Thursday, February 16th

Announcements and Opening Panel

Johnny Saldaña, Arizona State University
Maria Lahman, University of Northern Colorado
Jessica Nina Lester, Indiana University

Qualitative Research in a Post-Covid World

Since 2019, we have been living in a world-wide pandemic of Covid with the hope soon we may see the passing of the disease. Now, in 2023, as the virus continues to affect our lives, we as qualitative researchers know we have an important role to play in exploring, describing, analyzing, interpreting, and criticizing this new world. In our first day opening panel, three leading qualitative researchers share their pre-, peri-, and post-Covid experiences and offer insights on qualitative research’s present and future.

Breakout Session A

Room 1

Cheryl Burleigh, Walden University
Andrea M. Wilson, Walden University
Jim F. Lane, University of Phoenix

Teacher Character and Identity Development During Times of Crisis

Prior to COVID, crises were localized occurrences namely acts of nature or specific dangerous events on campus. For these localized crisis events, plans were developed and implemented by school districts and practiced within schools to prepare for such an occurrence. No such crisis plans existed for long-term and widespread crisis events such as a pandemic. The pandemic brought to the forefront how individuals thrive, acclimate, or feel defeated and overwhelmed during times of extraordinary crisis. K-12 public school teachers faced similar odds regardless of where they lived, socioeconomic status, or the geographical location of their school. Educators were placed in the daunting position of having to develop new proficiencies for accessing and carrying out educational activities while testing their own fortitude (Van Allen & Katz, 2020). This study employed qualitative methodology with photovoice examining how K-12 public school teachers responded to a historic crisis event, their adaptations to an abrupt change in their teaching practices, and the impact of the crisis on their identities as educators. Through photovoice, these teachers conveyed the reality of lived experience and their personal identity development through visual images and narrative descriptions (Latz, 2017; Nykiforuk et al. 2011). In this study, teachers shared their voices from unique perspectives, telling their stories of adaptation and what they learned about themselves during times of crisis. The participants were a demographically and culturally diverse group of K-12 public school teachers from the west coast of the United States serving a variety of grade levels, subject areas, and school locations.
Johnny Saldaña, Arizona State University at the Tempe Campus

A Primer On Social Science Theory

Theory is a ubiquitous but sometimes elusive term in the social sciences. Methodological writers rarely define theory explicitly, nor do they provide specific examples of theories. This workshop presents a primer on the fundamentals of theory construction and its constituent elements; offers concrete examples of social science theories; and includes an exercise in theory development.

Philosopher Karl Popper evocatively proposed that “Theories are nets cast to catch what we call “the world”: to rationalize, to explain, and to master it.” In more practical terms, Kathryn Roulston elegantly explains that “Theories are simply statements that explain how concepts connect with one another. Theories tell us something about the way things work and how things happen.” Saldaña extracts from the literature that a theory, most often, is a generalizable statement with an accompanying explanatory narrative that contains and/or implies the following properties; it

- expresses a patterned relationship between two or more concepts;
- predicts and controls action through propositional logic;
- accounts for parameters of or variation in the empirical observations;
- explains how and/or why something happens by stating its cause(s); and
- provides insights and guidance for improving social life.

A few examples of social science theories are: “Friends are defined by shared psychological intimacies” (Sarah Riley & Sally Wiggins); “Where there is power, there is resistance” (Michel Foucault); and “When labor is organized to maximize efficiency, productivity, and profit, there is a negative outcome for the workers” (Harry Braverman).

This workshop will present the fundamentals of social science theory, and provide participants exercises in concept construction, theory development, and theory assessment.

Jeanette E. Schmid, Vancouver Island University
Holly Bradley, Vancouver Island University

The Impact of Covid-19 on Social Service Delivery

This presentation focuses on a study regarding the impact of Covid-19 on social service delivery in mid-island region of Vancouver Island, Canada. We held online interviews at the end of September 2020, March 2021 and finally September 2021 with 13 persons representing 12 organizations. We established that the adaptation in each six-month tranche had its distinctive character. The first six months were focused on crisis responses that included pivoting to mainly virtual service delivery. One year after Covid-19, interviewees suggested that they were still having “yoyo” experiences in tailoring services to pandemic conditions, but simultaneously were establishing new routines. They also were optimistic that with vaccination and improved weather that there could be a return to previous service modes. Eighteen
months into the pandemic there was a sense of a “new normal” even as continued responsiveness was required. Interviewees highlighted how issues around policy, fundraising, partnerships and logistics functioned either to support or inhibit change. Service providers (including staff, volunteers, and social work students) and service users were specifically impacted in each phase (such as issues intensifying; exclusion and marginalization increasing for some and for others a greater palette of services being available). We evidenced a remaking of social work particularly regarding the increased use of hybrid service delivery and flexibility regarding working conditions. Interviewees concluded that pernicious problems could be solved, and orthodoxies challenged if problems were perceived as affecting all.

Janet Richards, University of South Florida
Kristen Fung, University of South Florida

Transmediation + Peer Suggestions: A Multi Modal Two-Part Strategy to Help Students Clarify Their Confusions About Qualitative Research

Qualitative text information is often difficult to grasp (Fung, 2021). Studies indicate qualitative research students regularly struggle with unfamiliar terminology, concepts, research designs, and the personal, reflexive nature of analysis and interpretation of contextualized qualitative data (Cooper et al, 2012; Richards, 2011). Compounding this conundrum is the under developed literature related to teaching qualitative research that makes it difficult for instructors of qualitative methods to locate best practice literature to inform their pedagogy. In this workshop we will offer an innovative strategy we developed that our students find useful and can be added to the repertoire of “best practices” in qualitative research literature. With our guidance, attendees will transform information in a section of complex qualitative prose (i.e., connected discourse) into other sign systems (e.g., visual art, music, dance, poetry, drama, etc.). Turning to alternative sign and symbol selection to portray qualitative research conundrums offers space for learners to express their knowledge and puzzlements in communication forms that allow them to reason and make sense of intellectually challenging printed and also oral communication - thus making elusive ideas tangible. Following Vygotsky’s framework that considers the strong force interactive social processes play in the development of cognition, in the second part of the strategy attendees will present their transmediated work to small groups of peers for their suggestions, explanations, and clarifications. Thus, the strategy not only supports students as they transmediate complex prose independently. We discovered peers who offer support clarify their own misunderstandings and confusions of qualitative concepts and terminology.

Room 2
Robin Cooper, Nova Southeastern University
Bruce Lilyea, Nova Southeastern University

I’m Interested in Autoethnography, but How Do I Do It?

Autoethnography is one of the qualitative research methodologies that remains somewhat mysterious to many scholars. While the use of autoethnography has expanded across numerous fields, it can be difficult
to find much guidance about the procedures involved in conducting an autoethnography. Recognizing both the flexibility and creativity inherent in autoethnography, as well as the need for rigor in achieving meaningful research results, we offer in this article some suggestions and reflections regarding the process of conducting an autoethnography – from developing the research question to reporting the findings. These recommendations draw from both narrative and ethnographic research methodologies, as well as descriptive and arts-based approaches. This discussion may serve as a resource for those interested in teaching and conducting autoethnography.

Neill Korobov, University of West Georgia

_A Discursive Analysis of the Use of Active Listening to Manage Conflict in Couple’s Conversations_

The present study uses a discursive psychological approach to examine naturally occurring bids at active listening as they arise spontaneously in the everyday interactions between young adult couples. To date, there is scant research examining in micro-analytic detail how active listening works as it spontaneously emerges in everyday natural troubles-talk contexts between romantic partners. Five discursive methods for engaging in active listening are identified—1) the use of psychological attributions, 2) judgmental questions, 3) subtle reframes, 4) story-topping, and 5) minimal recycles. The findings reveal that active listening is less about simply reflecting what one is hearing in neutral, open, and/or nonjudgmental ways, but is mostly about managing accountability, blame/attribution, identities, and perceived relational symmetries and asymmetries. The findings offer a new and exciting perspective for researchers interested in understanding how active listening spontaneously emerges and how couples use it in everyday natural relational contexts.

Beverly Buchanan, Lamar University

_Maritime Sign Language: An Endangered Language of Canada_

Maritime Sign Language (MSL) emerged in the easternmost provinces in Canada with origins traced as far back as to the Weald, a region in Southeastern England. Therefore, British sign language is a root language that led to the creation of MSL. This type of language emersion is known as a Deaf community sign language, which occurs when Deaf people from different places and cultures share a common location. Given changes in history, Glottolog 4.3, a bibliographic database of the world's lesser-known languages, now categorizes MSL as an endangered language. Thus, linguistic documentation and analysis of MSL are imperative given the depleted number of current native MSL signers. In this study, documentation of a number of native MSL signs occurred based on videos created between 1995 and 2000. The primary purpose of such documentation was to reflect the most common signs of the MSL users. The research found a difference between genders in how many American Sign Language (ASL). Influenced signs were found among men in comparison to women. This difference showed their daily life experiences of men as being more involved in the community and outside of the home whereas women stayed at home. Therefore, ASL- MSL language contact and interference were detected as the signers keep correcting
Themselves by shifting from ASL to MSL signs. The aim of this study is to set the stage for the creation of an online MSL dictionary that is stored digitally for future research.

Therese Ferguson, The University of the West Indies

Teaching and Learning Qualitative Research Online During the COVID-19 Pandemic: Whither the Natural Field Setting?

As an approach to inquiry, qualitative research focuses on in-depth, detailed understanding of particular phenomena in their natural setting, as they naturally occur or unfold. Thus, qualitative course facilitators should provide opportunities for their students to have hands-on, experiential practice with various facets of the research process, including exposure to data collection in the natural field setting. This paper focuses on an introductory qualitative research course for students in the discipline of education at a university in the Caribbean. Initially designed in order that class activities and assignments facilitated students’ entry into the field, the course had to transition to online delivery, with activities and assignments that were virtual in nature during the COVID-19 pandemic. Using a generic qualitative research design, semi-structured interviews were undertaken with seven participants (course facilitators and students) to explore experiences teaching and learning qualitative research online during the pandemic, including participants’ transition to online teaching and learning, pedagogic approaches utilised, and fieldwork experiences. Amongst the findings are that prior teaching and learning online makes the transition an easy and uninterrupted one and that lecturers’ abilities to shift pedagogical approaches is imperative to successful course delivery. Findings will be useful for those engaging in online qualitative research course delivery both during times of emergency and beyond.

Cathy Gibbons, Quirkos

Opening the Black-Box of the Quirkos Qualitative Researcher Journeys Project

When learning about qualitative research methodology, novice researchers want to see and use practical examples; they want to see inside the research black-box. In keeping with Quirkos’s philosophy of accessibility, Quirkos’s Qualitative Researcher Journey project aimed, in 2021, to generate a pseudonymised open access data-set that can be used in the teaching and learning of qualitative research methods. In this workshop we go further than the data to show, explain and discuss the materials used to frame and support the project; ethically, methodologically, and practically. Our black-box will be opened to show and examine examples from:

- Advertising and recruitment web pages and emails
- Design and approval documents
- Data gathering aide-memoire and pro-forma
- Data analysis summaries
Having seen and critiqued the contents of a real black box, the workshop participants will move towards reflection on the needs of their own project, before finally combining this know-how in the development of their own robust and credible research documentation.

Outcomes

Improved understanding of:

- What project documentation needs to cover for ethical purposes
- How project proforma can be used to support data gathering and analysis processes
- Some of the problems and limitations of real project documentation
- What might be considered as minimally essential for good practice, as compared with helpful, practical, maximally possible, or un-necessarily burdensome

Attendees will have choices in which examples to engage with during the session, but all examples are open access and as such can be viewed and reflected upon beyond the end of the session.

Room 3

Jon L. McNaughtan, Texas Tech University

The Same But Different: Rural Community College Presidents Perceptions of Working From Home

Higher education is going through a significant period of change following the COVID-19 pandemic. The increased technological capacity and desire for online modalities is both a great opportunity and a potentially challenging burden. Community colleges serve the most marginalized students, but are often vastly under resourced leaving them vulnerable to significant challenges. In this study, the perspectives of 6 rural community college presidents are analyzed to identify both the opportunities and challenges facing the workforce at rural community colleges. In addition, tips for success are shared that highlight the need for specific areas of professional development and employee engagement.

Ronit D. Leichtentritt, Tel Aviv University

Gadamer's Hermeneutic Philosophy - A Methodological Approach Suitable to Post COVID World

The goal of this workshop is to systematize some of the basic key concepts in Gadamer’s hermeneutics into a methodological approach to the interpretation of texts, while recognizing the relevancy of Gadamer’s philosophy in a (post) COVID world. My personal journey into Gadamer’s philosophy started 20 years ago, since than his philosophy has become an important basis for me and my students' hermeneutic inquiries within the field of loss and bereavement.

To use Gadamer’s philosophy as a methodological approach, the interpreter must acquire a comprehensive understanding of the basic ideas and key concepts of his philosophy. In the workshop we will explore Gadamer’s basic concepts, namely: belonging to tradition, the principle of the history of effect,
situation, horizon, text, true question, dialogue and fusion of horizons. These concepts will be examined following Gadamer’s writing alongside the changes in our world due to the Corona virus. A synthesis between these understandings will be outline at the workshop.

Gadamer’s contribution to hermeneutic research is purely philosophical. He does not offer the researcher a method or a set of rules to follow. Nevertheless, following his basic concepts we will discuss suitable methodology including for example, guidelines for sample size, data collection, and evaluation certria. Finally, our time will be devoted to experience in a four-step approach for interpreting texts following the Gadamerian hermeneutic tradition.

Learning outcomes:

- Knowledge of Gadamer’s basic key concepts.
- implementing Gadamer’s philosophical ideas into a research methodology
- Experience in interpreting text based on Gadamer’s hermeneutic tradition.

Kathryn L. Battaglino, Concordia University Wisconsin

Supporting Postsecondary Transitions: An Instrumental Case Study Exploring College and Career Readiness through the Lens of Educational Stakeholders

The purpose of this research was to explore the gaps in college and career readiness (CCR) skills for secondary students and the possible solutions for filling readiness gaps. This qualitative case study interviewed students, teachers, college professors, and business leaders to determine the gaps in the skills of new college students and employees and to understand each participant’s experience surrounding CCR. A constructivist grounded theory approach to data collection and analysis was utilized to highlight the diverse nature of each participant’s experience and the researcher’s role in the analysis process. Through the analysis of the interviews, the study uncovered four thematic takeaways regarding CCR: 1) businesses and colleges identified soft skills as focus areas for first-year students and new hires, 2) curriculum structures and methods at the high school level do not provide the supports necessary for soft skill development, 3) more supportive programs are needed at the secondary level to introduce students to college and career information, and 4) challenges from the Covid-19 pandemic have contributed to the lack of certain soft skills in students and new hires, consequently increasing demands for flexibility and accountability in the workforce. Recommendations and models of CCR support programs to meet the gaps in readiness are discussed, as well as possible areas for further research.

Ana G. Reyes, California State University, Fullerton

Through Our Lens: A Virtual Photovoice Experience

This interactive session is based on a photovoice project, Through Our Lens, that depicts queer womxn of color (QWoC) experiences of microaggressions in counseling to increase understanding of how systems of oppression manifest in counselors work with QWoC. Through this session attendees will learn how the
Ana G. Reyes, California State University
Mónica Rodríguez Delgado, University of North Texas

*Through Our Lens: Embracing Socially-Just & Anti-Oppressive Research*

Throughout this reflexive webinar, we aim to create a space for qualitative researchers to explore research as an instrument for social transformation. Presenters will provide foundational knowledge regarding socially-just and anti-oppressive research through the definition of key terms and exploration of anti-oppressive research principles. Presenters will demonstrate the transformative power of anti-oppressive research on researchers and co-researchers through a reflection of their experience with anti-oppressive research and a brief review of existing literature (Johnson, 2017; Reyes et al., 2021; Trepal & Cannon, 2018; Voith et al., 2020; Wang, 1999). After laying a foundation for understanding anti-oppressive research and demonstrating its transformative power, presenters will invite attendees to reflect on their current research practices by asking some of the following questions:

- How do you conceptualize your work as a researcher?
- How do you see your relationship with participants/co-researchers?
- What is your identity as a researcher?
- What is your research agenda? Who does your research agenda benefit? Who does your research silence?
- What is your ontology?
- What is your epistemology?

After some reflection and discussion, presenters will describe concrete ways attendees can integrate anti-oppressive research principles into their research practices. At the end of the workshop, presenters will invite attendees to reflect on how they can integrate anti-oppressive research principles into their practice through a short reflection before providing attendees with additional resources and taking questions.

Room 4
Louise Underdahl, University of Phoenix

*Working in a Post-Covid World: Lifelong Employability, DELTAs, and Innovation Ecosystems*

Research suggests turnover is a major concern for 76% of employers and 69% of employees would prefer to stay in their present position if “things would change” (Edelman, 2022). These challenges represent opportunities for employees, employers, educators, and policymakers to transform working in a post-COVID world into a positive, fulfilling, and purposeful experience with global economic benefits. Innovation ecosystems (Begley et al., 2022; Dondi et al., 2020) can transform challenge into opportunity:
Employees can embrace “lifelong employability” as a “mind-set of continuous skill improvement” (Davies et al., 2019) and participate in learning, training, and education programs.

Employers can create “career pathways with upward mobility” (Lund et al., 2021, p. 100) and proactively launch upskilling initiatives (Carnevale et al., 2020) to reduce turnover.

Educators can reimagine education and adult training to synthesize foundational attitudes and skills (DELTAs) linked to positive outcomes in employment, income, and job satisfaction (Dondi et al., 2021).

Policymakers can support employee transition by expanding the digital infrastructure, providing tax incentives to encourage employers to offer and employees to utilize job retraining, and adopting skills-centric approaches to navigate job transition (Lund et al., 2021).

This explanatory case study describes factors contributing to employee turnover, employer initiatives to reduce turnover, and an innovation ecosystem approach to employer, employee, educator, and policymaker partnership.

