eISBN: 978-1-60805-258-5

Doing Qualitative Community Research

Lessons for Faculty, Students and Communities

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USA

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DOING QUALITATIVE COMMUNITY RESEARCH: LESSONS FOR FACULTY, STUDENTS AND COMMUNITIES

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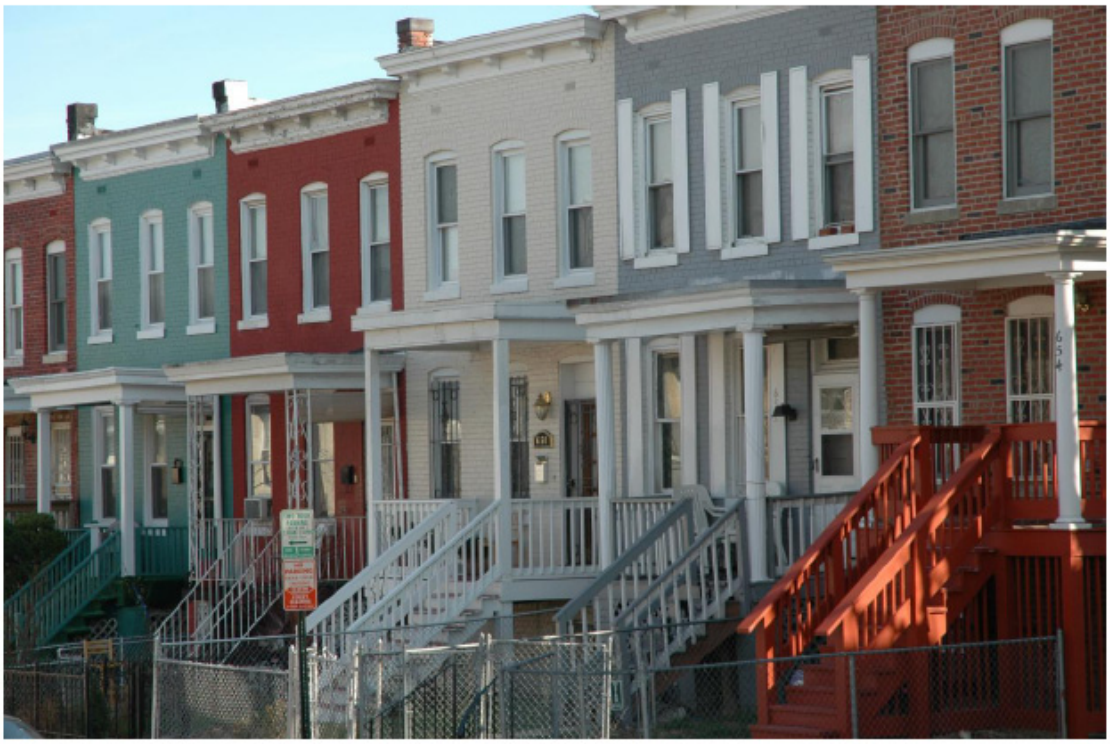

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FOREWORD

This book is a gem. First, it is a breakthrough in teaching qualitative methods, and second, it shows how teaching and research can be enriched by grounding both in community. A book that does this sits at the tip of innovation in improving the conduct of research and in teaching it. Let me provide a little background. There has been a revolution underway for quite some time in both conducting research and in teaching it that has been barely noticed apart from those of us who teach the subject. Research methods used to be literally esoteric knowledge intended for only a brilliant few. The entire purpose of an introductory class in research methods (and statistics) was to weed out the unqualified majority of students and to identify the few who could embrace its abstract complexity. The purpose of this sort of teaching was not to improve the conduct of research, but rather to advance the subject's sacred canons expressed primarily in mathematical proofs into the next generation. More importantly, there was virtually no overlap between what was taught as methods in textbooks and what one actually did as research in the field. The few who actually did research had to learn it by apprenticeship.

The revolt against this arrangement has been ongoing. The need to understand and address urgent social problems quickly out-ran the ability of the temple priests to prescribe meaningful methodologies. In no challenge was this more apparent than in the need to understand and prevent a sexually transmitted communicable disease such as AIDS. Furthermore, prevention had to be done among people almost no one in the academy knew anything about. Research as it was actually done had to be practically codified for the first time for a new generation of investigators to go out and get real answers to real problems. People's lives depended on getting accurate information. In these efforts, it was realized that one could not even begin to devise testable hypotheses starting with quantitative approaches. It is necessary to first have a great deal of background information about one's topic before one can even begin to test hypotheses. When you do not have this background, you simply cannot do meaningful quantitative research. Qualitative approaches that generated the extraordinary insights about pre-World War II American society were reluctantly revived. They had been initially dismissed as passé and as non-science. Ethnography, participant observation, interviews and case studies are all techniques used to engage real people in real communities. These approaches have turned out to be essential for generating sufficient knowledge and insight about human behavior, attitudes and values to make quantitative approaches possible.

The more insights derived from qualitative research, the better the results of quantitative tests of those insights. Therefore, it makes sense to emphasize teaching and conducting qualitative research as the leading edge of expanding our knowledge of the social world. It also makes sense to do it in a way where it is taught as it is practiced. Methods texts focusing on qualitative research have been evolving in this direction for some time. What is unique about this book is that it takes the next step. It takes the teaching of qualitative methods out of the classroom and into the community. Professor Ernest Quimby takes a bold step here that could easily be overlooked. The fact is no research on human individual and social life is done outside of a community context. This is fact; no one does research which does not engage community, even when they try to avoid them. But here this fact is not only acknowledged; community is consciously and intentionally built into the teaching narrative and exercises. Those who engage in research and pay attention to community settings will immediately recognize the importance of this innovation and the essential content. By integrating community into the heart of methodological consideration, it is possible to further improve the conduct and the outcome of both teaching and research.

This book is a gem not only because it demystifies temple knowledge and codifies how actual research is done. It also improves the teaching of methods. Instead of standing off in the distance from students and imparting to them curricular content in a one-way dialogue, Prof. Quimby makes students partners in exploration. He does so by making the content and task of teaching explicit and personal. Teaching in this way models both research as an exploration of unknowns and as a community engagement. In this sense, I bet that more students who use this text will understand research as a process of exploration five years after the course than students taught more traditionally. The approach and content here are a step forward also because they demanded clearer writing. When teaching research is merged with how research is actually

done, there is no room for the esoteric. The writing is clear, straightforward, to the point and the essentials are outlined and covered. It is a step forward when students not only are presented the essentials of doing research, but they can also see what their instructor is trying to do and why. Furthermore, it is virtually subversive that community people who are potentially research subjects are engaged teaching research as well. They too can and should play a part in making sense of qualitative and quantitative findings about their lives.

Finally, this book is not a dumbing-down of the subject matter or a vulgarization of temple knowledge. It is a bold and straightforward improvement of teaching and of explaining how to do qualitative research. The more thorough is the qualitative knowledge of as wide a range of students as possible, the more likely brilliantly insightful work will emerge from them. Community-based research can only get better when it is well understood in the general public and when community people know that they can play a part beyond simply being research subjects.

I am thrilled to write the Foreword for this work and to get an early look at a quantum improvement in teaching qualitative research. I am certain that if you explore this book you will agree.

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PREFACE

Research is about choosing. It requires asking and answering core questions, such as: What do I (or we) want to do, and why? Who will do it, and how? When will it be done, and why? Where will it be done, and why? How will it be done, and why? Research involves more than selecting a series of procedures. One of my aims is to help myself and others make better choices about research.

Preparing this text was almost a transformative experience for me, trained in a positivist, old school model of empirical investigation that only valued observable realities, third person objective detachment and rules borrowed from quantitative approaches. I was taught never to interject myself into the research process and presentation – as if I did not exist and had no bearing on research conceptualization, design, approach and analysis. In a sense, I was conditioned to emulate quantitative perspectives of supposed value-free neutrality, even while protesting that this was not possible. I resisted. Struggling to locate myself within a framework of questioning, if not challenging, dominant perspectives, required me to rethink notions of validity, reliability, authenticity and credibility. Questions kept returning: Who am I? What do I stand for? With whom do I stand? Why? In struggling for an authentic self and a genuine voice, it became clear to me that authentic research is more than conceptual design and technical methodology. I want myself to be different in the world. This 'being in the world' meant developing alternative relationships with research participants and viewing them as the ultimate interpreters and validators of their reality.

