>	<i>Core Activities</i>
<i>Traditional Archives +</i>	Erika Dyck	Lene Koch, Geoffrey Reaume, Kathryn Harvey, Raymond Frogner, Frank Stahnisch, Douglas Wahlsten, Leilani Muir, Natasha Nunn, Mike Billinger, Geoffrey Rockwell	Traditional academic research using paper-based archives on the history of eugenics; improving quality and access to archival material via digital means
<i>Collective Memories of Eugenics</i>	Claudia Malacrida	Sue Campbell, Judy Lytton, Nicola Fairbrother, Anne Hughson, Leilani Muir, Glenn Griener, Kyle Whitfield, John Sutton, Natasha Nunn	Develop inclusive collective remembering about Canadian eugenics; delivering video narratives & input into curriculum materials
<i>Disability Ethics, Inclusion, & Eugenics</i>	Dick Sobsey Gregor Wolbring	Bruce Uditsky, Glenn Griener, Heidi Janz, Judy Lytton, Lene Koch, Raymond Frogner, Frank Stahnisch	Community dialogue on eugenics, ethics, & social policies affecting people with disabilities via community & public dialogue
<i>Post-Eugenic Futures</i>	Nicola Fairbrother Bruce Uditsky	Sue Campbell, Kathryn Harvey, Anne Hughson, Kyle Whitfield, Geoffrey Reaume, Dick Sobsey, Geoffrey Rockwell, Heidi Janz, Mike Billinger	Increasing public participation through viral archiving mechanisms, small workshops and community-based activities

STEP 1: INTERVIEW TRAINING

Workshops

Several workshops will be provided for all potential interviewers. These workshops will be:

6. Introduction to eugenics, institutionalization, and disability theory
 - Offered January 21, 2011
7. Recruiting and Sampling
 - Offered May 5-6, 2011
8. Ethics, legal issues and permission
 - Offered May 5-6, 2011
9. Interviewing strategies specific to intellectual disability and mental health
 - Offered May 5-6, 2011
10. Interviewing and sensitive topics
 - Offered May 5-6, 2011

The workshops cover a variety of topics including interview skills with marginalized groups, ethical and disclosure concerns, issues pertaining to consent and legal status, and traumatization.

Interviewer Selection

Upon completing the core workshops, potential interviewers will receive formal certification from the project, and their names will be noted in a centrally-managed list.

The training will conclude with a selection process, whereby trainers, in collaboration with team leaders will decide which individuals are going to be responsible for conducting the majority of interviews. Trainers will raise questions or concerns as they deem appropriate. Some people may be asked to undergo further training before beginning interviewing.

Not everybody who completes the training will be selected. In some cases individuals may be deemed unsuitable for work on the project. In other cases, individuals may be asked to improve specific skills or capacities, or may be asked if they are interested in contributing to the project in other ways.

Nobody will be paid for training.

Training Teams

The training team consists of project and community members with a range of experiences that may include, but are not limited to, institutional survivors, eugenics survivors, community advocates, and academics with disability-specific backgrounds.

Psychosocial Support

Project members who are specialists in issues of marginalization, social control, traumatization and disability, as well as survivors and their advocates, have helped determine the content of the workshops in accordance with our ethics framework. Strategies and resources for individual and mutual support will be discussed throughout the training process. Additionally, a list of resources across various locations relating to disability services, and psychosocial support will be made available to interviewers, and to interviewees (Appendix I).

STEP 2: INTERVIEWEE RECRUITMENT

Project Approach

The project approach will be one of coordinated decentralization. Each thematic group will be responsible for their own recruitment processes in accordance with general guidelines that will be developed by the project. Individual team leaders are responsible for ensuring that thematic groups receive the support they need throughout this process.

This handbook pertains specifically to interviewing protocols; team leaders of researchers involved in other forms of data collection, analysis and management will provide appropriate training modules for those activities.

Recruitment

Interviewees may be found in a variety of ways, including through existing networks and word of mouth. The goals of the thematic groups are to ensure that interviewees represent a broad spectrum of backgrounds from within the constituencies affected by eugenics (including passive, active, positive and negative eugenics) historically and/or in the current context.

Attached, please find posters, flyers and a cold-calling script (Appendix II). We are in the process of creating a contact list of groups/agencies to aid in recruitment (Appendix II-B).

Keeping Track

Individual interviewing teams will be required to keep track of names and information about interviewees, and the purpose of the interview in a shared, on-line repository. This will be done to prevent unnecessary overlap between groups.

STEP 3: RESEARCH & PREPARATION

Resource Materials

Interviewers will need to have knowledge about the history and culture of disability and eugenics in Western Canada. The training will include a package of readings 150-200 pages in length, including key articles and book chapters, as well as chronologies, lists of web-based resources and selected bibliographies (Appendix XI). These include articles specifically relating to eugenics and research methodology by:

Booth, T. and W. Booth (1996). "Sounds of Silence: Narrative Research with Inarticulate Subjects." Disability & Society **11**(1): 55-69.

This article offers insight into strategies for conducting interviews with people whose language level may provide challenges.

Ellem, K., J. Wilson, et al. (2008). "Ethical challenges of life story research with ex-prisoners with intellectual disability." Disability & Society **23**(5): 497-509.

This paper examines unintended outcomes while interviewing people with intellectual disabilities on emotional topics.

Goodley, D. (1996). "Tales of Hidden Lives: a critical examination of life history research with people who have learning difficulties." Disability and Society **11**(3): 333-348.

This paper offers insight into interview protocols attached to life history research.

Malacrida, C. (2007). "Reflexive Journaling on Emotional Research Topics: Ethical Issues for Team Researchers." Qualitative Health Research **17**: 1329-1339.

This article offers suggestions for self-support and team-support concerning impacts on researchers of emotionally demanding topics.

Park, D. C. and J. P. Radford (1998). "From the Case Files: reconstructing a history of involuntary sterilization." Disability & Society **13**(3): 317-342.

This paper provides an overview of which groups were targeted for sterilization as well as the process of the eugenics board.

Grekul, J., H. Krahn, et al. (2004). "Sterilizing the "Feeble-minded": Eugenics in Alberta, Canada, 1929-1972." Journal of Historical Sociology **17**(4): 358-384.

This paper draws on documents prepared for the Muir v. Alberta trial and outlines populations targeted and the methods of the eugenics board.

Malacrida, C. (2008). "Discipline and Dehumanization in a Total Institution: institutional survivors' descriptions of time-out rooms. Disability & Society, **20**(5), 523-537.

This article offers insight into passive eugenics and institutionalization as well as the traumatic experiences of survivors.

Veit, J. (1996). *Muir v. The Queen in right of Alberta*, Alberta Court of Queen's Bench. **132 D.L.R. (4th)695 Court File No. 8903 20759 Edmonton: 1-20.**

This is a transcript of the judgment assigned to the Government of Alberta during the *Muir v. The Crown* lawsuit. It provides insight into the injustices of the eugenic processes in Alberta.

Wahlsten, D. (1997). "Leilani Muir versus the Philosopher King: Eugenics on trial in Alberta." Genetica **99**: 185-198.

This paper examines the social context in Alberta that permitted eugenics to occur so successfully.

Workshops

Thematic groups are encouraged to organize additional workshops specific to their needs. This could include specific training on disability and eugenics history, ethics, disability advocacy, archival researching, participatory action methods, etc. These workshops may also be attended by 'interview' team members, and will provide an opportunity for cross-disciplinary and cross-methodological exchange.

Pre-interview Process

Prior to interviews with survivors, ex-workers and family members, interviewers should engage in a conversation with the interviewee or their advocate about their choice to have another person present to provide support during the interview process. This may be a survivor, community member or human services worker. Every effort will be made to accommodate interviewees' requests. Interviewers should also ascertain whether any interpreter services (ASL, etc.), will be required. The topics of consent, interviewee literacy, and need for plain language should all be addressed during this conversation. Interviewers should also clarify at this time whether video recording will be utilized. A check-list will be provided for interviewers to guide this process (Appendix III).

A copy of the interview questions will be sent to participants prior to the interview to help them to prepare for the interview (Appendix IV). These questions will be in plain language, and may also need to be provided to a guardian or advocate chosen by the potential interviewee. In the case of a guardianship order, the guide will be sent to the guardian and also to the participant.

At this point in contact, it may be worthwhile to ask participants to bring any childhood photographs or records of their sterilization and/or institutionalization if they feel this will be helpful.

We acknowledge that guardianship arrangements are not always congenial, and we will make every effort to satisfy all parties; nevertheless, the wishes of the participant will guide our practice. We also understand that, given these sometimes conflicting perspectives, there may be barriers to inclusion for some research participants and some moments in the research process where communications will be challenging; thus, we expect to engage in each situation with ethical intention and openness with the individuals and their supports (advocates, guardians, workers, etc.).

When an interview has been arranged, interviewers will contact the LAE interview team leader, Dr. Claudia Malacrida, by email and will be assigned a label for the interview (LAE – 01, LAE – 02, etc.). In the email, interviewers should indicate the name of the participant, names of the interviewers, location, referring agency and date of the interview.

STEP 4: THE INTERVIEW

Interview Document Checklist

A number of documents will be required at each interview. A list of these documents is provided in Appendix X, along with the collated documents.

Interviewing

Our approach to interviewing will be one of respect for people who may have compromised health and emotional vulnerability due to marginalization.

As noted earlier, in the pre-interview process, prior to the interview, we will have presented the choice to interviewees to have a community member or survivor present at the interview to support them. Prior to the interview, we will also have checked concerning consent issues; is the interviewee able to provide their own consent? If not, from whom will we need to gain consent? Questions of ethics and consent will be addressed during an entire workshop, required for all interviewers. A copy of the ethics proposal for the University of Lethbridge will be distributed at the May 5-7 workshop.

We will endeavor to complete interviews during one sitting, although we will be ready to terminate the interview at the interviewee's request and be happy to finish it at another time if so desired by the interviewee. It is important to remember that for survivors, health and emotional issues may be draining. It is critical to remain sensitive to these needs in spite of what participants may say. We expect most interviews to take between one and two hours to complete. Interviews will be both audio and video recorded. Guidelines concerning optimal recording protocols are attached (Appendix VI).

The format of the interviews will be focused and semi-structured while still facilitating interviewee narratives. Questions will be open-ended, participant-driven and reflexive. Training will be provided in the interviewing workshop on posing open-ended questions in sensitive ways.

Two-person Interview Teams

Interviews will be conducted by two-person teams, with one acting as the lead interviewer and the other as the videographer. Teams can switch roles if so desired, however it is not recommended that this occur during an interview so as to avoid overpowering interviewees with questions.

There are two main advantages to conducting interviews in a two-person team. First, by alternating roles the two persons learn from each other. Second, it allows the person doing the actual interviewing to focus on the interview and the participant, rather than on technology.