Alicia Clark, University of Phoenix

Spirituality and Positive Psychology: A Qualitative Content Analysis of Exploring Meaningful Perception of Adults’ Lives and Their Psychological Well-Being

According to Kavar (2015) spirituality is not being embraced in ways that can provide a wholesome and meaningful perception of life and emotional well-being resulting in individuals not knowing their born identity to carry out their life purpose. A small number of studies have considered spirituality in terms of self and personal identity (Mathews, 2021; Das & Sheoran, 2019; Kor, Pirutinsky, Mikulincer, Shoshani, & Miller, 2019; Narula, 2017). Previous research has emphasized how religious and spiritual orientation develops over the course of one’s life at every life stage (Das & Sheoran, 2019; Narula, 2017; Day, 2010). Within the field of mental health and psychology, more research is needed to help provide a working definition of spirituality and to understand how the role of spirituality and positive psychology impact psychological well-being as individuals navigate life events and challenges. The purpose of the qualitative content analysis study is to examine the role of spirituality and positive psychology for people searching for fulfillment and purpose in their lives. The study will not involve contact with any human subjects. Data collection was achieved through analyzing primary and secondary resources such as websites, books, academic journals, videos, and online interviews made available publicly in databases regarding spirituality, psychology, and mental health. There are six research questions that will guide this study. In this presentation, the researcher will report the findings, including some key issues to consider that will enhance psychological well-being to better support individuals in clinical settings, and offer suggestions for future research.
Qualitative research publications have become more prominent in medical journals. However, in medical discourse, those researchers who are adhering to postpositivist (quantitative) paradigm often criticize diverse qualitative inquiry for a perceived lack of rigor. Similarly, reviewers not familiar with qualitative inquiry request the justification of findings via quantification and the standards employed by postpositivists. We suggest that qualitative research, just like quantitative research, should be guided by methodological coherence rather than prescriptive standards. This dialogue has been part of the wider terrain for decades in qualitative circles, but is relatively new debate in medical research. The authors’ interest in this topic stems from assessing the rigor of qualitative articles in medical education since 2012 (CI), reviewing grant proposals, doctoral research, and publishing in medical journals (LBH, CI). While the literature reviews in these submissions are frequently excellent, the method and results sections often lacked linkages needed to support methodological coherence. Because of our interest, we undertook a critical review using deductive content analysis of forty qualitative articles in a top-tier medical journal based on qualitative scholarship. The purpose of this paper was to review the rigor of this sample of qualitative medical articles to provide scholarly guidance to novice medical researchers and practitioners. The authors believe that this information will support increased scholarly integrity and coherence in the publication of qualitative research in science, technology, engineering, mathematics, and medicine (STEMM).

Pei-Fen Li, Nova Southeastern University

Online Solution Focused Talk and Support for Parents During the Pandemic Time

This qualitative research aimed to understand the experiences of parents raising a child with autism during the COVID-19, challenges they encountered, coping strategies they developed, and suggestions for using mental health services. This focused ethnography and case study (Verd, Barranco & Lozares, 2021) was situated within social constructionism epistemology (Crotty, 2007). The data included interviews with six female parents before the intervention group and two therapists' observations, sessions notes, and reflections on leading a solution-focused group with the parents on telehealth. The solution-focused virtual group was conducted for nine sessions (60 minutes/each session) with the participants from February to April 2021. The average age of six parent participants was 46 years old (ranged from 41-64). The average marital duration was 10.13 years (ranged from 1.5 to 18 years). Three researchers used the consensual qualitative analyses (Hill, Thompson, & Williams, 1997) to identify four themes, highlighting the impacts of COVID-19 (including financial constraints, emotional burdens, relationship strain, and uncertainty with the pandemic), proactive advocacy, feeling not enough and various types of coping resources. Based on the findings, it is essential to acknowledge and normalize parents’ complex feelings and they’re always wanting to bring the best resources to stimulate their child's learning progress and development. Some solution-focused interventions were more useful than others (e.g., highlighting what
they had achieved and complimenting their strengths are more valuable than a miracle question). The participants were quite knowledgeable about different types of resources and services and needed more emotional support from mental health professionals.

Rheanna R. Henderson, University of Phoenix
Frederick Lawrence, University of Phoenix
Danielle Sixsmith, University of Phoenix
David Mailloux, University of Phoenix

A Collaborative PRISMA Review of Non-Medical Literature: Lessons Learned

A systematic literature review using the PRISMA framework was conducted as part of the 2022 University of Phoenix (UoPX) Center for Educational and Instructional Technology Research (CEITR) lab program. The focus of the PRISMA review was to discover what is known about the assessment of online tutors in the K-12 sector. The PRISMA literature review's data collection process and interpretations are typically applied to healthcare research. Applying them to the education sector was challenging, especially when working as a research team with the PRISMA framework for the first time. The team's experience has led to lessons learned and recommendations for working as a team while applying the PRISMA framework to non-medical literature. This presentation aims to assist others who want to conduct a PRISMA review of non-medical literature for the first time.

Melissa Garza, Texas State University - San Marcos
EJ Summers, Texas State University - San Marcos

Examining the Intersects of Inductive Logic, Qualitative Methodology, and Justice in Teaching and Research Practices

The persistence of COVID 19 has provided a catalyst to reflect upon how qualitative researchers perceive justice within methodological practices. The pandemic has required researchers to adjust methodological implementation, such as transitioning in-person interviews to online. This makes for an ideal time to tether theoretical questioning alongside these other COVID-responsive methodological adjustments. For example, one question that ignites our curiosity is how do scholars conceptualize theories of equitable and just methodological practices in relation to inductive reasoning? By engaging in inductive reasoning such as grassroots, emergent designs---compared to deductive, top-down models aimed at validating a theory or claim---do we align more closely with qualitative methodology and justice in terms of discovering over proving? By reflectively drawing upon emergent models within our qualitative teaching and/or practice could we more deeply understand and connect with the nuances of justice in an existing pandemic world? This presentation will begin by providing definitions of both inductive and deductive reasoning, as well as offering examples of research approaches that may align with each. Next, we will problematize inductive/deductive approach connections to research methodology, its teaching, and how these both relate to the ideals and practices of justice. This presentation will encourage attendees to reflect upon the
theoretical underpinnings in their own teaching and/or methodological practices toward the goal of (re)examining them through a critical inductivity lens. These collaborative and reflective portions of the presentation will serve as examples of engaging reflection on inductive logic as a qualitative research innovation.

Breakout Session B
Room 1
Janet Richards, University of South Florida
Kristen E. Fung, University of South Florida
Huiruo Chen, University of South Florida
Malia Moncrief, University of South Florida
Christy Bebeau, University of South Florida
Michelle Rocha, University of South Florida
Alyssa Batastini, University of South Florida

Uncovering and Exploring the Foundations and Principles of Qualitative Researchers’ Axiological Assumptions through the Arts

Goals: To: 1. inspire our audience to incorporate the arts to uncover and reflect upon the origins and principles of their qualitative research axiological assumptions. 2. show how arts-based reflections might serve as a heuristic to help qualitative methods students uncover and explore their beliefs, values, and biases that inform their inquiries.

Methods: Recently our professor had difficulty helping us (advanced qualitative methods students) reflect on our axiological stances. Like most emerging qualitative researchers, we were confused about the legitimacy of our beliefs, and hesitated to write and turn in our required personal axiological stance assignment. To help clarify our thinking, our professor formed a “Community of Interest” in which we employed the arts and turned our lenses inward to unravel the origins and principles of our axiological positions. We discovered self-inquiry through artistic reflexive renditions of life-long learning experiences, cultural identities, nationality, ethnicity, and social class helped us untangle the origins and principles of our qualitative researcher epistemologies and had potential for us to help our future qualitative students reflect on their own axiological beliefs.

We will initiate this session with a succinct Overview of why and how considering art as research advances knowledge, and in what ways researchers might turn to the arts as personal forms of discovery. Then, we will individually share our arts-based inquiries of “the self” through our music, dance, poetry, reflexive writing, drama, and research, as expressions of our identities that influence our axiological beliefs and consequently, our research. We will assist our audience to engage in an arts form of choice to explore the connections among their qualitative research efforts and their life experiences, including culture, education, first language, and familial influences."
Claudia A. Maxie, Walden University
Susana Verdinelli, Walden University

Child Protection Workers’ Experiences in Implementing Natural Mentoring with Older Foster Youth. Interviews.

Emancipated foster youth are at risk for increased rates of unemployment, low educational attainment, reliance on public assistance, substance abuse, behavioral issues, homelessness, unplanned pregnancies, and illegal activities. Lack of connection to a caring adult when exiting foster care and emancipated foster youth’s inadequate independent living skills are critical factors that could place young people at risk. Prior studies have shown that mentoring is a means of providing foster youth with protection against psychological stress and promoting well-being; however, mentoring is not a widely used intervention in the child welfare system. There is limited research on the process of implementing natural mentoring in child welfare agencies. The purpose of this phenomenological study was to understand the implementation of natural mentoring in child protection agencies and to explore the types of support or organizational climates beneficial to natural mentoring intervention. Keller’s systemic model of youth mentoring provided the theoretical framework for this study. Participants were 10 child protection workers in New Jersey recruited through purposeful sampling who participated in face-to-face, semistructured interviews to produce qualitative data, subsequently analyzed and interpreted using thematic analysis. Four significant themes emerged: (a) natural mentoring is beneficial, (b) implementing natural mentoring occurs formally and informally, (c) supervisory support is dominant, and (d) challenges and strategies surface. The findings of this study have the potential to provide child welfare workers and policy makers with support in implementing natural mentoring practices for older foster youth at risk of aging out of foster care, resulting in positive social change.

Deborah E. Tyndall, East Carolina University
Mitzi C. Pestaner, East Carolina University

Qualitative Data Analysis Retreats: Creating New Spaces for Doctoral Student Analytic Work

Qualitative data analysis is recognized as a threshold concept in research education and often creates troublesome knowledge for doctoral students (Humphrey & Simpson, 2012; Kiley, 2009; Wisker, 2018). While retreats are common approaches to support dissertation writing, we propose an unconventional approach for doctoral education with the use of retreats for qualitative data analysis. This presentation will share insights gained from an analytic autoethnography (Anderson, 2006) capturing the personal experiences of a doctoral student researcher and two faculty mentors participating in a qualitative data analysis retreat. This 2-day intensive retreat, situated in a coastal setting, offered an immersive experience with limited interruptions. With the use of a focused agenda, the retreat space offered opportunities for icebreakers to stimulate synthesis thinking, student-led analytic activities, and reflective writing. In addition to sharing data collected from documents (e.g., agenda, mentoring notes), analytic artifacts (e.g., Venn diagrams), photographs, and reflective journals, we will discuss how retreats can be used to support
doctoral students navigating the troublesome knowledge associated with qualitative data analysis. Participants who attend this session will leave with specific approaches and practices for reimaging retreats as new spaces for student analytic work. Four key components to designing qualitative analysis retreats will be explored: 1) encouraging student-led activities to cultivate agency and community positioning, 2) creating a safe space by setting aside hierarchical roles and being mindful of power dynamics, 3) designing activities to promote intensive immersion, and 4) including metacognitive activities to support reflective practice.

Chauncelor Howell, Walden University
Douglas Campbell, Walden University
Roger Mayer, SUNY College at Old Westbury

Cultivating Mutually Beneficial Long-Term Customer and Provider Relationships

The purpose of this multi-disciplinary qualitative multiple case study was to identify key considerations for use by leaders when developing strategies to cultivate mutually beneficial long-term customer and provider relationships. Data were collected from 16 financial services businesses using semistructured interviews with leaders and key personnel, reviews of relevant company documents, and direct observation. This research, having been conducted during the recent pandemic, also revealed issues concerning organizations’ ability to adapt to sudden external environmental shifts. The 6 key findings are; 1. Mutually beneficial long-term customer and provider relationships are built on mutual perceptions of reciprocity and mutual benefits, 2. A holistic approach, by the company’s representative, is superior to a procedural approach, for cultivating mutually beneficial long-term customer and provider relationships, 3. Customer’s emotional pain points can harm the ability of business representatives to cultivate mutually beneficial long-term customer and provider relationship, 4. Public and inter-industry reputations may affect the ability of business representative to cultivate mutually beneficial long-term customer and provider relationship, 5. The mindset of individual business representatives effects the capacity of the business to adapt to radical change in the operating conditions that could impact customer and provider relationships, and 6. Businesses should adopt the symbolic be a farmer, not a hunter paradigm for customer relations. Combined, these findings constitute a proposed meta-theory of Cultivating Business Relationships (MTCBR) that contributes to a gap in the body of knowledge and has the potential to materially help small business thrive, resulting in positive social and economic benefits to their local communities.

Room 3
Martha Elena Galindo, University of South Florida
Caridad M. Gibson, University of South Florida
Jeremy S. Jackman, University of South Florida

A Creative Approach to Designing a Qualitative Arts-Based Research Study
Presentation Summaries Schedule

“Becoming a better researcher captures the dynamic nature of the process, a process we can work to refine - especially given the paradigm’s emphasis on complexity and emergent qualitative research design” (Watt, 2007, p. 82).

Doctoral students often find it difficult to structure a research project, including a dissertation (Watt, 2007; Ciampa & Wolfe, 2019). They often struggle to understand the process, components, and steps for organizing their research ideas. In this workshop, our aim is to inform session participants how to best design a qualitative arts-based research (ABR) study. Session participants will learn the structures and essential components of a qualitative research dissertation, such as positionality, axiological stance, a priori questions, theoretical perspectives, study participants, study context, data collected and analysis connected to theoretical perspectives, and limitations. The session will focus on providing three tools to help researchers refine their qualitative ABR research practices and methodologies as they approach their dissertation design from beginning to end. Leavy (2020) defines “ABR practices [as a] set of methodological tools used by researchers across the disciplines during any or all phases of research, including data generation, analysis, interpretation, and representation” (p. 4). Lastly, we will model a design for an ABR study and invite attendees to employ the tools and skills presented through a group simulation of a mock ABR study.

Room 4

Winnyanne E. Kunkle, Baptist Health South Florida
Laurie P. Dringus, Nova Southeastern University

Learning Anatomy in the Metaverse: Evaluating Medical Students’ User Experiences with a 3D Virtual Anatomy Tool

Advancements in virtual reality (VR), 3D visualizations, computer graphics, and medical graphic images have enabled the development of highly interactive 3D virtual applications. Educational resources for teaching and learning in the meta-verse are made possible through various 3D anatomy platforms and applications with rich visualizations and high degree of interactive capabilities. However, despite the growing sophistication of these resources for learning anatomy, studies show that students predominantly prefer traditional methods of learning and hands-on cadaver-based learning over computer-mediated platforms. Our study took a deeper dive into understanding the basis for this phenomenon, to derive meaning from perspectives as well as from observed experiences of medical students using a 3D virtual anatomy tool.

User Experience (UX) research focuses on creating meaningful interactions between users and technologies. There is limited research that evaluates the use of interactive 3D anatomy systems. In 3D virtual anatomy application design, the features, functionality, and task flows included in the interface design must be evaluated with users to ensure they are experiencing high levels of usability (ease of use) and engagement with using the tool. There is a flow state that is experienced by users in navigating virtual systems; flow is a measure of user engagement. Other interrelated usability aspects such as ease of use,
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satisfaction, and enjoyment are important to determining design requirements that support flow and user engagement. The aim of our study was to evaluate with medical students their use of a 3D virtual application in performing dissection learning tasks to understand aspects of user engagement as assessed by ease of use and flow experience.

The study included 17 participants across four-year medical student cohorts at a single medical school. The presentation will include our methodological aims that applied a convergent mixed-methods approach to explore aspects of flow, as a measure of engagement, and ease of use in using a 3D virtual anatomy tool. Data collection and instrumentation were derived by multiple sources, including quantitative data from the Flow State Scale 2 and the System Usability Scale instruments, as well as qualitative data from interviews and observations. The interviews and observations were conducted with a subset of students used to derive data from students’ actions as they completed tasks with the interface and from spoken words about their experiences with using the application. The findings of the study will be presented to highlight the results of the thematic analysis of the qualitative data derived from the interviews and observation activity. Seven super-ordinate themes were identified: Ease of Use, Learnability, Interface-Technical, User Satisfaction, Visuospatial, Focus/In the Zone, and CA vs. Cadaver. Future research will be discussed to suggest ways “metaverse” research can be conducted meaningfully through qualitative inquiry to inform design strategies for 3D virtual tools that enhance dynamic and rich means for learning anatomy.

Celeste A. Wheat, University of West Alabama

The Role of Family Relationships and Personal Factors on Women Leaders’ Career Paths and Presidential Aspirations in University Settings

The influence of family relationships on university women leaders’ career choices has been understudied and even fewer studies have addressed the influence of women’s spouses (Madsen, 2008; Marshall, 2009; Steinke, 2006; Switzer, 2006). There is a particular need for research that examines how personal factors (e.g., child-rearing, spousal relationships, etc.) influence women’s career paths and presidential aspirations (Bornstein, 2009; Madsen, 2008; Marshall, 2009; Steinke, 2006; Woolen, 2016). Thus, the aim of this research, grounded in a postmodern feminist theoretical framework, was to qualitatively explore and describe how women in administrative positions leading to the presidency (e.g., academic deans, vice presidents, and provosts) perceived the influence of personal life factors in shaping their career paths and leadership aspirations. Using a basic interpretive qualitative design, the primary technique for data collection involved 12 in-depth, semi-structured interviews with a purposive sample of university women administrators employed at universities located across the Southeastern region of the United States. The data analysis process was “inductive and comparative” using a constant comparative method to generate “common themes or patterns or codes that cut across data” (Merriam, 2009, p. 169). The data analysis revealed four major themes related to participants’ (a) age and stage of life, (b) work-life balance issues, (c) the influence of family relationships and priorities (childrearing, marital relationships), and (d)
geographical mobility. The overall findings of this study provide deeper insights into how personal factors influence university women leaders’ career paths and presidential aspirations.

Breakout Session C
Room 1
Shivali Verma, International Institute of Information Technology

Meaning-Making During COVID-19 in Indian College Youth: An Exploratory Study

The pandemic started out as a very sudden outbreak and took a turn into a prolonged disaster. With the loss of lives, livelihoods, and normalcy, people have been left to grasp what is happening. Meaning-making is central to recovery post a range of disasters. This study examined the meaning-making processes of thirty-five Indian college students through in-depth interviews during the COVID-19 pandemic. The results indicated that the pandemic had largely impacted college students’ routines, sleep schedules, education, and college life. Most participants appraised the pandemic as a threat rather than a challenge, which resulted in them experiencing a loss of control. However, the participants employed a range of meaning-making processes to cope with the pandemic. Reinforcing global meaning and benefit findings were most commonly used. Denial was the least used. More participants reported having had positive outcomes of meaning made. Participants used behavioral and emotional coping strategies that were congruent with the meaning they made.