My book is not an exhaustive description. It contains discussions and suggestions on the meaning and forms of qualitative community research (QCR), classroom instruction, practical application, fieldwork, assessment strategies and resources. It is necessarily abbreviated because qualitative literature is expansive, detailed and comprehensive, comprising an over 50-year-old distinctive approach. Ethnography is emphasized. The book is not menu driven or a how-to conduct research manual, but practical examples and recommendations are provided. It has several premises: Student-centered learning, rather than teacher dominated instruction, is the preferred foundation for pedagogy, curriculum development and educational practices. QCR is best learned by thinking, questioning, reflecting and applying. QCR involves interacting with others. QCR is not merely a strategy.

QCR objectives for teaching, student-learning and community assistance can be accomplished. Multiple approaches are possible, although my text highlights observations and presentations (narrative, oral and visual) by faculty, students and neighborhood residents. Working with a community organization helps to conceptually and practically connect qualitative theory, pedagogy and research methods. Joint presentations are possible that have meaning for participating collaborators. Planning, conducting and reflecting about thematic research are fundamental for instructional coherence and integration. Synergy between faculty, students, residents and course content is enhanced.

This textbook focuses on ethnography, since it is a major form of qualitative research. Many of the examples are related to gentrification, community development and mental health services research. These reflect some of my interests and specializations. However, the book is for anyone interested in qualitative research concepts, methods and uses.

Readers will become familiar with or reacquainted with QCR concepts and methods. Important considerations are summarized for conceptualizing, designing and carrying out qualitative research in community settings. The text is a supplemental synthesis and reinforcement of core issues. Instructors and students can use it for lessons and assignments.

Working in, with and for communities is not easy. Doing meaningful QCR requires identifiable types of consciousness, values, attitudes, skills, information and reflection. Before starting my work, I thought not much more could be written about qualitative research. I was wrong. The field requires continuous reasoning and description.

Among questions answered in my text are the following:

- → What is QCR?
- → How can QCR be taught, learned, applied and evaluated?
- → How can QCR assist instruction, learning and service?
- → Should QCR promote social justice?

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ACKNOWLEDGEMENT

This research was supported by grants from Howard University's Center for Urban Progress; Faculty Research Program through the Social Sciences, Humanities and Education; and Fund for Academic Excellence. Photographs are by the author, except the cover. Much appreciation is given to my students for their valued work.

Vanguard (Howard University; Pleasant Plains; Washington, DC)

CHAPTER 1

Conceptualizing and Teaching Qualitative Community Research

Abstract: Research theory and practice are interrelated. Qualitative, quantitative and mixed methods approaches have distinct features. Neither is 'better' than the other. Either-or arguments are misleading and distracting. Qualitative approaches emphasize perceptions and meanings. They are concerned with constructing, describing, representing and interpreting social reality. Teaching about qualitative research theory and practice entails developing and applying qualitative research pedagogies. Competing assumptions exist regarding teaching and learning qualitative research. These have implications for teachers and students. The assumption that learning derives from interaction implies that teachers are facilitators of knowledge, rather than experts who transfer knowledge. Understanding characteristics of qualitative research promotes effective teaching approaches. This chapter is an overview of qualitative research's value and distinctiveness. Major pedagogical goals, necessary students' skills and related teaching issues are highlighted. Reducing fear-based teaching, tension-filled learning and anxiety-ridden assessments helps encourage a willingness to venture beyond preconceived categories and step into the community in new ways. Interactive classroom and field learning strategies engage students. Creating classroom-community relationships enhances teaching and learning. Teaching requires conceptual and methodological rigor. Setting and achieving meaningful teaching objectives are assisted by linking instruction and qualitative community research (QCR). Purposeful and clear assessments improve teaching. Their utility is affected by explicit questioning of assessments purposes, goals, objectives, existent resources, types, strategies and results. Teaching involves thinking about data, as well as obtaining, organizing, summarizing, comprehending, analyzing and presenting information. Instruction obligates the instructor to self-reflect about thematic goals for teaching and learning QCR. The chapter concludes with a field assignment.

Key Words: Theory and Practice, Overview of Quantitative, Qualitative and Mixed Methods, Pedagogy, Goals, Skills, Considerations, Issues.

Sovereignty (Douglass Hall, Howard University; Pleasant Plains; Washington, DC)

Ernest Quimby

Teaching qualitative research theory and practice entails developing and applying qualitative research pedagogies. Their purposes, philosophy, conceptual frameworks, practical experiences and uses are framed within contexts of important considerations, such as what is to be done, in whose interests, how and why. Qualitative research may help identify and solve social problems. Doing so requires awareness of its assumptions, organizing concepts, principles, methods, pitfalls and assessments. Instructors want to know what skills they should have and teach, how they can use students' background knowledge, what prerequisites facilitate teaching and learning, and how instruction can be assessed.

There are competing assumptions regarding teaching and learning qualitative research. These assumptions and their implications are summarized below:

Competing Assumptions About Teaching & Learning Qualitative Research	
Assumption	**Implication**
Only material reality exists. (Western Enlightenment view).	Reality can only be understood through rational thought, logical reasoning, empirical observation, experimentation and measurement.
Scientific reasoning is best approach to learning.	Learned teachers transfer knowledge. Teacher is source of knowledge. Lecture is preferred teaching method.
Knowledge is discovered.	Experts in scientific reasoning discover knowledge. Learning focuses on teachers. Teachers possess knowledge and they command hostage learners (Foucault, 1977). Teaching and learning process and engagement, rather than content and mastery of material. Experts give knowledge to the unlearned who are tested and then return learned knowledge for review by experts. Instructional method involves passive feedback based on display and recall of facts.
Claims about the value and supremacy of scientific reasoning are rooted in logic and observation.	Instructional paradigm stresses rationality, observable correlations, and inferences about cause and effect.
Claims about the value and supremacy of scientific reasoning are rooted in power, and favor the views, values and interests of dominant classes (Kuhn, 1996).	A "scholastic fallacy" may result, in which "things of logic become more important than the logic of things" (Bourdieu & Wacqant, 1992, p. 123).
Multiple realities exist.	Respect for varied ways of knowing is crucial for instruction and learning.
There are various ways of knowing, not just rationality and empirical observation.	Non-material ways of knowing include spirituality, mysticism and religion.
Knowledge is created.	Learning focuses on students. Questioning techniques involve open-ended inquiry, probes, interaction with data and multiple interpretations. Teaching and learning emphasize process over content and engagement, rather than content and mastery of material. Cognition involves individual mediation of the social.
Learning derives from interaction and relationship with known and unknown worlds and realities.	Structural constructivist perspective is a basis of formal instruction and learning. Teachers and students facilitate learning. Teachers learn with students (Jardine, 2005). Learners are participants in creation of useful knowledge (Freire, 1993).

Whether or not they are classroom-based, an overview of central questions is needed. What does research mean? What is qualitative research? What do qualitative researchers do, why, how, where, when, and with whom? What is ethnography? What are data? How do we interpret participants' feelings, values, attitudes, opinions, cognitions, ways of learning, ways of communicating, and related aspects of their circumstances, cultures and personalities? For example, what is the role of community-based housing in the recovery process of persons with chronic and severe mental illness? What are the meanings of community and recovery? In short, research theory and practice are integrated ways of asking and answering questions.

MEANINGS OF QUALITATIVE RESEARCH

Qualitative research refers to various conceptions and methods of obtaining, using and interpreting essentially non-numerical information. However, depending on its nature, such information may be categorized in numerical or statistical terms. For many individuals, qualitative research is a process of collecting, describing, knowing and interpreting people's truths. It seeks to legitimize various ways of obtaining facts and perceptions about specific groups and cultures.