STEP 5: POST-INTERVIEW FOLLOW-UP

Feedback to Project

Interviewers will provide a post-interview synopsis and interview data to a central electronic repository within 24 hours of each interview session. The synopsis should include their initial thoughts and feelings about the interview as well as information about the interview process. These messages could be long and detailed, or short. The two interviewers could co-write the email/e-posting, or they could write separately. Questions to consider in these postings:

- What was the tone of the interview?
- Which questions worked and which did not?
- What was the interview like for the interviewer? For the interviewee?
- What was the setting of the interview like? How did this affect the flow of the interview?
- How was technology managed, and what, if anything could be improved in terms of set-up?
- What impact did the community supporter/aide have on the interview process?
- How were you, as a researcher, affected by hearing these stories?
- What resources could be helpful to you and the interviewee to ease the interview process?
- What would you change about the interview just completed, and why?
- What really worked well in the interview, and why?

These reports will be a valuable resource to the project.

Debriefing Sessions

Individual team leaders will be responsible for organizing debriefing sessions as they see fit. These sessions may involve discussion of interpretation of interviews, opportunities for expressing emotional or intellectual reactions, or the need for providing formal supports (counseling services, etc.) to interviewers and to interviewees. It is suggested that this happen at least biweekly during active interviewing periods, and that formal, standing arrangements be made by team leaders with the interview teams during interviewing periods to facilitate debriefing.

It is possible that these debriefing sessions will be video recorded and used for team instruction or possible research. Interviewers will need to sign a release form for this (Appendix VI-H).

Follow-up with Interviewees

Interviewees will be sent a thank-you card immediately following the interview, along with an evaluation form, in plain language, for them to fill out anonymously and send back to the project (Appendix VII).

As soon as possible after the interview, participants will be sent a transcript of the interview. Participants will be reminded at this point that they can revoke their consent if they are not comfortable with the information in the transcript. A standard cover letter for mailing transcripts is attached (Appendix VIII). This letter will be sent and signed by the individual who conducted the interview.

STEP 6: TRANSCRIPTION & POST-PRODUCTION STAGES

Transcription Style

The LAE team has decided that transcripts will be non-verbatim with a focus on constructing a narrative that includes emotive responses. This means that transcribers will be instructed not to include every pause, “um”, or “uh” unless these are deemed to be more than speech habits (i.e., transcriptions should include emotional expressions such as very long pauses, laughter, crying, etc.). Interviewers are instructed to make note of visual cues during the interviews as well.

Transcription will ideally be done by the individual who conducted the interview. A second person will audit the transcription to ensure its accuracy before it is sent to the interviewee.

Treatment of Material

Interviewers will be provided with adequate training with respect to audio and visual recording.

General Interview Guidelines for Living Archives on Eugenics CURA Project

Part I. Interview Structure and Procedure

All interviewers must complete a **training course** of at least 2 workshops, and be accredited by the LAE CURA, before conducting interviews.

Interviewees will tell their stories of institutionalization and/or sterilization in interview sessions held by two-person interview teams. The interviews will be recorded with digital audio and, optionally, digital video. The first person will take the lead as "interviewer" and the other will act as "videographer", should video be used. They could switch roles in subsequent sessions if they choose, and if this is appropriate. However, they should not change roles during the interview. When an interview is only going to be audio recorded there will only be one interviewer present.

As far as possible, researchers will allow ample time for the interview process. It is anticipated that interviews will only occur once, however, follow-up interviews will be done with those participants who are unable to continue due to emotional or physical reasons. **Multiple interviews** could be conducted with each participant, depending on the willingness of the participants and at the discretion of the interviewer. The estimated average contact time is 1-3 hours.

Prior to interviews with survivors, ex-workers and family members, interviewers should engage in a **pre-interview session** with the interviewee or their advocate about their choice to have another person present to provide support during the interview process. This may be a survivor, community member or human services worker. The purpose of the pre-interview would be to "break the ice" and start the process of establishing rapport, and to get some basic factual information to work with. A copy of the questions will have been sent prior to the interview. The pre-interview conversation should accomplish the following:

- review the logistics of the interview: determine who will be present, if video recording will be used, if any special accommodations need to be made, where the interview will take place. Issues of consent should be discussed.
- encourage participants to bring family photo albums and other items that may help them to remember their pasts.

At the beginning of the interview, the interviewers should accomplish the following

- meet and establish a rapport with the interviewee.
- explain and discuss the purpose of the project.
- explain issues of confidentiality and the accessibility of the interviews and signed the consent form.
- explain and review psychological-support resources available to the participants.

- gather basic factual information about the interviewee, which will be filled out on a face sheet (Appendix X).

If an interview has been terminated for emotional or physical reasons, a follow up interview could be scheduled soon after the first interview. The follow up interview may employ photographs or documents about the participant's experiences of eugenics.

Finally, post interview stages include: a) a brief report-reflection to be emailed by the interviewee team to a central repository (see below) and b) occasional debriefing meetings, during the peak of interviewing. These sessions may be video-recorded. A copy of the release form for interviewers is attached in Appendix VI-H.

Part II. Guiding principles in conducting an ethical and successful interview

1. Explain the purpose of the project and the nature of the interview. The interviewer must have a clear understanding of the scope and purpose of the project and be able to explain it to the interviewee in the clearest terms. In addition, in order to work as an informed and empathetic interviewer, the interviewer should be fully aware of the history of eugenics, institutionalization and its impact on the participant, and the social context of the community s/he is working with.

By the time you sit with a participant to conduct your first interview, you have already completed the core training workshops and have been accredited by the project; nonetheless, when you do sit down for your first session make sure you have a thorough command of all the relevant documents and guiding questions. Be prepared for any questions that the participants might have in addition to what you have already explained to them.

2. Practice the introductory part of the interview with a friend or colleague before conducting your first actual interview. By "introductory", we mean an explanation of the project and gathering of face sheet data. Practicing and exchanging roles with a colleague will help you get a good command of how to set the tone of the interview, what essential pieces of information to include; it will also help you identify any disorienting words or gestures that you might habitually use, or any pieces of information that you might be missing. Here is an example:

Thank you for agreeing to participate in this interview. I would like to ask you to introduce who you have brought with you. This interview is about you and your story, so we will focus on what you say because it is very important to me. We are part of a group of several universities, including the University of Lethbridge, the University of Calgary and the University of Alberta, as well as several community agencies such as AACL and Neighborhood Bridges. We are interested in making the history of eugenics public. Many people in this province do not know about it and we feel it is an important part of history. Eugenics includes sterilization, but it also includes institutionalization. The information you give me will be go towards building on on-line archive. I would like to go over the consent form with you.

You must inform the interviewee at the outset that they are free to answer questions any way they wish and that they may refuse to answer any questions, or withdraw at any time (see Ethics Guide Summary, items 2-5). Make sure you have the consent forms, contact sheets and psych support materials with you.

3. Establish a setting based on “sharing authority”, throughout the process. The project’s design and ethic is based on the shared authority of the interviewer who brings questions, training and some “distance” and the interviewee, who brings life experience and storytelling. Sharing authority is about cultivating and maintaining a relationship based on trust, respect and collaboration with the participants, and facilitating their participation in research production. To start with, you need to conduct the interviews in an egalitarian and non-hierarchical environment of **mutual respect and trust**. Remember SOLAR to maintain ideal comportment during interviews:

Smiling in a quiet and warm way

Open body language to make the participant feel comfortable

Leaning slightly forward to show our interest and alertness

Attentive: remember that your interviewee is extremely important

Relaxed: convey your own sense of confidence and comfort

An interview is successful and meaningful if and only if it is based on a trust relationship between the researcher and the researched. Building trusting relationships takes time and effort. Some individuals have an innate gift of gaining other people’s trust and some individuals give their trust easier than the others. You may gain a person’s trust but lose it somewhere along the course of the interview sessions. In any case, building a trust relationship, which starts with the first meeting between the two parties, must be considered a conscious and ongoing effort, that involves everyone involved in the process and that is essential for conducting an interview.

It may be that some of the interviewees will have challenges in communication due to physical and/or intellectual disabilities, or strong emotions in recounting their stories. Avoid the temptation to complete sentences or disrupt the flow by offering expressions of sympathy or offers to cease the interview. This will be difficult to evaluate and it may be that interviews will need to be ended at some point. Do not let your own discomfort determine this.

4. Establish a collaborative and interactive environment. Along the same lines noted above, interviews should be conducted as dialogue in a collaborative environment shared among the interview team and the interviewee. It is important to remember that the interview belongs to the participant. Therefore, a good interview remains focused on their narrative.

First, remember that in most interview session, there will be a two-person interview team: the first person will be leading or conducting the interview and the second person will be acting as the videographer. The roles of the two researchers remain the same with the

same participant. However, they could alternate as the lead between various participants. The two researchers should follow the same guiding principles of sensitivity, attentiveness, etc. even though one person would be more silent than the other.

As noted above, the interview should be guided by the participant in terms of direction and duration. Interviewer questions should be facilitative and should understand that the focus of the interview is the participants, not themselves. Because there are two interviewers, one videographer and one interviewer, it is possible that this may be intimidating for participants. Be careful to minimize interaction amongst yourselves so as not to make the participant feel excluded or alienated, for example, by holding a conversation or making a non-verbal communication among yourselves.

Second, generally questions will have two major purposes: to elicit greater descriptive detail from participants and to encourage them to reflect critically upon the past and the present. Ask open-ended questions that encourage participants to respond at length and that help guide participants' narratives, rather than holding "question and answer" session. For instance, rather than ask "did you," "could you," "were you" questions, use such open-ended phrasing as "tell me about," or "please describe." It is often useful to start the interview with a very broad opening question. For example, if the participant has been institutionalized, you could say, "Tell me what it was like living in the institution."

5. Use unstructured and conversational questions. A set of guiding interview questions is available in Appendix IV. The interviewers should use this sample only as a "road map" in order to try to attain as complete and relevant oral histories as possible. Nevertheless, questions are largely determined by the interview itself and by participants' personalities. As much as possible, questions should give the participants the opportunity to proceed however they choose – they may wish to follow a loose chronology or to discuss themes at length outside of the constraints of a timeline. Participants should also be free to avoid any line of inquiry and if they do not care to elaborate on part of their narrative, or they do not wish to express an opinion on something, no further related questions should be asked.

6. Remain "on the road" and close to the research focus. Being sensitive and responsive to the needs of the participants does not mean losing track of the interview and the train of thought all-together. The interviewer should be able to control the conversation without being over controlling, discouraging or patronizing; s/he should know where she is going next after asking a particular question without sticking to the same sequence at all costs. This being said, if the participant offers an avenue of exploration not part of the interview guide, interviewers are highly encouraged to follow this avenue and then return to the focus of the interview guide.

Keeping in mind that eugenic practices are both passive and active, including segregation, institutionalization and sterilization, for example. Make sure interviewers examine the entire range of eugenic possibilities as experienced by the interviewee.

In order to maintain a balance between being **focused and flexible** you are urged to use the sample questions as a guideline, and develop a “laundry list” of information, opinions and understanding of the events about which you hope to get responses/descriptions from the participants. Once this ‘laundry list’ is developed, the questions should be more in your head rather than in your hand – avoid reading out from a questionnaire. However, at the end of the interview, it is a good idea to briefly peruse the interview guide to ensure completeness of the data.

7. Remain attentive to the interviewee and be a sensitive and sympathetic listener. Avoid talking too much, giving comments, or providing the participants with advice. Instead, use non-verbal communication to show your engagement and interest in the conversation. For example, nodding the head approvingly (again, not too much), using hand gestures and maintaining eye contact encourages the interviewee to continue and show them that the interviewer is engaged. Being a good listener also means not interrupting or talking over the interviewee. If you have a clarifying or follow up question, jot them down while maintaining eye contact, and ask them only when they are finished speaking. In the pre-interview session, you will have asked if the participant has materials such as pictures or documents. If they have these, you may ask them to talk about them.