Pamayla E. Darbyshire, University of Phoenix

Case Managers: A Qualitative Exploratory Case Study

Background: The outcomes of this case study were to discover and understand the efforts of case managers’ interactions with individuals with Multiple Sclerosis. By understanding complex human experiences and the meaning each participant ascribed to them, the aim was to explore a phenomenon through the lens of social interactions. Methods: The qualitative exploratory case study data collection used telephonic interviews with open-ended semi-structured questions to discover and understand case managers’ perceptions. Results: Data analysis and synthesis followed Miles and Huberman's steps incorporating a conceptual framework from Bandura’s Social Learning Theory and the Health Belief Model. Conclusions: Three sub-themes were identified: critical thinking, building a professional network, and therapeutic communication exchange between peers and clients. These three sub-themes were instrumental in identifying the need for maturity and experiential knowledge and skills in collaborative decision-making. Implications and Recommendations: Education, exchanging knowledge/skills, teaching, mentoring, training, communication (empathy, compassion), trust, and emotional stability are all skills that enhance advanced practitioners' ability to care for individuals with MS. Increasing the understanding of the concepts from various study theories engages future researchers with the application of the theories. The concepts give case managers the skills needed for decision-making and autonomy.
Tanya Halsall, University of Ottawa Institute of Mental Health Research

Implementing the Icelandic Prevention Model in the Context of the COVID-19 Pandemic: Exploring Factors Related to Time and Physical Space Use That Influence Youth Substance Use Behaviours

In Canada, a significant proportion of young people use substances. 44% of secondary students have used alcohol and 18% have used cannabis over the past 12 months. Excessive alcohol consumption has been associated with significant negative outcomes for youth including self-harm, vehicle accidents, substance use disorders, school performance issues and school dropout. Opioid-related deaths among youth have increased over the past 15 years and the pandemic has further increased the severity of the opioid overdose crisis. This paper presents the results of a case study examining the implementation of the Icelandic Prevention Model (IPM) in a rural Canadian community. The IPM is an evidence-based collaborative approach that is designed to influence risk and protective factors to prevent substance use in youth. We utilized participant observation and semi-structured qualitative interviews to examine key stakeholders experiences implementing the IPM within the context of the COVID-19 pandemic. A thematic analysis was applied using QSR NVivo. Results are presented within three over-arching themes: 1) Issues that influence time and space use patterns and youth substance use, 2) Family and community cohesion and influences on developmental context and time use and 3) Opportunities presented by the pandemic that can promote youth wellbeing. Using the bioecological model, we highlight factors associated with time and physical space that influence youth substance use behaviours. We also discuss implications for policy and practice to support youth development and wellbeing.

Tebogo Sebeelo, University of Botswana

The Importance of Constructivist Grounded Theory (CGT) in the (Post) COVID World.

The onset of coronavirus disease (COVID-19) impacted the world in significant ways. For qualitative researchers, the virus and its associated restrictions presented several challenges/disruptions that were unprecedented. Researchers had to innovate and use flexible ways to undertake their research during COVID-19. Moreover, new techniques such as telephone and zoom interviews had to be adopted to deal with the restrictions occasioned by COVID-19. Using data from an alcohol based dissertation that employed a Constructivist Grounded Theory (CGT) approach in Botswana, this paper demonstrates the importance of CGT as an relevant method to do research during a health crisis. The paper argues that CGT’s relativist epistemology, flexibility and pragmatic orientations is suited for qualitative research in a time of uncertainty. The ability to re-arrange and re-orient research tools during a public health crisis points towards the adaptive nature of CGT. Moreover, due its attention to power and its material constructions, it is argued that CGT appeals to research with a critical inquiry. Overall, the paper shows the importance of CGT as a relevant approach that is well suited for qualitative research during, and in the post COVID world.
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Room 2
Martha Snyder, Nova Southeastern University
Steven Kramer, Nova Southeastern University

Is Teaching in the Metaverse Really That Far Off? Lessons Learned From a Higher Education Implementation

Teaching and learning in higher education have forever changed as a result of the COVID-19 pandemic. In the proposed presentation, we will share how we implemented 360-degree videos in immersive virtual reality (IVR) using Oculus headsets to help graduate MBA students apply quality management tools and techniques in an authentic environment and connect on-campus and remote students together in the metaverse. To minimize the abstraction of theory, we leveraged IVR technology to create authentic experiences so students could steep themselves in operational issues in their operational environments. We interviewed students and analyzed the data qualitatively to identify themes that will guide us in better understanding how we might design, implement, and support future applications of IVR in higher education.

Carrie Hayter, The University of Newcastle
Meredith Tavener, The University of Newcastle
Shaylie Pryer
Catherine Walsh
Julie Magill
Farhana Rahman

Inclusion and Diversity in a Pre and Post COVID World: The Power of Lived Experience Researchers in Peer Support

The Community Disability Alliance Hunter (CDAH) and the Diversity and Disability Alliance (DDAlliance) are peer-led organisations, run by people with disability for people with disability, with over 400 peer members. Our peers provide a wide range of peer support to people across Sydney and the Hunter Region of NSW in Australia. We foster diversity and inclusion of people, reflecting the social model of disability, driven by the principle “Nothing about us, without us,” a central tenet of the disability rights movement. In 2020, CDAH and DDAlliance commenced a research project exploring the challenges and benefits of peer support with eight lived experience researchers in partnership with the University of Newcastle, Australia. Ethics approval through the University of Newcastle, Australia, was given in April 2021, and the research will be completed in February 2023. Using a participatory action method, our researchers with lived experience of disability and peer support led the research design, data collection, and analysis. Because of the COVID-19 pandemic restrictions, our research has been conducted using accessible online platforms. In all stages of the research and processes, there is nothing about us without us. This paper will share the perspectives of lived experience researchers and how peer support can be used in a co-design research project to foster and support inclusion and diversity. Our research demonstrates inclusion and
challenges the pre-existing notions of people with disability in research and how lived experience researchers can drive and shape qualitative research.

Mary Stout, University of Phoenix
Karen H. Johnson, University of Phoenix
Michelle Susberry Hill, University of Phoenix
Debra McCoy, University of Phoenix
Nicole Masters, University of Phoenix

How To Do Systematic Review: Community College Response to the COVID-19 Pandemic World

A systematic literature review follows the procedures of the British Medical Journal [BMJ] (2021). The systematic literature review used here focuses on community colleges in a post-covid world. Community colleges were first mentioned in the Truman Commission report in 1947 and played a role in higher education since they were established state by state (Boggs & Galizio, 2022). Community colleges are regionally accredited institutions that award the associate degree, but selected states offer a limited number of baccalaureate degrees that are usually workforce-related (American Association of Community Colleges, 2022). Targeted for review are databases published from January 1, 2021, post-COVID or Post-Pandemic, when most community colleges returned to virtual instruction until the present. The body of literature for review came from peer-reviewed databases when available, but the final analysis may include websites since that is where most college budgets are published. The intent of this systematic literature review is to explore and understand quality research, in this case how community colleges may have changed due to the Pandemic, answering the following research questions:

- RQ1. How have community colleges responded to issues about learning (or scholarship) since the Pandemic 2020?
- RQ2. How have community colleges responded to issues about enrollment since the Pandemic 2020?
- RQ3. How have community colleges responded to issues about financing (or budget) since the Pandemic 2020?
- RQ4. How have community colleges responded to issues about access (or equity) since the Pandemic 2020?

Lauren Roach, University of Minnesota
Zobeida Bonilla, University of Minnesota
Sara Benning, University of Minnesota
Katherine Arlinghaus, University of Minnesota
Jamie Stang, University of Minnesota

Providing Qualitative Research Trainings in a Covid World

To meet the public health training needs of students, faculty, and community members, the Bright Spots Qualitative Methods Mini-Lab housed at the Center for Leadership and Education in Maternal and Child
Public Health at the University of Minnesota’s School of Public Health provides qualitative methods workshops that are free and open to the public. From 2019-2022, the Mini-Lab hosted 14 trainings (2-4 per year). After migrating to a virtual format in 2020 due to Covid, participants as far as India and Hawaii have joined the sessions. In four years, Mini-Lab participants came from 20 academic institutions, 40 community organizations and health departments, and 20 states in the country. In total 320 participants were introduced to qualitative research methods and computer-assisted qualitative data analysis software through the Mini-Lab. Participants have reported increased familiarity with qualitative research topics compared to before the Mini-Lab training. For example, after the positive deviance Mini-Lab training, participants who were very familiar with this research topic increased by 10% and those who were somewhat familiar with the topic increased by 45%. Living in a Covid world where technology both collects data and connects people, qualitative research training is necessary for public health researchers and practitioners to enhance population health by incorporating community voices and experiences. With the increased attention in public health to asset-based research to accomplish this, the Mini-Lab fills a training gap by providing online training opportunities for students, faculty, and community members.

Room 3
Lindsay Turgeon, Southern New Hampshire University

Elevating, Honoring, and Empowering Through Storytelling: Teachers on Self-Care

This paper presentation is designed to share the exploration of teachers' stories, experiences, and definitions of self-care. Teachers are dealing with at-work risk factors (e.g., compassion fatigue, burnout), and America is enduring a teacher shortage (Goldhaber & Gratz, 2021; Figley, 2017; Hammel, 2021; Farber, 2000; Garcia & Weiss, 2019). Risk factors were exacerbated by the COVID-19 pandemic (Yang et al., 2021). A review of the literature shows that self-care can have positive benefits that mitigate and help to buffer at-work risk factors (Jensen, 2018; Yang, 2021; Ansley, 2021; Miller & Lee, 2013; Smullens, 2021; Kearney et al., 2009). In this paper report, the researcher will share the findings of their qualitative narrative inquiry. The purpose of this qualitative narrative inquiry was to elevate, honor, and empower teachers' voices as they shared their personal stories of self-care using qualitative narrative inquiry (Clandinin & Connelly 1985; Barth, 2003; Clandinin & Connelly 2000). During data collection, teachers defined self-care at many levels including individual, interpersonal, community, organizational, and policy (Jackson-Preston, 2019). This study offered an opportunity to provide self-care support to teachers and elevate, honor, and empower teachers’ voices. This study also offered a unique narrative inquiry and empirical data on teachers’ experiences and barriers to self-care.

Erika R. Marquez, University of Nevada Las Vegas
Selam Ayele, University of Nevada Las Vegas
Keishmer Cardoso, University of Nevada Las Vegas

A Social-Ecological Model Look at Poverty and Social Mobility
The U.S. is one of the most well-resourced countries in the world. However, over 37.2 million of its residents live in poverty. Poverty, a critical social determinant of health, drives the conditions of where we live, work, play, and worship. In fact, socioeconomic factors drive a wide range of health conditions and opportunities. The purpose of this study is to account for the lived experiences of those in poverty to better define and understand barriers toward upward mobility and the means people utilize to meet basic needs. A semi-structured interview was used to conduct in-person or over-the-phone interviews with 12 social service recipients in Nevada between May 2016 to June 2018. An inductive approach was used to analyze the data. All transcribed interviews were coded using thematic text analysis and interpreted utilizing the socio-ecological model. A three-coder system was used to achieve inter-coder agreement. The analysis revealed the following themes: (1) poverty negatively exacerbates social determinants of health, (2) safety net programs can support and challenge meeting basic needs, and (3) Barriers to social mobility extend beyond economic factors. The findings provide an insight into the challenges and barriers of moving out of poverty and highlight that upward mobility is complicated by a myriad of factors. The findings suggest the importance of approaching poverty from a systems perspective.

Kimberly Underwood, University of Phoenix

A Qualitative, Narrative Inquiry on Police Violence Against Black Males and the Impact on Middle and High School Classrooms

Their stories are regrettably familiar: the shooting of unarmed Michael Brown by a white Ferguson, Missouri police officer; the choking death of Eric Garner by a New York police officer stemming from the allegation of selling single cigarettes; and the shooting of 12-year old Tamir Rice, who was shot by a Cleveland, Ohio police officer for playing with a toy gun in a park. Within social media platforms, amidst the constant stream of photos and messages from around the world, powerful symbols are emerging of the current unrest within the United States. “Hands up, don’t shoot,” “Black lives matter,” and “I can’t breathe” have become the newest rallying calls around the long-standing issues of racial inequality, racial profiling and racial discrimination (Edwards-Underwood, 2015). In light of these events, this author has conducted qualitative research in various schools in Ferguson, Missouri; Baltimore, Maryland; Cleveland, Ohio; and New York, New York to gain a better understanding of how educators navigate the impact of diversity-related social issues within middle school and high school classrooms. This study provides a timely inquiry into dynamics of how these educators navigate the difficult dialogue surrounding these tragic events and documents the various roles they must assume as educators and social advocates within classrooms impacted by community violence. I propose a presentation session, within a PowerPoint format, detailing the methodology and results of this study. Also, within this presentation, the author will present a compiled suggestion of best practices for classroom management and leadership support. The session would then be open for an opportunity to ask questions (time permitting).

Room 4

Janet Richards, University of South Florida

Kristen Fung, University of South Florida
Cari Gibson, University of South Florida

*Positioning Qualitative Students as Independent Meaning Makers of Complex Qualitative Text Through Transmediation and Peer Collaboration: A Dual Constructivism Strategy*

This presentation is supported by the belief that knowledge is constructed through interactions among people and the world. Thus, an individual’s perception of “truth” is a product of social processes and the interactions in which an individual engages rather than objective observation (Nicholson, 2001, Abstract).

Objectives of the Session

- Offer attendees information about social constructivism learning theory and how this theory connects to qualitative student meaning-making.
- Model a new well-received learning strategy we designed to position qualitative students as independent meaning-makers of complex qualitative text.

Social constructivism pedagogies have the potential to position students of qualitative research as independent meaning-makers rather than passive receivers of qualitative information. Originated primarily by Lev Vygotsky (Schreiber & Valle, 2013), “social constructivism asserts knowledge is acquired through social interactions in particular social contexts… in which language plays a significant role” (Edelen & Skukauskaitė, 2022, p. 29). Participating in small social constructivism groups, students engage in shared conversations and offer ideas about complex qualitative topics. As an instructor and teaching assistants of qualitative research, we note situating instruction in social constructivism pedagogy provides opportunities for our students to develop aptitudes as independent learners as we serve as facilitators of their reasoning.

We recognize there is a lack of research-based strategies in the qualitative extant literature focused on social constructivism teaching perspectives (Wagner et al., 2019). Therefore, in this workshop session, we will add to the corpus by modeling, and supporting attendees as they learn a two-part strategy, we designed in which they will read a complex qualitative text selection (see Attachment). Next, attendees will individually transform the text into a different semiotic system through a personal choice of representational transformations (e.g., visual art, music, poetry, drama, etc., and then present their transmediation to the group who will offer opinions and discuss understandings of the meaning of the text and also their transmediation of the text (see Attachment examples). Thus, attendees will engage in independent meaning-making as well as participate in shared peer interactions, collaborations, and language discourse.

Laura Russell, Denison University

*Life Story Interviewing as a Method to Co-Construct Narratives About Resilience*

Human life presents any unplanned twists and turns. No one escapes this world without facing adversity of some kind. Therefore, the value in teaching and researching resilience cannot be overstated. This
research explores how life story interviewing with interactive methods (also referred to as “elicitation techniques”) provides an invaluable approach to investigating and understanding resilience. Specifically, a stepwise framework is offered for researching resilience as a co-constructed, relational phenomenon. Upon applying this framework through teaching an undergraduate senior seminar, I offer thematic observations of my students’ interviewing experiences to show how life storytelling promotes (a) embodied understandings of resilience, (b) an appreciation for others’ unique differences, and (c) strengthened relationships between interviewees and interviewers. These findings show promise for future teachers and researchers interested in exploring the relational benefits made possible through creative storytelling methods. The methods proposed in this study not only provide a means for exploring conceptualizations of resilience; in and of themselves, they enact resilience.
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Friday, February 17th

Announcements and Opening Panel

Julia Gerson, MAXQDA
Daniel Turner, Quirkos
Stacy Penna, NVivo

Qualitative Data Analysis in a Post-Covid World

Since 2019, we have been living in a world-wide pandemic of Covid with the hope soon we may see the passing of the disease. Now, in 2023, as the virus continues to affect our lives, our qualitative data analysis efforts to generate, collect, process, analyze, synthesize, display, and report play an important role in this new world. In our second day opening panel, three representatives from leading qualitative data analysis software companies share their pre-, peri-, and post-Covid experiences and offer insights on qualitative data analysis’ present and future.

Breakout Session D

Room 1

Mitsunori Misawa, The University of Tennessee
Patricia Higgins, The University of Tennessee

Creating Safe and Inclusive Research Environments for Vulnerable Populations through Narrative Inquiry

Qualitative researchers directly deal with human subjects in their research. Research participants typically provide the researchers with their experiences, feelings, ideals, and perceptions of the contexts and cultures. Although formal institutions or organizations like institutions in higher education require any researchers to obtain their approval of human subject research through the Institutional Review Board (IRB) prior to initiating any research projects, the ethics and professionalism of qualitative research often becomes concerning. In particular, qualitative research often involves populations that are traditionally underrepresented minorities or that are in vulnerable populations including racial and sexual minorities and refugee populations. Although there are systemic ways to protect research populations through IRB, qualitative researchers including narrative researchers who often gather narratives from vulnerable populations need to understand how to study vulnerable populations. Thus, the purpose of the presentation is to explore how narrative researchers can conduct narrative inquiry to study narratives from vulnerable populations based on the presenters’ experiences conducting narrative inquiry. The questions that will guide this presentation are: 1) how do narrative researchers create a research environment where vulnerable populations can participate in their narrative studies? 2) how do they navigate their research processes with vulnerable populations? and 3) what strategies do they use to ensure that their research participants are physically and psychologically protected? This presentation will also provide some implications for research to study vulnerable populations and implications for researchers who are interested in creating a safer and more inclusive research environment for their study participants.
Lucero Montes de Oca Lopez, Emerson College
Robin L. Danzak, Emerson College

“Names are Powerful:” A Qualitative Study of Latina Name Experiences

This qualitative research project investigated the name experiences of Latina adults in person-centered fields (e.g., health, education, social work), and aimed to capture how personal experiences and perceptions about their names impacted participants in their area of study or work to better inform current cultural-responsiveness practices. Twenty-four participants completed a Virtual Name Survey (VNS) including name, demographic information, language history, and name experiences across the life span. Survey participants were all female, aged 25-44, with the majority (19) working in or studying speech-language pathology. Participants identified with a variety of Latin American heritages. Five participants also took part in focus groups to further explore, reflect, and discuss their name experiences and the impact of these on their lives. Analysis of the quantitative and qualitative responses from the VNS demonstrated changes over time in language use and name alterations, differing opinions regarding what constituted name mispronunciations/alterations, and how name experiences including alterations to one’s name could have both wide-varying and lasting impacts. A thematic analysis of the focus group transcripts revealed three overarching themes: tension/negotiation of internal and external factors, the journey, and opportunities/empowerment. Overall, participants shared some common experiences with their names including feeling a source of tension between their internal perceptions of name, culture, and language and external factors, undergoing a journey as they consolidated these various aspects of their identities, and finding opportunities to connect to others through their name, biculturalism, and bilingualism. Participants also reported an ongoing need for culturally responsive practices in higher education and workplace.

Lewis Mehl-Madrona, University of Maine
Barbara Mainguy, University of Maine

Making the Transition Away From Using DSM in Qualitative Research

What would happen if qualitative researchers ditched the American Psychiatric Association’s Diagnostic and Statistical Manual (DSM) for the classification of mental disorders. Recently, the National Institutes of Mental Health (NIMH) has declined to fund research based on DSM criteria. This has shocked some social science researchers who assumed that DSM was based upon strong science when actually it was a consensus-derived classificatory system without evidentiary support. NIMH’s desired alternative is Research Domain Criteria (RDC).