CHARACTERISTICS OF QUALITATIVE RESEARCH

As a discipline, qualitative research incorporates the recognizable features listed below:

- → Qualitative research is systematic.
- → Careful preparation is needed.
- → Research is a patient approach, a privilege and a responsibility. (According to a participant in a mixed methods research workshop, "*If you listen long enough, you'll hear what you need*." This is different from the flawed process of only soliciting what you want).
- → Multiple sources, types and analyses of data are used.
- → Logical ways of asking and answering questions are employed, *e.g.*, a well-structured logic model (although what is considered logical is relative to culture, history, place, socialization and other factors).
- → Perceptions of respondents and researchers are involved.
- → Cultural experiences and understandings are crucial components of inquiry.
- → Quantitative research and qualitative research are needed.
- → Mixed methods are the way forward, not marches under quantitative or qualitative flags of research righteousness.
- → Mixed methods yield clearer and more accurate questioning about the meaning(s) of questions essential for data collection and analysis.
- → Multiple approaches help one another and add to validity, reliability, credibility and authenticity.
- → Triangulation of sources and triangulation of methods are required.
- → Research involves multiple qualitative and numerical encounters at various levels.
- → Research is a process, not just of techniques, but of contemplations, social interactions, relationships, reflections and interpretations.
- → Trust and rapport assist understanding of participants' realities.
- → Being value-free is not achievable, but open-mindedness is necessary.
- → Reality is relative and socially constructed.
- → Research is a complex process of distilling multiple truths.
- → A researcher's role is to be a student of participants' experiences, realities and interpretations.

→ Making meaning is crucial for qualitative researchers.

→ People's perspectives are essential, as are interpretations of these perspectives by participants and researchers.

→ Interpreting the interpretations is necessary.

→ Cultural proficiency and sensitivity are required.

→ Grounded theory is one major process of discovery.

→ Constant comparisons yield useful data.

→ Translating research into policy and practical application are key goals.

Quantitative, qualitative and mixed methods research approaches are distinctive in their characteristics, methods and data collection. These are summarized below:

Quantitative Characteristics	**Quantitative Methods**	**Quantitative Data Collected**
• Emphasis on cause and effect relationships • Clinical settings • Concerns with explanatory power • Empirical (*e.g.*, clinical observations) • Experimental • Explanatory • Focus on reliability, representation, validity and generalizability • Hypothesis-driven • Ideal of researcher's objective detachment and value neutrality • Measurable • Outcomes-driven • Positivist • Large scale and small scale • Statistical methods • Test-driven • Theory testing	• Experimental, quasi and semi-experimental • Interviews • Observations • Questionnaires • Statistical procedures • Study of research subjects • Surveys • Manual &/or software data analysis	• Elicited by researcher • Numerical • Statistical • Macro and micro level • Numerically categorized qualitative data
Qualitative Characteristics	**Qualitative Methods**	**Qualitative Data Collected**
• Emphasis on perceptions and meanings • Concerns with constructing, describing, representing and interpreting social reality • Constructivist • Descriptive • Empirical • Flexible	• Audiotaping • Biographies • Case studies • Community studies • Conversations • Discursive analysis • Document analysis • Ethnography (*e.g.*, autoethnography; focused ethnography)	• Archival • Artifacts • Auditory • Concepts • Documents • Drawings • Elicited by researcher &/or participant • Field notes

• Focus on credibility, legitimation and authenticity • Formal & Informal • Holistic • Ideal of researcher's reflexivity, engagement and value inquiry • Interpretive-driven • Labor intensive • Long-term • Multiple presentation formats • Naturalistic settings • Relationship between participants and researchers is crucial • Reflections • Small scale • Small sample size strengths (in-depth analysis of themes and patterns of meanings) • Small sample size disadvantages • Structured, semi-structured and unstructured • Time consuming • Varied conceptual approaches	• Fieldwork • Interactional • Interviews (*e.g.*, focus groups; individual; kinships; life histories; structured; semi-structured; unstructured; open-ended; in-depth; taped; untaped) • Interactional analysis • Inventories • Iteration • Journal writing • Manual &/or software data analysis • Mapping (*e.g.*, of assets, resources, strengths, hot spots) • Meaning-Making • Narratives (*e.g.*, oral; written) • Observations (*e.g.*, participant; non-participant) • Photography • Emergent &/or pre-established questions and themes • Sociolinguistics • Story telling • Street intercepts • Study of or with research participants • Triangulation • Varied analytical approaches • Videotaping	• Genealogical • In-depth perspectives • Life histories • Micro-level • Oral (*e.g.*, oral histories; stories) • Social networks • Textual • Transcripts • Understandings • Visual
Mixed Methods Characteristics	**Mixed Methods Methods**	**Mixed Methods Data Collected**
• Avoids either-or paradigm • Emphasis is on exploration and confirmation • Combines or integrates quantitative and qualitative • Holistic and comprehensive inquiry • Qualitative illuminates or humanizes quantitative	• Quantitative & qualitative approaches and procedures • Quantitative and qualitative analysis (depending on type of data collected) • Manual &/or software data analysis	• Quantitative & qualitative (numerical and non-numerical) depending on research aims and questions • Census • Clinical tests • Documentary • Epidemiological methods

QUALITATIVE RESEARCH AS A DISCIPLINE

Debates between and among quantitative and qualitative sociologists are not new. Deep divisions existed in the University of Chicago's venerated sociology department in the 1950s (Lee, 2008; Abbott, 1999).

Questions linger: Is qualitative research a discipline? Is qualitative research striving to become a discipline? What is an academic discipline? What constitutes interviewing and what is its proper role in social sciences? Primarily because of its assumptions, ways of obtaining skills (including techniques for practicing skills) and analytical skills, qualitative research is an academic discipline. Institutional structures are needed to develop, teach and learn a qualitative research curriculum in universities and professional schools. Distinguishable features of qualitative research are listed below:

Distinguishable Features of Qualitative Research

- → Distinct Field of Knowledge and Information
- → Distinct Nomenclature (Taxonomy and Classification Schema)
- → Specialized Language, Terminology and Vocabulary
- → Distinct Body of Theory and Concepts
- → Distinct Pedagogy
- → Recognizable Strategies and Techniques for Instruction, Learning and Practice
- → Specialized Skills
- → Replicable Methodology
- → Particular Research Strategy

QUALITATIVE RESEARCH: A QUEST FOR INDIVIDUAL, SYSTEMIC AND POLICY CHANGES?

Research (whether qualitative, quantitative or mixed methods) is an expression and extension of values, expectations, beliefs and stances of researchers. The qualitative discipline has shifted from emulation of traditional quantitative criteria to stand-alone qualitative research criteria to mixed methods criteria. Qualitative research is influenced by evidence-based practices, social work, counseling, service-learning and related approaches seeking changes in individuals, groups and institutions. Such changes are regarded as policy or systemic improvements. They are also viewed as transformations of the self or alterations of policies that affect people's ability to live healthy and fulfilling lives (Bourdieu, 2007). These may range from evidence-based practices to complementary and alternative medicines (Pedersen & Baarts, 2010) to participatory action research (Clark, 2010; Mahone *et al.*, 2011; Piercy *et al.*, 2011).

Helping others achieve well-being is a goal of qualitative researchers (*e.g.*, implementing effective interventions, pursuing social justice, eliminating disparities and ending inequities). This takes various forms, including community and social service research, assessment, collaboration, partnership and advocacy. Social justice is valued by some qualitative researchers whose goals involve changing structures that constrain or confine people. It requires understanding and altering social relationships and social interactions. Detecting effects of structured inequality and imbalanced power relations is also important. Qualitative research's concerns with meanings, interpretations and constructions of social reality force it to address issues of power, dominance, conflict and resistance. Matters of hegemony (*e.g.*, whose interpretations actually account) are essential in the construction of meaning (making meaning) from collected data.

Qualitative research either reconciles itself with power or it resists dominant structures that benefit some people, but disadvantage others. Shifts and dislocations in people's cultural, economic, political and social lives may lead to questioning about the effects of who controls what, how and why. Spirituality also influences some qualitative researchers. For them, social justice and spirituality are linked (Dillard, 2008). Despite and because of their conceptual frameworks and governing principles, qualitative researchers tend to work towards achieving holistic selves and holistic communities. Assisting others and themselves to develop an international perspective is another focal point of qualitative research. Increasingly, qualitative studies have helped our understanding of the social realities of people throughout the world. Their concerns

are wide-ranging (for examples see Cooper, 2005; Crane *et al.*, 2009; James & Christensen, 2008; Isik-Ercan, 2010; Simbar *et al.*, 2010; Usman, 2010; Wehr, 2009).

