

**PROGRAM**  
**A DAY IN QUALITATIVE PSYCHOLOGY**  
Wednesday May 15, 2013

**ABSTRACTS**

**10:30AM - 11:25AM CONVERSATION ROUNTABLES**

**Ethics & othering**

**Whose side am I on? Macro ethical issues in qualitative psychology**

Svend Brinkmann, Aalborg University

This presentation reports on the recent experiences of a researcher (who is also the presenter) in qualitative psychology, who suddenly, and to his surprise, achieved societal influence. The researcher is studying the impact of psychiatric diagnoses on people's self-understanding from a critical perspective, arguing against social processes of pathologization and stigmatization. It has gradually dawned on the researcher, however, that many people do not want to be liberated from psychiatric diagnoses, but actively seek identities through the diagnostic vocabulary. Arguing against diagnoses suddenly puts the researcher on the side of those politicians, who are interested in fewer diagnoses, since this leads to less spending on psychiatry's budgets. Distinguishing between micro and macro ethical issues in qualitative psychology, the researcher uses Becker's classic essay "Whose side are we on?" to discuss how to be on the good side, when one's research gains societal impact.

**Reviewing and publishing**

**Qualitative Researchers: Assessing Attitudes and Experiences with Reviewers**

Kuldhir S Bhati, University of Akron

Qualitative research is increasingly accepted within the field and journals are explicit in stating their openness to qualitative submissions. However qualitative researchers' experiences with reviewers and editors have been mixed. This study surveys qualitative researchers and examines their experiences across three broad domains: Experiences with Qualitative Research (describes qualitative researcher experiences with journal reviewers including experiences with epistemologically inconsistent feedback); Perceptions of Institutional Values (describes qualitative researcher perceptions regarding Department/University support and how qualitative research is seen within their institutions); Personal Attitudes about Research Methods (explores their personal values/attitudes/beliefs regarding qualitative research and its role within the discipline). This data is critical to understanding if qualitative research is being evaluated in an epistemologically consistent manner and in a manner that promotes best practices in research. Recommendations are made about ways to encourage qualitative researchers, to enable epistemologically consistent reviews, and to bring about the desired methodological diversity.

**Therapy outcomes**

**How Can Qualitative Research Improve Criteria for Measuring Mental Health Treatment Outcomes?**

Andrew M. Bland, Indiana State University

I will facilitate a roundtable discussion on how qualitative researchers can improve the criteria utilized by state mental health boards to measure treatment outcomes upon which reimbursement for community mental health services is contingent. First, I will review the current standards used in two states where I have worked during

the last five years. Then I will invite participants to share their knowledge of and experiences with the criteria used in their own communities. Next, I will (a) critique the philosophical and political assumptions that underlie these current standards and (b) propose that qualitative methodology lends itself to richer conceptualizations of progress and of enhanced quality of life, and that these may be employed to formulate more relevant and rigorous outcome measures. Finally, I will invite further dialogue about the current standards and about points of departure for collecting and analyzing data for this undertaking.

### **Blurring boundaries: Border crossing between qualitative inquiry and professional practice in psychology**

Marco Gemignani, Duquesne University, *USA* and Angelo Benozzo, University of Valle d'Aosta

This conversation roundtable will offer an opportunity of complicate and problematize the borders between qualitative inquiry and professional practice in psychology. We will first explore the common grounds between these two fields. We will then talk about some of the most commonly recognized arguments for keeping these two practices separated (including dominant positions on boundaries, roles, and social expectations). Lastly, the participants will be invited to problematize these arguments and to explore the possible advantages and risks implicit in border-crossings and the related questioning of power structures, agendas, and differences.

### **Weaving together contradictory theories**

Ashleigh Nicole Bingham, Ball State University and Heather Adams, Ball State University

This conversation will center on working with two theories, one of which challenges aspects of the other. This issue arose during our current study, where we are looking at women's efforts to maintain a valued identity that is threatened by their chronic illness. Atchley's Continuity Theory (1989) of ageing provides a good framework for thinking about the efforts and benefits of maintaining continuity. Furthermore, research suggests that a sense of continuity supports higher rates of well-being (Suh, 2002). However, Atchley specified that aging adults who experienced changes in physical health or ability were "abnormal". We are uncomfortable with Atchley's use of the normal/abnormal binary, as declarations of normality have been utilized to allow systems in society to give privilege and opportunity to certain populations (Foucault, 1984). We will open with a discussion of our current struggles to integrate these two seemingly contradictory theories. We encourage attendees to share similar struggles, both current and previous. These experiences will form the springboard to open this issue to the audience to generate new avenues of exploration that push beyond a superficial resolution of this issue.

Focus questions:

What responsibilities to each theory's author does the researcher have?

How might biases play out in these decision processes?

What issues are involved with combining two theories?

Can two contradictory theories be combined without compromising the content?

What does the synthesis of two seemingly contradictory theories look like?

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## 11:35-1 PM – PANELS (PARALLEL SESSIONS)

### **PANEL 1 - HEURISTIC INQUIRY: INCLUDING THE SELF IN HUMAN SCIENCE RESEARCH**

This experiential symposium will explicate the use of the self as a valid instrument in scientific inquiry. Employing Moustakas' (1990) model as a foundation, panelists will expand on processes, phases and applications of this reflexive model.

#### **Primary concepts: significance of the self**

Lee Bach, Michigan School of Professional Psychology, *USA*

This presentation will focus on the significance of the self as central to investigation of human phenomena and will highlight processes of discovery. Participants will reflexively explore aspects of experience through self-dialogue and focusing. The presenter will demonstrate key concepts inherent in heuristic inquiry including tacit knowing, intuition, and the internal frame of reference. Attendees will engage in basic processes of heuristic inquiry.