This workshop arises from our ongoing efforts to divulge ourselves, both clinically and in research, from the DSM, which resembles a botanical classification system with the confound that one person can qualify for many overlapping diagnoses and that “unspecified” is more common than not. RDC criteria are based upon brain circuits that serve specific functions and acknowledge that continua of traits exist and that it is
somewhat arbitrary where we draw the line between pathological and non-pathological. Examples of these brain circuits include the default mode network (also known as story brain or social brain), the attention network, executive function network, sadness network, social belonging network, error detection network, anxiety network, fear network, and more. The activity of these networks can be measured and can be mapped with specific interview techniques, questionnaires, and sometimes biomarkers, such as anxiety which has measurable, physiological correlates. During the workshop, we will provide examples of our process and will provide an opportunity for participants to brainstorm about how to move from DSM to RDC in their research programs.

Room 2
Norma R. Romm, University of South Africa
Francis Akena Adyanga, Kabale University

Working Together (Virtually) as a Research Team to Develop an Indigenous Paradigmatic Approach to Co-Explore (in-Person) with Participants their Mobilization against Irresponsible Practices of Foreign-Owned Companies in Nwoya District, Uganda

This paper offers our reflections upon how we worked together during the Covid-19 pandemic – with Francis in Uganda and Norma in South Africa to – to enact an Indigenous paradigmatic approach in undertaking/facilitating qualitative research in a setting in Northern Uganda (2020/2021). The design of the project was developed via email and WhatsApp conversations as we created suitable questions that were intended to stimulate focus group discussions in three villages experiencing the consequences of irresponsible foreign-owned company practices of certain companies. We phrased the questions around concerns that had been expressed in-person to Francis in his original meeting with some participants – but now meant to deepen the discussion in the community. The (four) focus group sessions themselves were facilitated in-person by Francis and by two research assistants handling some of the sessions. The sessions were held outside (under trees) during the dry season in Northern Uganda – with social distancing in place, and with masks and sanitizers supplied (along with food and cold drinks, as is part of ethical protocol). This paper concentrates on how we invoked an Indigenous paradigm to co-explore with the participants how they mobilized as a community against the social and environmental injustices attendant with the entry of the foreign enterprises in question. We do this in a spirit of helping to strengthen and further credentialize this paradigm in academic paradigmatic discourses, and to help secure its respected place on the paradigmatic “dance floor” (to use a metaphor offered by Bagele Chilisa, 2020).

James A. Bernauer, Robert Morris University

Six Voices of Discovery: Prologue, Monologue, Dialogue, Polylogue, Metologue, Epilogue

This article discusses six types of “voices’ noted in the title that we encounter during our lives whether pre-pandemic, pandemic, or post-pandemic if and when we reach that stage as pursue the exhilarating quest to learn about ourselves and our world. The purpose of this article is to position and contextualize
our current experience living in a world that continues to try and outsmart the mutations of the SARS-CoV-2 virus within the context of these six “logues”. An additional contextual component is the IPhone (and its variants) that also has had as dramatic an impact on our lives but in a very different way. It is hoped that readers will critically read and evaluate this essay since it represents only the author’s perspective, perceptions, and understanding of why these voices are important and how they interact with two selected phenomena; namely the pandemic and the IPhone. The extent to which readers engage in these six logues based on this article will be the measure of its transferability and usefulness.

Mark L. McCaslin, University of Phoenix

Research Frameworks for Grounded Theory Designs

The presentation will begin with discussing the appropriateness of using theoretical frameworks in designing grounded theory research. Many, including Corbin and Strauss (2020), have questioned the need for theoretical frameworks. Even suggesting that these frameworks interfere with discovering a theory grounded in the data. The presentation will continue by discussing three classes of frameworks: Theoretical, Conceptual, and Philosophical. A theoretical framework provides the theoretical foundation that informs the study. Merriam (1998) called the theoretical framework the structure, the scaffolding, the frame of your study. The presentation will recognize the criticism of using theoretical frameworks in grounded theory designs while presenting effective uses of these frameworks. A conceptual framework speaks to the aspects of the literature, theoretical and practical, that are related to the study. Conceptual frameworks use multiple theories, models, and concepts that aid in uncovering the intersections of knowledge and disciplines that help focus the study and address the problem or opportunity driving the study. Conceptual frameworks help illuminate the intersections of ideas and disciplines from which a theory may emerge from the data. Philosophical frameworks describe how the study uses a set of philosophical beliefs and underpinnings to ground the study. In that regard, they are often a reflection of what is beautiful, good, and true or, philosophically speaking, how axiology, ontology, and epistemology work together in a study’s design. Grounded theory designs are ripe for using philosophical frameworks like constructivism and pragmatism. The presentation will end by extending this discussion to other qualitative designs.

Mia Ocean, West Chester University of Pennsylvania

Connecting Principles to Practice: Exploring Anti-Oppressive Research Using an Interpretive Description Methodology

Interpretive Description was first proposed as a methodology in 1997 to create a legitimate space to explore aspects of real-world phenomena that might have been lost or dismissed in quantitative methods or with prevailing qualitative frames. Thousands of applications later, its relevance remains. As an applied methodology, many of its tenets align well with an anti-oppressive research philosophy. Although Interpretive Description scholarship is not necessarily emancipatory, and certainly other qualitative
methodologies can also fit this descriptor, we have found that Interpretive Description lends itself exceptionally well to an expansive research practice. As an inter-racial team of students, alumni, and faculty we conducted a participatory, Interpretive Description study to investigate Black students' experiences of racism and inclusion within a historically and primarily White institution in the U.S. In this presentation, we share examples from our research processes to highlight the anti-oppressive tenets of Interpretive Description. Specifically, we will explore how Interpretive Description helps anti-oppressive researchers to: build the foundation, bring your whole self to the research, remain responsive to people, value people's expert perspective of their own experience, use power and privilege wisely, broaden contributors and consumers of research, embrace complications and variations, and enact change. Ultimately, we invite researchers seeking an applied and anti-oppressive methodology to consider Interpretive Description as one viable option.

Room 3
Csaba Osvath, University of South Florida

*Immersive Inquiries: Qualitative Research and the Metaverse*

Though it might be too early to know what a day and life in the metaverse might look like, early manifestations of immersive, multi-user worlds, e.g., Atlspace, VRChat, Horizon Worlds, and RecRoom already changing the ways we live, work, learn, and create. AR, VR, and MR (augmented-, virtual-, mixed reality) enable the creation of parallel planes for human existence (the metaverse) offering radically new possibilities for users as digitally rendered immersive worlds are not limited by the laws of physics. Thus, anything we can imagine or dream up can be actualized within these augmented or virtual realms. In 1981 Jean Baudrillard coined the term “hyperreality” and described it as a state in which reality and simulations were so seamlessly integrated that they were indistinguishable. We are already witnessing the beginnings of this new “phygital” existence or the merging of physical and digital spaces as well as experiences. Not surprisingly, Baudrillard argued that what mattered was where individuals would derive more meaning and value—and speculated it would be in the simulated world. Through this presentation, I introduce virtual reality (VR) and the “metaverse” as new contexts and frontiers for qualitative researchers. Social VR, spatial networking, immersive gaming/storytelling, and virtual experiences are presenting new challenges and opportunities for researchers. However, inhabiting fully immersive virtual worlds and experiences/simulations will broaden not only the possibilities of qualitative research, but I believe it will create new research methods and paradigms for qualitative inquiry.

Sandra G. Sessoms-Penny, University of Phoenix
Joy W. Taylor, University of Phoenix

*K-12 Educational Leadership Responding to the Educational Climate During COVID-19: Narrative Inquiry*

Educational Leadership for K-12 leaders experience an ongoing challenge during COVID-19. There are no overnight remedies available to address the academic needs of students and the combined safety, and
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welfare of students, teachers, educational leaders and the community as educational leaders respond to
the unknown demands of pandemic strongholds. Initial concerns that appeared at the onset of the
pandemic in 2019 have been addressed; however, there are long lasting impacts throughout the academic
leadership frontline (NCES, 2022). When decisions were made to reopen schools in the fall of 2021, a
combination of teaching models were used to support students ranging from in-person, hybrid, and
remote learning models (NCES, 2022). The teaching and learning experience along with their individual
and collective roles changed for school leaders, teachers, students, parents, and the community (Zhao,
2020). Researchers identified students experienced learning losses, behavioral problems, and a reduction
in social-emotional development during the pandemic when schools were closed and interventions are
needed to bridge the learning gaps (Krause et al., 2021; NCES, 2022). Educational leaders reported a high
rate of absenteeism by students and teachers. Educational leaders as well as teachers are experiencing
burnout, and some have opted to leave the teaching and academic professions as a result of the challenges
encountered during the pandemic and COVID-19 (Harris & Jones, 2022). The digital divide continues to
exist between low-income schools and affluent schools with technological resources. School leaders
recognize they must meet the needs of the school community by responding to the educational
environment.

Adam McBride-Smith, Oregon Health Authority
Melissa A. Hanks, Oregon Health Authority
Liz Hunt, Oregon Health Authority

10 Lessons Learned from Testing for Accessibility and Usability on a Public Health Website During the
COVID-19 Pandemic

My Electronic Vaccine Card (MEVC), is a website (myelectronicvaccinecard.oregon.gov/) launched by the
Oregon Health Authority that provides an easy way for individuals to access a digital copy of their COVID-
19 vaccination records from the state immunization registry. In designing and building MEVC, Oregon
Health Authority made a commitment to ensuring conformance to WCAG (Web Content Accessibility
Guidelines) 2.1 level AA; translating it into 13 languages; conducting listening sessions with community
members throughout the project and testing the site with community members. The testing methodology
relied on qualitative methods to engage community members in the project and represent the “voice of
the customer” in the design and decision-making processes.

The site was launched on April 25, 2022 and has been used to retrieve over 40,000 QR codes. Testing has
shown that it conforms to WCAG 2.1 AA, and feedback from the community has indicated high levels of
satisfaction with the site. Early and continuous commitment to accessibility and usability from leadership
was key to this success. It also could not have been achieved without the hard work, expertise, and
dedication of our accessibility and usability testers. Our experience testing MEVC for accessibility and
usability, between December 2021 and April 2022, reinforced many important lessons relating to
qualitative research of this kind. We have condensed these into a list of 10 lessons. This list, found in the
Conclusion, includes notes on testing methods and protocols used, as well as advice on ensuring fair and respectful treatment of test participants with disabilities.

Lisa F. Paris, Curtin University of Technology

Teaching the Arts in Testing Times

Expert secondary Arts teachers are highly trained specialists well versed in face-to-face individual and group teaching pedagogies. Given the highly personalised nature of Arts teaching practice, the shift to online teaching resulting from COVID-19 lockdowns presented many with challenges for which they had little or no formal training. Many teachers felt stressed, isolated and unsure about where to turn for help. As there are demonstrated links between stress and attrition, it is important to reflect upon the experiences of these teachers with the aim of developing future mitigation strategies. The research reported here synthesises the online teaching experiences of 15 expert Arts specialists in Western Australia and revealed that being a digital native was not in itself sufficient to ameliorate online teaching challenges. Rather, the study found that teachers with deep pedagogical practice knowledge and a reflexive/flexible approach fared better than those with high levels of technology familiarity. The importance of collegiality and mentoring in an online setting, along with a reappraisal of teaching priorities emerged as key findings and serve as a timely reminder of the importance of collaboration, especially in testing times.

Kathryn Roulston, University of Georgia

Mobile Methods, Go-Alongs, and Walking Interviews

We are familiar with journalists walking alongside interviewees in order to gain in-depth accounts of people’s lives, loves and legacies for news stories and television documentaries. We read accounts in news outlets that describe how authors accompanied their interviewees on outings. Similarly, ethnographers have long accompanied their participants during their daily activities as they documented the cultures of peoples all over the world. More recently, interest in “go-alongs” and “walking interviews” has surged among scholars examining how humans perceive and interact with space and place, and people’s sensory experiences, embodiment and interactions with the environment and the non-human. In this paper I discuss how researchers interview participants while moving. Various forms of mobile methods include “go-alongs,” in which researchers accompany participants as they travel through the day in cars, buses, or trains and so forth, and “walking interviews.” I discuss the larger genre of studies that examines mobilities in contemporary society before reviewing how researchers from multiple disciplines have used go-alongs and walking interviews in their studies along with their justifications for employing these methods. I conclude the chapter by discussing innovations in mobile methods and questions to consider related to the evaluation of quality. With careful preparation and planning, these methods have the potential to add
depth and nuance to how qualitative researchers make use of interview accounts to inform research topics about the social world.

**Karolina Achirri**, Wartburg College

*Legitimizing Autoethnographic Research in a Memoir - China Through Foreign Eyes*

In this session, I will discuss how I utilized and legitimized the qualitative tool of an autoethnography to write a memoir on my life in China. I focus on how autoethnographic research can be utilized in cases where one isn’t affiliated with a higher education institution and ways in which autoethnography can be legitimized and capitalized on in the writing process. I discuss China through foreign eyes and an understanding and contextualization of being a foreigner in mainland China. I touch upon topics of daily life, schooling system, traditional side of China, health issues, as well as English language mania and living conditions. I incorporate elements of autoethnographic research as well as my own journals as a teacher of English in China and a learner of Mandarin Chinese for 6 years. I also discuss how life for many foreigners in China has changed post-pandemic, which can be still considered during pandemic in Mainland China.

**Cassandra Riedy**, Belmont University

*Social Justice in Mental Health: Collaborating with Practicing Counselors in a Constructivist Grounded Theory Study*

This presentation details a constructivist grounded theory study focused on the practice of social justice within the mental health field. It will begin by exploring the purpose of the study, addressing a gap in literature and available guidance by developing a substantive theory of the enaction of social justice in mental health counseling sessions. The presenter will then highlight the co-constructive nature of the methodology used and the unique dynamics that emerged as she, the principal investigator, collaborated alongside participating mental health professionals. These dynamics will be evidenced through an overarching narrative of the collaboration process, participant quotes that illuminate their growth and development through the research process as well as the growth and development of the researcher-participant collaborative process, and the personal reflections of the principal investigator. Finally, the presenter will tie together the threads of the presentation with novel insight into the construct of “social justice” and its enaction in mental health.

**Giovanni P. Dazzo**, University of Georgia

*Can Research Heal? Toward Restorative Validity: Axiological Commitments and Methodological Obligations as Contact Zones*

This work begins with a simple premise: (re)imagining a healing space for social inquiry. I highlight the work of a critical participatory action research collective—composed of Maya community members, nonprofit staff, and a university-affiliated researcher—and how we explored whether research could
provide a restorative function for those experiencing trauma, abuse, and everyday restrictions on free will. We revisited our co-constructed conceptual framework—restorative validity—which paints inquiry as interconnected orientations rooted in relationships, justice, and liberation. By presenting our experiences as counternarratives, I illustrate how our axiological commitments act in opposition and resist methodological obligations, illuminating Pratt’s (1991) conceptualization of contact zones—in this case, a social space where co-researchers’ ethics and values clash with hegemonic research practices. Through counternarratives, I illustrate how our collective worked together while outlining the ethical and axiological considerations that should be examined as collectives approach inquiry as a healing and restorative space. The aim is to educate those interested in questioning dominant paradigms, as well as critically exploring the necessary conditions for restorative validity. These reflections act as an open call: Are we simply too preoccupied with being scientific enough to the detriment of freeing ourselves to imagine, co-construct, and commit inquiry as a healing space? It questions whether our communities of research and practice hold sufficient freedom: Freedom from dominant paradigms. Freedom to challenge methodological practices and empower ourselves to create new forms of inquiry. Forms of inquiry that seek to heal and restore, rather than simply prove a point.

Breakout Session E
Room 1

Lynn Butler-Kisber, McGill University
Nicole Bourassa, Heritage High School Riverside School Board

Getting Out of the Armchair in Qualitative Research: A Constructivist Approach

This presentation will explore ways that a qualitative research methodology course has been transitioned from a strictly theoretical orientation to one that includes active, hands-on learning based on constructivist pedagogy (Butler-Kisber & Bourassa, 2022). It will frame the work using three themes—the passion, the personal and the process. It will share in detail activities for encouraging researcher reflexivity and practicing concrete processes for thematic, narrative and arts-based methodologies and will suggest how they can be adapted to a digital context if needed. It will weave in dialogically the voice of a former PhD student who will respond by describing her experiences in the various components of the course by illustrating how these contributed to her dissertation and explaining how she has adapted some of these to her secondary school classroom. The presentation will highlight throughout the processes the importance of an ethical and relational stance in all aspects of a research endeavour (Tracy, 2010). It will summarize the evaluation processes that were used which were based on a pass-fail marking system to encourage risk taking and peer collaboration. Most of all it aspires to get novice researchers out of the “armchair” by rolling up their sleeves and participating in hands-on methodological activities. The session will be designed interactively by inviting the audience to choose and try out at least one activity. Time will be provided for discussion and questions.

Stephen Sussman, Barry University
Carole Huberman, Barry University
James Talerico, Barry University

Aiding First Responders in Navigating Their Emotions Through the COVID-19 Pandemic: Teaching Emotional Intelligence Theory

This narrative qualitative case study explores the implementation and application of emotional intelligence leadership principles taught to and applied by first responders during the COVID-19 pandemic in 2020-21. A small sample of first responders engaged in leadership roles in their communities share their stories and experiences applying the tenets of emotional intelligence taught in a university Master of Public Administration program (MPA). These non-traditional students are enrolled in the Barry University MPA leadership course and encompass police and fire rescue professionals predominately from Florida and throughout the United States. Barry University's MPA leadership course focuses on teaching emotional intelligence leadership theory. The aim of this study is to capture student stories and to examine the efficacy of emotional intelligence leadership theory and application in challenging times. Narrative research has many forms. It uses a variety of analytic practices and is rooted in different social and humanities disciplines. As a method, it begins with the experiences as expressed in lived and told stories of individuals. A purposive sample of first responders was selected to provide their stories and engage in discourse regarding the efficacy of learned and applied emotional intelligence constructs. The sample includes students enrolled in the leadership course in the Master of Public Administration (MPA) program at Barry University during the height of the COVID-19 pandemic in 2020-21.

Elliott Kuecker, University of North Carolina at Chapel Hill

Using Digital Archives in Qualitative Research and Classrooms

Digital archives are free and available to anyone with internet access. There are so many varieties, created by large institutions and small niche archives, accumulating documents, oral histories, audio & video, rare books, and ephemera. These are under utilized as data sources in the social sciences.

In this workshop, I will introduce participants to a variety of digital archives, providing search tactics and basic archival literacy. I will provide ideas for integrating digital archives into qualitative-oriented classrooms and ideas for using artifacts in qualitative research projects. Participants will have time to brainstorm ideas for research projects and classroom activities.