Keep in mind that being sensitive and sympathetic does not mean perceiving survivors as victims, or getting carried away or feeling sorry for them; remember that they are usually stronger than you think! Having said that, you should also be on the look out for signs of trauma/that the interviewee is having emotional difficulties with the interviewing process. In such cases, you should alert the organizers and ensure follow-up inquiries with the participants and the psychosocial support resources, as necessary. As well, be aware that hearing these stories may also upset you. It is all right to express sympathy, however, to the best of your ability please control your own emotions.

8. Be attentive to and tolerant of silences, pauses and flow of emotions. Silence is an important way of expressing feelings and emotions. It is also an effective way to elicit information from the interviewee, as it allows the interviewee time to think, reflect, and recall memories. Remain patient and attentive; do not try to resume the conversation, even if there is long pause.

Be prepared for the interviewee to become very emotional at some instances during the course of the interview; remain seated, attentive and sympathetic but avoid providing advice and verbal comfort. Avoid also distracting the participant by making a verbal or otherwise communication amongst the two members of the interview team. The interview can be stopped only if the interviewee insists; the interviewer should not suggest it. Be prepared also for some moments during the interview to find yourself very emotional and uncomfortable to continue to listen. This is only human! Do your best to focus on the interviewee and carry on. Also, avoid distracting the participant by asking new questions to defuse tension. Let the moment unfold until it becomes clear what the participant is trying to communicate.

9. Do not assume that you know what the participants are going to say next, or that you know what they mean by hinting to a certain memory or event. Do not complete sentences for them. Avoid assuming, asking leading questions and putting words in the participant's mouth. Instead, when confronted with an unclear description, ask clarifying or follow-up questions such as "can you explain that?" or "I'm not sure I understand what you mean, can you explain that again?" It will be the participant's choice to comply or not. Avoid nonverbal or verbal communication between interviewers, for example, communicating about whether or not to end the interview. Interviews should only end if the participant insists.

10. Do not be judgmental, and never argue with the interviewees. If the participants say something historically incorrect or cannot remember their experience about it, refrain from directly correcting or confronting them. Instead, try to verify the information gently by asking clarifying questions, or to probe deeper in order to trigger the memory.

11. Remain attentive to the interviewee after the interview is done. As a principle, no interview should be regarded as a mechanical process of simply eliciting information and running as soon as it is done! For this project in particular, once the interview is completed, the interviewers should remain seated, take some time to thank the participants for their collaboration and offer them additional support. This is a good time to remind participants of the list of supporting agencies (Appendix I).

At this stage, depending on the participant's willingness and at the researcher's discretion, additional, or follow-up interviews could be discussed and scheduled. Even if you do not expect another interview session, ensure the participant that they will be kept posted on the developments and results, and urged them to keep in touch. As the interview ends, interviewers should remind the participant that they may withdraw consent at any time or contact the team leader, Claudia Malacrida at 403-329-2738, or Research Services at the University of Lethbridge at 403-329-2747 for more information. In short, a brief recap of consent should be accomplished at the end of the interview.

12. Send in your brief report within 24 hours. Both members of the interview team are required to send an email report of their thoughts within 24 hours of the interview to a central repository. These reports are a valuable resource for the project and it is important to reflect on the interview when it is still fresh. The email could be long and detailed, or short. The two interviewers could co-write the email, or write separate emails, as they wish. Include in your email: what did you find significant/ what stood out (patterns, stories, silences)? What did you learn in terms of interviewing experience? What would you do differently? If the interviewee opted for confidentiality, make sure that the identity of the interviewee is protected in this email.

Ethics Guide Summary for Living Archives on Eugenics CURA Project

1. Mitigating harm

The experience of revisiting institutionalization and eugenics may prove deeply emotional and even psychologically traumatic for participants. Researchers experiences of listening to these stories may also prove painful. The publication, reinterpretation and dissemination of participants' contributions to the project may also prove to be a difficult and upsetting experience. To address this issue, the project will arrange resources for both participants and researchers to have access to the support of social workers, counselors and psychologists (see separate guidance sheet)

2. Obtaining informed consent

Informed consent will be obtained in consultation with participants prior to and immediately following the interviews. Interviewers will inform participants of the purpose of the interview, the procedure and participants' options regarding confidentiality and the accessibility of the recording and/or transcript. Participants will be informed of the possible uses of the interview by researchers working under the auspices of this project and that coordinators will have limited control over the use of material by unaffiliated researchers once it has been archived. Although these issues will have been discussed at the pre- interview sessions, they will be addressed in more concrete terms before the interview itself and participants will be asked to sign consent forms. Participants will be given the opportunity to modify the terms of the form after the interview is finished.

Finally it is to be noted that consent forms are right of use agreements, and there is no transfer of copyright.

3. Participants' rights and options throughout interview process

A participant may choose to end the interview at any time and may ask that the recording of the interview be destroyed. This right to discontinue will be discussed with interviewees before the start of the interview and is included on the consent form. Following the interview, participants will be given the opportunity to review the terms of their participation and make any changes to the consent agreement.

Later requests to alter the interview or the terms under which it will be made available to researchers will be dealt with on a case by case basis. The time during which an interview is being transcribed and prepared for archiving will function as an effective grace period. As a rule, no participant will be able to request confidentiality or restrict accessibility to his or her interview after the interviews have been made available to researchers; such changes will only be considered in extraordinary circumstances. Moreover, the project's organisers will be unable to control future uses of the material by unaffiliated researchers once it has been archived. In all cases, however, project organisers will work in good faith to ensure that archived materials are used in accordance with the best interests of the participants and within the bounds of the restrictions provided by their consent agreements.

4. Researchers responsibility concerning matters of confidentiality

When participants request anonymity, their recorded interviews will be kept secure and will be made available only to the principal investigator, the chair of the relevant working group and approved archivists and transcribers that have agreed, in writing, to protect the identities of the participants involved. Project organisers will ensure that researchers are fully aware of their responsibilities to confidential/anonymous participants.

5. Accessibility of the recordings and or transcripts

Participants who provide an interview will be given a print copy of their interview and will have the option of reviewing it.

6. Recruitment of interviewees

Closely related to the concept of sharing authority is the importance of recruiting the participants in a variety of different ways. Various points of entry will be sought in order to recruit as wide a spectrum of participants as possible. The recruitment strategies will include (1) public service announcements - radio, television, newspapers (2) poster and leaflets, (3) work through community groups, (4) information tables, community meetings, etc, (5) word of mouth (or snowball sampling). The interview coordinators in each working group will reflect on the nature of recruitment.

When the prospective interviewees are contacted for arranging a pre-interview, they will be given a brief description of the interview objectives, and procedures.

Emotional and Psychological Support Guidelines for the Living Archives on Eugenics CURA Project

Introduction

Interviewing and working with people who have survived institutionalization and eugenics necessarily involves asking questions and delving into experiences which can be very difficult to recount. For this reason, it is important to be aware that the interview process may have an emotional impact on the interviewee and the interviewer, and to be prepared to be sensitive to this impact no matter how seriously or mildly it presents itself. The availability of psychological support for all project participants and team members is a central principle in the CURA project's ethics protocol, and therefore it is imperative that all interviewers present the various options to all interviewees clearly and with sensitivity.

The interviewer's job is twofold: a) to be sensitive and human during all stages of the interview process, thus providing an informal sort of "emotional support" themselves, and b) to provide our list of resources to the interviewee and to encourage them to make use of these resources should they feel the need. The interviewer's role is not to determine whether or not the person they are interviewing may or may not be exhibiting signs of trauma, but rather it is to make sure that all of our resources available to every interviewee, regardless of what symptoms they do or do not display, and to allow the interviewee to determine their level of need themselves. The interview process involves engaging and collaborating with the interviewee in the process of collecting their life history in a fairly intimate way, and this space should also be conducive to being sensitive and supportive for what may come up emotionally.

The showing of emotional distress during an interview can be a very normal thing. People are, after all, recounting very difficult memories. Therefore, interviewers should not automatically worry about emotion shown during the interview. While many terms related to psychological distress are thrown around in everyday speech, such as "trauma" and "post-traumatic stress disorder (PTSD)," these terms can be useful to psychiatric and psychological experts in specific contexts, but they are not particularly useful for interviewers who are more interested in being supportive of all their interviewees regardless of diagnosis. Do not to focus on the question of trauma when dealing with an interviewee's emotional state—it is not your role. An interview is not a therapy session and you are not a therapist. Your role is to collect interviews, and to forge a relationship with the interviewee within that context. While that is a noble pursuit, it is not ours, and our resource list can refer the interviewee to someone more appropriate for such work. Again, our role as interviewers is to be sensitive to the needs of all our interviewees, and it should not matter how "severe" someone's case is; the same standard of sensitivity, support and humanity should be offered to every interviewee. It can be a positive quality for the interviewer to not be a trauma expert—this allows for a more informal support relationship between interviewer and interviewee, which is less heavy and stigmatized, and likely enough for most interviewees.

Another reason to think of this process as one of general emotional support rather than dealing with trauma is that healthy emotional reactions to terrible events may very much overlap symptoms of trauma, such as nightmares, flashbacks, and mood swings. Because some distress is a very human reaction to the interview experience, it is important not to assume that any displays of behaviours such as the above examples are necessarily “abnormal”. Distress exists on a continuum. The interviewee has likely lived with their experiences for a very long time, and as a result, they are likely to go into an interview aware that it may take an emotional toll on them, although the reactions of a person for whom the event in question happened long ago, and for whom it happened more recently, may differ. It is important not to assume that all distress will necessarily require the treatment of professionals: the majority of psychological support should take place within the interview space, through things such as the passing of a tissue, an empathetic nod, and other everyday, human ways in which we show concern and empathy for one another.

If an interviewee does find the process more distressing than they can handle, they will be able to make use of the services that we will offer to them. Additionally, when we receive evaluation forms back from participants, it is important that we recognize indications of serious distress (Appendix VIII-B). However, even if we are profoundly concerned for someone’s wellbeing, we cannot make the decision to seek help on their behalf. It will always be their choice.

CURA Protocol for Providing Psychosocial Support

Before embarking on interviews, all interviewers will be given a list of resources to give to interviewees by their team leader. The list will include community agencies that offer specialized support. The leader of your interview team will be the principal contact for any questions about these resources and referring interviewees to them.

Every step of the process should take place with the context elaborated in the previous section in mind. The protocol for introducing and encouraging the use of these resources is as follows:

1. **Pre-interview:** The first discussion of our resources should happen during the pre-interview, during the discussion of how the project will work, and the ethics. Interviewees must be presented with a list of resources along with their copy of their consent form. The interviewer should explain what the resources are, and should try to do so with sensitivity, emphasizing that this is a service that we offer to all interviewees.
2. **The Interview:** During the interview, the interviewer should, above all, *listen* to the interviewee. The interview is about collecting an important story, and not about gauging levels of psychological distress. While listening, the interviewer may notice a lot of things in the interviewee’s manner of speaking, such as: silences, a lot of jumping around in the narrative, emotional “highs” and “lows” that are sudden and varying, flashbacks or “relivings” of memories. As was stated above, while all of these can be signs of greater distress, they can also be a perfectly “normal” way for the interviewee to process and share their experiences. The interviewer should not jump to the conclusion that any signs

of distressed behaviour are an indication of the former, and they should view these in the context of the whole interview. If the interviewer does become concerned that the interviewee is showing signs of considerable distress during the interview, the interviewer should ask them if they are ok and/or should offer to stop whenever the person would like.