#### **Asking the question**

Diane Blau, Michigan School of Professional Psychology, *USA*

Simulating heuristic inquiry, participants will formulate a research question and prepare to collect data, experimenting with the methodology recommended by Moustakas (1990). They will engage in abbreviated data collection and analysis and consider the role reflexivity plays in enhancing the research process. Attendees will be given the opportunity to identify themes and compose depictions and portraits, highlighting the value of description in qualitative studies.

#### **Retaining the essence of the person**

Marianne D'Angelo, Michigan School of Professional Psychology, *USA*

This presenter will illustrate a study from its first inklings of awareness through the challenges of formulating a viable question, deciding on selection criteria for co-researchers, preparing for and conducting interviews and the analysis of data. Discussion will include the major task of retaining the subjective experience of each participant while creating a description of the essence of the experience.

### **PANEL 2 – MIXED METHODS**

### **Studying Qualitative Transformations: Introducing the Microgenetic Method**

Brady Wagoner, Aalborg University, *Danmark*

Psychologists widely recognize that social and psychological processes unfold in time, yet rarely have methodologies been created to study them as such. The microgenetic method is one important exception, being specifically developed to trigger, access and analyze qualitative transformations through time. This paper introduces the method through demonstrations of a number of classic studies in perception, speech comprehension and cultural transmission—which will be performed with the participation of the audience. It then explores how the method can be used to reconstruct contemporary research techniques, such as rating scales, and concludes by outlining some general principles through which to apply the method.

Change, movement, transformation, perception, culture

### **Listen and Learn: Understanding the Experiences of Students with LD in Post-Secondary Settings**, Sarah

A. Copfer, Western University, *USA*

The transition from secondary to higher education and the adjustment to post-secondary environments presents a number of unique academic, social, and emotional challenges for students with learning disabilities (LD). Many of these students require special support to successfully integrate academically and socially into this learning environment, yet despite numerous educational initiatives, not all students receive the appropriate level of help needed. Currently, limited research exists around the lived experiences of students with LD in postsecondary settings and the institutional practices that take place around accommodation and support for them. This presentation will address the methodological issues, challenges and strengths of using qualitative inquiry as part of a mixed methods approach to 1) investigate how the needs of students with LD are currently being met at the post-secondary level in Canada and 2) to identify potential barriers of access to support and accommodation that may be occurring within these settings.

### **All Aggression is not Bullying: In Defence of the Bistrategic Controller**

Laura Hogarth, University of Western Ontario, *Canada*

This presentation will address the differences between bullying and strategic social aggression within the theoretical frameworks of resource control theory (Hawley, 1999) and self-determination theory (Deci & Ryan, 1985). Bullying and youth aggression is widely recognized as a pervasive problem facing youth and educators (Crothers & Levinson, 2004). An obstacle to the development of effective bullying programs is that most research conflates all forms of aggression under the umbrella term “bullying.” Olweus (1978) stressed two important criteria which distinguish bullying from aggression: the repetition of behaviour over time and an imbalance of power. In many ways, the aggressive social strategies used by youth (e.g., bistrategic, prosocial, coercive) are distinct from bullying but often mislabelled as such (Hawley, 1999). The methodology for studying these phenomena will be presented and participants will be encouraged to discuss issues and provide feedback.

## **PANEL 3: CULTURE, MENTAL HEALTH AND WELLNESS**

Panel Abstract: This panel explores issues of mental health, illness and wellness from cross cultural perspectives. Drawing on interdisciplinary approaches, panelists present a diverse array of issues surrounding mental health including alcoholism, suffering, suicide and anorexia nervosa (AN). Research focuses on case studies from around the world including Mongolia, Arctic Canada, India and Taiwan.

**Chair:** Erik Stanley, University of Virginia

**The Case of the Alcohol Use Disorders Identification Test (AUDIT) in Mongolia,** Alice Huang, University of Illinois Urbana Champaign, *USA*

The World Health Organization's Alcohol Use Disorders Identification Test (AUDIT) is a versatile instrument. Primary healthcare providers use it to diagnose alcohol abuse in patients and clients while researchers use it as a survey for trends in alcohol consumption. The AUDIT has been used widely across the globe, partly thanks to its cross-cultural compatibility. Nevertheless, there is still much room for improvement. We can greatly enhance the AUDIT's cross-cultural compatibility, and in turn its validity and reliability, by taking into account local drinking cultures and their unique perspectives on alcohol. This article discusses such a case study: adapting the AUDIT for Mongolia. It lists assumptions embedded within the AUDIT that prove to become problematic in the Mongolian cultural context, elaborates on their implications for data, and offers solutions to circumvent barriers in communication stemming from cross-cultural differences. General suggestions for customizing the AUDIT similarly for other drinking cultures follow.

**The Case of Anorexia Nervosa (AN) among Taiwanese,** Don McLawhorn, University of Illinois Urbana Champaign, *USA*

Anorexia Nervosa is a nosological category that has developed in a western context and is now applied internationally via the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR)*. Appendix I (Outline for Cultural Formulation) of the DSM emphasizes the importance of assessing "the perceived causes or explanatory models that the individual and the reference group use to explain the illness." The present paper uses Anorexia Nervosa (AN) as a specific example of the intimate relationship that can exist between explanatory models of illness and translated medical terminology in a non-Anglophone culture. While the English term derives from the Latin meaning "without appetite/desire", the Chinese term 厭食症 (*yanshi zheng*) generally translates to mean "sickness/disorder (*zheng*) of hating/being disgusted by (*yan*) food/eating (*shi*)". How might explanatory models of Anorexia among native Chinese speakers be influenced by the way AN has been translated and adopted into everyday language? The present research will discuss how young Taiwanese etymologically unpack the Chinese term for AN and fill in etiological details with understandings they acquire from culture. AN is understood as a long process whereby the individual slowly reaches the end state of being "disgusted by food" (厭食 *yanshi*) to the point of nausea and sickness at the sight of food. This explanatory model appears to be unique to the way Chinese speakers conceptualize AN, and it is most readily explained by the translation of AN into Chinese. This research highlights the role of language and translation in the cross-cultural practice of medicine in general and psychiatry specifically.