QUALITATIVE AND QUANTITATIVE CONCEPTS: LANGUAGE AND ACADEMIC POWER

Quantitative and qualitative researchers sometime define and use concepts differently. In struggling for legitimation and visibility, researchers recognize that quantitative concepts are more recognized, espoused more frequently and heralded greater than qualitative concepts. Consequently, qualitative researchers tend to appropriate quantitative terminology when analyzing data and making meaning. For example, a generally accepted format for presenting qualitative research at conferences or meetings tends to be based on quantitative formats. One variation is the following sequence: problem, significance, aims, research questions, theoretical framework, background literature, methods of data collection, methods of data analysis, findings, limitations, discussion, conclusion and references.

This instilled tendency to espouse quantitative models is also partly reflected in issues around validity, reliability and generalizability – which will be discussed later. For now, it may be sufficient to note the following. Qualitative research goals may not be achievable simply by increasing explanatory power. Qualitative research tends to be marginalized or minimally accepted by universities and some mainstream journals. Undergraduate and graduate curricula do not consistently include extensive qualitative research design and methods. Partly in response, qualitative research sometimes asserts that its scientific credibility is enhanced by mixed methods approaches and greater statistical explanatory power.

FACTORS AFFECTING A RESEARCHER'S APPROACH

Many factors affect a researcher's particular approach. Her or his conceptual stance may play a role in the selection of data to be collected and analytical methods used to interpret information. Personal values (ideological, cultural, philosophical, ethical, gender-based, race-based, class-based) may affect the researcher's compassion, empathy or distancing. One's preferred methodological approach (often shaped by formal training) may influence the formulation of operational hypotheses or rejection of a particular methodology. For example, ethnography is not fully embraced as a social science, although defenses of it have been offered (Denzin, 2009). Context-specific dynamics (*e.g.*, interpersonal interaction between researcher and participants) can knowingly or unknowingly affect determinations about participating, observing and questioning. It is important to recognize that people's (including researchers') perceptions and understandings of their reality influence their behavior, and vice versa.

APPROACHING QUALITATIVE RESEARCH

Philosophical slant affects the framing of a research problem, as well as a study's aims, questions, design, methodology and use of outcomes. A researcher needs to be conscious of her or his views of the roles of knowledge, information and practice. It is reasonable to self-examine one's function as a researcher. For example, for some people, social justice and activism are often fundamental to participatory action research. Others may see themselves as problem solvers or research practitioner. Depending on one's perspective and training, stance-taking may be an integral part of research investigation (*e.g.*, Cochran-Smith & Lytle, 2009). Public policy influence is a goal of some qualitative investigators (*e.g.*, see Kinloch, 2009).

Qualitative research instruction and learning are not just technical. They involve thinking about qualitative research. Excellent teachers and excellent students are reflective. They recognize the importance of filtering teaching through experiences and perspectives of learners (*i.e.*, culturally responsive teaching and learning). Sound instruction is fortified by theory and nourished by supportive critical assessments. Supportive concepts, philosophies, techniques, programs and experiences assist qualitative research instruction, learning and application. These are linked to critical pedagogies and thinking-based learning which create a culture of thought related skills and practice.

Theoretically based and conceptually grounded teaching and learning practices promote sound understanding of research practices. They create and build on learners' links between the classroom and

field. Connections between class work and background knowledge are strengthened. Content instruction, best practices, and assessments of skills and strategies are connected to the lived experiences of learners (and teachers) with conceptual and methodological issues (see Herrera, 2010).

Obstacles and pathways to mastery are handled conceptually and practically. Perspectives on teaching are obtained from colleagues and students. Key questions are posed: Are there core principles for conducting qualitative research? What is qualitative research literacy? How can it be accessed? How can it be used? What values, attitudes and behaviors foster trust and confidence? Activities such as study-groups, research journals, participant observations and windshield tours may help narrow perceived gaps within the academy and between it and the community. Developing and deepening positive relationships between researcher and communities include bringing the community and participants into the research process.

However, romanticized or uninformed notions of 'the community' overlook complexities of engaging actual communities. Supportive, but critical assessments of community engagement and community-based research practices have emerged (Goodman, 2001; Bringle & Hatcher, 2002; Dempsey, 2010). They remind us that much more work needs to be done towards developing useful guidelines and assessing best approaches for creating university-community partnerships and collaborations (for expanded discussion, see O'Toole *et al.*, 2003; Schensul, 2005; Winter, Wiseman, & Muirhead, 2006; Australian Universities Community Engagement Alliance, 2011; Institute for Community Research, 2011).

Welcoming the community by partnering and sharing research experiences brings credibility and authenticity to the research process and its outcomes. These involve introducing students, researchers and the community each other's domains, activities and learning and teaching inquiries. Learning and sharing the interests and needs of each other facilitate acceptance.

Collaboration can be based on writing and photography, dialogue journals, critical literacy, political inquiry and community development projects. These require initiation, practicality and sustainability. Dialogue must be useful and genuine. Forming partnerships that enhance activities of the community, students and researchers is a multifaceted undertaking.

Practical steps are also needed to develop and maintain student interest in qualitative research. Sustaining qualitative research practice is aided by classroom literacy tools, *e.g.*, role playing, construction of problems, question asking, data analysis of transcripts, data analysis of videos (of classroom simulations and/or field research), data analysis of audiotapes (of classroom simulations and/or field research) and digital communication. Emphasis is on critical inquiry, skills assessment and supportive critiques. Since students learn in various ways (verbal, auditory, visual, cerebral, tactile), a variety of approaches and techniques are employed. Effective instructors appreciate and embrace changes in technology and social interaction. Teaching and learning new communication and research literacies become part of their own skills development. In so doing, they are able to acquire and utilize new media literacy skills and strategies. Appreciating and mastering technology involves using social media and social network sites, blogs, online resources, informational wikis, podcasts, and other forms of electronic messaging.

Experience-based learning is not evidence-based learning, yet experience-based learning is helpful for engaging students, sustaining interest and supporting skill mastery. This is challenging. Resources and exercises for developing and using critical thinking skills have to be created or identified. One set of classroom-field activities could be planning, designing, conducting, disseminating and assessing a research project with a community group. Prior student-faculty activities could involve reflective readings of a qualitative research journal article for its aims, statement of problem, questions, design, methodology, results, discussion, conclusion and implications for students' actual or potential projects.

Targeted classroom participation engages students who are not outgoing, have special needs or who learn in particular, non-traditional ways. For all learners, special instructional attention is paid to teaching and learning styles, relevance of examples, appropriateness of information, selection and use of materials, and related curriculum matters.

MIXED MESSAGES: WHO REALLY VALUES QUALITATIVE RESEARCHERS EXCEPT THEMSELVES?

Sometimes academic institutions send mixed messages about valuing personnel with skills in qualitative and mixed methods. One institute advertised an institutional research analyst job opening for an individual with a doctorate in psychology, preferably someone who had "ample experience in qualitative/quantitative research methodology." However, the job qualifications seemed to minimize specific qualitative skills:

> *Candidate must be able to demonstrate advanced knowledge of social science research methodology, including survey and program evaluation research, and experience conducting applied social science or education research; advanced knowledge of descriptive and inferential statistical analysis, including, but not limited to: appropriate use and interpretation of analysis of variance, chi-square, correlation, regression, factor analysis and modeling; familiarity with assessment tools and goals and effective accreditation and assessment related reporting templates and procedures; facility with computer applications including databases, survey, statistical, word processing, spreadsheet, and presentation software, with ability to learn new applications; ability to work independently with minimal supervision, and as part of a team toward common goals (Pacifica Graduate Institute, 2010).*

TEACHING CONSIDERATIONS

Although the preceding issues affect teaching and learning, of more direct concern are the instructor's role and flexibility in acquiring, modeling and reinforcing required skills. As an effective motivator and facilitator, the instructor displays communication skills related to electronic literacy, new media literacy, visual literacy, questioning, writing, reading and social interaction. Using electronic media and fluency in electronic literacy are not just useful skills; they also help engage learners, many of whom may be even more familiar than the instructor with texting, instant messaging, social networking, video streaming, music downloads and gaming. When media are used effectively, teaching and learning become more interactive, less vertical and more shared.

Questioning skills cannot be underestimated. Asking questions is related to technique, of course; but questioning is also connected to reflection, inquiry, analysis, criticism, cognition and feelings.