Outcomes:

- Participants will understand the basics of archival literacy
- Participants will synthesize qualitative inquiry concepts with archival research possibilities
- Participants will discuss ideas for using digital archives in their specific classrooms or research

This workshop relates to the conference theme because it emphasizes ways to gather data without having access to participants or field observation opportunities. It is also requires no-costs and no institutional affiliation to use the resources I share, making it more equitable.
Using Technology-Enabled Observational Methods to Study College Students’ Sense of Belonging Amid COVID-19

This conference presentation focuses on using qualitative methods of observation, via video-conferencing technology, to explore college students' sense of belonging in 4-year universities during the COVID-19 pandemic. Participants included ten (10) diverse undergraduates attending regionally-accredited public (n=5) and private (n=5) universities in the southeastern and midwestern regions of the United States, anytime between March 2020 and May 2021. The purpose of this study was to explore college students' sense of belonging amid the Great Pandemic, examining how their sense of belonging changed over time, if at all, due to pandemic-related factors. Additionally, I sought to understand whether and how students' belonging varied by institutional control, type, and geography, using technology-enabled observational methods to gain insights into how participants interacted with others (e.g., faculty, staff, peers); created, sustained, or felt community; expressed their identity(-ies); and experienced connectedness even while physically distanced amid COVID-19. Participants were asked to complete a brief questionnaire about their experiences with COVID-19, campus-related relationships, and sense of belonging on campus before, during, and after the pandemic. Additionally, participants were asked to share thoughts about how their sense of belonging in college changed before and during COVID-19, if at all. Making innovative use of videoconferencing technology features (e.g., reactions, screen-sharing), participants were invited to "show" the researcher whether and how they connected with campus personnel and peers, created or sustained community with others, expressed aspects of themselves online, and/or satisfied basic needs during the height of the pandemic (circa March 2020 to May 2021). Though analysis is on-going, preliminary findings reveal powerful illustrations of how COVID-impacted students harnessed the power of technology (e.g., email, Zoom, social media) to [re]connect with campus personnel for basic academic, social and financial needs; as well as how they created new “metaverse communities” with peers and friends via watch parties, #Twitter groups, "live" listening concerts, digital gaming, and “shut up and write” huddles, to name a few. No obvious differences emerged by institutional control, type, and geography, although students of color shared noticeably different strategies for belonging and additional difficulties or stressors faced navigating the institution with most, if not all, student services available online only due to COVID-19 mitigation strategies that dedensified campuses, closed residence halls, or forced 100% remote core operations. Implications for future research, theory and practice will be discussed, including the untapped potential of using technology-enabled observational methods in qualitative research.

Hani Morgan, University of Southern Mississippi

Using Preexisting Data to Conduct a Qualitative Document Analysis

Document analysis can be a valuable research method for various reasons. When used to analyze preexisting data, this method allows researchers to conduct studies they might otherwise not be able to
Presentation Summaries Schedule

complete. Some researchers may not have the resources or time needed to do field research. Although videoconferencing technology and other types of software can be used to reduce some of the obstacles qualitative researchers sometimes encounter, these tools are associated with various problems. Participants might be unskillful in using technology or may not be able to afford it. Conducting a document analysis can also reduce some of the ethical concerns associated with other qualitative methods. Since document analysis is a valuable research method, one would expect to find a wide variety of literature on this topic. Unfortunately, the literature on documentary research is scant. This paper is designed to close the gap in the literature on conducting a qualitative document analysis by focusing on the advantages and limitations of using preexisting texts as a source of data and providing strategies for selecting documents. It also offers reasons for using reflexive thematic analysis and includes a hypothetical example of how a researcher might conduct a document analysis.

Meagan Call-Cummings, George Mason University
giovanni p. dazzo, University of Georgia
Melissa hauber-Özer, George Mason University

Critical Participatory Inquiry: Challenging and Transforming the “New Normal” Through Community-Engaged Research

Drawing on an interdisciplinary handbook for scholars and practitioners to be published by SAGE in 2023, this workshop will introduce participants to the epistemology and practice of critical participatory inquiry (CPI). CPI is a methodological orientation rooted in Freire’s (1970) critical pedagogy and the participatory action research process (Kemmis & McTaggart, 2005) that prioritizes the lived experiences of marginalized community members and engages them as equal partners in research (Fals-Borda, 1987). The researcher facilitates the flexible, dialogic, and collaborative process, which comprises identifying an issue of concern, fostering critical consciousness, investigating with those most affected, and leveraging findings to create meaningful change in unjust policies, practices, and structures.

During the workshop, participants will:

- Establish a foundational understanding of CPI epistemology and practice;
- Acquire a toolkit of participatory approaches to incorporate into their teaching and research;
- Gain familiarity with the Ripples of Change method; and
- Sketch out a CPI approach for their own research interests and community concerns.

Following an explanation of central tenets, ethical considerations, and typical processes using brief case studies, participants will conduct researcher positionality inventories related to their topics of research interest and brainstorm potential community partners. Next, participants will explore a variety of traditional, arts-based, and multimedia tools for participatory data collection and analysis and engage in hands-on practice with Ripples of Change (ActionAid, n.d.; Authors, 2020). The workshop will conclude with a discussion of potential applications of CPI in participants’ research and teaching contexts as well as anticipated challenges.
Room 3

Lesley N. Siegel, West Chester University of Pennsylvania

Snowball Sampling in LGBTQ Education Research: Complexities Beyond Recruitment

Snowball sampling is used extensively in research with LGBTQ+ populations (Heyes et al., 2016; Kimball et al., 2018) as a way to reach a population that can be difficult to identify (i.e., must self-identify) and can face stigma and discrimination. Snowball sampling often relies on a gatekeeper with intimate knowledge of potential participants to aid in recruitment and developing rapport (Cresswell, 2019). However, finding a willing gatekeeper in LGBTQ+ research in education, research that seeks to recruit participants across the United States, traversing socio-political climates and institutions proved to be difficult process. This presentation will share the author’s challenges and resourceful thinking in the process of snowball sampling to recruit LGBTQ+ university students in teacher education for a recent study. In research with LGBTQ+ students, snowball sampling is not simply a consideration of who will pass on a call for participants, but a window to the complexities, support for, access to, and visibility of LGBTQ+ university students preparing to be teachers.

Emmanuel O. Ikpuri, Barry University

Rethinking Collaboration: Breaking Silos Between Academic and Student Affairs to Foster Collegial Culture

In higher education, academic and student affairs are responsible for enhancing student learning, engagement, and development. While the benefits of academic and student affairs partnerships are evident, levels of disconnection due to professional and structural barriers still exist. In this paper, I explored factors that impede or support academic and student affairs administrators working collaboratively. I argued that a compartmentalized system creates a gap in experiential learning for student and affect their holistic learning experience. Two main research questions guided the study. The first was answered using a qualitative strategy, while the second question was answered using a quantitative research strategy. Argyris and Schön’s (1978) organizational learning theory and Kezar’s (2005) eight-stage collaboration model served as the theoretical framework for the study. I used a sequential explanatory mixed methods design consisting of two distinct phases. In the first phase, I conducted a focus group on factors that may be preventing ongoing collaboration between both departments. In the second phase, those participants who attended the focus group completed the Collaboration Survey that measures peoples’ willingness to collaborate. The study participants comprised five staff from academic affairs and five from Student Affairs. Finally, based on the themes that emerged from the focus group and the result of the collaboration survey, I developed two workshops that centered on collaboration between academic and student affairs administrators. I also created a standing committee with participants from both entities who will work together to plan academic and student affairs annual events.
Collaborative Qualitative Research

This paper is designed primarily for early-career researchers and doctoral students as well as more experienced researchers venturing into new collaborative projects, community partners working with educational researchers within various contexts (e.g., youth organizations, health care organizations, adult education initiatives, libraries, non-profit organizations, community theaters, etc.), and practitioners (e.g., teachers, activists, artists, allied healthcare professionals, etc.) engaged in collaborative research projects or interested in teamwork that prepares the ground for such collaborations. We will provide an overview of theories of collaboration, along with examples of collaborative practices, used by qualitative researchers in various interdisciplinary fields and related professional development practices to prepare researchers for dynamic collaborations. Special features of this presentation will include:

- Introducing collaborative frameworks to help researchers build strategies for interdisciplinary and transdisciplinary knowledge creation;
- Providing Exemplars of collaborative research projects in various fields to showcase approaches, place attention on related ethical issues, and
- Examples of Pedagogical Pathways designed to provide useful tips and exercises for building capacity for creating collaborative projects, networks, and partnerships as well as examine the pedagogical implications for early career researchers.

Jihad Makhoul, American University of Beirut

Qualitative Research Challenges in a Multi-Country Study the Middle East and North Africa Region

The COVID-19 pandemic has created significant changes in the conduct of qualitative research. Different work ethos with research collaborators and trust building tactics with participants were necessary for effective multiple-country research especially that involves virtual group discussions. Our research study explores the applied research ethics landscape in the Middle East and North Africa region using multi-methods. This presentation will address the focus group discussion phase and the preceding preparatory work in 6 Arab countries, with a lead team in Lebanon. Despite savings on travel expenses, the reduction of carbon footprints on the planet and dissolving geographical barriers, virtual meetings presented challenges to our qualitative research design. Observations and meeting notes show that the shift to online research has posed difficulties for the logistics and management as well as the fieldwork conducted by the country teams in this study. With the near absence of non-verbal communication through online platforms, electricity and connectivity problems, in-person socializing to greet and meet first time collaborators to discuss the research plan, logistics and follow-up on deliverables was frustrating and required separate meetings, emails and calls. Snowball sampling and using social networks were contextually appropriate means to recruit participants to groups, but were not an acceptable approach for
IRB, which posed a dilemma for researchers. Online group discussions seem to have affected the group dynamics and required more attention to research ethics. The sensitive nature of the topic of applied research ethics in this culture aggravated fear and mistrust with online meetings.

Room 4
Pelagia A. Stravakou, Democritus University of Thrace, Alexandroupolis
Evangelia Ch. Lozgka, Democritus University of Thrace, Alexandroupolis

Living With COVID-19 in the Meta-Covid Era Through the Eyes of Greek Postgraduate Students: A Qualitative Study

As of 2019, when COVID-19 suddenly broke out, humanity has experienced unprecedented moments and has seen life change on all levels, whereas the return to normality the humanity was familiar with is still uncertain. Aim of present study is to record and explore the new life reality of postgraduate students and teachers during the covid-19 circumstances. Twenty-one postgraduate students from a Department of Primary Education of a Greek University took part in the study by writing a spontaneous text regarding the issue under study. The thematic analysis of the texts identified seven major themes: a) changes observed in other persons due to COVID-19, b) Lifestyle, habits, and ways of conduct in the COVID-19 era, c) Feelings in the era of COVID-19, d) Needs in the era of COVID-19, e) Ways to tackle the pandemic’s negative ramifications, f) The “gifts” of the pandemic, and g) Psychological and mental health problems due to the pandemic. Although the findings are by no means generalizable, they provide a thorough and multi-faceted description of the new normality of the participants’ life under COVID-19, illustrating mainly the negative consequences of the pandemic while raising concerns about the future.

Louise Underdahl, University of Phoenix
Patricia Akojie, University of Phoenix
Shawishi Haynes, University of Phoenix
Myrene A. Magabo, University of Phoenix
Rheanna Reed, University of Phoenix
Maureen Marzano, University of Phoenix
Margo Patterson, University of Phoenix
Mar Narvarro, University of Phoenix

Removing Educator/Employer Silos in a Post-Covid World

Educator/employer silos, defined as lack of alignment between academic curricula, employer needs, and employer/employee expectations, are a persistent challenge:

- Over 2/3 of employers have little to no interaction with educators. 70% of educators say students are prepared for work; less than 50% of employers and students agree (Mourshed et al., 2013).
98% of Chief Academic Officers of higher educational institutions report their institutions effectively prepare students for the world of work; only 11% of industry leaders rate graduates as having competencies required for workplace success (Wolff & Booth, 2017).

91% of employers believe their organizations encourage and financially support additional education or training for employees; less than 44% of employees believe employers provide such resources (Llopis, 2022).

Eliminating disconnects between educators and employers requires removing silos through new forms of collaboration, including partnerships between educators, employers, employees, and community stakeholders. Success is defined as educators entering employers’ world and employers experiencing educators’ world (Llopis, 2022; McKinsey, 2021; Moursheed et al., 2013). The purpose of this mixed method study is to identify career relevant competencies a Doctor of Education (EDD) program can provide through the lens of employers. The mixed method approach is optimal for capturing relevant quantitative and qualitative data. Quantitative data provide a correlation between program curricula and upper-level job requirements in higher education. Qualitative data provide pertinent narratives. Results may enable institutional leaders, program directors, and curriculum developers to align EDD curricula with industry needs.

Jared Bucker, Nova Southeastern University

Today’s Modern Biblical Israelites: Seeking a Better Understanding of Chabad Lubavitch Hasidism

Chabad-Lubavitch Orthodox Judaism, based on Torah/Talmud wisdom is a philosophy, a movement, and an organization. Chabad Hasidism is considered one of the most dynamic forces and fastest growing branches of Judaism worldwide. Following its inception 300 years ago, the Chabad-Lubavitch movement swept through Russia and spread in surrounding countries. Eventually the philosophy of its adherents reached almost every corner of the world and affected almost every facet of Jewish life. The word Chabad is a Hebrew acronym for the three intellectual faculties, chochmah—wisdom, binah—comprehension and da’as—knowledge. The movement’s system of Jewish liturgy and philosophy, closest to the original form of Judaism once practiced by the biblical Israelites, is the deepest dimension and interpretation of Torah. It teaches understanding and recognition of a creator, the role and purpose of creation, and the importance and unique mission of each person. This philosophy guides a person to refine and govern his/her every act and feeling through these principal foundations of wisdom, comprehension and knowledge. US Jewry is shifting profoundly and Chabad is on the rise. The Chabad emergence, documented in the 2021 Pew Report, is a remarkable shift for American Jewish life. The results of the Pew research are indicative: 38% of all US Jews have engaged in some way with Chabad programs. US Jewry is changing and the data collected for the study will include focus groups from participants, including Rabbis and congregants. It is hoped that the results of this research will provide greater insight into this phenomena.
Building and Maintaining an Anti-Oppressive, Community-Based Participatory Research Alliance: Practical Action Steps

Conducting anti-oppressive, community-based participatory research can meaningfully include key stakeholders in the scientific process. However, too often the formation and cultivation of the community engaged research team is overlooked or taken for granted. We believe this is a missed opportunity and intentionality is necessary for the coalition to be successful for the duration of the project and beyond. Within this presentation, we will share our experience forming and maintaining a community-based participatory research alliance. Our alliance is comprised of individuals with criminal records, family members of individuals with criminal records, social service providers, students, and faculty (many members with dual identities) to evaluate recently enacted criminal record sealing legislation in Pennsylvania, Clean Slate Act 56 of 2018 as amended. Our alliance purposefully hosts a majority of individuals who identify as Black and who have been personally impacted by the criminal system. Beyond these specific race and carceral experiences, our alliance is a demographically diverse coalition who identify as immigrants, first+ generation immigrants, Latino/a/x, White, queer, straight, disabled, non-disabled, military veterans, and individuals who represent a broad spectrum of socioeconomic statuses. We will describe specific examples of how we (re)distribute power across our alliance members; create a safe and brave space for multidirectional input; and consciously incorporate joy, humor, and relationship development in our work. Additionally, we will share lessons learned and how we address race+ equity as well as role and identity considerations within our research alliance and processes.

Breakout Session F
Room 1

Priya Vaughan, Black Dog Institute
Angela Dew, Deakin University
Katherine M. Boydell, Black Dog Institute

Exploring Embodiment on Zoom: Body Mapping Online

Can creative research processes, focusing on embodied experience, be undertaken successfully online? Faced with extended COVID-related lock-downs across Australia, and concerned for the safety of our
participants, this was the daunting question we sought to answer when we set out to host several interactive body mapping workshops on Zoom. Body mapping is an arts-based research method that involves creating a life-sized outline of your body, and, through an iterative facilitated process, adorning this outline with drawings, text, and collage to represent your embodied, lived experiences. Body mapping typically takes place during in-person workshops held with a group of participants. Despite our anxieties about the manifold challenges associated with researching online, the novel body mapping approach we developed had many positive outcomes including the collection of rich data, and high participant satisfaction. In this presentation we reflect on the development of the online body mapping workshop guide, share the strengths and shortcomings associated with this approach, and consider what it means to explore embodied experiences in the arguably disembodied space of a virtual conference room.

Lori E. Koelsch, Duquesne University
Elizabeth A. Bennett, Duquesne University

Representations of Early Motherhood and the Fourth Trimester by Way of Poetic Inquiry

This presentation will summarize and further reflect upon the findings from a study published in TQR (“I Needed to Become a Mother”: Poetic Representations of Maternal Embodiment, Autonomy, and Birth Trauma”). In this study, mothers were interviewed about their experiences with pregnancy and the post-partum period (“fourth trimester”). Interviews were analyzed by use of The Listening Guide, a feminist qualitative method developed by Gilligan, Brown, and colleagues (e.g., Brown et al., 1991). We focused on themes of embodiment and autonomy throughout the analysis, and we found that participants often spoke about birth trauma. As per the Listening Guide’s second step, we created I poems to better understand and convey mothers’ subjective feelings of “I-ness” throughout their narratives. Additionally, we (the researchers) created I poems drawn from each other’s narratives about giving birth and living through the fourth trimester.

Betty Eugene-King, Barry University
Annette Zayas, Barry University

Student Perceptions on Distance Education/Online Learning During COVID-19: A Phenomenological Study

COVID-19 has impacted educational institutions globally. Learning through technology has become the new COVID-19 normal. However, students are facing significant challenges as they adapt their educational life to COVID-19 and online learning. Prior to COVID-19 attrition, dropout, and low grades scores for online learners were high compared to rates and grades of traditional learners. These numbers have increased since COVID. Thus, these researchers have decided to study the impact of COVID-19 on the lived experiences of first-year higher education students through a phenomenological study. This study focuses on the experiences as told by the sample of a unique population. In March of 2020 high school students had to adjust as they transitioned from traditional instruction to online instruction and then transition from high school to college—all during COVID. The purpose of the study was to understand the lived
experiences of new college students transitioning from high school to college as online learners during COVID-19. The central research question was “what are the lived experiences of this unique population of students enrolled in online courses during COVID?” Two research co-investigators, under the tutelage of the lead investigator, Dr. Heidi Whitford from Barry University, interviewed students. These students had to adjust. These adjustments include transitioning from traditional to online modalities, accessing devices for learning, having to juggle learning and hardships, and overcoming lack of direct interaction with their instructors and peers. Findings demonstrate an overarching need involves learning adjustments which incorporate additional themes to include learning through combinations, interactions, and pacesetting.