**Religious Narratives on Suffering – An Indian Perspective,** Suvarna Menon, University of Illinois Urbana Champaign, *USA*

The importance of community narratives and their potential as resources for individuals and communities at large has been acknowledged in psychological literature. Drawing on Rappaport's (2000) work on community narratives, this paper explores the notion of suffering as is expressed in two Indian religious traditions – Hinduism and Buddhism. The paper studies one of the most widely-read Hindu sacred texts, the Bhagavad Gita, and discusses its understanding of human suffering and the path it describes to transcend suffering. The Buddhist understanding of suffering and the means to overcome it is also discussed. Drawing on insights from these religious traditions, this paper argues that healing from suffering, as is understood in the Indian tradition, involves growth and transformation at multiple levels: physical, emotional, mental and spiritual. These

narratives view healing in a holistic, transformational sense such that it results in a new perspective on life, increased well-being, inner peace and balance.

**Using Qualitative Psychology to Explore Cultural Conceptions of Wellness**, Andrew D. Case, University of Illinois Urbana Champaign, *USA*

The field of psychology has been criticized (perhaps rightly) for having much too narrow a definition of wellness. An inordinate focus on the absence of psychological disorder as constitutive of wellness has obfuscated how culture shapes and contours what it means for individuals to possess wellbeing. This is especially problematic for ethnic minority populations as their cultures have not figured prominently in prevention and intervention efforts meant to promote wellbeing. This paper first draws on community and critical psychology perspectives to highlight a crisis in our field: the conspicuous absence of culture in defining wellness and the implications of this for science and intervention/action. It then proposes how qualitative psychology can play a leading role in addressing this issue through nuanced and actionable explorations of cultural conceptions of wellness.

**Suicide as a Cultural Syndrome**, Michael Kral, University of Illinois Urbana Champaign, *USA*

Suicidology is largely a positivist and quantitative field, where suicide is seen as determined by mental illness, usually depression, and it is viewed as an individual phenomenon. Suicide is thought to emerge from the person's head, from the brain, when psychological pain exceeds a threshold. Another view sees the idea of suicide coming from culture, as lethality being the idea of suicide, as suicide not being caused by perturbation. Suicide is contagious, and as an idea it is copied as is most everything else human. It is a cultural idiom of distress. In this presentation stories from Inuit in Arctic Canada will be presented, where there is a youth suicide epidemic, showing how they copy each other in death. Suicide becomes a form of belonging. Suicide is the expression of distress.

## **PANEL 4 – FROM TRADITIONAL TO CRITICAL TEACHING**

**Process Methodology': Bridging academic knowledge with professional expertise when training qualitative researchers**

Claudio A. Bosio and Guendalina Graffigna, Catholic University of Milan

This paper describes the conceptual foundation of our approach to train qualitative researchers aimed to work in the field of social and marketing psychology. Two principles underpin our approach: anchorage to research questions generated by the real social context as the driver of the entire development of the research project and the adoption of what is called 'process methodology' as the methodological interconnection between the features of the social field and of the research field. In practice, process methodology requires the learning of three sets of competences (content, contextual and flow) related to qualitative research. Those competences are devoted to their implementation and management of applied qualitative research able to produce situated knowledge and to enhance the transferability and usability of that knowledge. The paper gives details of both the didactic structure of the program as well as the teaching devices adopted.

**Decolonizing the classroom: The uses of psychoanalysis in the process of learning with Social Work students**

Cesar Augusto Pinzon, Uniminuto, Bogota, Colombia

This research has, as a main purpose, to discuss the classical subject approach and its impact on Social Sciences. It's important from the psychoanalytical contributions to break down with the tradition of idea(l)-subject and switch to body-subject. As a result, a series of practices in the classroom take place, focusing on a different approach of the Social Work student. This work is intended to provide elements of discussion in Qualitative Research for the Social Sciences.

La investigación tiene como objetivo poner en discusión las concepciones clásicas de sujeto y la incidencia de las mismas en las ciencias sociales. Desde los aportes del Psicoanálisis, romper con la tradición del sujeto-idea y pasar al sujeto-cuerpo. De ahí se desprende toda una serie de prácticas en el aula que se enfocan a una mirada diferente del sujeto estudiante de Trabajo Social. Esto supone un aporte desde la línea que tiene que con la investigación en las diferentes áreas de las ciencias sociales.

### **Teaching Critical Qualitative Inquiry in Psychology**

Nicole M Vélez-Agosto, University of Puerto Rico, Verónica Verdecia-Valle, University of Puerto Rico,

Undergraduate methodology courses in Psychology emphasize traditional research within a post-positivism paradigm. Few undergraduate methodology courses teach qualitative inquiry and those that do, teach usually within a post-positivism paradigm also. We propose, from a critical pedagogy framework, some teaching strategies for qualitative inquiry from alternative paradigms and alternative epistemologies. Among them, a concept mapping of research paradigms, history of qualitative inquiry and qualitative methods in Psychology; critical discussions on rigor criteria; the practice of methods using the students as researchers and subjects and including later a critical reflection of the process; online reflexive diaries and the preparation in stages of a qualitative inquiry proposal directed towards a community necessity and using a critical qualitative methodology. These strategies are presented in order to construct the teaching/learning process of qualitative inquiry in Psychology from a critical standpoint.