Similarly, writing has numerous dimensions which cannot be presumed or overlooked. Thinking and stylistic mechanics are acquired arduously for some individuals. These involve pre-writing organization, word selection, punctuation, capitalization, grammar, clarity, organization, accuracy, ideas, style, presentation, documentation, effectiveness and proofreading. According to Murray (2004; p. 10), "effective writing is produced from an abundance of specific information."

Developing and sustaining effective mindsets for qualitative research include awareness of skills to be developed and reinforced in students. Each of these skills requires a clear description of strategies, techniques, procedures and rationale, based on the aims of a particular project. Reflecting, monitoring and assessing are continuous. Monitoring may be needed to help student researchers develop competence in generating and asking questions, and in observing. Students need assistance in developing the research skills listed below:

Important Research Skills for Students

- → Conceptualizing the Research Process
- → Obtaining, Classifying, Summarizing and Analyzing Information
- → Identifying and Assessing Main Ideas and Themes
- → Making Inferences
- → Disseminating Results

Maintaining a classroom learning environment is a purposeful, systematic and sustained effort. Reinforcing student achievements, while not conceptualizing underachievement as failure or punishing non-performance, may be difficult. Nonetheless, avoiding fear-based teaching, tension-filled learning and anxiety-ridden assessments helps encourage a willingness to venture beyond preconceived categories and step into the community in new ways. Using interactive learning strategies in the classroom and field engages students and supports their desire to apply what they are learning.

Creating classroom-community relationships enhances teaching and learning. These can be in conjunction with guided strategy instruction and student peer reviews, when sequentially and appropriately introduced. Although some faculty have issues about classroom control over teaching, their authority is not relinquished when students and community residents are asked about suggestions for improving instruction and practice. Instruction may be enhanced through collaborative development of instructional aims, questions, design, implementation, assessment and use of research.

Instruction cannot be divorced from curriculum development and faculty modeling of desired learning. At a minimum, the following topics should be contained in a qualitative research syllabus or general research course:

Qualitative Research Syllabus Core Topics

- → Learning Objectives
- → Links Between Theory and Practice
- → Approaches to Qualitative Research
- → Designs of Research Projects
- → Data Collection Methods
- → Data Analysis Methods
- → Presentations of Data
- → Evaluations of Teaching Methods
- → Assessments of Conceptualizations and Practical Application

A syllabus provides structure for faculty and students. It helps guide decisions about the timing, content and evaluation of appropriate assignments. Thinking about instructional aims, questions and activities becomes more focused and curriculum centered. Instruction and learning are aided by development of a core qualitative research teaching program, rather than a supplemental course or add-on within existent quantitative methods courses. Numerous issues are involved. A broader instructional program requires consensus around goals and objectives.

Integration of theory and practice is a primary purpose. Classroom and field work connect talking, reading, writing, sharing and assessing. Ways of creating school and community-based learning synergy are also identified and practiced. Requirements for short-term and long-term programmatic success are identified.

Anticipating problems and handling challenges are indispensible for sustaining program efforts. These and more influence an instructional research program. Some tasks are listed below:

Tasks for an Instructional Research Program

- → Understanding, applying or changing structures and cultures of learning and research
- → Incorporating qualitative teaching, research tools, resources and experiences into current instructional settings and structures
- → Engaging a community as a participant, by including leaders, gate-keepers, cultural experts and ordinary folks
- → Helping faculty and students become critical consumers of text and imagery

- → Encouraging student presentations from study groups and reading circles
- → Assessing teaching and learning by journaling, reports from study groups, and peer reviews of students' research assignments and presentations
- → Accounting for what happens before, during and after instructional research activities
- → Preparing and supporting student presentations at professional meetings
- → Promoting publications by students
- → Supporting development and training

PROFESSIONAL DEVELOPMENT

Research faculty have professional development interests. They need help in clarifying and implementing standards and practices of institutional expectations, aims, accountability and assessments of themselves and their students. A clear, focused, empowering and well-communicated mission statement would certainly help. Obtaining commitment by organizational leaders (especially administrators and supervisors) and access to adequate resources (*e.g.*, funding, materials and workshops) are also indicators of support. Training of students, research administrators, faculty and staff recognizes that professional development includes outcomes of critical consciousness, visualization, imagination and specific skills. It is not enough to declare cultural competence and proficiency as desirable attitudes, behaviors, skills, empowerment and transformation. Mechanisms for measuring objectives are needed. Research teaching goals depend on alignment of individual and institutional assessments, and instructional research methods and evaluations with core standards and principles.

These considerations are tied to local contexts of training. For example, community-based training compared to hospital-based training in evidence-based practices may accentuate different components of curricular training and faculty development. Individualizing outcomes for community participants, clinicians, residents and researchers helps tailor instruction. Yet similar training and development needs exist, *e.g.*, how to use practical, credible, valid and reliable methods of research instruction and practice. No matter the setting, research instructors require continuity of training. Institutional development entails curriculum redesign and enhancement of medical and doctoral education. Implementing and disseminating translational research are necessary goals for students and professionals in behavioral, basic, natural and social sciences.

Thus, establishing communities of learners and researchers advances individual and institutional aims by documenting and sharing professional development needs, resources, opportunities, practices and outcomes. They may also provide exposure to diverse learning experiences which, in turn, may broaden teaching styles and achievable results. Professional development resources include assistance with technology that helps conceptualize research problems, design and methods. These include mutual sharing of expertise in software usage, electronic literacy and proficiency in narratives. Such capabilities can be initially obtained individually and then transferred to the collective through peer education.

Doing qualitative research involves socialization into perspectives and approaches. It may also result in a professional identity as a teacher, learner or research practitioner. Numerous factors affect the formation of a professional identity. Several of these are summarized below:

Contributors to Creation of a Qualitative Researcher's Identity

- → Socialization within professional settings, structures and subcultures
- → Internalization and acceptance of academic training, perspectives, paradigms, concepts, ethics and methods
- → Stance of researcher

- → Understanding that research is a form of social interaction
- → Interaction between researcher, participants, colleagues and others
- → Economic, political, social, cultural and historical contexts
- → Social constructs (of class, race, gender, ethnicity, religion, spirituality, *etc.*)
- → Recognition that learning is culturally situated
- → Recognition that information and knowledge derive from specific sociocultural activities

GENERAL ISSUES IN TEACHING QUALITATIVE RESEARCH

Qualitative research comprises biographical studies, case studies, community studies, document and content analysis, ethnography, field research, interviews, life histories, observations, visual inquiries and concept mapping, among others. Induction is often the approach. Other terms for qualitative research include descriptive, interpretive, naturalistic and phenomenological. Action research can be a form of qualitative research, but is not synonymous with it. Theories supportive of qualitative research include constructivism, ethnomethodology and symbolic interactionism. Qualitative research meanings, scope, forms, development, approaches and uses are multiple and complex (Flick, 2005; Starks & Trinidad, 2007). Social and health sciences and education have especially embraced qualitative research assumptions, concepts, practices and other contributions (Riehl, 2001; Flick, 2005; Cunningham *et al.,* 2011). Its directions are critically, but optimistically scrutinized (Metz, 2000; Page, 2000; Devers, 2011), as are its implications for teaching and learning (McLaren, 2000; Mickelson, 2000; Wells, 2000).

Methodological critiques of qualitative sociology are extensive (Goodwin & Horowitz, 2002). Questions about the meanings of social reality have been pondered, along with debates about what approaches and tools, if any, can document reality. From a constructivist perspective, during ethnography, social reality is constructed by researchers and participants. It is not externally described or describable. Even data are socially constructed during the research process (Knoblauch, 2005). Realness is a goal, but may not be completely realized. Validity is not a major concern of some qualitative researchers. For them, credibility and authenticity are central; *i.e.*, can the research process be trusted?

SPECIFIC ISSUES IN TEACHING QUALITATIVE RESEARCH

Paradigms and Methods

Paradigms (views of the world) and methods (strategies) are not synonymous. A paradigm is the conceptual framework used by a researcher, *e.g.*, positivism and empiricism in quantitative research or constructivism in qualitative research. A method is the way data are collected (*e.g.*, surveys, polls, interviews, questionnaires) by quantitative and qualitative researchers. Induction is a method in qualitative research. Although quantitative and qualitative paradigms may not be fully compatible, quantitative methods and data can certainly be used by qualitative researchers. Depending on the research questions and objectives, a mixed methods approach may also be feasible. Hybrid designs, mixed methods and triangulation also reduce reliance on either-or paradigms (Johnson & Turner, 2003; Johnson & Christensen, 2004; Johnson & Onwuegbuzie, 2004; Sale & Brazil, 2004; Guba & Lincoln, 2005; Onwuegbuzie & Leech, 2005; Yang & Gilbert, 2008).