Signs of more serious distress may include someone clearly losing touch with reality, someone trapped in a repetitive narrative with an inability to break out of it, someone emotionally “out of control” (be they feelings of rage, sadness, etc). As even these symptoms are vague, this is again a question of the interviewer listening to their intuition about when a situation is becoming too much, and of offering solutions in normal human ways (such as “do you need a break?” or offering a glass of water, or even to end the interview and continue another time).

Unless the interviewee has clearly become too distressed to function normally, the interviewer’s role during the interview should be to be human and supportive, and to respond to any psychological distress that comes up the way they would respond to a friend—through empathy, active listening, and small gestures that help the person feel respected and listened to. This sort of behaviour will likely cover the vast majority of “psych support” that happens in the project.

At the end of the interview, the interviewer should take a few minutes to gently make the transition from the interview back to the present, through small talk and transitional discussion. Do not end the interview abruptly, and especially do not leave immediately.

3. **Immediately after the interview:** While the interviewer writes their 24-hour report, the interviewer can include a short reflection on any distress they witnessed, only if they feel that it is necessary. **This is largely a reminder to themselves about whether or not they think it would be helpful to follow up with the person to make sure they’re ok.**

The training coordinator and interview team leader for the project will also be checking in with interviewers during this process to make sure they are comfortable with what is happening in the interview, and to discuss strategies for dealing with anything that may be arising.

4. **Self-care:** The interviewer should be aware of their own limits. As relationships build between interviewers and interviewees, it is clear that most of the support that the interviewee needs may happen in that space. Nevertheless, interviewers should not feel obligated to play the role of a counselor, and they should refer people to resources where appropriate as opposed to taking the role of support entirely on themselves.

Support for Interviewers

The process of interviewing people who have survived institutionalization and eugenicization can be taxing on the interviewer as well. It is normal to feel anger or

sadness during this process, and to have anxiety going into the interview. Some interviewers may have difficulty listening to interviewees because their stories will remind them that the world is not a safe and compassionate place—others may feel distressed because they are not used to listening to such intense stories. Either way, like in the case of the interviewee, it is normal to have an emotional reaction to the interview process. The best tool for dealing with the emotional consequences of interviewing on this topic is to be self-aware, to know one's own limits, and to be able to identify when the process is becoming too much. Interviewers should also think about what they plan to do after their interviews—should you go back to work immediately, or maybe take some time to go for a coffee, take a walk, relax at home, etc? Coping strategies for processing difficult knowledge can be very simple, but each person should identify what works best for them. Suggestions for consideration can be found in the attached reading by Malacrida (2007) (Appendix XI).

When an interviewer is conducting their first interviews, they will be in contact with the interview and training coordinators regularly, which is a great time to bring up any anxiety which they may have regarding the psychological issues that may be presenting themselves during the interviews. Interviewers should use these opportunities to discuss their concerns and to brainstorm strategies for dealing with them.

Furthermore, the project will hold occasional debriefing meetings, which will be used primarily to discuss the interviews that have been conducted during a given period, as a space in which interviewers can share not only the analytical side of their interviewing experience, but also how it has affected them. Indeed, the discussion of the interviewer's emotional reaction to the interview is useful both for helping the interviewer to debrief and come to terms with their experience, but it can also give insight into the interviewee, and how they have formed their narrative to affect the listener in a certain way.

If the interviewer feels that they need more support than that described above, they will also have the option of seeing a counselor one-on-one.

Transcription Guide for Living Archives on Eugenics CURA Project

The project will produce transcriptions for all the audio/video taped interviews. Transcription is a full transcript of everything that is said in the recording, but excludes the common 'ems' and 'ers'. Transcriptions should include long pauses (...) and brief descriptions of emotions (laughs). This style of transcription is judged to be the most suitable for producing unified and accurate written records of all the interviews for archive purposes.

Interviews may be transcribed by a person who did not conduct the interview as soon as possible after the interview, thereby allowing some time between the interviews and benefiting the opportunity to reflect on the first interview before moving on to the next. The transcripts will be checked by an alternate team member for accuracy.

The transcript will be mailed to the interviewees who will be invited to edit the transcript. This second edited transcript will replace the first.

I. Turning oral speech into written speech

In transcription, you need to follow certain ethical and editorial principles in order to produce clear, intelligible and uniform transcripts. Transcriptions should be done using university computers in locked offices.

Technicalities

Transcriptions should be done using digital transcription equipment. Comfortable headphones are necessary for lengthy transcribing sessions. Transcription can be very time consuming and physically demanding. Make sure your equipment and seating is comfortable to use, and take regular breaks. It is estimated that transcriptions will take 9 hours for each one hour of recorded interview, although this time period would decrease as the project progresses and one's skills of transcription improves.

Formatting the document

All transcriptions should be double spaced. Use the same font, size, etc. for all the transcriptions that you will be doing, and follow the following formatting instructions. Eventually, all transcriptions need to be standardised into one single format. Transcriptions should be done in the first instance using Microsoft Word, then saved once as a Word file and once as a plain text file with the same name.

Start the first page of your document with the same information that you used to label your interviewee (LAE – 01, LAE – 02, etc.). Transcripts and files should all use consistent labels. A master list of file labels with participant information, interview date and names of interviewers will be kept in a locked file cabinet. Start the transcription by creating a header, aligned on the right, with the label of the interview, the interview date, and the transcriber's name. This header should appear on every page.

Identify the interviewer's statements with an "I" and the participant's statements with

their label number.

Do not use indentations or separate any continuous passages of interview into different paragraphs, even if there is a significant pause.

The end of an interview should be noted in **bold** type: End of interview.

Contents of Interview

Generally, you should include in the transcript exactly what the interviewee said, including grammatical mistakes and false starts. Do not correct interviewees' words or grammar; do not change speech patterns. Do not change content, intent or put words in the interviewee's mouth, when you are not sure what you are hearing. The following tips will help you do so in a consistent way.

- Use brackets [] to insert everything that you as the writer are adding to the text – which you should be doing all along the transcription:
- When you are not sure about spelling of names, regions, use [?]
- If a term is not clear, write [XXX]
- Add background sounds [phone rings], etc
- Add all the language or visual cues that you judge significant, such as [laughs], [choked with tear] [long pause] [Coughs]

Transcripts will be checked by another team member and every effort will be made to clarify the XXX.

- Use a standard dictionary to verify the spelling of all geographic locations - regions, cities.
- You should also use punctuation in order to preserve the emphasis of the spoken word (or lack thereof). For example, use three dots ... to indicate incomplete sentences (which could be at the end or beginning of a sentence) or a long pause. When an interviewee recounts a quote of what was said: Place the appropriate open and closed quotation marks (e.g.: ...and then I said to him, "What time is it?").
- Spell out numbers one through nine, and use numerals for 10 and above. Likewise, spell out first through ninth, and use numerals for 10th and above.
- Spell out words in full. Abbreviations, however, should be used for these common titles: Mr., Mrs., Dr. But spell out names of currency (dollars, cents, pounds), percent, and number (as in "number 14," not "#14"). Do not use ampersands (&). Spell out the word "and."

Important additional inserts

Abstracts or summaries are important means of getting an overall picture of the interview and the interviewee without having to go through the whole document. Once

the transcription is completed, the transcriber should take some extra time to write down a half page, single space, abstract of the interview. The abstract should contain basic biographical information about the interviewee and the key elements of his/her life history. For example: *Louise is a 60 year old woman living in Calgary. She entered Michener Center as a four year old, leaving in the year 2000. She was sterilized while in the institution.* Add any piece of information you deem significant. At the end of your abstract, allocate a couple of sentences to describe your own impression of the interview and the interviewer. Remember, the text you are producing lacks the life you encountered during the interview. Try to bring some vivid picture of the interview through your description: was the participant at ease, too nervous, possessed strong body language, was the interview's environment frequently disturbed, etc.

II. Taking Notes during the interview session: You will need to take notes in the following two cases:

The interviewer or preferably the person acting as the videographer can choose to jot down significant body language and visual cues during a recorded interview. These notes are particularly helpful for audio-recorded interviews, when the person doing the transcription has no visual aid in remembering those significant cues.

APPENDIX I

These contacts are as yet not fully developed. It is the interviewer's responsibility to determine whether there are specific contacts willing to provide support within each association before entering the field.

PLACES THAT OFFER SERVICES AND SUPPORTS in Alberta:

Calgary Community Living Society

211 4014 Macleod Trail S Calgary AB T2G 2R7

Phone: 403.245.4665

Fax: 403.228.2132

Email: ccls@telus.net

Homepage: <http://www.cclsocalgary.ca>

Bow Corridor Society for Community Living

152 Valley Meadow Close NW Calgary AB T3B 5M2

Phone: 403.288.8984

Fax: 403.288.8984

Email: bcsl@bcsl.com

Homepage: www.bcsl.com

Calgary SCOPE Society

211 2323 32 Ave NE Calgary AB T2E 6Z3

Phone: 403.509.0200

Fax: 403.291.4087

Homepage: www.calgaryscope.org

Camrose Association for Community Living

4604 57 Street Camrose AB T4V 2E7

Phone: 780.672.0257

Fax: 780.672.7484

Homepage: www.cafcl.org

Gateway Association for Community Living

104 18304 105 Ave Edmonton AB T5S 0C6

Phone: 780.454.0701

Fax: 780.454.0843

Homepage: www.gatewayassociation.ca

Lethbridge Association for Community Living

527 6 Street S Lethbridge AB T1J 2E1

Phone: 403.327.2911

Fax: 403.320.7054
Email: mail@lacl.ca
Homepage: www.lacl.ca

REDI Enterprises (Medicine Hat Rehabilitation Society)

860 Allowance Avenue SE Medicine Hat AB T1A 7S6
Phone: 403.526.5742
Fax: 403.529.0462
Email: redi@redi.com
Homepage: www.redi.ca

APPENDIX II

Script for cold-calling agencies

Hello, my name is _____ and I am a researcher from the University of Lethbridge working with Dr. Claudia Malacrida. We are working on a project that is being conducted by several universities, including the University of Alberta, on eugenic history. This project is called Living Archives on Eugenics in Western Canada and involves collecting interview from survivors of institutionalization or sterilization. I am calling in the hopes that you will be able to provide me with a contact within your agency who will help us find eligible participants.

Script for calling agency contacts

Hello, my name is _____ and I am a researcher from the University of Lethbridge working with Dr. Claudia Malacrida. We are working on a project that is being conducted by several universities, including the University of Alberta, on eugenic history. This project is called Living Archives on Eugenics in Western Canada and involves collecting interview from survivors of institutionalization or sterilization. I have been directed to you as someone who is able to assist us in finding eligible participants for our project. What questions can we answer to help you assist us with this project?