## **1PM-2PM BREAK**

### **2.PM – 3.25 PM PANELS (PARALLEL SESSIONS)**

#### **PANEL 5 – EXPERIENCES OF PAIN AND HEALTH**

##### **Research as resource for patients, their circles of support and for professionals**

Negev Maya Lavie-Ajayi, Pitzer and Michal Krumer-Nevo, Ben-Gurion University of the Negev

Chronic pain is a double faced phenomenon: a vivid and total experience on one hand, an elusive and deceptive phenomenon on the other. The nature of this experience - together with the medical and public discourse that ignores and delegitimizes chronic pain - prompts people living with chronic pain to question their own experiences and to face what we define as a narratological distress. To support people living with chronic pain and create a patient-centred agenda we have created a website resource for patients, their circles of support and

for professionals. Based on DIPEX methodology the website brings the analysis of the stories together with audio and video clips from the interviews. In this presentation, we will discuss our use of DIPEX methodology to use research in social action outside the boundaries of academy.

### **Chronic Illness Complexities of Exploring Succumbing, Resiliency, and Thriving in Different Life Domains**

Brett Crehan and Heather Adams, Ball State University

When women discover they have a chronic illness, they typically have one of three outcomes succumbing to their illness, having resiliency to their illness, or overcoming obstacles and thriving while living with their illness (Carver, 1998). I followed traditional thematic analysis with initial start codes emerging from Parker and Chusmier's (1992) suggestions about a life success framework. Parker and Chusmier define thriving within the six life success domain: personal fulfillment, professional fulfillment, status and wealth, security, and family relationships. I examine these different domains to illustrate the complexity of how these women's lives are transformed by their illnesses. Specifically, I examine where in a single individual, she may experience thriving in one domain and succumbing or resiliency in others.

### **Caring for Yourself While Living with a Chronic Illness**

Marlene Devia and Heather Adams, Ball State University [hladams@bsu.edu](mailto:hladams@bsu.edu)

Previous research studies show that a strong support system increases proper self-care habits among individuals with chronic illnesses, such as taking medication, resting, and physical activity (Gallant, 2006). However, this research has focused primarily on men's experiences and more widely researched illnesses like diabetes, leaving an impoverished understanding of women's experiences, especially those living with under-studied diseases such as rheumatoid arthritis and lupus. This produces important gender difference in self-care knowledge, often compounded by the fact that rheumatoid arthritis and lupus are more common amongst women (CDC, 2009). Working from in-depth interviews (2-2.5 hours) with women living with chronic illnesses, we apply thematic analysis (Braun & Clark, 2006), with a focus on gendered social roles, to produce and understanding of these marginalized experiences. Connections with current research highlight new directions and areas of focus for future inquiries.

### **“I don't know if fear of flying is a diagnosis, but...” A longitudinal interview inquiry with bereaved parents**

Ester Holte Kofod, University of Aalborg

What are the relations between the individual's phenomenological experiences of grief, and cultural meanings and expectations related to grief? How do people in grief draw upon socio-cultural frames and resources to interpret their own grief experiences, and how do discourses of grief as e.g. a potential health hazard influence bereaved persons' self-interpretations and practices? These are some of the questions that will be addressed in a longitudinal interview inquiry following seven bereaved couples after the loss of an infant child. Some of the methodological and ethical issues I would like to address and discuss are: What part do emotions play in the relational co-construction of interview knowledge on vulnerable subjects? (How) is it possible to address the relational and culturally embedded aspects of grief through conversations with individuals and/or couples? Can a phenomenological approach avoid an individualization of the individual experiences?



## **PANEL 6 - NARRATIVE**

### **Teen Identities (Re)Born: Examining Identity Transformation and Bereavement Amongst Adolescents Who've Experienced Perinatal Loss**

Carlos Torres, Lisbeth Berbary and Robert Neimeyer, University of Memphis

Within the decades-spanning bereavement literature on perinatal loss, little research has explored and assessed the impact of a miscarriage or stillbirth on adolescent girls. The studies that explored perinatal loss among teens did not examine changes in self and identity after loss. The current study recruited 6 African-American and Caucasian females ages 14-18 and examined their notions of self before, during, and after pregnancy. Adolescents' notions of self were examined using a qualitative methodology informed by Dialogical Self Theory. Narrative inquiry provided the methodological rationale for the study. Developmentally appropriate arts-based methods were used to collect stories of self, which had participants explore and express notions of pre-pregnancy, pregnancy, and post-loss identities. Analysis examined how notions of self changed between time periods, how teens made meaning of their pregnancy and loss, and how they experienced and expressed bereavement from differing identity positions.

### **Recovering Health and Home: Narratives by Professionals on their Collaborations with Homeless Adults who use Volatile Solvents**

Tracy De Boer, University of Manitoba, Maria I. Medved, University of Manitoba, Jitender Sareen, University of Manitoba, Jino Distasio, University of Winnipeg, Institute of Urban Studies

Literature on individuals who use volatile solvents loosely suggests that this group is "dangerous, incapable, and brain-damaged". The current study is based on narrative analysis of 12 semi-structured interviews with health and housing professionals who work with a marginalized population of homeless adults who use solvents. Voices from the professionals on this specific group of clientele in their healing and well-being appear to participate in a narrative construction with their clientele that is counter to the dominant narrative that broader culture (i.e., professional peers, other clientele and the community at large) perpetuates. Advocating for the capability, worth and intellect of their clientele, these professionals silence their own story and direct attention to the challenges of their clients. The role of hope as the function of telling this extreme counter story is discussed.