Conceptual and Methodological Rigor in Qualitative Research

Educational and social science researchers have vigorously debated the quality and accuracy of qualitative rigor (Eisner, 1997, 1999; Knapp, 1999; Peshkin, 2000; Nadai & Maeder, 2005; Niaz, 2007). There have also been attempts in social sciences to mediate tension and suggest ways to resolve methodological disputes (Lincoln & Guba, 2000). Despite lingering perceptions and tenaciously held beliefs by a few researchers, the either-or debate between qualitative and quantitative researchers has been relatively resolved, at least intellectually (Oakley, 2000; Clegg, 2005; Gelo *et al.*, 2008).

There is critical insistence for scientific rigor in qualitative research. However, validity, reliability, credibility, authenticity and generalizability are viewed differently by quantitative and qualitative researchers (Kuhn, 1996; Miller *et al.*, 1998; Mayer, 2000, 2001; Whittemore *et al.*, 2001). Validity is an ideal of quantitative research more than qualitative research. Reliability derives from triangulation, *i.e.*, multiple data sources or multiple ways of collecting and analyzing data. Among the questions posed by and to qualitative researchers are: What community determines validity and reliability -- the scientific community or the participant community? Why? Based on whose and what criteria? Does the community of qualitative research scientists have hegemony over what determines reliability? If so, is this scientific hubris? Authenticity is an ideal of qualitative research more than quantitative research. It is based on interpretation of data. Generalizations from qualitative research can be problematic (Niaz, 2007). What does generalizability mean for quantitative and qualitative researchers? Is it desirable? Is it achievable? What paradigms promote generalizability? Which ones minimize generalizability? How is generalizability perceived and handled by qualitative researchers? What are the implications for qualitative findings? Descriptions of social behavior and explanatory constructs may differ from each other. Qualitative research findings may not have explanatory power or extensive generalizability, even when statistical techniques are employed. Statistical power does not in itself increase explanatory, inferential or descriptive significance and theoretical or conceptual strength.

Linking Instruction and Qualitative Community Research

Linking instruction with QCR requires attentiveness to teaching and learning objectives. For a summary of requisites for linking instruction and QCR, see below:

REQUISITES FOR LINKING INSTRUCTION & QCR
→ Think about research.
→ Study theoretical perspectives.
→ Study methodological perspectives.
→ Read about research on community research.
→ Read case studies of the impact of community research and student service-learning.
→ Connect cultural and social contexts of teaching and learning.
→ Practice community concerned and culturally responsive teaching and learning.
→ Become a competent reader, writer and presenter.
→ Emulate critical inquiry.
→ Develop research literacy.
→ Become culturally competent and proficient.
→ Use visuals to enhance teaching and learning.
→ Promote multiple literacies.
→ Use multi-media.
→ Promote social advocacy and social justice.
→ Use motivational tools and techniques.
→ Develop community-university connections.
→ Invite community persons into the classroom.
→ Integrate classroom education with community training.
→ Foster student independence.
→ Encourage group work.
→ Raise consciousness through social interaction in the community.
→ Explore contexts, power, identity and critical awareness of social issues.
→ Practice QCR.
→ Develop personally preferred theoretical and methodological perspectives.
→ Discover and communicate what works.
→ Celebrate achievements.

ASSESSMENT

Assessments are conducted for various purposes and in different ways. They are used to improve teaching and learning. Desirable results include information for better integration and facilitation of course

objectives, content, activities and outcomes. Current course modification and future planning can be improved by assessments. They can strengthen community-class connections, result in more efficient use of resources, identify suggestions for planning and provide additional information for curriculum development. Whatever the reasons and method, they are contingent on numerous factors and questions, as summarized below:

FACTORS & QUESTIONS AFFECTING ASSESSMENTS
Purposes?
→ Information?
→ Lesson planning?
→ Course modification?
→ Confidence-building?
→ Demonstration of mastery of core competencies?
→ Determining applicability of curriculum in classroom and community contexts?
Goals?
→ Clarification of research-based and evidence-based teaching strategies?
→ Clarification of research-based and evidence-based learning strategies?
→ Evaluation of instructional materials and activities?
→ Monitoring instructor and student readiness and progress?
→ Designing, implementing and revising learning interventions?
→ Program development?
→ Improvement of institutional and classroom learning environments?
→ Clarification of community residents' roles?
Objectives?
→ Skills acquisition, enhancement and modification?
→ Identifying and diagnosing strengths, needs and challenges?
→ Cognition?
→ Recall?
→ Reflection?
→ Interpretation?
→ Motivation?
Existent Resources?
→ Finances?
→ Time?
→ Logistics?
→ Technology?
→ Personnel?
Available Types?
→ Theory-informed?
→ Curriculum-content based?
→ Input-based?
→ Outcomes based?
→ Performance-based?
Preferred Types?
→ Formal?
→ Informal?
→ Process?
→ Formative?
→ Summative?
→ Oral?
→ Written?
Strategies?
→ To be conducted by instructor?
→ To be conducted by students?
→ To be conducted by community participants?

- → To be jointly conducted by instructor, students and community residents?

Results?

- → How will they be measured; why?
- → How will their relevance be evaluated; why?
- → In what format(s) will they be reported; why?
- → With whom will they be shared; why?
- → Who will determine how they will be used; why?
- → How will they be used; when; why?
- → How will they be applied to purposes, goals and objectives?
- → How will they improve the teaching and learning of QCR?

LINKING THEORY WITH PRACTICE

Whether the aim is advancing scientific knowledge or applying information, research combines theory with practice. Community-based participatory strategies for interactive learning engage neighborhood participants, decrease insularity and enhance research credibility. Teaching about data involves thinking about data, and obtaining, organizing, summarizing, comprehending, analyzing and presenting information. For a summary, see below:

ELEMENTS INVOLVED IN OBTAINING QUALITATIVE DATA

- → Collaborating and Partnering with Community Members
- → Utilizing Classroom Knowledge and Community Knowledge
- → Reflecting on Research Problem, Aims and Questions
- → Clarifying What is to be Collected, and Why
- → Clarifying Specific Sources of Information
- → Clarifying Specific Methods of Collecting Information
- → Using Multiple Sources, Forms, Methods and Conceptualizations to Analyze and Interpret Data
- → Resolving Conceptual and Methodological Questions
- → Determining Collection Procedures
- → Determining Analytical Procedures
- → Conducting and Reviewing Collection Procedures
- → Recording and Storing Information
- → Organizing Visual, Text and Narrative Information
- → Assessing and Interpreting Information
- → Conveying Meanings in Words and Visuals
- → Reinforcing Links Between Interactive Learning, Research and Service
- → Determining and Conveying Main Ideas and Themes
- → Reviewing Project's Research Problem, Aims, Questions and Design

SUMMARIZING QUALITATIVE DATA

Summarizing collected qualitative data also involves conceptual and procedural considerations, as listed below:

ELEMENTS INVOLVED IN SUMMARIZING DATA

- → Reviewing Project's Research Problem, Aims, Questions and Design
- → Understanding Core Concepts
- → Reflecting About Theory, Methods and Information Necessary for the Specific Project
- → Determining Methods and Rationale for Summarizing Data
- → Applying, Monitoring and Reviewing Strategies for Summarizing Data
- → Inferring and Developing Meanings from Data
- → Making Predictions or Generating Hypotheses about Relationships (if applicable)

COMPREHENDING QUALITATIVE INFORMATION

Understanding qualitative data can be complicated. It involves reflections and decisions about conceptualizations and procedures. For a summary, see below:

ELEMENTS INVOLVED IN COMPREHENDING QUALITATIVE DATA
→ Reviewing Project's Research Problem, Aims, Questions and Design
→ Comprehending Observations, Interviews and Oral Histories
→ Understanding Concepts and Themes from Varied Data Types and Sources
→ Developing Comprehension Skills and Strategies
• Questioning
• Listening
• Observing
• Reading
• Recording
• Storing
• Summarizing
• Classifying
• Inferring
• Clarifying
• Reflecting
• Connecting
• Monitoring
→ Developing Comprehension Skills and Strategies
→ Selecting Appropriate Manual Procedures or Software Applications
→ Assessing Conceptual Comprehension and Procedural Application
→ Assessing Instructional Pedagogy and Research Methodology
→ Using Instructional and Learning Rubrics

GENERAL COMPREHENSION SKILLS FOR QUALITATIVE RESEARCH

Qualitative research instruction emphasizes certain indispensible comprehension skills. These are outlined below:

COMPREHENSION SKILLS FOR QUALITATIVE RESEARCH
→ Recognizing One's Subjectivity
→ Raising, Answering and Assessing Questions
→ Using Multiple Sources
→ Using Multiple Collection and Analytic Procedures
→ Identifying, Clarifying and Verifying Information
→ Distinguishing Observed Facts from Recorded Opinions
→ Documenting Perceptions
→ Sequencing Information
→ Identifying and Recording Details and Patterns
→ Making Meaning from Information
→ Noticing Relationships
→ Detecting and Understanding Major Themes
→ Summarizing Results
→ Generalizing Cautiously

- → Avoiding Causality Statements
- → Making Conclusions
- → Presenting Data and Results
- → Using Language

PRESENTING INFORMATION

Raw and analyzed data can be presented in various ways. Reviews of the project's research problem, aims, questions and design are helpful. Also important are understandings of the target audience, presentation's purpose and type of presentation (*e.g.*, oral, text, visual, slides, multi-media). Additionally, presenters may also have to decide whether to use academic and non-academic language.

IMPACT ON TEACHING AND LEARNING

Instruction around collecting, summarizing, comprehending and presenting data requires the instructor to engage in self-reflection. She or he is expected to assess how teaching and learning QCR partly hinge on her or his reflections and practices. These are outlined below:

THEMATIC GOALS FOR TEACHING & LEARNING QCR

- → Communicating Expectations
- → Clarifying Roles
- → Identifying Content Areas and Core Competencies
- → Linking Fundamental Content, Essential Skills and Practices
- → Creating Meaningful Relationships Between Theory and Practice
- → Motivating Students
- → Moving from Faculty-directed Instruction to Student-directed Learning
- → Encouraging Student Self-Regulating and Peer-Regulating
- → Creating a QCR Culture
- → Assessing Classroom Practices of Faculty and Students
- → Collaborating with Community Residents
- → Reviewing Assignments on Conducting QCR
- → Developing Skills and Strategies
    - Conceptualizing
    - Theorizing
    - Investigating
    - Developing and Questioning New Knowledge
    - Comprehending
    - Self-Assessing
    - Reflective Questioning
    - Summarizing
    - Reviewing
    - Evaluating

RESEARCH READING AND CRITICAL THINKING SKILLS

QCR reading and critical thinking skills are sketched below:

RESEARCH READING & CRITICAL THINKING SKILLS

- → Responding to Words
- → Comprehending Text

- → Getting Information and Ideas from Words
- → Detecting Text Cues and Visual Cues
- → Making Sense from Words
- → Detecting Main Ideas, Facts and Perspectives
- → Developing Awareness of Topic and Thesis Sentences
- → Drawing Inferences
- → Using Literacy in Varied Contexts (literal, inferential, functional, figurative, cultural, academic)
- → Developing Vocabulary
- → Accessing Media and Interpreting Material (archival, online, print, visual)
- → Organizing Thoughts, Oral Words and Text
- → Thinking (cultural logic, scientific logic, sequential, non-sequential, linear)
- → Writing (thinking, recalling, comprehending, sequencing, monitoring, proofreading)
- → Interpreting and Making Meaning (from text words, sentences, paragraphs, observations, oral words, sounds, non-verbal communication, photos and other visual images)
- → Detecting Details, Patterns and Relationships
- → Comparing and Contrasting Information
- → Noting Evidence for Generalizations and Conclusions
- → Reasoning and Assessing (recognizing relevance; separating fact from opinion)

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Assignment for Preliminary Qualitative Community Field Research

The following assignment may assist students' understanding of community field research. It can be modified, based on students' skills, subject, course duration and access to a nearby community. Each phase can be allotted anticipated time segments.

General Tasks

1. Design a class mini-project, including aims, core research questions, type of data needed, data sources, and procedures for collecting and analyzing data.
2. Conduct the project.
3. Assess the process and results.

Specific Tasks

1. Think about the research project.
2. Ascertain researchers' cultural knowledge.
3. Enter a community (individually or in teams).
4. Interact in a community.
5. Conduct field work.
6. Exit from the community.
7. Assess field work.
8. Monitor process and results (individually and collectively).
9. Link strategies and techniques to particular skills.
10. Re-enter the community.
11. Interact in the community.
12. Collect information.
13. Re-exit the community.
14. Re-assess experiences, feelings, challenges and resolutions.
15. Analyze data.
16. Interpret results.
17. Present data.

Reflection

Reflect on the following:

1. Formulation of mini-project
2. Aims
3. Core research questions
4. Sources of data
5. Anticipated data collection process

6. Anticipated data analysis process
7. Procedures actually used to collect data
8. Data actually collected
9. Procedures actually used to analyze data
10. Results

Key Reflection Questions

1. What are the general lessons learned?
2. What are the specific lessons learned from each aspect of the mini-project?
3. How can these lessons be applied to QCR?

Assignment on Applying Research Reading & Critical Thinking Skills

The following assignment is for practicing skills in reading research and critical thinking.

1. Instructor and students prepare and study a full field report of their observations of a particular community event or site.
2. Instructor and students study a qualitative researcher's field report.
3. Instructor and students study a published qualitative research article.
4. Instructor and students study and discuss the above field reports and article to detect explicit and implicit contents, uses and meanings of the following three categories:

   a. *Words* (types; denotations; connotations; imagery; tone; *etc.*)

   b. *Sentences* (major point; coherence; information; tone; *etc.*)

   c. *Paragraphs* (thesis or topic sentences; themes; ideas; information; evidence for themes and ideas; examples; concepts; objectivity)

5. Instructor and students type and discuss notes that explain their cognition, reflections, reasoning and feelings about the field reports and article.
6. Discussion describes readers' collective and individual skills in detecting supportable generalizations, recognizing over-generalizations, distinguishing between fact and opinion, identifying relevance, recognizing word clarity, etc.).
7. Conceptual implications and practical applications of the above exercises are also discussed by instructor and students.

CHAPTER 2

Learning Qualitative Community Research

Abstract: Conceptualization and technical procedures drive research. Theoretical and conceptual formulations, design and methodology are interrelated. A project's aims and central questions directly affect intended data sources. Two forms of QCR are community-based research (CBR) and community-based participatory research (CBPR). CBR uses a naturalistic community setting. Its objectives, design and methodology are typically planned by non-residents. CBPR involves community-based individuals and organizations in the research process, although the form and extent vary from project to project. This chapter describes CBPR's benefits and characteristics. Emphasis is placed on health, wellness and health disparities. Suggestions for obtaining qualitative research funds are provided. Facilitators of CBPR are highlighted, *e.g.*, sharing feasible expectations; and partnering based on clear expectations, specified deliverables, equity, and adequately anticipating and responding to challenges. Start-up considerations can be complicated and perplex. Potential for success is maximized when potential partners recognize and communicate their interests. Mechanisms and processes are promoted by mutual perceptions of fair and acceptable claims regarding the research process, results and uses. Structures and cultural styles of communities and research institutions also affect interrelationships and building of trust. QCR's guidelines and principles are dynamic. Sensitivity, respect, appreciation and valuation are essential for rigor and collaboration. Thematic considerations affect QCR's evolution, *e.g.*, incorporating basic research and QCR in mixed method designs. Among other factors are linking translational research with improved service delivery and an institutional research agenda of community collaboration derived from mission-driven partnerships. Developing contacts and broadening relationships between research institutions and community organizations also expand QCR.

Key Words: QCR Learning Issues, Uses of Community-Based Participatory Research, Facilitating CBPR.