List of possible ancillary questions:

Who is supervising the project?

- Dr. Claudia Malacrida and Dr. Rob Wilson. Moyra Laing is coordinating the entire project

Who is funding the project?

- It is a CURA project funded by the federal government through SSHRC. It involves several universities and community agencies including AACL and Neighborhood Bridges.

Do you have ethics approval?

- Yes, each individual university manages its own ethics approval. You may contact the U of L Research Services at 403-329-2747 or Dr. Claudia Malacrida at 403-329-2738.

What is the research about?

- The LAE project will investigate the legacy of eugenic institutionalization and sterilization by collecting living archives to create a lasting set of resources for researchers, students and community members.

Call for Participants

See following page.

SURVIVORS OF EUGENICS: CALL FOR INTERVIEWS

We are researching the history of eugenics and institutions in Alberta.

Have you ever lived or worked in an Alberta institution prior to 1975?

Do you know a family member whose story you could share?

Do you have knowledge about sterilizations in Alberta?

We would love to hear your story!

Interviews will last approximately 1-2 hours. Interviews will be confidential.

Please contact 403-317-5071 for more information.

APPENDIX III

Pre-Interview Process – Checklist and Script

Hello, my name is _____ and I am working for Dr. Claudia Malacrida of the University of Lethbridge. We are collecting stories from people who have survived eugenic practices, such as institutionalization and sterilization. We were directed to you by _____ (agency) as someone who is interested in telling your story for our project. When will you be able to meet with us for an interview?

If yes – The interview will last between 1 – 2 hours and will be taped and filmed if you agree. The interview questions will be open-ended and you can answer or refuse to answer any question. We know that the questions may be of a sensitive nature, and we can stop the interview at any time. We would like to provide a list of questions to you before the interview so that you will know what to expect. Before we go any further, I have some questions for you:

- Are you your own legal guardian? If not, we will still request your permission as well as your guardian's.
- Are you able to read?
- Would it be okay if I read you any forms or questions that we have?
- Do you need any special accommodations?
- Do you want someone to be with you during the interview?
- What is your mailing address?

If speaking to the guardian –

- Can this person speak?
- Can they give consent? Who can give consent on their behalf if they cannot?
- Can they read?
- Do they need an interpreter?
- Will they want someone with them during the interview, and who?
- Where will the interview take place? (preferably somewhere quiet)
- Who can I send the interview guide to?

Inform them that there will be two interviewers.

APPENDIX IV

Living Archives on Eugenics Interview Guide

Part I – Passive Eugenics (Institutionalization)

Did you ever live in an institution? If so, which one(s)?

When did you enter the institution(s)? How old were you then?

When did you leave, and how old were you when you left?

Which wards did you live in during your stay?

What reasons were given for your admission?

Who took you to the institution? How did they act while putting you into the institution?

Please describe for me your admission process?

How did you first learn you were going?

How did you arrive? Do you remember how old you were?

How were you admitted? What happened once you were in the institution?

What was your impression of the place?

What were your first days like?

What was the daily routine like?

What did you do in the morning?

During the day?

In the evening?

What time was lights out?

Where did you sleep? Eat? Bathe?

Did you attend school during your stay at the institution?

How often? What subjects were taught?

Did you work at all during your stay at the institution?

Where? What kind of work did you do? Were you paid?

How were you treated at the workplace?

Did you have outside visitors during your stay at the institution?

Were you able to have visitors? What were visits like?

Were you able to leave the campus to visit family? Friends? How often?

Please tell me about any discipline or punishment you saw. Experienced?

What kind of discipline was used?

What kinds of behaviour were disciplined?

Who did the discipline?

Was there any violence between staff and residents?

What, if any kind of violence did you see? Please tell me about that.

What, if any, kind of violence did you experience? Please tell me about that.

Was there any violence between residents and residents?

What, if any kind of violence did you see? Please tell me about that.

What, if any, kind of violence did you experience? Please tell me about that.

What kinds of recreation activities did you have in the institution?

Do you recall pleasant moments?

Did you go into town to have fun?

What do you remember about trips off campus?

What kinds of relationships did you make in the institution ?

With other residents? With staff? Were you able to make friends?

Part II – Active Eugenics

What kind of instruction did you receive in the institution about sex education?

Birth control? Puberty? Dating? Sexual violence, abuse?

Please describe this to me.

Were you allowed to have boyfriend/girlfriends? How about other residents?

- What kinds of arrangements were made for keeping boys apart from girls, if any?
- Please tell me about any knowledge you have about staff having relationships or sex with residents?
- How about residents with each other – how did people have relationships with each other?
- What kinds of intimate relationships did you have once you left the institution?
- Do you think you learned how to properly engage in sexual relationships with others? How so? Why? Why not?
- How did you figure these things out?

Did you receive any medical treatment while in the institution?

Do you remember what you were told about that treatment?

Were you sterilized while at the institution?

What do you remember being told about the operation? Who told you?

Who did you see about the operation before it was done?

- The Eugenics Board? Can you please tell me anything you remember about that meeting?
- A doctor or nurse who examined you? Can you please tell me anything you remember about that meeting?

- A family member who explained the operation to you? Can you please tell me anything you remember about that meeting?
- A staff member who explained the operation to you? Can you please tell me anything you remember about that meeting?

Do you remember the operation itself? Please describe what happened.

- Where did the operation occur?
- Who was there with you?
- How long were you in the hospital?
- What kind of feelings did you have about the operation?
- Any sickness? Pain?
- Did you get any time to recover after the operation? Tell me about that.

Did you know that you were going to be sterilized?

If not, when did you learn that had been sterilized?

How did you learn that you had been sterilized?

Please describe your feelings when you learned that you had been sterilized.

What kinds of problems have you experienced because of the operation?

In your family:

- Did your family know about the operation? How do you know this?
- How does your family feel about the sterilization? About the institution?

With your partners, spouses, lovers:

- Did your partner know about the operation? How do you know this?
- How does your partner feel about the sterilization? About the institution?
- How did you tell your partner(s) about your sterilization?

With your health:

- Have you ever tried to have any repairs to the surgery?
- Please tell me about that
- Have you experienced any side effects or ill health relating to your surgery?
- Please tell me about that

Please tell me about a time when you felt the following about being sterilized:

- Angry, resentful. Why?
- Sad. Why?
- Confused. Explain.
- Relieved. Why?
- Dirty, guilty. Why?
- Relieved. Why?

THESE ARE PROBES ONLY - meant to assist in unpacking feelings – I anticipate that there will be many differing feelings at different time relating to this experience. For example, some survivors only learned of their sterilizations when they, many years later, attempted to have their own children.

Part III – The Court Case

Did you participate in any of the court cases against the Alberta Government about wrongful sterilization?

- Why? Why not?
- How did you learn that there was going to be a court case?
- Who worked with you to prepare your court case?
- What was that experience like for you?
- Were you ever afraid during the court case? Why?
- Were you ever angry during the court case? Why?
- Were you ever surprised or shocked during the court case? Why?
- Did you attend the hearings? Why?
- Did you have an opportunity to speak during the court case? If you did, what did you say?
- If you could say something now about the case, what would you say?
- What was the best part of participating in the court case?
- What was the worst part of participating in the court case?

Did you receive any compensation from the government for unlawful sterilization?

- Did you have to fight for that money? Please explain.
- Has it been paid out in full to you yet? Why/not?
- Was the money paid to you directly? Did the money go to the Alberta government for distribution to you? to a Guardian?
- Do you think the settlement was fair? Why/not?

APPENDIX V-A

Consent Form for Survivors

We invite you to take part in an interview for the project “Living Archives on Eugenics in Alberta”, which is about institutions and sterilizations in Alberta.

This consent form, a copy of which has been given to you, should tell you what this research is about. Please ask me to explain anything you do not understand.

This study is about your experiences of living in the institution or of being sterilized. If you agree, I will interview you and tape record the interview. The interview takes 1 to 2 hours. I may briefly contact you later for more information. You do not have to answer any questions you are uncomfortable with. You can end the interview at any time you wish. If you want me to, I will destroy any tapes or transcripts at that time. This research is not being funded by the institution. Do you agree that I can tape and video record the interview?

Yes _____ No _____

Your name will not be used in any book or article that may result from the interview, unless you wish me to use your name.

Do you want your real name used in this study?

Yes _____ No _____

Tapes and transcripts will be seen only by the interviewers and by a typist who will not know your name. Tapes and copies of the typed interview will be kept in a locked cabinet in my office. I will erase your name from the typed interview. I will destroy these materials five years after the study is over.

I will not lie to you about any part of this project, or trick you in any way. I want you to feel comfortable in this research, and if you do not, please tell me so I can change what I am doing.

The information you give in the interview will not be shared with your workers or family and friends unless they are present at the interview. Unless you want me to, I will not use your real name in any articles or books. Thus, you should not be at any risk by speaking with me about your experiences. You may even feel pleased or positive after telling me your story. However, you may also feel upset and need to talk with someone. There is also a list of agencies that can provide you with support, attached.

If you have questions about this study you can call Dr. Malacrida or me at any time. Our telephone number in Lethbridge is (403) 317-5071. If you want to ask about your rights in this research, the Office of Research Services at the University of Lethbridge will help you (Phone: (403) 329-2747, email research.services@uleth.ca)

I have read the above letter and have had it read to me, and I agree to participate. I am my own legal guardian.

Participant signature

Name (please print)

Date

Witness (if necessary)

I would like to know what you find out. Please send me a summary (takes 18 months)

Name: _____ Address: _____

APPENDIX V - B

Consent Form for Workers

We invite you to take part in an interview for the project “Living Archives on Eugenics in Alberta”, which is about institutions and sterilizations in Alberta.

This consent form, a copy of which has been given to you, should tell you what this research is about. Please ask me to explain anything you do not understand.

This study is about your experiences of working in the institution. If you agree, I will interview you and tape record the interview. The interview takes 1 to 2 hours. I may briefly contact you later for more information. You do not have to answer any questions you are uncomfortable with. You can end the interview at any time you wish. If you want me to, I will destroy any tapes or transcripts at that time. This research is not being funded by the institution. Do you agree that I can tape and video record the interview?

Yes_____ No_____

Your name will not be used in any book or article that may result from the interview, unless you wish me to use your name.

Do you want your real name used in this study?

Yes_____ No_____

Tapes and transcripts will be seen only by the interviewers and by a typist who will not know your name. Tapes and copies of the typed interview will be kept in a locked cabinet in my office. I will erase your name from the typed interview. I will destroy these materials five years after the study is over.

I will not lie to you about any part of this project, or trick you in any way. I want you to feel comfortable in this research, and if you do not, please tell me so I can change what I am doing.

The information you give in the interview will not be shared with anyone outside of the project. Unless you want me to, I will not use your real name in any articles or books. Thus, you should not be at any risk by speaking with me about your experiences. There is also an attached list of agencies that can provide you with support should the interview cause you emotional distress.

If you have questions about this study you can call Dr. Malacrida or me at any time. Our telephone number in Lethbridge is (403) 317-5071. If you want to ask about your rights

in this research, the Office of Research Services at the University of Lethbridge will help you (Phone: (403) 329-2747, email research.services@uleth.ca)

I have read the above letter and have had it read to me, and I agree to participate. I am my own legal guardian.