### **(Un)therapeutic emplotment in young adult cancer narratives**

Chad Hammond, Ulrich Teucher, University of Saskatchewan

The way people talk, the language they use, when referring to cancer experiences can shape their psychosocial and emotional well-being. What seems to be of special significance is the use of different genres to articulate distress and healing. Using Good's (1994) critical phenomenology, we looked at how young adults constructed their illness narratives with particular attention paid to the emplotment of experience. We discuss the various functions of different genres (e.g., battles, journeys, mysteries), including meaning-making, imagining a hopeful ending, and enabling others to hear and understand their suffering. However, we also provide cultural and critical analyses that situate these genres within dominant ways of storying cancer and their limited ability to capture marginal (especially disabling and terminal) experiences of illness.

## **PANEL 7 - ART, CREATIVITY AND REPRESENTATION**

## **Voices in Poetry: Using the Listening Guide Method to Examine Gifted Adults' Perceptions of Giftedness**

Adrienne E Sauder, Western University

Little is known about how gifted adults' perceive their giftedness and its influence on identity during the lifespan. As part of a larger phenomenological study, Gilligan et al.'s Listening Guide Method (LGM) was adapted in order to provide a uniquely personal perspective of participants' perceptions of and beliefs about the phenomena. LGM is distinct from traditional coding methods in that the researcher "listens to," rather than categorizes or quantifies, interview text. LGM reveals genuine and often unexamined perceptions/perspectives by using transcribed first-person "voices" to create personalized I poems: investigative tools that provide a systematic way of attending to the many voices embedded in a person's expressed experience. This paper session will explore the process of creating I poems from interview transcripts, "listening" for contrapuntal voices, and examining these voices within an interpretive phenomenological framework. phenomenology, listening guide method, giftedness New Methods & Methodologies

## **The Creative Artist, Eccentricity, and Mental Disturbance: Journal of a Struggling Actor--my Actor/Writer Son**

Elliot Benjamin, Akamai University

In this paper presentation I will be exploring the relationship between the creative artist, eccentricity, and mental disturbance. The vehicle for my exploration will be vividly illustrative blog excerpts of my 31 year old actor/writer son, through his blog: The Journal of a Struggling Actor. Where does one draw the line between creative art and mental disturbance? Perhaps "eccentricity" is a term we may use to bridge this gap in certain ways. This paper is part of my forthcoming book and qualitative research on the topic, that includes autoethnography, heuristic and narrative research, and a case study. This presentation will focus on my case study and narrative accounts through a few particular blog excerpts from my son that reveal the complex experience of a young man who moves to Los Angeles to devote his life to achieving his "unrealistic" dream of breaking into Hollywood to become a successful professional actor.

## **Method of study with groups in process of changing**

Professor Susana Kramer de Mesquita Oliveira, Universidade Federal do Ceara

From three multicultural studies, using clinical-qualitative orientation, in Brazil and India - Family migration, Family dynamics with chemical dependent, and Family conflicts between parents-children -, the researcher proposes the use of the Moreno's sociodramatic Model, to the organization conceptual, of the ways to collate and analyze the data, referent to studies with groups in process of changing. The object of this paper is to show the interaction among three categories of methodological organization of research with families: relational dynamics, changing processes, and affectivity (considered in its relational-meditational dimension), which allows the expression and perception of the affective aspects in moving, and evidences the family from its constituent characteristics as social group. The paper will focus in the stages of building of the qualitative research in this model, and in the produced tools to collate and analyses of the data that were repeated in the three studies.

## **PANEL 8 - QUALITATIVE RESEARCH IN EDUCATIONAL SETTINGS/ EDUCATIONAL PSYCHOLOGY**

### **Mentoring Relationship: A Case Study of Cooperating Teachers' Influence on Student Teachers**

Cathy Stearns, University of North Texas

The student teacher experience serves as the sole teaching experience for approximately one million new teachers. Because teachers are arguably the most important variable in students' academic success, focusing on the training of teachers is paramount. Literature is mixed in regards to the mentor teacher/student teacher relationship creating a contention in the field; therefore, a clearer understanding of the relationship is warranted. This collective case study utilizes descriptive and explanatory research questions that will formulate conclusions from the data collected from interviews, observations, and student teachers' personal journals. Findings determine that there is a relationship between the two, and the mentor teacher does influence the student teacher. Conclusions noted in this study show a unique relationship with student teachers and their mentor teachers in areas of mentor teacher teaching style, personality, and classroom management.

### **Observational Methods in Educational Psychology**

Thomas Szulevicz, Aalborg University

The educational psychology's field of practice is undergoing a paradigmatic shift from an individualized focus on children with problems to a focus on how a systemic, consultative approach extends the possibilities for understanding problems experienced within schools. This shift requires that educational psychologists use new methodologies that are able to grasp the complexity and socially distributed character of students' everyday life. In this context, qualitative classroom observations provide a promising method. But while observational methods are relatively well established as qualitative research methods, their status as a valid means of gathering information about student life in educational psychology's field of practice is more dubious. Among other things, it is often objected that classroom observations are too time-consuming. This paper will address observations in educational psychology's field of practice, and discuss how observations can contribute meaningfully to a consultative approach in educational psychology.

### **Forced Maturing in Identity: Chinese Master students' Exploration of Agency in the US**

Min Yang, Beijing Institute of Technology

This study investigates the Chinese master students' identity construction in their one or two years' study in the US. Three interviews are analyzed as the talk data for how they positioned themselves discursively vis-a-vis others, particularly their American fellows and the foreign social environment. Furthermore, the discourse was examined with regard to their identity dilemmas according to their life stories.

### **What Motivates College Undergraduate Students to Persevere: Stories of Students' Experiences**

Nate Sutter and Elena Polush, Ball State University

With approximately half of incoming college freshmen graduating within four years, this study employs constructivism case methodology to examine why traditional and non-traditional undergraduate college students persist towards graduation. Further this work utilizes the Theory of Planned Behavior (TPB) to structure the data analysis and interpretation by focusing on attitudes, subjective norms, and perceived behavioral control. This theoretical framework was well suited to this study because of the specific interest of our inquiry was in how participants construct meaning about their academic experiences. Six participants were interviewed three times. Findings were consistent with and further explicated the TPB underlying assumptions. Students possessed attitudes towards their intent to graduate, had at least one social influence to support their attainment of goal to graduate, and shared factors that facilitated and hindered their ability to obtain a post-secondary degree.

