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Abstract. Writing up research that has used photo-elicitation and narrative analysis methods with adult acquired brain injury survivors in the United States shows the influence of emotions on the processes both of healing from brain injury and of learning by the social science researcher. For three of my 11 brain injury participants, I selected several photos and their accompanying interview text to form a participant's visual illness narrative, illustrating a theme that emerged during the photo taking and discussion process. Seeing, hearing, and reading participant data engaged my emotions, thus signaling topics—such as frustration, disruption, and passion—to reflect on in my own life, write about, and then explore further in the literature. This paper will explore how researcher reflexivity illuminated insights into brain injury survivor healing, researcher learning, and policy that have emerged from writing this research.

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