Participant signature

Name (please print)

Date

Witness (if necessary)

I would like to know what you find out. Please send me a summary (takes 18 months)

Name: _____ Address: _____

APPENDIX V - C

Consent Form for Family Members

We invite you to take part in an interview for the project “Living Archives on Eugenics in Alberta”, which is about institutions and sterilizations in Alberta.

This consent form, a copy of which has been given to you, should tell you what this research is about. Please ask me to explain anything you do not understand.

This study is about the experiences of your family member’s experiences in the institution or of sterilization. If you agree, I will interview you and tape record the interview. The interview takes 1 to 2 hours. I may briefly contact you later for more information. You do not have to answer any questions you are uncomfortable with. You can end the interview at any time you wish. If you want me to, I will destroy any tapes or transcripts at that time. This research is not being funded by the institution. Do you agree that I can tape and video record the interview?

Yes_____ No_____

Your name will not be used in any book or article that may result from the interview, unless you wish me to use your name.

Do you want your real name used in this study?

Yes_____ No_____

Tapes and transcripts will be seen only by the interviewers and by a typist who will not know your name. Tapes and copies of the typed interview will be kept in a locked cabinet in my office. I will erase your name from the typed interview. I will destroy these materials five years after the study is over.

I will not lie to you about any part of this project, or trick you in any way. I want you to feel comfortable in this research, and if you do not, please tell me so I can change what I am doing.

The information you give in the interview will not be shared with anyone outside of the project. Unless you want me to, I will not use your real name in any articles or books. Thus, you should not be at any risk by speaking with me about your experiences. There is also an attached list of agencies that can provide you with support should the interview cause you emotional distress.

If you have questions about this study you can call Dr. Malacrida or me at any time. Our telephone number in Lethbridge is (403) 317-5071. If you want to ask about your rights in this research, the Office of Research Services at the University of Lethbridge will help you (Phone: (403) 329-2747, email research.services@uleth.ca)

I have read the above letter and have had it read to me, and I agree to participate. I am my own legal guardian.

Participant signature

Name (please print)

Date

Witness (if necessary)

I would like to know what you find out. Please send me a summary (takes 18 months)

Name: _____ Address: _____

APPENDIX V-D

Assent Form

We invite you to take part in an interview for the project “Living Archives on Eugenics in Alberta”, which is about institutions and sterilizations in Alberta.

This assent form, a copy of which has been given to you, should tell you what this research is about. Please ask me to explain anything you do not understand.

Your guardian will sign the consent form for this research. Your signature on this form shows us that you also agree to the interview.

This study is about your experiences in the institution or of being sterilized without your permission. If you and your guardian agree, I will interview you and tape record the interview. It takes 1 to 2 hours. I may briefly contact you for follow-up information. You do not have to answer any questions you are uncomfortable with. You can end the interview at any time you wish. If you want me to, I will destroy any tapes or transcripts at that time. This research is not being funded by the institution. Do you agree that we can tape and video record the interview?

Yes_____ No_____

Your name will not be used in any book or article that may result from the interview, unless you wish me to use your name.

Do you want your real name used in this study?

Yes_____ No_____

Tapes and transcripts will be seen only by me and by a typist who will not know your name. The interview will be tape recorded and typed up. Tapes and copies of the typed interview will be kept in a locked cabinet in my office. I will erase your name from the typed interview. I will destroy these materials five years after the study is over.

I will not lie to you about any part of this project, or trick you in any way. I want you to feel comfortable in this research, and if you do not, please tell me so I can change what I am doing.

The information you give in the interview will not be shared with your workers or family and friends. Unless you want me to, I will not use your real name in any articles or books. Thus, you should not be at any risk by speaking with me about your experiences. You

may even feel pleased or positive after telling me your story. However, you may also feel upset and need to talk with someone, and Anne Hughson can help you. Her office telephone number is (403) 220-6273. There is also a list of agencies that can provide you with support, attached.

If you have questions about this study you can call me (Claudia Malacrida) at any time. My telephone number in Lethbridge is (403) 329-2738. If you want to ask about your rights in this research, the Office of Research Services at the University of Lethbridge will help you (Phone: (403) 329-2747, email research.services@uleth.ca)

I have read the above letter and have had it read to me, and I agree to participate. I am not my own legal guardian – my guardian has signed a separate consent form for me.

Participant signature

Name (please print)

Date

Witness (if necessary)

I would like to know what you find out. Please send me a summary (takes 18 months)

Name: _____ Address: _____

APPENDIX V-E

Consent Form for Legal Guardian

We invite _____ to provide an interview for the project “Living Archives on Eugenics in Alberta”, which is about institutions and sterilizations in Alberta.

This consent form, a copy of which has been given to you, should tell you what this research is about. Please ask me to explain anything you do not understand.

This study is about the experiences that _____ had while living in an institution, or of being sterilized.

_____ will not have to answer any questions she/he is uncomfortable with, and can end the interview at any time they wish. If _____ wants me to, I will destroy any tapes or transcripts at that time.

_____’s name will not be used in any book or article that may result from the interview, unless s/he wishes me to use her/his name.

Will _____ want her/his name used in this study?

Yes _____ No _____

Tapes and transcripts will be seen only by me and by a typist who will not know _____’s name. The interview will be tape recorded and transcribed. Tapes and transcripts will be kept, without any identifying labels, in a locked cabinet in my office. I will destroy these materials five years after the study is over.

I will not lie to _____ about any part of this project, or trick them in any way. I want _____ to feel comfortable in this research, and if they do not, I invite them to tell me so I can change what I am doing.

The information _____ gives in this interview will not be shared with their workers, family and friends (an advocate may be elected to attend the interview, however). _____ will not be identified by name, so they should not be at any risk by speaking with me about their experiences.

They may even feel pleased or positive after the interview. It is possible that telling me their story will be a rewarding experience for them. However, telling their story may also be upsetting. If this is the case, and they need to talk with someone, Anne Hughson can help them. Her office telephone number is (403) 220-6273. There is also a list of agencies that can provide them with support, attached.

If you have questions about this study you can call me (Claudia Malacrida) at any time. My telephone number in Lethbridge is (403) 329-2738. Questions regarding _____'s rights as a participant in this research may be addressed to the Office of Research Services, University of Lethbridge (Phone: 403-329-2747 or Email: research.services@uleth.ca). If _____ is upset and needs to talk with someone, Anne Hughson can help them. Her office telephone number is (403) 220-6273. There is also a list of agencies that can provide support, attached.

I have read the above letter, and I agree to _____'s participation. I am _____'s legal guardian.

Guardian's signature

Name (please print)

Date

Witness (if necessary)

I would like to know what you find out. Please send me a summary (takes 18 months)

Name: _____ Address: _____

APPENDIX V-F

Date: _____

To the Guardian of: _____

This person has expressed an interest in participating in a research project about the experiences of people while living in institutions such as Michener Center and about their experiences of involuntary sterilization. As a researcher and member of the community, I believe that this is an important project, and that the stories are important for all of us to know.

Research participation will be strictly voluntary, and the individual will not have to answer any questions they are uncomfortable with. The project will involve participation in an interview of 1- 2 hours' duration and will be taped and transcribed with permission. The individual can withdraw their participation and end the interview at any time if they choose. As well, confidentiality and anonymity will be respected, as outlined in the attached consent form.

Please read the attached consent form for details on the project, and sign your name on that form if you approve participation. Also, please do not hesitate to contact me with any questions or suggestions that you may have about the project.

Sincerely,

Claudia Malacrida
Professor, Sociology, University of Lethbridge
Team Leader, Collective Memories of Eugenics
Living Archives on Eugenics Community-University Research Alliance

APPENDIX V-G

**Agreement of Confidentiality
Living Archives on Eugenics in Alberta**

To Whom It May Concern:

I, _____(print name), have been contracted to transcribe and/or code interview materials stemming from the above-named project. By signing my name to this agreement, I signify my understanding and agreement that I will keep all materials in confidence, respect the anonymity and confidentiality of the research participants, and maintain all files and copies of transcripts under locked conditions in the research office (University Hall A-524) that has been provided to me as a Research Assistant on this project.

Signature

Date

APPENDIX V - H

Consent Form for Interviewers

As an interviewer for the Living Archives on Eugenics in Western Canada CURA project, you will be asked to participate in occasional debriefing meetings to report on your feelings or responses to the work that you will do. These meetings may be video recorded for teaching and research purposes. You do not have to participate in these meetings, and you can end the video recording at any time. If you want me to, I will destroy any tapes or transcripts at that time. Do you agree that I can tape and video record the debriefing meetings that you participate in?

Yes_____ No_____

Your name will not be used in any book or article that may result from the interview, unless you wish me to use your name.

Do you want your real name used in this study?

Yes_____ No_____

Tapes and transcripts will be seen only by the members of the LAE team. Tapes and copies of the typed interview will be kept in a locked cabinet in my office. I will erase your name from the typed interview. I will destroy these materials five years after the study is over.

The information you give in the debriefing videos will not be shared with the public. If there are any conflicts or you feel uncomfortable with this process, there will be no consequences within the LAE project or with your graduate supervisory faculty who are involved with the LAE project. Potential conflicts can be resolved through the school of graduate studies at the University of Lethbridge (Rob Wood, (403) 329-2464).

If you have questions about this study you can call Dr. Malacrida at any time. Our telephone number in Lethbridge is (403) 329-2738. If you want to ask about your rights in this research, the Office of Research Services at the University of Lethbridge will help you (Phone: (403) 329-2747, email research.services@uleth.ca)

I have read the above letter and have had it read to me, and I agree to participate. I am my own legal guardian.

Participant signature

Name (please print)

Date

Witness (if necessary)

APPENDIX VI

Video Protocol: Best Practices Notes

Colette Leung

January / February 2011

Sound

- When the interviewer speaks, the voice waves move out from the face and instantly spread upward and downward... optimum microphone placement is two to three feet in front of the actor and slightly above or slightly below the speaker's face.
- Audio-recorded interviews may require less personnel (only two team members).
- Choose a location where sound is muffled and not echoed (small rooms with soft, cushioned objects tend to be better than large open rooms such as kitchens).

Background

- It should add context without being distracting
- It's best to try to keep this out of focus to prevent it being distracting
- This is done most easily by having the interviewee as far away as possible from the background

Camera

- The interviewers are typically off-camera
- Interviewee's eyes are recommended as being a third of the way up the screen, rather than in the middle
- Online video resolution, reflected in the size of the video window, is valuable real estate, so the frame should be filled with the image of the speaker, occasionally pushing in even closer for dramatic effect

Lighting

- Do not rely on daylight, as it constantly changes, and it can be the wrong colour for your eventual videos
- Consistently use the lighting kit for lighting needs
- You may need to cover windows

- The key light is placed on the same side of the camera that the interviewer is sitting on (generally, three feet above)
- Use of a backlight can fill other shadows if necessary (about four feet behind the interviewee)
- Next to the interviewee, it is common to have a “fill,” which is generally a white or silver reflector (sheet of paper or a card) – this reduces the contrast from the key light

References

Bill Farnsworth. (n.d.). The Art of Shooting the Video Interview: A Moving Portrait « Video University. Retrieved January 30, 2011, from <http://www.videouniversity.com/articles/the-art-of-shooting-the-video-interview-a-moving-portrait>

Billy Field. (n.d.). Make a Movie That Tells a Story. Retrieved January 30, 2011, from <http://www.makeamovie.net/story/lookinside.html#1>

Concordia University. (2009, January). Histoires de Vie Montreal / Montreal Life Stories Training Workshop.