Description of students' stories increases insights about persistence and contributes to improving graduation rates.

3.35 PM – 5.10 PM

## **DATA PLAYGROUND**

### **College Women's Experience of Sexual Coercion: A Dissertation Study**

Kathleen Niegocki, Ball State University

Many female college students have experienced sexual coercion. Sexual coercion is often measured in narrow ways that may not capture the full range of sexually coercive experiences; additionally, due to the cross-sectional nature of existing research, little is known about how the process of sexual coercion and its aftermath unfolds in women's lives (Crown & Roberts, 2007; Hyde, Drennan, Howlett, & Brady, 2008). My dissertation is an exploration of college women's experiences of sexual coercion using semi-structured interviews and constructivist grounded theory. Data collection and analysis will begin in Spring 2013. The Data Playground would be the ideal place to seek consultation, brainstorm ideas, and hear perspectives beyond those of my research team. One issue I anticipate facing, and potentially bringing to the Data Playground, is the potential that the data may reflect dominant cultural messages and scripts, and how this cultural layer interacts with participants' own voices and perceptions.

### **Exploring Visual Representation of Data**

Brett Crehan and Heather Adams, Ball State University

According to Carver (1998), women typically have one of three outcomes to their chronic illnesses succumbing, resiliency, or thriving. I examine these outcomes through the life success domains (e.g., personal fulfillment, professional fulfillment, status and wealth, security, and family relationships) by Parker and Chusmier (1992). Women may experience different outcomes depending on the examined dimensions (e.g., thriving on personal fulfillment and succumbing on security). Through modified graph representations, I illustrate complexities of interviewee's experiences on each domain. Despite possible increases in clarity and ability to visualize the various pathways in a person's life, these representations lose some of the strengths of verbal representations, such as loss of interviewee's voice and complexity of emotions, along with perhaps an inadvertent impression of scale data. Two or more visual representation styles are presented, including variations attempting to interweave the interviewee's voice, to open a conversation of the strengths and weaknesses of this visualization.

### **Stories of Faith, Stories of Humanity: Launching a Digital Storytelling Platform to Facilitate Interfaith Dialogue**

Nisha Gupta, University Clinical Psychology

This participatory action project employs creative media technologies to instigate empathy, kinship, and dialogue across diverse faith communities, through a digital storytelling platform called "Stories of Faith, Stories of Humanity" ([www.storiesoffaithstoriesofhumanity.com](http://www.storiesoffaithstoriesofhumanity.com)). Through phenomenological and narrative methods, I bring participants' intimate and poignant life stories to the forefront of the interfaith conversation. Presented as short films, these ten diverse stories highlight the existential and psychological functions of faith in people's lives no matter their religious affiliation: functions such as comfort, modesty, and acceptance. The platform seeks to incorporate social media elements that enable the mainstream public to create and upload their own digital faith stories to the website, and also connect online with individuals of other religious communities to share in their personal experiences of faith. The project's ultimate vision is to harness community storytelling to facilitate empathic understandings of faith as both an individual and shared human phenomenon.

## **Culture's Fictions and the Homosexual - Fucking with Qualitative Psychology**

Neil Carey, Manchester Metropolitan University, *UK*

Producing creative fictions has potential to invert/pervert Psychology's knowing of the homosexual. I offer a limerick-esque ditty which anthologises some cultural fictions – legitimised in (past & popular) Psychologies – that haunt the homosexual in culture and supposedly hail me as a male attracted through same-sex genital relations. These cultural fictions continue to lurk under the veneer of tolerance that characterizes 'gay' equality in Western neo-liberal democracies, and construct subject positions of heteronormative pathology or of either docile homonormativity. My poetic ditty attempts to enumerate some of these cultural fantasies/fictions that pervade the culturescapes that I inhabit. I offer it as an invitation to the audience to figure alternatives that story a male same-sex attracted subjectivity; a subjectivity that perverts the docility offered respectable gay men, and inheres a more transgressive cultural politics for the sex that skirts and scums the shiny grey polished surfaces of a precarious equality.

## **I Like It, I'm Just Not Sure What It Means**

Heather Adams, Ball State University

Use of visual imagery as a springboard for data collection is gaining increasing popularity among areas of qualitative inquiry (i.e. Gauntlett, 2007; Wang & Pies, 2004). However, few researchers are exploring the potential of imagery representation of research results. Using the specific example of a collage in which I represented the results of a research study, I hope to explore viewers' responses to this form of representation and possible resolutions. Although previous viewers noted that they liked the image, they shied away from interactions commonly emerging from a presentation of research results, such as discussion or critique of findings. I would like to draw upon my colleagues' expertise to explore ways of addressing viewer concerns and comfort level with this form of representation. I hope this will serve as a springboard for exploring the integration of imagery representations of research results into traditional dissemination venues. imagery representation, art and research

## 5.15 PM – 6.40 PM – PANELS (PARALLEL SESSIONS)

### PANEL 9 - PARTICIPATORY ACTION-RESEARCH

#### **Reconfiguring the psychosocial perspective on the gendered subject through a research experience with transgender identities**

