Shirley: Like this, I can not ... I can not be close to anyone. I don’t want to be close to anyone. And I think that’s bad now. Cause I don’t want ... anything to do with, especially male ... I don’t want anything. I think a part of me died ... when my brother died. A huge part of me, because I sort of looked after him. He’s my big brother ... we went through this together, he comes pick me up after school when stuff. So, now, I don’t want to be close to anyone (sigh). Maybe a part of me wants to be, but ... no. I don’t want to be. I feel ... in sometime in their life, they are also gonna leave ... or they are also going to decide to do something stupid ... and I’m going to be left with a crushed heart. And I don’t think I have ... anything left of it. Half of me died that day. And I was suppose to go to school, and write some maths test. And I hated the subject since then, because I told them, OK I loved maths. And I told them: “Listen, I’m writing this test, and ... I can’t go for it, because I’m not going to make it”. And he decides to kill himself that same day. So ... I had to come back from school, because I ... I couldn’t do anything there. Yo ... (sigh).

ANALYSIS STEP 2: MEANING UNITS

69. Like this, I can not ... I can not be close to anyone. I don’t want to be close to anyone. And I think that’s bad now. Cause I don’t want ... anything to do with, especially male ... I don’t want anything. [70. I think a part of me died ... when my brother died. A huge part of me, because I sort of looked after him. He’s my big brother ... we went through this together, he comes pick me up after school when stuff.] So, now, I don’t want to be close to anyone (sigh).
71. Maybe a part of me wants to be...
72. ... but ... no. I don’t want to be. I feel ... in sometime in their life, they are also gonna leave ... or they are also going to decide to do something stupid ... and I’m going to be left with a crushed heart. And I don’t think I have ... anything left of it.
73. Half of me died that day.
74. And I was suppose to go to school, and write some maths test. And I hated the subject since then, because I told them, OK I loved maths. And I told them: “Listen, I’m writing this test, and ... I can’t go for it, because I’m not going to make it”. And he decides to kill himself that same day. So ... I had to come back from school, because I ... I couldn’t do anything there. Yo ... (sigh).

ANALYSIS STEP 3: TRANSFORMATION OF MEANING UNITS INTO PSYCHOLOGICAL CONCEPTS

Note: The numbers in brackets refer to other meaning units in the transcript that link up with the current meaning unit; the italicised text refers to the researcher’s analysis memos for each meaning unit.

69. A negative consequence of her choice for social isolation (57) has led to the intentional avoidance and inability to engage in significant relationships, especially heterosexual relationships. (This is a consequence of her brother’s abandonment and broken trust - 16, 38, 72).
70. Her brother’s suicide left a big socio-emotional gap in her own mind as their close relationship had fulfilled a need for interpersonal care and interactions; to the extend that she experiences it as a significant loss of her sense of personal self. \(\text{This indicates the deep closeness and meaning that the brother-sister relationship had for her.}\)

71. Despite her intentional choice to not be involved in any close relationship (69), she leaves a slight possibility open that a part of her might be longing for such a relationship.

72. The reason for not wanting to be involved in any close relationship is to avoid suffering the emotional pain of abandonment and broken trust due to another’s seemingly selfish choice (16, 19, 38, 69).

73. Repeat her experience in meaning unit 70, i.e. a significant loss of her sense of personal self.

74. She supports her notion of her brother’s selfishness and disregard of her (19, 38, 72) in his decision to commit suicide on the day she was suppose to write a test in her favourite school subject. Ever since that day she hates the subject.

**STEP 4: SYNTHESIS AND SPECIFIC DESCRIPTION OF PSYCHOLOGICAL STRUCTURE**

Note: Only the meaning units of this interview section are provided; the notation (...) indicates that meaning units from other parts of the interview supported the specific description.

**CLUSTER: PRE-SUICIDE CONTEXT**

Category: Relational connection to suicide victim
Source of socio-emotional support and interpersonal care (70, ...).

**CLUSTER: POST-SUICIDE EXPERIENCES**

Category: Coping mechanisms and actions
Social isolation: Intentional avoidance to establish any close relationships due to “abandonment” experience and fear of emotional hurt (... 72, ...).

Category: “Loved ones abandon you”
Expectation that loved ones will eventually abandon the significant relationship (... 72, ...).

Category: Suicide victim was selfish and without regard for consequences of suicide
Experience suicide as a disregard for her as person (74, ...)

Category: Need for social support
Reluctantly recognise a longing for a heterosexual relationship (71).

Category: Sense a loss of personal self
Loss of suicide victim’s significant socio-emotional support (i.e. friendship) and interpersonal care/interaction (70, 73, ...).