Peter J. Fadde, Ph.D. (n.d.). eLearn: Best Practices. Retrieved January 30, 2011, from http://www.elearnmag.org/subpage.cfm?section=best_practices&article=46-1

APPENDIX VII-A

Dear _____,

Thank you for your participation in our project. The information you provided is extremely valuable and will be helpful to others. If you have the time, we would appreciate if you filled out an attached evaluation form so that we can improve our interviewing process in the future.

Thanks,
LAE Team

APPENDIX VII-B

Evaluation Form Questions:

Please describe what, if anything, surprised you about the interview.

Please describe whether you were upset by the interview.

In what ways was the interview a positive experience?

Why did you choose to participate in the interview?

How do you feel about your participation now?

Is there anything else that you need from us?

APPENDIX VIII

Dear _____,

Thank you again for sharing your time and story with us. You will find attached a copy of the transcript of your interview. Please read it and let us know if there is anything in the transcript that you are not comfortable with. As discussed at the interview, we are willing to remove parts, or all, of your interview should you insist that we do. However, we hope that you will be happy with this record of your participation. We think that your story is important and it is very valuable in understanding Alberta history.

If you have any questions or concerns about the transcript, please contact us.

Thank you,

Phone: 403-317-5071

Email: Claudia.malacrida@uleth.ca

APPENDIX IX

Face Sheet for Participants

Label #: LAE- _____

Name: _____ Phone Number: _____

Age: _____ Email Address: _____

Address: _____

Ethnicity: _____ Religion: _____

What are your disabilities?

Which institutions did you live in?

Do you remember the years that you lived there?

Were you sterilized? Where and when?

Who do you live with now?

APPENDIX X

Interview Document Checklist

- List of Supporting Agencies (Appendix I)
- LAE Interview Guide (Appendix IV)
- Consent form for survivors (Appendix V-A)
- Consent form for workers (Appendix V-B)
- Consent form for family members (Appendix V-C)
- Assent form for survivors (Appendix V-D)
- Consent form for legal guardian (Appendix V-E)
- Face Sheet (Appendix IX)

PLACES THAT OFFER SERVICES AND SUPPORTS in Alberta:

Calgary Community Living Society

211 4014 Macleod Traid S Calgary AB T2G 2R7

Phone: 403.245.4665

Fax: 403.228.2132

Email: ccls@telus.net

Homepage: <http://www.cclsocalgary.ca>

Bow Corridor Society for Community Living

152 Valley Meadow Close NW Calgary AB T3B 5M2

Phone: 403.288.8984

Fax: 403.288.8984

Email: bcsl@bcsl.com

Homepage: www.bcsl.com

Calgary SCOPE Society

211 2323 32 Ave NE Calgary AB T2E 6Z3

Phone: 403.509.0200

Fax: 403.291.4087

Homepage: www.calgaryscope.org

Camrose Association for Community Living

4604 57 Street Camrose AB T4V 2E7

Phone: 780.672.0257

Fax: 780.672.7484

Homepage: www.cafcl.org

Gateway Association for Community Living

104 18304 105 Ave Edmonton AB T5S 0C6

Phone: 780.454.0701

Fax: 780.454.0843

Homepage: www.gatewayassociation.ca

Lethbridge Association for Community Living

527 6 Street S Lethbridge AB T1J 2E1

Phone: 403.327.2911

Fax: 403.320.7054

Email: mail@lacl.ca

Homepage: www.lacl.ca

REDI Enterprises (Medicine Hat Rehabilitation Society)

860 Allowance Avenue SE Medicine Hat AB T1A 7S6

Phone: 403.526.5742

Fax: 403.529.0462

Email: redi@redi.com

Homepage: www.redi.ca

Living Archives on Eugenics Interview Guide

Part I – Passive Eugenics (Institutionalization)

Did you ever live in an institution? If so, which one(s)?

When did you enter the institution(s)? How older were you then?

When did you leave, and how old were you when you left?

Which wards did you live in during your stay?

What reasons were given for your admission?

Who took you to the institution? How did they act while putting you into the institution?

Please describe for me your admission process?

How did you first learn you were going?

How did you arrive? Do you remember how old you were?

How were you admitted? What happened once you were in the institution?

What was your impression of the place?

What were your first days like?

What was the daily routine like?

What did you do in the morning?

During the day?

In the evening?

What time was lights out?

Where did you sleep? Eat? Bathe?

Did you attend school during your stay at the institution?

How often? What subjects were taught?

Did you work at all during your stay at the institution?

Where? What kind of work did you do? Were you paid?

How were you treated at the workplace?

Did you have outside visitors during your stay at the institution?

Were you able to have visitors? What were visits like?

Were you able to leave the campus to visit family? Friends? How often?

Please tell me about any discipline or punishment you saw. Experienced?

What kind of discipline was used?

What kinds of behaviour were disciplined?

Who did the discipline?

Was there any violence between staff and residents?

What, if any kind of violence did you see? Please tell me about that.

What, if any, kind of violence did you experience? Please tell me about that.

Was there any violence between residents and residents?

What, if any kind of violence did you see? Please tell me about that.

What, if any, kind of violence did you experience? Please tell me about that.

What kinds of recreation activities did you have in the institution?

Do you recall pleasant moments?

Did you go into town to have fun?

What do you remember about trips off campus?

What kinds of relationships did you make in the institution ?

With other residents? With staff? Were you able to make friends?

Part II – Active Eugenics

What kind of instruction did you receive in the institution about sex education?

Birth control? Puberty? Dating? Sexual violence, abuse?

Please describe this to me.

Were you allowed to have boyfriend/girlfriends? How about other residents?

- What kinds of arrangements were made for keeping boys apart from girls, if any?
- Please tell me about any knowledge you have about staff having relationships or sex with residents?
- How about residents with each other – how did people have relationships with each other?
- What kinds of intimate relationships did you have once you left the institution?
- Do you think you learned how to properly engage in sexual relationships with others? How so? Why? Why not?
- How did you figure these things out?

Did you receive any medical treatment while in the institution?

Do you remember what you were told about that treatment?

Were you sterilized while at the institution?

What do you remember being told about the operation? Who told you?

Who did you see about the operation before it was done?

- The Eugenics Board? Can you please tell me anything you remember about that meeting?
- A doctor or nurse who examined you? Can you please tell me anything you remember about that meeting?
- A family member who explained the operation to you? Can you please tell me anything you remember about that meeting?

- A staff member who explained the operation to you? Can you please tell me anything you remember about that meeting?

Do you remember the operation itself? Please describe what happened.

- Where did the operation occur?
- Who was there with you?
- How long were you in the hospital?
- What kind of feelings did you have about the operation?
- Any sickness? Pain?
- Did you get any time to recover after the operation? Tell me about that.

Did you know that you were going to be sterilized?

If not, when did you learn that had been sterilized?

How did you learn that you had been sterilized?

Please describe your feelings when you learned that you had been sterilized.

What kinds of problems have you experienced because of the operation?

In your family:

- Did your family know about the operation? How do you know this?
- How does your family feel about the sterilization? About the institution?

With your partners, spouses, lovers:

- Did your partner know about the operation? How do you know this?
- How does your partner feel about the sterilization? About the institution?
- How did you tell your partner(s) about your sterilization?

With your health:

- Have you ever tried to have any repairs to the surgery?
- Please tell me about that
- Have you experienced any side effects or ill health relating to your surgery?
- Please tell me about that

Please tell me about a time when you felt the following about being sterilized:

- Angry, resentful. Why?
- Sad. Why?
- Confused. Explain.
- Relieved. Why?
- Dirty, guilty. Why?
- Relieved. Why?

THESE ARE PROBES ONLY - meant to assist in unpacking feelings – I anticipate that there will be many differing feelings at different time relating to this experience. For example, some survivors only learned of their sterilizations when they, many years later, attempted to have their own children.

Part III – The Court Case

Did you participate in any of the court cases against the Alberta Government about wrongful sterilization?

- Why? Why not?
- How did you learn that there was going to be a court case?
- Who worked with you to prepare your court case?
- What was that experience like for you?
- Were you ever afraid during the court case? Why?
- Were you ever angry during the court case? Why?
- Were you ever surprised or shocked during the court case? Why?
- Did you attend the hearings? Why?
- Did you have an opportunity to speak during the court case? If you did, what did you say?
- If you could say something now about the case, what would you say?
- What was the best part of participating in the court case?
- What was the worst part of participating in the court case?

Did you receive any compensation from the government for unlawful sterilization?

- Did you have to fight for that money? Please explain.
- Has it been paid out in full to you yet? Why/not?
- Was the money paid to you directly? Did the money go to the Alberta government for distribution to you? to a Guardian?
- Do you think the settlement was fair? Why/not?

Consent Form for Survivors

We invite you to take part in an interview for the project “Living Archives on Eugenics in Alberta”, which is about institutions and sterilizations in Alberta.

This consent form, a copy of which has been given to you, should tell you what this research is about. Please ask me to explain anything you do not understand.

This study is about your experiences of living in the institution or of being sterilized. If you agree, I will interview you and tape record the interview. The interview takes 1 to 2 hours. I may briefly contact you later for more information. You do not have to answer any questions you are uncomfortable with. You can end the interview at any time you wish. If you want me to, I will destroy any tapes or transcripts at that time. This research is not being funded by the institution. Do you agree that I can tape and video record the interview?

Yes_____ No_____

Your name will not be used in any book or article that may result from the interview, unless you wish me to use your name.

Do you want your real name used in this study?

Yes_____ No_____

Tapes and transcripts will be seen only by the interviewers and by a typist who will not know your name. Tapes and copies of the typed interview will be kept in a locked cabinet in my office. I will erase your name from the typed interview. I will destroy these materials five years after the study is over.

I will not lie to you about any part of this project, or trick you in any way. I want you to feel comfortable in this research, and if you do not, please tell me so I can change what I am doing.

The information you give in the interview will not be shared with your workers or family and friends unless they are present at the interview. Unless you want me to, I will not use your real name in any articles or books. Thus, you should not be at any risk by speaking with me about your experiences. You may even feel pleased or positive after telling me your story. However, you may also feel upset and need to talk with someone. There is also a list of agencies that can provide you with support, attached.

If you have questions about this study you can call Dr. Malacrida or me at any time. Our telephone number in Lethbridge is (403) 317-5071. If you want to ask about your rights

in this research, the Office of Research Services at the University of Lethbridge will help you (Phone: (403) 329-2747, email research.services@uleth.ca)

I have read the above letter and have had it read to me, and I agree to participate. I am my own legal guardian.

Participant signature

Name (please print)

Date

Witness (if necessary)

I would like to know what you find out. Please send me a summary (takes 18 months)

Name: _____ Address: _____

Consent Form for Workers

We invite you to take part in an interview for the project “Living Archives on Eugenics in Alberta”, which is about institutions and sterilizations in Alberta.

This consent form, a copy of which has been given to you, should tell you what this research is about. Please ask me to explain anything you do not understand.