Antar Martínez-Guzmán, Professor, Universidad de Colima

Transgender identities pose significant challenges to dominant psychological perspectives towards gender and, more widely, the conception of the human nature and subjectivity. In this paper I discuss a set of reflections seeking to reconfigure the way in which psychosocial perspectives understand gender identity as part of the human subject. These reflections are the result of a research experience using discourse analysis, narrative productions and participatory action-research in the field of trans identities and are informed by queer and transgender studies. The discussion focuses on the problematisation of three well-established dichotomies in psychosciences: male-female binary, sex-gender distinction and the frontiers between human and non-human. I conclude by outlining some possible implications of this reformulation in the psychosocial study of trans identities and, more generally, in the discipline of psychology.

psychology, transgender, human subject, Discourse / Narrative / Counter-Narrative

#### **Ethical code of practice: towards the creation of a common good**

Silvia Ivaldi, Giuseppe Scaratti, Silvia Apollonio, Catholic University of Milan

The paper presents a contextual procedure for creating an ethical code of practice by AVIS (association of Italian voluntary blood donors), with the aim of identifying and highlighting shared values and ethical dimensions that shape behaviour and actions. The main assumption is that the quality of life that individuals perceive in the organization plays a pivotal role for AVIS's services being considered as a common good for society. In this sense, the creation of the ethical code of practice represents a symbolical process which is able to highlight consolidated meanings and to promote the act of donating as a shared valued practice. In particular, the paper illustrates the operating methods adopted to detect concrete organizational practices by which ethics are expressed in everyday organizational life, and to identify regulatory aspects and operating rules within AVIS social and professional context.

#### **The Experiences of Michoacán's Micro entrepreneur Women Leaders in Developing Leadership**

Ayala Mira Mónica, Universidad de Guanajuato

Luna Lara María Gabriela, Universidad de Guanajuato; Navarro Contreras Gabriela, Universidad Michoacana de San Nicolás de Hidalgo; Rodríguez Morrill Evelyn Irma, Universidad de Colima

The purpose of this study is to understand the articulation of the different dynamics of power, with the social order and culture that lead to generic expectations in the leadership development in microentrepreneur women from Michoacán, México. The analysis of leadership should be contextual linking various factors such as age, ethnicity, occupation, income, employment status, education, and family situational demands. That is, the articulation of personal and family context with community and social, political and economic constraints as promoters or psychosocial leadership in women. To understand this there were 5 life stories of entrepreneurs women in Michoacan, Mexico. The results indicate that in the development of leadership a story of community

struggle in defence of women. Also, it was found as a central experience the economic needs, the gender violence and the changes in the life cycle as an accumulation of knowledge that promotes the development of leadership.

### **Participatory research on community level empowerment**

Liz Cunningham and Kaye Duerdoth, University of Brighton

This paper discusses how community development workers in a city in the south of England define and measure community empowerment with the various groups they work with. The process uses narratives/stories from workers, volunteers and community members; dialogues and other participatory practice to collect data and carry out analysis. The research seeks to understand the relationship between empowerment and social change at the community level. We ask ‘what is the nature of empowerment and what are its attributes’? The work is a collaboration between a university based researcher and community workers and volunteers.

## **PANEL 10 – DISCOURSE: MICRO AND MACRO DIALOGUES**

### **Linking the "Personal" to the "Political": Comparative Micro-and Macro-Level Analysis in Psychology Research**

Lacey M. Croft, Wilfrid Laurier University

The field of Psychology has a rich history of scientific research and practice on individuals. However, research continues to overlook the context in which the people and issues that psychologists seek to understand are embedded. In this paper I explore the potential, and propose a process, for qualitative research that links individual-level data and analysis to macro-level data and analysis. Specifically, I review the theoretical and methodological process of a study that contrasted participant conceptualizations of Corporate Social Responsibility at the individual-level, against neoliberal ideology at the macro-level. The procedure allowed for the collection and comparison of data in a way that minimized researcher bias while contextualizing participant information. I suggest that the process may be extrapolated to other Psychology and qualitative studies that seek to situate the participant(s) in their social, political, and/or economic context.

### **Medicalizing Tensions in Counseling and Counselor Education?**

Tom Strong and Karen Ross, University of Calgary

Counseling, for the American Counseling Association, “is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals”. However, for many reasons, a “diagnose and treat” (using DSM diagnoses and evidence-based interventions) discourse in counseling and counselor education increasingly dominates. Despite the ACA’s definition above and counseling’s longstanding pluralistic tradition, many of its approaches (e.g., family, narrative, and existential) are incompatible with a medicalized approach to helping. Our mixed qualitative method presentation focuses on tensions that counselors, counselor educators, and students of counseling face and address given the growing prominence of medicalization. We surveyed and interviewed Canadian counselors, then critically reviewed counselor education curricula and textbooks, documented changes pertaining to counseling as a regulated profession, and changes to the counseling-related, self-help literature. We discuss the implications of our findings for how they might relate to the future of counseling and counselor education.



## **Social constructionist perspectives on the concept of cyberculture**

Luis Felipe González-Gutiérrez, Universidad Santo Tomas

The purpose of this paper is to reflect on the implications of cyberculture in terms of a shared social reality that emerged from the narratives and recurring experiences of communities of practice. From the contributions of Gergen (2006, 1998, 1996), Gergen and Zielke (2006) and Shotter (2001), is intended to establish theoretical correspondences that allow the importance of the concept of mediation, proposed by Frasca (2003) and the contributions of hypertext theory has raised Landow (1995, 1997). The results of this paper, reflect the relevance of the cyberculture like a reality nivel mediated in real life and real. The reflections that are proposed in this paper are part of the research project: "IC simulation, a scenario transmedial for simulation of collective intelligence" made between the Pontificia Universidad Javeriana and Universidad Santo Tomás.