**Lewis Mehl-Madrona**, University of Maine

**Barbara Mainguy**, University of Maine

*Using Qualitative Methodology Prospectively to Modify Counseling Approaches with Indigenous People using Substances*

In working with Maine’s Indigenous People experiencing Substance Use Disorders, we wondered what was potentially unique to this population and how we would modify our approaches for them. We implemented a Life Story Interview process, which we called the Maine Life Story Interview. We used iterative methods (as conceptualized in the constructivist grounded theory of Charmaz) to explore similarities within these stories. We engaged in a prospective, self-reflective, auto-ethnographic process using these life stories and our ongoing counseling experiences to explore how to modify our approach. Our results were (A) Life Story Interviews: Participants had few positive childhood or adult memories. They had no mentors or heroes. They could not imagine a future different from the present. They were minimally connected to indigenous culture or spirituality. They espoused no political or social values except to virtually unanimously agree that family came first. (B) Therapist modifications: We found ourselves seeking an identity narrative for participants for them to seem cool, special, or intriguing in some way without substances. We linked their substance use to inter-generational use, wondering which of their children or grandchildren would use substances if they didn’t stop in the here and now. We introduced culturally syntonic stories about the spirit of the addiction and the consequences of ingesting spirit-laden substances without knowing their songs and protocols or showing the proper respect for that substance. Counselling techniques require modifications for use with other cultures and a self-reflective, autoethnographic process aids in making those modifications quickly and prospectively.

**Room 2**

**Arielle S. Blum**, Capella University

**Ronald J. Chenail**, Nova Southeastern University

*Using Tables to Successfully Manage the Qualitative Data Analysis Process*

Managing large amounts of qualitative data can be challenging due to the complex, subjective nature of qualitative research. While tables are frequently used to present the final results of a study, they can be extremely valuable in managing the process of analysis to synthesis. Using tables in this way allows the
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researcher to systematically approach the data analysis process, while providing space for creativity and innovation. This presentation will share various tables used in phenomenological research and give recommendations on how these important tools can be used to successfully produce qualitative research results. Additionally, the presenters will demonstrate how tables can be utilized as quality control measures to increase rigor and trustworthiness in qualitative research.

Learning outcomes:

• The participants will understand the use of tables in qualitative research
• The participants will learn how to use tables to manage the data analysis process
• The participants will be able to identify how to use Microsoft Word tools to improve table utilization
• The participants will understand how tables can be used as quality control measures

Sally Goldspink, Anglia Ruskin University
Thomas Kersey, Veterans & Families Institute for Military Social Research

Togetherness in Separation: Practical Considerations for Doing Remote Qualitative Interviews Ethically

This presentation considers the practical and ethical aspects of doing qualitative interviews using synchronous online visual technologies within a shifting research context. We argue that the immediate access to potential participants and subsequent data collection necessitates adjustments to the ways in which qualitative researchers understand and apply ethics, accountability, and responsibility in their data collection processes. We examine the parallels between interviewing face-to-face and interviewing using technology from a practical and integral perspective. In the online environment researchers require a heightened sensitivity and awareness of their attitudes, knowledge, and skills before, during and after the interview to ensure that the process is safe, rigorous, and meaningful for collecting comprehensive qualitative data. To do this, we consider how to plan, conduct, and end online interviews. The focus stems from the necessity to move qualitative interviewing data collection to online platforms when face-to-face contact was suddenly prohibited during the outbreak of COVID-19 in 2020 in the United Kingdom (UK). The presenters are researchers, doctoral supervisors, and PhD students, all working on differing projects at a UK university. Through collegiate conversations and peer-debriefing we noticed both opportunities and challenges arising when using online interviews as a method for qualitative data collection. We therefore aim to use our collective experience and insights to contribute to the evolving online data collection scene. The presentation begins with reconceptualising the notion of social distance, next the need to re-position the researcher and participant interaction is explored. Practical strategies will follow, including rethinking preparedness, online engagement, and endings.

Charity D. Rowe-Marshall, Barry University

The Underground Railroad: Exploring the Connection between K-12 Recreational Engagement with Hip-Hop and Academic Language
A culturally relevant pedagogical approach immerses an educational population that caters to ethnic minorities or students of color, applying culturally relevant pedagogical practices is necessary to help engage and motivate these students to take ownership of their instruction (Ladson-Billings, 1995).

Literacy: highly influenced by one’s socio-cultural environment, has the potential to meaningfully mediate the bridge between students recreationally engagement with Hip-Hop and vocabulary development, critical thinking and reading, literacy knowledge, and diagnostic writing proficiency. This study seeks to explore the connection between K-12 recreational engagement with Hip-Hop, reading literacy, and academic language. Through Hip-Hop lyric interpretation and interpretative portraiture, students will derive meaning by drawing conceptual understanding, or re-writing the lyrics using academic language.

While there are currently limited theoretical and conceptual frameworks in the literature supporting the use of Hip-hop culture as a sustainable model for critical social/academic consciousness, this study seeks to add to the literature that aims to decrease the achievement gap between majority and minority students and affirm that Hip-Hop can be used as a pedagogical approach. Ladson-Billings’ culturally relevant pedagogy, and Bandura's social learning theory also frame this ethnographic study.

Room 3

Beth Powers, Millersville University of Pennsylvania

Teaching and Researching by Using Visual Imagery in a Not-So Post Covid World: An Interactive Workshop

Critical Philosopher and Educator, Freire (1990) states “reading the world precedes reading the word." This interactive and interdisciplinary workshop will be relevant for all those who are teaching and/or engaging in qualitative research and are interested in using visual imagery in a participatory manner. We will draw upon techniques including Visual Literacy (Debbs, 1968; Roberts et al., 1982; Matusiak et al., 2019; Milbourne, 2013), LTP (Learning and/or Literacy Through Photography) (Ewald, 2020; Hyde, 2010), and Photovoice (Photovoice.org, 2022; Wang & Burris, 1997; ). There will be time to experience and interact with one another and expand our notions of using visual imagery in scholarship and teaching. All levels of experience are welcome but this will be mostly geared toward beginners and intermediate researchers as well as instructors who work with these populations.

Linda Collins, Southeastern Louisiana University

Evaluating an Online Interactive Discussion Board Exploring Confidentiality and Telehealth in Graduate Education

Academic engagement through online discussion boards have provided healthcare students with the critical reasoning skills to challenge heath concepts, analytically discuss objective perspectives and embrace interactive peer learning. Interactive teaching and learning tools such as online discussion boards have facilitated the development of higher level critical reasoning and healthcare students are becoming proficient in the exchange of disease-related information for managing long-term illnesses through
interactive academic learning platforms. The aim of this project was to evaluate the effectiveness of an
interactive discussion board exploring confidentiality and telehealth among graduate students, for
intelligent interactions, the appropriateness of the learning environment and active online learning. We
conducted a retrospective evaluation on the effectiveness of an online discussion board, which was used
as a teaching and learning tool to explore and debate the concept of confidentiality and telehealth. The
evaluation highlighted that, intelligent interactions were heightened by critical discussions and the
inclusion of peer reviewed literature uploaded to the discussion board by students, to defend the concepts
relating to confidentiality and telehealth. The online discussion board created a learning environment that
was student-led and evoked individual experiences and critical reflection on data breaches, confidentiality,
and telehealth. The spontaneous act of independently searching for current peer reviewed literature for
the purpose of defending academic discussions and debate demonstrated increased interaction and active
online learning. This evaluation highlighted the effectiveness of an interactive discussion board when
exploring confidentiality and telehealth among graduate healthcare students and the numerous factors
that contribute to the success of online interactive learning.

Room 4

**Kathryn Babb**, University of Central Florida

**Megan Mitchell**, University of Central Florida

**Audra Skukauskaite**, University of Central Florida

*Reflexivity and Arts-Based Methods for Learning Qualitative Methods*

As thoughtful reflexivity is a vital component of qualitative research, we wanted to understand how
employing arts-based practices may impact doctoral student reflection and learning of qualitative
research. Thus, the purpose of this qualitative study was to understand the processes of how doctoral
students learned qualitative research through arts-based approaches. The research question guiding our
inquiry was: In what ways did reflexivity contribute to student use of artistic expression in a qualitative
research class? Ruminating in discomfort while learning qualitative research can be seen throughout
journals. Our entries began as simply a required activity to document our progress in the class, a means
to earn points toward our desired grade. However, over time, the process of reflexivity transformed us,
allowing us to connect to content, learning, and each other in unique ways. Instructor feedback prompted
us to dig deeper and challenged us to continue questioning our understandings. Thus, upon analyzing our
weekly learning journals, essays, and presentations, we identified three key findings: (a) the process of
reflexivity allowed for the connection of content to deeper self, leading to the use of arts-based expression,
(b) intentional reflexivity freed students to embrace uncertainty by creating a safe space to integrate art,
(c) reflexivity led to professional collaboration and meaningful personal connections to one another. This
study is significant to education research because it shows through over-time analysis that the process of
using arts-based methods for teaching and learning qualitative pedagogies (leads to deeper
understandings of qualitative methodologies, self, and connection to others.
Moving from Social Media to Photovoice: Strategies for Engaging Youth in Photography for Social Change

Youth are engaging with photography more than ever, and their engagement has accelerated during the Covid-19 pandemic and “post” pandemic period. On social media platforms, youth exchange photos and other images aimed at communicating to others. Questions that often guide photo-taking for social media include: How can I make an “Insta-perfect” photo? How can my photos get more likes? With photovoice, however, engagement with photography takes on a new purpose and meaning. Participants are asked to reflect on project questions and how to answer them with a photo. Taking photographs for photovoice requires attention to the visual activity of recording thoughts, experiences, perceptions, and feelings in an image. An important role for us as photovoice facilitators is to help youth to renew their relationship with the practice of taking photos. This interactive workshop will introduce steps that photovoice facilitators can take to guide youth toward a more conscious approach to photography for personal and social change. Hands-on exercises will introduce ways to a) analyze social media versus photovoice images, b) practice a “triangular dialogue” to discussing images, and c) understand the benefits of dialogue using arts-based communication. By the end of this workshop, researchers, social workers, psychologists, facilitators, and students will have an increased knowledge and understanding of practical strategies to help youth participants develop a new relationship with photography. Use of these strategies will benefit their photovoice participation and increase the value of the resulting visual data for research, advocacy, and translation to practice, programming, and policymaking.

Conducting Qualitative Research in the COVID-19 Era: Lessons From the Philippines

COVID-19 has totally transformed how many things are generally done around the world. All aspects of society have been affected for better or worse. Because of COVID-19 has caused, innovation has come up to address the new challenges and help people do things differently. This is no different for qualitative research. Today, it is done differently than it was before the year 2020. While in some contexts, people may have slowed down on qualitative research because of the pandemic, others instead integrated the new collaborative technology tools to conduct qualitative research. The current phenomenological study will explore the lived experiences of qualitative researchers (both students and faculty) to synthesize the lessons learned through the conduct of qualitative research during COVID-19. Semi-structured in-depth individual interviews with university faculty and students in the Philippines, data collection methods used in qualitative research articles published from the Philippines since 2020, and content analysis from a short written structured interview from delegates of a qualitative research conference in the Philippines will be used to learn how qualitative research was conducted before and during COVID-19, and how this affects the future of qualitative research in the Philippine context. These lessons will be good contribution to the
body of knowledge on how to conduct qualitative research effectively and efficiently as we learn to live and work with COVID-19.
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Saturday, February 18th

Announcements and Opening Keynote
Ronald J. Chenail, Nova Southeastern University
Sally St. George, University of Calgary
Dan Wulff, University of Calgary
Adam Rosenthal, Nova Southeastern University

The Qualitative Report in a Post-Covid World

Since 2019, we at TQR have published 114 articles in which authors have reported experiences of others as well as their own living and working in a Covid-19-affected world. In the third day opening plenary, as TQR’s Co-Editors-In-Chief and Managing Editor / Community Director we reflect on what we have learned from our authors, editors, reviewers, and conference participants, and share how the TQR community will continue to develop in a Post-Covid World.

Breakout Session G
Room 1
Teresa Sypolt, Walden University
Susana Verdinelli, Walden University

Latino/a Clients’ Experience Receiving Mental Health Therapy

The Latino/a population in the United States continues to increase as does the need for mental health professionals who are bilingual and knowledgeable on multicultural issues. Spanish is the native language spoken in approximately 13% of the households in the United States, with 36% of Spanish-speakers seeking mental health treatment. Research on therapists serving Latino/a clients indicated that therapists struggled to provide culturally sensitive and linguistic appropriate interventions. While therapists’ challenges and experiences have been explored, little is known on the therapeutic experiences of Latino/a former clients. The purpose of this interpretative phenomenological analysis was to explore the therapeutic experiences of self-identifying Latino/a former mental health therapy clients, how they perceived cultural components in therapy, and how they evaluated the overall outcome of therapy. The conceptual framework for this study was based on an integrative framework in mental health treatment for Latinos. Data were collected from semi structured interviews with 10 former Latino/a clients. Results of thematic analysis indicated that participants found it helpful when therapists allowed for language switching, asked about their culture, and showed a genuine interest in it, shared the same or similar cultural background, and were of the same gender and close in age to the participant. The results of this study have the potential to be used for positive social change in the creation and implementation of culturally appropriate interventions for therapists who provide services to Latino/a clients.
"I’m looking for a frog Instead of a circle": The Lived Experiences of Speech Language Pathologists of Making Icon Selections on Augmentative and Alternative Communication Devices for Individuals With Autism Spectrum Disorder

Augmentative and Alternative Communication (AAC) devices are portable electronic devices that facilitate communication by using audibles, signs, gestures, and picture symbols or icons. Traditionally, Speech Language Pathologists (SLPs) are the primary facilitators of AAC devices and help establish the language individuals with Autism Spectrum Disorder (ASD) use. The presenters will highlight insights from interviews conducted with SLPs that describe challenges they often experience in deciding the appropriate selection of icons and symbols on AAC devices to assist with the communication needs of individuals with ASD. Previous research suggested that individuals with ASD are more successful users of AAC devices when the symbols selected are vivid and have real-life meaning to the individual. The current study has revealed similar insights. For example, one SLP commented about looking for meaning in symbols: “If I see a frog in real life, and I want to identify it on my device, I’m going to look for a frog, something that looks similar to that instead of, I don’t know, a circle.” SLPs provide a critical role in the mediation between AAC devices and the symbol selection for individual users with ASD. Perspectives shared by SLPs reveal that many design issues with current AAC devices persist that also lead to making critical choices about individual use and the degree to which AAC devices successfully meet the needs of individuals with ASD. The study was conducted using Interpretive Phenomenological Analysis (IPA) as a qualitative inquiry method to identify the lived experiences of a small sample of SLPs who assist in symbol selections on AAC devices intended for use by individuals with ASD. The main research question that guided the study was, “What factors are considered by SLPs when selecting icons on AAC devices?”. Data analysis from transcribed recorded interviews led to identifying three superordinate themes: Customizing for Usability and Iconicity, External Influences, and Learning as You Go. The presenters will highlight the main insights derived from the themes and future research recommendations, including improved design of icons and the transferability of icons or symbols across multiple devices and for various stakeholders.

Brittany Landrum, University of Dallas
Gilbert Garza, University of Dallas

Resolving a Shaken World: A Mixed-Methods Investigation of College Students’ Social Media Use During COVID

Previous research establishing connections between media usage and mental distress seems increasingly relevant in light of increased social media use during COVID. While research has fairly consistently established a relationship between media use and well-being, it has been less consistent in tying these variations to the type of medium, the content, and the source. Furthermore it raises the question of whether mental health may be particularly vulnerable, especially regarding attempts to maintain
connection to broader social networks in the midst of the COVID-19 pandemic. This literature seems ripe for a mixed-methods study to explore the relationships between anxiety and social media as well as the motivations for using social media during the pandemic. In our quantitative study, we found that social media use significantly increased during the pandemic compared to before, however, anxious symptomatology was not significantly related to social media use during COVID. Next, we conducted a phenomenological qualitative study by gathering descriptions of when participants encountered something on social media that occasioned feeling unsettled during COVID. Results revealed being unsettled during COVID in the face of social media comprises three distinct movements: rupture, recollection, and resolution. Being unsettled emerges when one is experientially efficaciously detached from the past and its future in favor of an encompassing and expanding now that is unclear and ambiguous. Our mixed methods study adds insight into the relationship between social media and well-being suggesting that the way one is attuned to the medium is decisive regarding its meaning for the user.

Christopher Rogers, Seton Hall University

*Older Adults Living in Medically Underserved Areas Preferences, Desires, and Values for Individualized Type 2 Diabetes Treatment and Management Care*

The importance of improving the health outcomes and quality of care of older adults with type 2 diabetes (T2D) who live in medically underserved areas (MUAs) through a collaborative treatment and management care plan that is individualized and takes into consideration the person’s preferences, desires, and values is of significant value in refining care processes and empowering them to participate in their own care and follow treatment recommendations. A general qualitative inquiry using semi-structured, in-depth interviews was conducted to understand older adults living in MUAs perspectives regarding health care received in the treatment and management of their T2D. This research study used Donabedian’s structure, process, and outcome quality of care model as a conceptual frame to emphasize the value each domain has on the perspectives of older adults living in MUAs regarding health care received in the treatment and management of their T2D. Data analysis techniques included the constant comparative method and data were coded in order to develop emerging categories and subsequent themes. This study used the credibility process to establish consistency and truth value. Participants were 12 older adults with T2D who lived in senior housing facilities located in designated MUAs. An overarching theme and six subthemes were generated, which describe older adults’ desires, preferences, and values regarding care treatment and management that they would like to receive. Improving provider’s awareness of how older adults living in MUAs define their T2D treatment and management care preferences, desires, and values is a crucial step in helping to design care delivery systems that when implemented in practice can improve patient participation, engagement, adherence, and self-management leading to improved health outcomes and health-related quality of life. These findings have important post-COVID-19 pandemic implications by shedding light on models of care that respect the values, needs, goals, and preferences of older adults and that promote and empower T2D self-management.
Graduate Student Reflections on Becoming a Qualitative Researcher: Transformative Learning Theory in Online Research Course

This paper presentation centers on the experiences of doctoral students in an asynchronous online qualitative research course. Designed using a conceptual framework based on transformative learning theory (Geller, 2005; Mezirow, 2000) and experiential learning theory (Kolb & Kolb, 2005), the course instructors endeavor to foster the conscious use of critical thinking, the personal willingness to question assumptions, and the recognition of the complexities inherent in research situations (Cranton 2016; Leaver et al. 2021). This paper uses the lens of student voice to explore if and how the course promoted or enabled students to engage in transformative learning. This conceptual framework undergirding the course introduces five transformative learning practices to foster the development of perspective transformation. The practices described through course activities and assignments include 1) Cultural responsiveness; 2) Self-reflection; 3) Critical thinking; 4) Empathic dialogue; and 5) Praxis (Reflection on action). Students reflect on what they are learning in multiple ways. One prominent activity is journal writing. Students post weekly journals in the learning management system. In these reflections, students respond to prompts to compare qualitative traditions, and describe their experiences applying one qualitative methodology in a qualitative pilot study. A culminating learning activity asks students to provide a summative reflection on their experiences as emerging qualitative researchers. Students describe how their knowledge about and attitude toward qualitative research has been influenced; what they have learned about the constructivist perspective and the researcher’s role in meaning-making; and what they have learned about their assumptions and biases related to their research topic.