This study is about your experiences of working in the institution. If you agree, I will interview you and tape record the interview. The interview takes 1 to 2 hours. I may briefly contact you later for more information. You do not have to answer any questions you are uncomfortable with. You can end the interview at any time you wish. If you want me to, I will destroy any tapes or transcripts at that time. This research is not being funded by the institution. Do you agree that I can tape and video record the interview?

Yes_____ No_____

Your name will not be used in any book or article that may result from the interview, unless you wish me to use your name.

Do you want your real name used in this study?

Yes_____ No_____

Tapes and transcripts will be seen only by the interviewers and by a typist who will not know your name. Tapes and copies of the typed interview will be kept in a locked cabinet in my office. I will erase your name from the typed interview. I will destroy these materials five years after the study is over.

I will not lie to you about any part of this project, or trick you in any way. I want you to feel comfortable in this research, and if you do not, please tell me so I can change what I am doing.

The information you give in the interview will not be shared with anyone outside of the project. Unless you want me to, I will not use your real name in any articles or books. Thus, you should not be at any risk by speaking with me about your experiences. There is also an attached list of agencies that can provide you with support should the interview cause you emotional distress.

If you have questions about this study you can call Dr. Malacrida or me at any time. Our telephone number in Lethbridge is (403) 317-5071. If you want to ask about your rights in this research, the Office of Research Services at the University of Lethbridge will help you (Phone: (403) 329-2747, email research.services@uleth.ca)

I have read the above letter and have had it read to me, and I agree to participate. I am my own legal guardian.

Participant signature

Name (please print)

Date

Witness (if necessary)

I would like to know what you find out. Please send me a summary (takes 18 months)

Name: _____ Address: _____

Consent Form for Family Members

We invite you to take part in an interview for the project “Living Archives on Eugenics in Alberta”, which is about institutions and sterilizations in Alberta.

This consent form, a copy of which has been given to you, should tell you what this research is about. Please ask me to explain anything you do not understand.

This study is about the experiences of your family member’s experiences in the institution or of sterilization. If you agree, I will interview you and tape record the interview. The interview takes 1 to 2 hours. I may briefly contact you later for more information. You do not have to answer any questions you are uncomfortable with. You can end the interview at any time you wish. If you want me to, I will destroy any tapes or transcripts at that time. This research is not being funded by the institution. Do you agree that I can tape and video record the interview?

Yes_____ No_____

Your name will not be used in any book or article that may result from the interview, unless you wish me to use your name.

Do you want your real name used in this study?

Yes_____ No_____

Tapes and transcripts will be seen only by the interviewers and by a typist who will not know your name. Tapes and copies of the typed interview will be kept in a locked cabinet in my office. I will erase your name from the typed interview. I will destroy these materials five years after the study is over.

I will not lie to you about any part of this project, or trick you in any way. I want you to feel comfortable in this research, and if you do not, please tell me so I can change what I am doing.

The information you give in the interview will not be shared with anyone outside of the project. Unless you want me to, I will not use your real name in any articles or books. Thus, you should not be at any risk by speaking with me about your experiences. There is also an attached list of agencies that can provide you with support should the interview cause you emotional distress.

If you have questions about this study you can call Dr. Malacrida or me at any time. Our telephone number in Lethbridge is (403) 317-5071. If you want to ask about your rights

in this research, the Office of Research Services at the University of Lethbridge will help you (Phone: (403) 329-2747, email research.services@uleth.ca)

I have read the above letter and have had it read to me, and I agree to participate. I am my own legal guardian.

Participant signature

Name (please print)

Date

Witness (if necessary)

I would like to know what you find out. Please send me a summary (takes 18 months)

Name: _____ Address: _____

Assent Form

We invite you to take part in an interview for the project “Living Archives on Eugenics in Alberta”, which is about institutions and sterilizations in Alberta.

This assent form, a copy of which has been given to you, should tell you what this research is about. Please ask me to explain anything you do not understand.

Your guardian will sign the consent form for this research. Your signature on this form shows us that you also agree to the interview.

This study is about your experiences in the institution or of being sterilized without your permission. If you and your guardian agree, I will interview you and tape record the interview. It takes 1 to 2 hours. I may briefly contact you for follow-up information. You do not have to answer any questions you are uncomfortable with. You can end the interview at any time you wish. If you want me to, I will destroy any tapes or transcripts at that time. This research is not being funded by the institution. Do you agree that we can tape and video record the interview?

Yes_____ No_____

Your name will not be used in any book or article that may result from the interview, unless you wish me to use your name.

Do you want your real name used in this study?

Yes_____ No_____

Tapes and transcripts will be seen only by me and by a typist who will not know your name. The interview will be tape recorded and typed up. Tapes and copies of the typed interview will be kept in a locked cabinet in my office. I will erase your name from the typed interview. I will destroy these materials five years after the study is over.

I will not lie to you about any part of this project, or trick you in any way. I want you to feel comfortable in this research, and if you do not, please tell me so I can change what I am doing.

The information you give in the interview will not be shared with your workers or family and friends. Unless you want me to, I will not use your real name in any articles or books. Thus, you should not be at any risk by speaking with me about your experiences. You may even feel pleased or positive after telling me your story. However, you may also feel upset and need to talk with someone, and Anne Hughson can help you. Her office

telephone number is (403) 220-6273. There is also a list of agencies that can provide you with support, attached.

If you have questions about this study you can call me (Claudia Malacrida) at any time. My telephone number in Lethbridge is (403) 329-2738. If you want to ask about your rights in this research, the Office of Research Services at the University of Lethbridge will help you (Phone: (403) 329-2747, email research.services@uleth.ca)

I have read the above letter and have had it read to me, and I agree to participate. I am not my own legal guardian – my guardian has signed a separate consent form for me.

Participant signature

Name (please print)

Date

Witness (if necessary)

I would like to know what you find out. Please send me a summary (takes 18 months)

Name: _____ Address: _____

Consent Form for Legal Guardian

We invite _____ to provide an interview for the project “Living Archives on Eugenics in Alberta”, which is about institutions and sterilizations in Alberta.

This consent form, a copy of which has been given to you, should tell you what this research is about. Please ask me to explain anything you do not understand.

This study is about the experiences that _____ had while living in an institution, or of being sterilized.

_____ will not have to answer any questions she/he is uncomfortable with, and can end the interview at any time they wish. If _____ wants me to, I will destroy any tapes or transcripts at that time.

_____’s name will not be used in any book or article that may result from the interview, unless s/he wishes me to use her/his name.

Will _____ want her/his name used in this study?

Yes_____ No_____

Tapes and transcripts will be seen only by me and by a typist who will not know _____’s name. The interview will be tape recorded and transcribed. Tapes and transcripts will be kept, without any identifying labels, in a locked cabinet in my office. I will destroy these materials five years after the study is over.

I will not lie to _____ about any part of this project, or trick them in any way. I want _____ to feel comfortable in this research, and if they do not, I invite them to tell me so I can change what I am doing.

The information _____ gives in this interview will not be shared with their workers, family and friends (an advocate may be elected to attend the interview, however). _____ will not be identified by name, so they should not be at any risk by speaking with me about their experiences.

They may even feel pleased or positive after the interview. It is possible that telling me their story will be a rewarding experience for them. However, telling their story may also be upsetting. If this is the case, and they need to talk with someone, Anne Hughson can help them. Her office telephone number is (403) 220-6273. There is also a list of agencies that can provide them with support, attached.

If you have questions about this study you can call me (Claudia Malacrida) at any time. My telephone number in Lethbridge is (403) 329-2738. Questions regarding _____'s rights as a participant in this research may be addressed to the Office of Research Services, University of Lethbridge (Phone: 403-329-2747 or Email: research.services@uleth.ca). If _____ is upset and needs to talk with someone, Anne Hughson can help them. Her office telephone number is (403) 220-6273. There is also a list of agencies that can provide support, attached.

I have read the above letter, and I agree to _____'s participation. I am _____'s legal guardian.

Guardian's signature

Name (please print)

Date

Witness (if necessary)

I would like to know what you find out. Please send me a summary (takes 18 months)

Name: _____ Address: _____

Face Sheet for Participants

Label #: LAE- _____

Name: _____ Phone Number: _____

Age: _____ Email Address: _____

Address: _____

Ethnicity: _____ Religion: _____

What are your disabilities?

Which institutions did you live in?

Do you remember the years that you lived there?

Were you sterilized? Where and when?

Who do you live with now?

APPENDIX XI

These articles will be appended to the end of the document.

Methodology

- Booth, T. and W. Booth (1996). "Sounds of Silence: Narrative Research with Inarticulate Subjects." Disability & Society **11**(1): 55-69.
- Ellem, K., J. Wilson, et al. (2008). "Ethical challenges of life story research with ex-prisoners with intellectual disability." Disability & Society **23**(5): 497-509.
- Goodley, D. (1996). "Tales of Hidden Lives: a critical examination of life history research with people who have learning difficulties." Disability and Society **11**(3): 333-348.
- Malacrida, C. (2007). "Reflexive Journaling on Emotional Research Topics: Ethical Issues for Team Researchers." Qualitative Health Research **17**: 1329-1339.

Alberta Eugenics History

- Park, D. C. and J. P. Radford (1998). "From the Case Files: reconstructing a history of involuntary sterilization." Disability & Society **13**(3): 317-342.
- Grekul, J., H. Krahn, et al. (2004). "Sterilizing the "Feeble-minded": Eugenics in Alberta, Canada, 1929-1972." Journal of Historical Sociology **17**(4): 358-384.
- Malacrida, C. (2008). "Discipline and Dehumanization in a Total Institution: institutional survivors' descriptions of time-out rooms." Disability & Society, **20**(5), 523-537.
- Veit, J. (1996). *Muir v. The Queen in right of Alberta*, Alberta Court of Queen's Bench. **132 D.L.R. (4th)695 Court Fil No. 8903 20759 Edmonton**: 1-20.
- Wahlsten, D. (1997). "Leilani Muir versus the Philosopher King: Eugenics on trial in Alberta." Genetica **99**: 185-198.

Web-Based Resources

<http://en.wikipedia.org/wiki/Eugenics>

<http://eugenics-watch.com/>

<http://whatsortsofpeople.wordpress.com/>

Ryerson disability history museum exhibit/book

<http://www.ofu.ryerson.ca/>

Willard State Institution Suitcase exhibit

<http://www.suitcaseexhibit.org/indexhasflash.html>

Willowbrook School

<http://willowbrookstateschool.blogspot.com/>

Institution watch has interview transcripts - with Roy Skoreyko, among others

<http://www.institutionwatch.ca/>

The Freedom Tour DVD, available from People First:

http://www.peoplefirstofcanada.ca/index_en.php

Suggested Books

Kevles, D. J. (1995). *In the Name of Eugenics: Genetics and the Uses of Human Heredity*. Cambridge, Massachusetts: Harvard University Press.

Lombardo, P. A. (2008). *Three Generations, No Imbeciles: Eugenics, the Supreme Court and Buck vs. Bell*. Baltimore, Maryland, The Johns Hopkins University Press.

Trent, J. (1994). *Inventing the Feeble Mind: A History of Mental Retardation in the United States*. Berkeley, Los Angeles: University of California Press.