## **PANEL 11 – IDENTITY REPRESENTATIONS, TRANSFORMATION AND COMMUNICATIONS**

### **Procrastinators Unite... Tomorrow: Understanding, Overcoming, and Improving Procrastination**

Timothy Lewis, University of Illinois at Urbana Champaign

Procrastination is an ever increasing and near universal form of self regulatory failure. Renewed interest in the science of self regulation has brought greater understanding of this largely negative behavioral phenomenon but it still remains an issue in need of greater understanding in order to improve individual behavior. The current paper reviews the body of knowledge on procrastination and integrates it with current models. The paper also focuses on evaluating prescriptive strategies and tools designed to overcome and improve decisions, contexts, and actions that lead to procrastination.

### **Bringing Drumsticks to Funerals. Jamming as Learning**

Lars Brinck, Rhythmic Music Conservatory Copenhagen

In an ethnographically inspired field study social practice theory is employed on New Orleans jazz and funk musicians' jamming analyzed as learning. Through participant observation and qualitative interviews the study argues that the musicians' participation in collectively improvised musical practices such as jam sessions is characterized by the iterative discovery of new action possibilities in pursuing a collectively negotiated 'common third': the good music. The study further argues that the musicians' perpetually changing participation in the jam practice and the development of the improvised music itself are inseparable and interdependent. Learning to jam is argued to be situated in the social practice of jamming, thus prototypically analyzing learning as situated, as improvised development of practice per se. During the presentation the pivotal argument will be illustrated through musical sessions on the floor, engaging interested participants in collective jam involving singing stomping and clapping.

### **To Tell or Not to Tell? That Is the Question for Women Living with Chronic Illnesses**

Natalie Aaren Sachs and Heather Adams, Ball State University

Individuals with a chronic illness frequently keep their illness a secret as part of their efforts to present themselves as competent and avoid stereotyping by others (Olney & Brockelman, 2003). Unfortunately, disabled individuals who live a contradictory identity have displayed lowered psycho-emotional well-being (Reeve, 2002), leaving individuals to negotiate a health-related catch 22. This study examines the dynamics of

the self-disclosure experiences of women living with chronic illnesses to develop a more complex understanding of their decision-making process as they negotiate disclosure dilemma. Themes (Braun & Clarke, 2006) developed from in-depth interviews with women self-identified as living with a chronic illness will be connected back to the relevant literature to produce a more detailed understanding of this neglected aspect of women's chronic illness experiences.

### **Chronic Illness and Identity Continuity**

Ashleigh Nicole BIngham and Heather Adams, Ball State University

Upon diagnosis of chronic illness a disruption occurs in an individual's life. This disruption often results in identity-transformation (Asbring, 2001). Application of research working from Atchley's (1989) Continuity Theory suggests that these identity-transformations may contribute to lower life satisfaction (Nimrod, Janke, & Kleiber, 2009). This is consistent with research, which states that continuity supports higher rates of overall well-being (Suh, 2002). Using Labov's (1972) framework as an organizing tool, I will be analyzing two and a half hour interviews. These interviews will entail women's efforts to maintain their identities, which have been threatened due to the onset of chronic illness. Women's identity experiences presented in the interviews will be analyzed through construction of narratives and connection to current literature regarding Continuity Theory. We will conclude with an exploration of new possibilities in the application of continuity theory and identity processes.

## **PANEL 12 – DILEMMAS OF/IN PLURAL IDENTITIES**

### **Subjectivity of Critical Psychologists: Multiple Identities**

Nicole M. Vélez-Agosto, University of Puerto Rico, Carlos Rivera-Santatna, University of Queensland; Samuel Colón, University of Puerto Rico

How do we assume in our every day lives the identity of critical psychologist? As Critical Psychologists we acknowledge how our own values and experiences affects us and we try make them visible in our inquiries. However, when one assumes postmodern subjectivity and complexity, we also assume conflicting values, multiple identities and conflicting roles that are subjected to a historical and social context. This leads to struggles, for example, acknowledging privilege or questioning morality, that critical psychologists have in the academia, in their work and in their personal lives. Even though, some critical psychologists have talk about their struggles, it does not remain clear how the transition between psychologist and critical psychologist emerges and how an ethical position can be taken in spite of the struggles and complexity they entail. Our aims are: to reflect on the struggles to become a critical psychologist and to examine possible ethical positions.

### **Between subjective experience of power and location within power fields of gender and ethno-nationality: Power experiences of Jewish and Palestinian citizens of Israel**

Yael Ben David

The research aims to understand how Jewish and Palestinian citizens of Israel experience power in their daily lives, and how it relates to their location within power fields of gender and ethno-nationality. This study seeks to widen the understanding of the different ways power can be experienced, by adopting a complex view of locations within power fields, observing how the juxtaposing between ethno-nationality and gender identity constitute the subjective experience of power. 30 in-depth interviews were conducted among Jewish and Palestinian within Israel. Participants were asked to tell stories of their daily experiences of power, considering

their personal and social power. The results shows how complex locations within multiple power fields can create ambivalent experiences of power, as well as unexpected opportunities for experiencing power. Implications of multiplicities of power experiences on the possibilities of subjects to challenge power relations from within their locations in power fields will be discussed.

### **“Tattoos as a Link to the Deceased During Grief”**

Dulce Molina, Independent researcher & Therapist

Tattoos today have become a common form of expression through which people mark their body in order to represent a significant event. One of these events is the death of a loved one, where tattoos serve to memorialize the dead. The following study examines how tattoos serve to create continuing bonds with the deceased. Informed by a phenomenological constructivist perspective, semi-structured interviews were used to collect information from people who had memorialized a loved one through a tattoo. Results examined the decision for getting a tattoo, the election of the design, decisions for where on the body to get the tattoo, and how the tattoo helped individuals to cope with their loss.

**6.45 PM – 7.15 PM**

## **CLOSING REMARKS**

### **Planning for next “Day in Qualitative Psychology”**

.... **Dinner at a nearby restaurant** (to be confirmed)