Mixed Method Research: Learning from Researchers’ Experience with a Phenomenological, Appreciative Multi-Case Study

The goal of this paper is to share the methodological approach used in a small-scale qualitative research project exploring the lived realities of minimum wage earners in a developing country. The Research Objectives were: 1) To illuminate the lived experiences of minimum-wage earners 2) To investigate the coping strategies of minimum wage earners 3) To explore the issues that arise for minimum-wage earners and their families and 4) To understand how minimum-wage earners deal with challenging situations that they face in the course of their lives. Given the complex nature of the issue that was being studied a multi-design approach was used to enable the researchers to fill the gaps that may arise when using a single
design approach. Consequently the researchers employed a mixed design approach combining phenomenology; multi-case study and appreciative inquiry. The methodological discussion is presented in three stages: We begin with a comparative examination of the design approaches used in the study towards establishing the rationale for their use; this is followed by a description of their application in the research design composite utilized in the study; and finally, the paper ends with a reflection on the experience and the lessons learnt.

Hannah Boyke, Michigan State University
Jamie Kynn, Michigan State University
Pilar Horner, Michigan State University

Prolonging Betrayal: Examining the Impact of COVID-19 on Institutional Betrayal in Immigration Court

This paper explores the impact of COVID-19 on institutional betrayal in immigration court through qualitative interviews with Michigan immigration lawyers who represent migrants facing deportation. Institutional betrayal is institutional action or inaction that harms those who depend on the institution for help or survival. The institution of focus is the Detroit, Michigan Immigration Court, which is composed of immigration judges and Department of Homeland Security prosecutors. Migrants depend on the government to uphold their constitutional protections while undergoing deportation proceedings. This paper answers one research question: How has COVID-19 shaped institutional betrayal in immigration court? A grant from the Center for Institutional Courage funded this project. Sixteen semi-structured interviews were conducted over Zoom with Michigan-based immigration lawyers representing adult migrants facing deportation. Dedoose software was used for data analysis of transcribed interviews. Analysis began with iterative, descriptive coping of the full transcripts. First-level codes were abstracted into higher order codes through thematic and concept coding. Findings indicate that COVID-19 heightened pre-existing structural barriers in the immigration court system. Per respondents, court closures from COVID-19 exacerbated immigration court backlogs. To ameliorate such backlogs, the government initiated an accelerated dedicated docket, which denies migrants (and their attorney, if they have one) sufficient time to gather evidence and develop their defense. Restrictions on visitation at detention facilities burdened detained low-income migrants who faced increased fees for video-conferencing. Some participants indicated that increased use of virtual court appearances made trials more efficient, while others felt virtual hearings frustrated migrants from fully participating in their defense.

Martha Strickland, Penn State Harrisburg

An Ecological Panoramic View: Learning from Pre-Service Teachers’ Reflexive Engagement in Their Learning Process

Teacher shortage in the United States, indeed globally, has been a persistent issue in the 21st century. In 2020, however, the collective experience of teaching and learning under the challenging conditions afforded by COVID-19 have served to exacerbate previous stressors, leading to rising attrition in the profession. To respond to this looming crisis, attention to strengthening our approaches to equipping pre-
service teachers is needed. The present qualitative descriptive case study focused on the redesign of an introductory educational psychology course, which has considered the need to prepare future teachers to be successful under post-COVID conditions. The redesigned course aimed to replace prior heuristics about education with an integrated, inclusive, and global vision that emphasizes adaptability, professional growth, and resilience. Informed by Bronfenbrenner’s Bioecological Model, one hundred reflective student discussion posts and over 200 student-created slides constructed over the extent of one semester were analyzed by the research team. The findings reveal the necessity to interrogate the positioning of macro-and chronosystems within the bioecological model. Further, the visual representations revealed the students’ connection with their past experiences and a disconnection with the unfamiliar and future experience. Informed by threshold concepts model, such findings suggest the need to attend to restore students’ courage and curiosity for transformative understanding of the teaching and learning process moving forward.

Room 3

Janie Copple, Georgia State University

Online Orientations: Considering Ethics and Rapport in Online Interviewing

Although online interviewing in qualitative research is not new (James & Busher, 2009), since the onset of the COVID-19 pandemic, qualitative researchers have looked increasingly to online platforms to facilitate conversations that might otherwise have taken place in-person (e.g., focus groups, interviews). In this presentation, I consider the affordances and constraints of online interviewing in an interview study conducted in the midst of the initial pandemic lockdown. I begin with a brief overview of the research study and interview protocol and move to a series of three constructed vignettes each describing moments that occurred during my conversations with interview participants (e.g., family interruptions, technology glitches, participant multi-tasking). Through these vignettes, I take up ethical issues to do with privacy while interviewing participants at home and grapple with the logistics of establishing rapport online. Following each series of vignettes, I take up lessons learned and conclude with suggestions for novice researchers.

Serap Atasever Belli, Erzurum Technical University
Inci Yilmazli Trout, University of the Incarnate Word
Fatih Yildirim, Erzurum Technical University

Post-Covid Adaptations in Higher Education Teaching: Lessons Learned

The Covid-19 pandemic has shifted our ways of thinking and doing in many aspects of our lives and higher education is one of them. The transition from in-person to remote education during the pandemic required time, effort, and patience from both students and instructors. While the impact of the pandemic on students’ well-being and their learning experiences has been researched extensively, there is limited research on the experiences of higher education instructors. As we learned to live with the pandemic and
started moving back from remote to in-person education, it is important to take stock of how teaching practices of higher education instructors have changed and how this change may impact their future practices. This qualitative study aims to explore the teaching and research experiences of higher education instructors in Turkish state universities during the pandemic. With this purpose, we invited instructors from various disciplines including Education, Sports Sciences, English Language Teaching, Business Administration to share their experiences by responding to a series of questions we posed in writing. Then, we held a focus group with the instructors who volunteered to participate. Using a thematic analysis approach, we analyzed the responses and the focus group transcripts to better understand the instructors’ experiences and reveal the practices they want to keep and leave behind as the transition continues from remote to in-person education.

Joyce Davis, Walden University
Roger Mayer, SUNY College at Old Westbury
Judith P. Monestime, Florida Atlantic University
Wen-Wen Chien, SUNY College at Old Westbury

Emergency Department Operational Strategies

Developing effective operational strategies in emergency departments (ED) is one of the most pressing challenges for hospital leaders. EDs are generally open 24/7 and treat patients with various medical complexities. Long wait times for patients, extended visit lengths, overburdened medical staff resulting in low throughput, and patients leaving the ED without receiving appropriate care are key operational concerns. Currently, hospital leaders lack effective ED operational strategies to address these issues. The purpose of this qualitative multiple-case study was to explore effective ED operational strategies used by hospital leaders. Complex adaptive system theory served as the study's conceptual framework. Participants included 13 clinical and operational leaders from four separate hospitals in a health care network in North Carolina who had developed successful ED operational strategies. Data were collected from interviews supplemented with organization documents. Yin's five-step thematic analysis process yielded four emergent themes: triage operation strategies; wait-time protocol; use of technology; and communication among physicians, staff, and patients. A key recommendation based on the results of this study is to increase face-to-face communication among physicians, staff, and patients to clarify the meaning of interactions. The implications for positive social change include increased efficiency and availability of critical medical services to residents of local communities.

Joy L. Henderson, Pace University - New York
Marie Lourdes Charles, Pace University - New York

Factors Related to COVID-19 Vaccine Choice Among Blacks and Latinos in the NYC Metro Area

The COVID-19 pandemic affected Blacks and Latinos in higher numbers during the early stages in NYC metro area. For these communities, significant social and cultural barriers to seeking care, result in lower utilization of preventive care and services such as immunization. COVID-19 vaccine hesitancy may be due
to misinformation about vaccine effectiveness, mistrust of vaccine, pandemic fatigue, and complacency. This qualitative descriptive study uses Health Belief Model framework to identify factors that contributed to early COVID-19 vaccine adoption in Black and Latino communities. The goal is to develop culturally congruent interventions to help overcome vaccine hesitancy in the event of a resurgence of COVID-19 or other public health emergencies. After we obtained IRB approval from PACE University, we recruited English speaking adults from recruited from community organizations in the NYC metropolitan area who were early vaccination adopters. We also utilized snowball sampling technique. We conducted content analysis of our online survey with two questions and a brief demographic survey. Our 39 participants had a mean age of 46 years, most self-identified as Black/African American/Caribbean and were born in the USA, with 42% foreign-born, Caribbean immigrants. Our conclusions suggest perceptions of susceptibility, severity, and threat to life, influenced by desire to be able to socialize, protect themselves and family members spurred many to action to be vaccinated. Perceived benefits included protection of self and family and boosts to spiritual, physical, and emotional health. Community leaders and clinicians can focus messaging, not as much on risk, but on protective aspects, and perceived benefits to address vaccine hesitancy.

Room 4
Heather Johnson Desiral, Barry University
Orlando Cardozo, Barry University
Philip Corr, Barry University
Caroline Gillingham-Varela, Barry University
Laura Montsalvatge, Florida International University
Ruth Ban, Barry University

Successes and Challenges of Community-Based Research With Ukrainian Families: Where do we go from here?

Community-based research (CBR) offers the opportunity to shift traditional academic focus away from knowledge production to conduct research by working collaboratively with community participants to tell stories to inform academia of the community’s lived experiences. CBR involves a combined exploration of the social, cultural, and political influences within the contexts in which they arise. Through an ethnographic lens, this study examines the experiences of Ukrainian refugees/families currently living in South Florida through a community-based approach. This presentation will explore the research process the team embarked upon as they engaged with the refugee community, resettlement agencies, volunteer advocate groups, university colleagues and authorities who worked to provide support to the families. This research project began in the SEEDS OF HOPE CAMP, an initiative to provide recently arrived Ukrainian children camp experiences which focused on social-emotional well-being and arts-based instruction. To date, researchers have gathered data through observations, texts, documents, including artwork and photographs shared by the participants, and interviews with camp counselors and family members. Narratives/family histories created from the data seek to shed light on the role of educators as educational
advocates while situating their work within the Barry University mission and core commitments of Social Justice, Inclusivity, Collaborative Service, and Pursuit of Knowledge and Truth.

**Jami E. Flick**, Pacific Northwest University of Health Sciences  
**Brianna Black Kent**, Nova Southeastern University  
**Jodi Clark-Locascio**, Nova Southeastern University

**Socially Just Qualitative Research with Lived Experience Experts in the Anti-Trafficking Movement**

Human trafficking is a global health and social justice issue that negatively affects population health and society. Survivor advocates and survivor leaders (e.g., lived experience experts) have navigated the process of survivorship to thrivership and now engage in the anti-trafficking movement. Lived experience experts are imperative to combatting exploitation and supporting survivors. Anti-trafficking research has mostly concentrated on experiences of healthcare providers and service providers with minimal studies that distinctly focus on the perspectives of survivors and lived experience experts. The complex nature of trauma and the non-linear process of healing, recovery, and survivorship may deter qualitative research with survivors and lived experience experts. The aim of this paper is to provide an account of this investigator’s innovative use of theory, and research approaches that are strength-based, trauma-informed, and survivor-centered to create a qualitative dissertation study that met the distinct needs of lived experience experts as research participants. This investigator will present on balancing trauma-informed approaches for informed consent and in-depth interviews while navigating the pandemic-fueled virtual world. Examples from this investigator’s dissertation study with lived experience experts in the anti-trafficking movement will be incorporated to demonstrate actionable steps and process for qualitative research. Findings from this investigator’s dissertation study will highlight survivor experts’ experiences as participants and investigators in research studies. The discussion and findings will reveal the necessity for socially just and responsive research methodologies that foster a survivor-led, survivor-centered environment for anti-trafficking research.

**Alyssa Arredondo**, Our Lady of the Lake University  
**Olivia Hinojosa**, Our Lady of the Lake University

**Gratitude and Hope Among 2nd-Year MFT Students Amid the Covid-19 Pandemic**

Covid-19 altered the lives of people around the world, shifting everyday activities, such as work, school, and play, to online platforms. While hardships and life transitions occurred globally, we noticed the theme of resilience emerging. Previous researchers indicated that utilizing gratitude and hope during hardship supports one's mental health and can elicit support within communities. As co-researchers, we explored this phenomenon using a phenomenological approach to exploring the lived experience of marriage and family therapy (MFT) students who completed their training online amid the global pandemic. Our program utilizes a postmodern, strengths-based framework which triggered our curiosity about whether or not students utilized reframing to embrace gratitude and what hopes they have for the future after
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completing graduate school during the pandemic. We facilitated an online dyad focus group of current 2nd-year MFT students attending Our Lady of the Lake University in San Antonio, Texas. These students anticipated attending an in-person graduate program, and upon their acceptance into the MFT graduate program at OLLU, they began their counseling training virtually because of Covid-19 safety precautions. We recorded the focus group and transcribed and analyzed themes and subthemes using N-Vivo software. Initial themes that emerged from the focus group included gratitude, caregiving, and personal growth. Our preliminary in-depth analysis of the dyad focus group suggest participants found sources of hope and gratitude through their master's program during the Covid-19 pandemic.

Ashlee Kemp, University of Northern Colorado

Teachers’ Perspectives of the Changes to Online Versus Physical Learning Throughout COVID-19 Pandemic

With the COVID-19 pandemic, online learning has become a forefront for education. Online learning is not new and has been around for generations in higher education, but ever since COVID-19 hit, online learning is now becoming more prominent in K-12 learning. As an educator myself, I have had firsthand experience on how the pandemic has changed the way teaching and learning is being done today. This pilot study is to explore how online and in person learning platforms have now changed since COVID-19 happened, and how teacher’s view these changes. Since COVID-19 exposed the variations between online versus in person learning, my goal explores these variations in education that COVID-19 has made when it comes to both learning platforms. It seems relevant to ask teachers their opinions and experiences surrounding both types of learning platforms and their changes since COVID-19. When looking at the two learning platforms a lot of the research is focused on how effective they are or how the students learn on the different platforms. However, there is truly little research involved on the teachers’ perspectives of the two learning platforms and how they have experienced them during the COVID-19 pandemic. The question being studied is what are the teachers’ experiences with teaching online versus in person throughout COVID-19? The goal of this pilot study is to develop an in-depth transcendental phenomenon, while adding real-world context to obtain a deeper perspective of educators view on the different learning platforms during the COVID-19 pandemic. The data collection was done using convenience sampling to obtain participants. All participants in this study were from the same county and taught at the middle school level. Once the participants consented to the study, they were invited to do semi-structured interviews. After the interviews were completed I used the interpretive phenomenological approach for coding data to identify emerging themes. The emerging themes that developed through this pilot study are: learning platforms, socialization/relationships, classroom management, and digital resources/strategies. From this pilot study it seems that online learning to some extent does have a positive effect for teachers, because it gives teachers the opportunity to explore online digital resources and strategies that can be used in an in-person classroom. This study also shows that the blended learning pedagogical model is now becoming a prevalent method in the classrooms, because teachers now have a better understanding of online/digital resources and strategies since having to use them for online learning. Recommendations, based on these findings, are to replicate this study with more teachers from different grade levels as well as being from different states.
Room 5

**Lewis Mehl-Madrona,** University of Maine  
**Barbara Mainguy,** University of Maine  
**Sharon Tomah Jordan,** Wabanaki Public Health and Wellness

*An Auto-Ethnographic Study of Working in Harm Reduction Using an Arts-Based Intervention to Manage Substance Use in an Indigenous Community House.*

Introduction: Substance use is a major problem in Maine as is housing. Wabanaki Public Health and Wellness created a community house for people who were difficult to house in the area in conjunction with a harm-reduction, medication-assisted treatment program for opiate users. The house was vulnerable to the social impact of substance use and distribution. We explored how an arts-based intervention in the house could change the culture, community relations, and substance use patterns.

Methods: We combined an auto-ethnographic approach with monitoring our effectiveness in reducing substance abuse in the house. We used an arts-based intervention embedded in community-based participatory action theory in which we held regular meetings in the community room and elicited input from residents of the house about how to change the culture of the house.

Results: At the onset of the project, evidence of injection use was present in the building, illustrating a divide in the community culture between the desire for sober use and providing a base for community use of drugs. Creating safety became an objective. The first activity of the therapist was cleaning blood from the walls and floor and engaging people by providing food to do art in the community room. Managing frustration became the first theme for the therapist. Adjusting expectations for how quickly change would happen was the second theme. The community room became a hub for residents to investigate changes.

Conclusions: In this ongoing project, it remains to be seen what the final outcome will be.
Sherri R. Colby, Texas A&M University
Brett H. Bodily, Dallas College

Integrating Habits of Mind for Teaching and Learning Qualitative Inquiry

Using Jack Mezirow’s habits of mind for adult learners, we offer a workshop centered on teaching and learning qualitative inquiry. We shall offer an overview of Mezirow’s theory and engage in pragmatic learning experiences using Mezirow’s habits. Our workshop seeks to accomplish the following learning outcomes: 1) Workshop participants shall comprehend and understand Mezirow’s habits of mind for adult learners; 2) Workshop participants shall connect Mezirow’s habits of mind to teaching and learning qualitative inquiry; 3) Workshop participants shall explore learning activities applying Mezirow’s habits of mind to qualitative inquiry.

Rama Cousik

COVID-19 Pandemic and Special Education Teacher Experiences

In this presentation I share findings from a survey I conducted towards the end of 2021 about how the COVID-19 pandemic impacted special education teaching. Special education teachers from one school district in the Midwest reported personal stress, problems with family involvement in education, student engagement and motivation issues, and the need for better support systems to deliver special education online.

Breakout Session H
Room 1

Annabelle L. Nelson, Fielding Graduate University
Karen Zong, Fielding Graduate University
Suji Venkataraman, Fielding Graduate University
Constance Pierce, Fielding Graduate University
Kathy Medina, Fielding Graduate University

Feminist Narrative Research: Shanghai Working Moms, Black Working Moms, Women’s Soul Collage Group and Latina First Generation College Students.

Narrative Research gives voice to those who may be invisible in social discourse and research. For example, some women’s voices are not present in research studies. This panel of four women scholars shines a light on narrative to give insight to a compelling diversity of women. This diversity spans the international (China and North American); spans multiple ethnicities (Chinese, South Asian, Latina and Black); and spans multiple domains (creating and navigating multiple roles, achieving in college amidst financial and racist barriers, and forming a group through art for transformation). Using the same narrative methodology, these four research studies evoked rich, descriptive, and authentic stories and applied open coding and iterative analysis to coalesce resonant themes. This panel will showcase the inclusiveness of narrative
research across diverse geographic, racial and roles of women’s experience. In addition, highlights of themes will engage the participant audience with results to empower and emancipate these groups of women.

Daniel L. Chase, Bridgewater State University

*Using Photovoice to Investigate the Impact Opioids and Alcohol Have on a Campus Community*

Opioid use, misuse, and abuse runs rampant in Massachusetts communities and does not discriminate based on race, ethnicity, or socio-economic status. Problems associated with opioid use, misuse, and abuse touches nearly everyone in society. Alcohol misuse and abuse also impacts our communities. It is estimated that each year: 1,825 college students between the ages of 18 and 24 die from alcohol-related unintentional injuries; 97,000 students between the ages of 18 and 24 report experiencing alcohol-related sexual assault or date rape; roughly 20 percent of college students meet the criteria for an Alcohol Use Disorder; and about 1 in 4 college students report academic consequences from drinking, including missing or falling behind in class, doing poorly on exams or papers, and receiving lower grades overall. To investigate the impact opioids and alcohol had on their community, students participated in a Photovoice project. This collaborative project was completed by three undergraduate student photographers and three research mentors. Students were guided by three prompts. (1) Please take 10 photos of things that you think demonstrate the impact opioids and alcohol have on your community. (2) What is being done to lessen the impact opioids and alcohol have on your community? (3) How can you personally lessen the impact opioids and alcohol have on your community? Ninety photographs were analyzed using general inductive analysis, reflecting the students’ thoughts, feelings, and voices about the impact opioids and alcohol had on their campus community. Moreover, data analysis revealed three main themes, responsibility, image, and influence.

David R. M. Saavedra, University of Virginia

*Moral Distress: Pandemic Experiences of Secondary ESOL Teachers*

When COVID-19 forced schools to move instruction online, the nature of teacher-student relationships was fundamentally altered. Not only were routines upended, but our consciousness and ways of being were, as well (Torres, 2022). The “sacredness of the people” necessary for belonging and community (Turner, 2012) disappeared as students and teachers projected digital headshots into a mosaic of tiny boxes on a screen—an impoverished approximation of togetherness. In-depth phenomenological interviews (Seidman, 2019) with eight secondary teachers of English for Speakers of Other Languages (ESOL) reveal how the abrupt transition to virtual teaching deeply impacted their moral sensibilities. Teachers could no longer connect to and care for their students; they could only care about their students from afar (Noddings, 2013). This upended relational dynamic caused teachers to experience “moral distress,” a deeply felt uneasiness when circumstances prevent one from pursuing the actions one feels are right (Jameton, 1984, 2013). In response to the alienation caused by virtual school (Chrisler, 2021), many students’ attendance became sporadic or stopped altogether, and they ignored teachers’ attempt
to connect via electronic means. The hopes of intellectual and personal growth teachers once held for students gave way to fear that these young people would permanently disengage and jeopardize their futures in a credential-obsessed society (Collins, 2019). This “fear for the other” (Yan & Slattery, 2021) was born out teachers’ sense of obligation towards their students. It led to the less hopeful aspiration that, rather than thrive, students merely “survive” the disruptions caused by the pandemic.

Room 2
Megan K. Mitchell, University of Central Florida
Nicole Narkiewicz, University of Central Florida
Lakelyn E. Taylor, University of Central Florida
Joseph Lloyd, University of Central Florida
Patricia Cummings, University of Central Florida
Kathryn Babb, University of Central Florida
Audra Skukauskaite, University of Central Florida

Learning in VIRTUAL SPACES: An Interactional Ethnographic Perspective of Graduate Students Embracing Uncertainty for Learning During COVID-19

The COVID-19 pandemic introduced an opportunity to experience learning and connection in unique ways. Two years later, we are still navigating the virtual learning landscapes and the challenges which come along with them. Learning in virtual spaces calls for personal and professional agency and growth, while necessitating graduate students to embrace discomfort and uncertainty (Skukauskaite et al., 2018). We argue graduate students can engage these challenges and opportunities through student organizations that are geared toward a specific topic such as qualitative research methodologies. Drawing on an interactional ethnographic perspective (Green & Bridges, 2018) that focuses on insider points of view and discursive construction of common language and meanings, we explore how a number of doctoral students created a qualitative research club as a virtual interdisciplinary community. For this presentation, we first investigate how and why this club was created and then explore what can be learned from the process. We use developmental research sequence (Spradley, 2016) and discourse analytic methods to analyze meeting records, field notes, and other artifacts from the meetings, as well as from the process of establishing the organization. We follow with findings and a discussion of implications for programs, faculty, and students engaging in qualitative methodology dialogues outside of class.

Chloe Golden, Nova Southeastern University

Treating Mental Health Patients in the Emergency Department Setting: Examining Stressors for Clinicians

The purpose of the following qualitative study involves an in-depth exploration of the factors that impact the stress level of clinicians seeking effective care for clients in the acute crisis setting on the north shore of Boston. The researcher sought to understand the following: what factors increase the stress of practicing as a clinician in the ED setting? The researcher utilized Consensual Qualitative Research (CQR).
Fifteen participants were selected and interviewed to create an analysis that included six significant findings domains. Major domains identified were the benefits of crisis counseling, stressors associated with the hospital setting, systemic issues within the mental health system, stressors related to the population served, administrative issues, and changes resulting from COVID-19. The most common factors that increased stress were difficulties working with the interdisciplinary team, difficulty with managed care, legal and liability issues, and societal factors brought into the ED. These results indicate changes that hospital administration and policymakers could make to improve client stressors in the ED.

**Samuel B. Owusu**, University of Southern Mississippi

**A Qualitative Investigation of How West African Graduate Students From Ghana and Nigeria Make Sense of American Gun Culture**

The controversies surrounding American gun culture continue to grow due to the divergent views of various stakeholders. The current qualitative study, which began during COVID-19, investigates how Ghana and Nigeria international students enrolled in a graduate program in the U.S. understand American gun culture. Purposeful sampling was used to select 10 graduate students for interview. The data were analyzed using a thematic analysis method to identify patterns and meanings within the data. The data produced eight themes: Fear/discomfort, restricted access, unfamiliar/uncommon, easy access, aware, protection, legal right, and familiarity/common. The study revealed that the students were concerned about the prevalence of firearms in the U.S. and gun-related violence resulting in various injuries and deaths. They also had the notion that American citizens had the right to own firearms. Students who had no prior exposure to firearms recommended strict gun control laws, while those who had prior exposure to firearms were ready to blend into American gun culture by owning firearms.

**Kien Nguyen-Trung**, Monash University, Australia

**The Power of Qualitative Research That I Never Knew: Lessons Learnt From Evocative Autoethnography**

I used to only do traditional qualitative research. The process occurs largely in order, from developing a proposal, designing sampling strategies and tools, visiting sites, approaching participants, gathering data, coding and analysing data, then turning research outputs into a report, or an article or a presentation. To some extent, this is a process of going more outward, generating knowledge from participants “out there.” However, my recent publication was a different case. The COVID-19 pandemic and risks, a new normal order with limited social connections, being stranded in Australia due to border closures and travel limitations, especially the passing of my grandfather in my home country, all directed me “inward”: returning to myself, embracing my pain, and writing evocative autoethnography. This is an enlightening experience for me since, for the first time, I was brave enough to get off my chest all the feelings I held deeply in my heart. The power of this type of qualitative research is something I did not expect. The writing process carried me through the trauma. Even more than that, my manuscript was welcomed by the editors and reviewers, who shared my pain and encouraged me to improve the depth
and quality of my analyses. When my paper was published, I received many (some unexpected) feedback from my friends, colleagues, and strangers, who showed empathy with my loss and shared their similar experiences. I realise that through this autoethnography I have grown up as a person and as a researcher at the same time.

Room 3
Kathryn Roulston, University of Georgia
Janie Copple, Georgia State University

Composing with Theory in Graduate Studies

Graduate students often struggle with learning about “theory” and the process of how to integrate theory into a study is far from transparent in methods texts. Yet, as part of graduate work, students are required to situate their thesis and dissertation research theoretically and methodologically. In this workshop, we explore strategies that novice researchers might use to locate a theoretical “fit” that can serve to situate and design qualitative studies that are consonant with ethical and personal beliefs, as well as to speak to scholarly audiences. In short, how do scholars “compose” their scholarship using theory? In this workshop we review strategies that novice researchers can use to understand what is meant by “theoretical frameworks,” locate key scholars within one’s own discipline, and formulate research questions that are consonant with the theoretical framework selected. We provide tips on the steps involved in designing a qualitative study, and the processes involved in developing a research topic. In this workshop we will explore some initial questions that researchers might use to “compose with theory” while avoiding prescriptive approaches to research design. We conclude by providing examples of doctoral research studies that have used theory in creative ways to explore research topics. By the conclusion of this session, participants should be able to (1) define terms related to “theory”; (2) reflect on questions that might be used to situate one’s work theoretically; (3) apply strategies outlined to personal research interests; and (4) locate appropriate resources to learn more about theory and theoretical frameworks.

Rafael A. Cordero, Texas State University
EJ Summers, Texas State University
Gigi Secuban, Texas State University
Jesse Silva, Texas State University

Retaining Research Agency: (Re)Centering Student-Facing Postsecondary Partners Within Qualitative Methodological Approaches

There remains a need to examine rigorous qualitative approaches guiding how research occurs and agency is retained for university-housed, student-facing programs that address systemic suppression of post-traditional students’ motivation, engagement, and persistence. This paper engages processes and strategies regarding (re)centering student-facing postsecondary service providers as the lead researchers in exploring and understanding their own data. We review qualitative methodological practices that help to de/colonize postsecondary siloed structures and artificial divisions. We will share how TRIO programs
Is Graduate Student Qualitative Methods Instruction Adequate? Results From Exploratory Research

Through a variety of roles in graduate education, we have regularly encountered students and scholars who lack confidence or skills to complete dissertation research and/or novel research projects following completion of a thesis or dissertation. As qualitative researchers we were particularly interested in adequacy of qualitative research instruction in institutions of higher learning. To explore this systematically with a range of participants we disseminated a brief online survey, combining fixed and open response items to a convenience sample of qualitative scholars. The purpose of this paper presentation is to present summary results from 196 respondents and discuss next steps in this line of research. Key findings include that more than half of respondents received instruction in qualitative data analysis during a graduate research course, at times from an instructor with minimal applied experience. Roughly a fifth of participants reported being self-taught in qualitative data analysis. Additionally, some respondents described the need to seek supplementary training from consultants, via workshops, or in other courses, to compensate for the content they did not receive in their graduate programs. The results from this survey support our initial concern that for some students, the programmatic training received while pursuing a terminal degree is not always adequate for their own dissertation needs or for research conducted after earning a PhD or equivalent. Possible next steps for us include conducting interviews with individuals in our discipline of public health to inform recommendations that might be reported in a discipline-specific journal and shared with our accrediting body.

Is It Qualitative Enough? Experience-Based Practices for Data From Synchronous and Asynchronous Physically Distanced Contexts

The combination of government, institution, group and individual limits to in person engagement during the early phase of the COVID-19 pandemic created challenges for researchers who prefer data gathering methods which presume physical connections with participants. Virtual interviews and asynchronous email contacts presented some viable, although not always ideal alternatives. The purposes of this paper presentation include: to recommend strategies to improve the depth of data gathered via remote or asynchronous methods; to consider methods for making the best use of data that range from thin and meager to thick and rich; to confront the personal conflicts I have experienced as a qualitative researcher working with data that, for me, are not always qualitative enough. During the presentation, I will describe
some strategies for improving engagement in virtual interviews but focus primarily on considerations for conducting meaningful analysis of unstructured, qualitative data from large samples, such as typically provided in open response items incorporated in fixed response surveys. I will present a continuum of content analysis processes, ranging from quantization and category development to interpretive and transformative approaches. I will also describe my struggles to reconcile competing priorities including: my personal preference for inductive approaches and in-depth data; the need to make good use of participants’ time and effort spent in contributing at times extensive data; the disparate views and expectations of survey research collaborators and qualitative colleagues.

Alexandra C.H. Nowakowski, Florida State University
Nik M. Lampe, Florida State University
Nidhi Desai, University of Florida
Tomeka Norton-Brown, Florida State University
Robert L. Glueckauf, Florida State University

Understanding Lay Pastoral Care Facilitator Training and Support Needs through Qualitative Engagement: Lessons from a Focus Group for the African-American Alzheimer’s Caregiver Training and Support 2 (ACTS 2) Project

This presentation builds on key thematic findings from a focus group conducted with ACTS 2 facilitators. It shares lessons about effective engagement of our facilitator team to assess their continuing education needs and how to facilitate ongoing involvement of family caregivers following completion of our 12-session program. We strove to provide a socially intimate and instrumentally supportive environment for facilitators participating in our focus group. We conducted a focus group with nine active facilitators to assess whether current training and support approaches are fully meeting their needs. We explored their perspectives on existing training activities and resources, asking about additional exercises and materials that would help them work effectively with participating caregivers. Our Project Coordinator led a 90-minute dialogue via telephone to make the focus group both welcoming and accessible for as many facilitators as possible. Focus group audio was transcribed and quality checked by research assistants. Our team then used grounded theory analysis, beginning with open coding to identify emergent themes and progressing to thematic coding into established topic categories. We assessed training and support needs described in our published manuscript, and reflected on overarching successes and challenges in facilitator engagement. Here we describe how providing a culturally and spiritually responsive group environment fostered both detailed sharing of individual experiences and supportive dialogue with fellow participants. We contextualize the opportunities for improvement and growth identified in dialogue with our facilitators by sharing their own voices on the design and impact of ACTS 2 facilitator training and the program overall.

Keri L. Cameron, Sheridan College

Teaching About Disability and Ableism Through Reflective Practice
I explore how reflective practice can be used as a transformative tool when teaching adult learners about ableism and disability and as a means of engaging students in exploring biases and privileges (see McLean, 2008). Reflective practice encourages students to think critically about their own attitudes and biases. Over the course of one term, students enrolled in the online course EDUC 19599 Disability Issues were invited to take part in this study. Students were introduced to various perspectives of disability, case studies, societal attitudes, and media images of disability over the term and asked to reflect on their own perceptions. I integrated opportunities for reflective practice throughout the term using Padlet, an online platform that allows individuals to post their reflections and ask and answer questions in a single place. Padlets can be embedded within desire2learn software so that students are able to watch video lectures, read articles, and reflect as they explore course content. These activities were designed to encourage students to reflect on biases and assumptions. I chose to provide multiple opportunities for reflective practice throughout the term while introducing students to the concepts of oppression and privilege by exploring their own social positioning. The reflections in these Padlets were collected and analyzed by the researcher. There was a clear progression in students’ understanding of various perspectives of disability, as well as language, over the term. Each week student reflections became more critical as they were introduced to misconceptions, biases, and stereotypes and as they engaged in reflective practice.

**Sarah Ullman**, The University of Illinois at Chicago

*Conducting Virtual Interviews With Sexual Assault Survivors*

This talk will describe my experience conducting qualitative interviews with sexual assault survivors and their informal support network members (e.g., family, friend, partner) during the the Covid-19 pandemic. I will talk about how I pivoted a large funded research project to be virtual funded in Fall 2020, with a focus on my experience of moving from face-to-face semi-structured interviewing with survivors and their informal supports to zoom interviews. Topics will include establishing rapport and ensuring survivor control during the interview process, including use of screen names, pronouns, video/audio, time constraints, and tech issues. I will describe my experience of differences between these modalities coming from my past research experience of interviewing survivors in person. I will also mention survivor preferences regarding the modality, including concerns about confidentiality, and my provision of referrals and resources as needed to those needing further support and/or assistance. I draw conclusions regarding issues of access, affordability and interview quality, and my perceptions of what may be gained and lost in conducting virtual interviews with survivors and their social network members for future researchers.

**Room 5**

**Tatiana Elisa Bustos**, Michigan State University

*How to Use Jamboard for Expansion: Eliciting Participant Voices in Virtual Settings*

Research and evaluation throughout COVID 19 have necessitated more innovative and participatory opportunities that can elicit participant voices and encourage engagement in virtual-based settings. In response, research projects conducted throughout COVID-19 have applied creative ways of using virtual
tools, such as JamBoard. Jamboard is a virtual collaboration tool that resembles stick-notes and can be used to code and categorize participant responses in real time and with anonymity. This workshop will introduce the use of JamBoards to collect qualitative data that can serve as a tool to facilitate expansion of quantitative data for sequential mixed methods studies. First, participants will be given a brief overview on foundational concepts underlying a sequential mixed methods approach, attending to the specific function of expansion. Expansion seeks to extend the breadth and depth of inquiry by using different quantitative and qualitative methods to learn more about different components of a topic of interest. Particular emphasis will be placed on the value of using expansion to elicit and prioritize community voices for more relevant and responsive interpretation of analyses. Then participants will be given a demo on how to carry out expansion of quantitative data by using qualitative approaches in JamBoard. Further discussion will highlight the technical processes of coding and categorizing as well as the potential limitations in use. Lessons learned will be shared based on personal experiences in prior studies.

Lewis Mehl-Madrona, University of Maine
Barbara Mainguy, University of Maine
Patrick McFarlane, University of Maine
Tanja Kunz, University of Maine

An Auto-Ethnographic Exploration of the Effects of an Arts and Medical Humanities Seminar

Arts and Medicine programs are appearing in multiple contexts and can have different goals and perspectives. We explored the impact on participants in an Arts and Medical Humanities Seminar at the University of Maine. Our seminar explored how doctors and artists think, two-eyed seeing perspectives (explanatory pluralism), and explored collaborative projects with a variety of art modalities including music, theatre, installation art, visual arts, poetry, and narrative arts in multiple settings (refugee camp, geriatric ward, postpartum unit, pediatric hospital, psychiatric hospital). Throughout the year of the seminar, participants kept a journal of their reactions to the material including artistic responses forming a kind of autoethnographic dataset. At the end of the seminar, participants reflected upon their journals and engaged in an iterative process of reading and self-reflection to determine how the course had affected them. The artists had not realized previously the complexities of the health setting and the demands on its practitioners. They came to understand better how to approach practitioners and how to work within the sometimes-rigid constraints of health care settings. The practitioners came to better understand how to incorporate some art practices into their clinical settings and began to expand their understanding of what could qualify as research — the field of arts-based research being new to them. These changes arose in the broader context of a critical inquiry into the philosophical assumptions underlying contemporary healthcare practices and the role of economic systems in driving healthcare practices in the United States.