Lower Georgia Avenue, NW (Pleasant Plains; Washington, DC)

LEARNING ISSUES

Students of QCR pose important questions: Why learn any of this? Why study and practice? How to study? What to study? How to apply? How to self-assess? How to peer-assess? For some, there is no difference between qualitative and quantitative research. In their minds, qualitative research is unstructured, anecdotal, devoid of conceptualization and without any scientific methodology. No training is really needed. Anyone can do it in any form or fashion.

Some readers of this text may feel the same way. However, qualitative research has distinctive concepts, emphasis, historical traditions, goals, designs, settings, samples, approaches to data collection, analytical methods and types of findings (Denzin & Lincoln, 2005, 2008; Flick, 2007; Creswell, 2007; Merriam, 2009; Silverman, 2011).

There are significant distinctions between qualitative and quantitative approaches, as shown below:

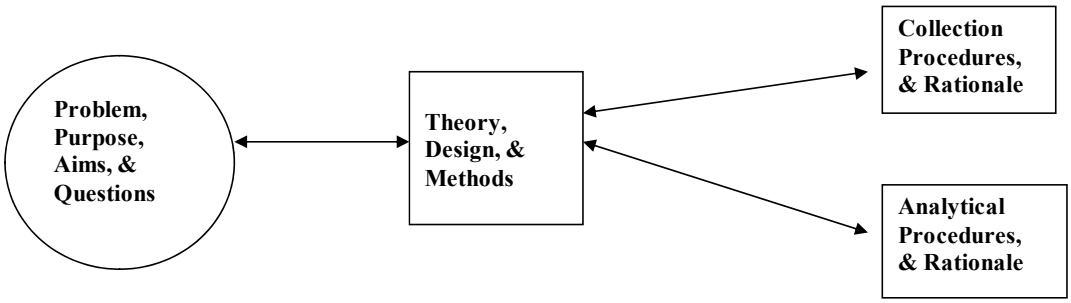
CATEGORIES	QUALITATIVE	QUANTITATIVE
Related Concepts	Fieldwork Ethnography Naturalistic Grounded Subjective	Experimental Empirical Statistical Objective
Emphasis	Quality (nature, essence)	Quantity (amount)
Historical Ties	Phenomenology Symbolic interaction	Positivism Logical empiricism
Goals	Discovering Describing Understanding Generating hypotheses	Controlling Describing Confirming Predicting Testing hypotheses
Design	Flexible Evolving Emergent	Predetermined Structured
Setting	Natural Familiar	Artificial Unfamiliar
Sample	Small Non-random Indicative/Representative Unique	Large Random Experimental Representative
Data Collection Approaches	Interviews Observations Computers Mixed Methods	Scales Tests Surveys Questionnaires

		Computers Mixed Methods
Analytical Methods	Inductive	Deductive Statistical Procedures
Types of Findings	Comprehensive Holistic Expansive	Precise Narrow Reductionist

MAJOR SOURCES OF QUALITATIVE DATA

Qualitative data source materials may be primary and secondary. Primary sources include direct records of people, events, situations, conditions and objects related to the research topic or issue. They are also original documents (*e.g.*, manuscripts and photographs), historical artifacts, remains, relics and found objects. Secondary sources include information from individuals who did not directly witness or observe people, events, situations, conditions and objects related to the research topic or issue. These may be found in periodicals, texts, prior research and reports.

Qualitative data sources are dependent upon the project's aims and central questions. These are connected to the project's theoretical and conceptual formulations, design, methodology and rationales. Research is driven by its conceptualization, not just its technical procedures. See the abbreviated conceptual model below:



COMMUNITY-BASED RESEARCH AND COMMUNITY-BASED PARTICIPATORY RESEARCH

QCR may take the form of community-based research (CBR) or community-based participatory research (CBPR). CBR refers to studies conducted in communities. These involve fieldwork, observations, discourse analysis and other investigatory methods within naturalistic settings. The focus can be on cultures, institutions, situations and other issues indigenous to community settings, social structures and life styles. Alternatively, an emphasis can be on an organization that functions within a particular community, such as a school and health center, but does not originate from the community. CBR can be any study that uses some aspect of a community as its primary research problem and site.

CBPR also uses naturalistic community settings as investigatory sites. It stresses and models the direct involvement of community-based individuals and organizations in the research process. Forms and extent of participation vary, depending on the envisioned study, interests, needs, available resources, funding requirements and other dynamics.

At the risk of cliché, conducting CBPR is easier said than done (for illustrations, see DeMarrais & Tisdale, 2002; Stoecker, 2008). It involves understanding the settings and contexts in which funders, research

institutions and professional researchers allocate and use funds, and traditionally conduct research. Recognizing new or different purposes of data is sometimes warranted. Developing new methods of designating collecting, analyzing and using data may also be necessary. Authenticity and consistency are required. Research questions, aims and analyses should reflect CBR and CBPR interests, if the research application intends to genuinely describe an authentic CBR and CBPR project. For details about developing a community-based curriculum, see The Examining Community-Institutional Partnerships for Prevention Research Group (2006).

Creating collaborations and building partnerships are time-consuming and filled with pitfalls. Nevertheless, CBPR has benefits. Some can be seen below:

BENEFITS OF COMMUNITY-BASED PARTICIPATORY RESEARCH

- → Attends to needs, interests and concerns of community residents and stakeholders
- → Assists development and clarification of research issues and questions to be studied
- → Involves development of partnerships, collaborations, coalitions and working alliances
- → Assists recruitment and retention
- → Helps identify and respond to research challenges in community settings
- → Requires cultural sensitivity and proficiency in research, including design, methods, data collection instruments, measurements, analytical methods, interpretation of findings and dissemination of results
- → Permits relevant and useful findings
- → Helps capacity-building of a community by infrastructural development, access to and sharing of resources
- → Offers improvement over traditional research (*e.g.*, by helping to clearly define and resolve health disparities; better translational research)
- → Provides for potential sustainability

Before undertaking a particular CBPR, a comprehensive review of its considerations is useful (see Israel *et al.*, 2002; Margerum, 2007; Davidson *et al.*, 2010). Some topics to contemplate are listed below:

CBPR CONSIDERATIONS

- → Analysis of advantages and benefits of working with a community
- → Analysis of disadvantages and challenges of working with a community
- → Ability of institutional researchers to brainstorm and develop a rationale for identifying potential partnerships within a selected community
- → Logic for seeking to enter the proposed site community and methodology for forging partnerships
- → Knowledge of the community
  (*e.g.*, community structure; history of community organizations' relationships with each other; key potential partners; intra-organizational dynamics)
- → Definition, identification and recognition of proposed participating community
  (*e.g.*, who or what is the community; who represents, speaks and acts for the community; how are they recognized; how are they defined, and by whom, when, under what circumstances and situations?)
- → Evidence that a particular proposed CBPR project can accomplish the following:
  - Strengthen project's aims, questions, design and methodology
  - Improve recruitment and retention of participants
  - Improve outcomes
  - Clarify expectations and demonstrate capacity to succeed
  - Address competing interests
  - Ensure balanced representation of the community's diversity
  - Assist funding agency's mission
  - Ensure accountability and coherent project management
  - Generate and reflect cultural proficiency and sensitivity

- Promote sustainability
- Strengthen evaluation
- Enhance dissemination

To be successful, CBPR requires researchers to answer basic questions. These are not considered abstractly. Each is asked in the particular context of the project and intended community.

Some core questions are listed below:

CBPR QUESTIONS TO ANSWER

→ What will institutional researchers get from the CBPR?
→ What will the community gain from participating in the project?
→ How might CBPR improve outcomes and translational research?
→ What are the key features of community partnerships?
→ What are the methods of overcoming particular challenges?
→ Which CBPR methods are most appropriate for the project's aims?
→ How are community perspectives articulated regarding CBPR's usefulness (re: aims and questions), design (re: methods and rationale) and results (re: outcomes, measures and community effects)?
→ How will the roles of CBPR partners be determined?
→ For the envisioned study, what are the characteristics of an effective and authentic partnership, coalition or collaboration?
→ How can community partners be incorporated as makers of meaning and creators of knowledge, rather than just fieldworkers?
→ How can co-optation be avoided?
→ How can CBPR (*e.g.*, studies on mental health services or cultural competence) be translated and incorporated into policies of relevance to urban communities?

Funding for qualitative research is needed. Successful attempts to obtain funds derive from patience, persistency and preparation.

Specific suggestions are below:

SUGGESTIONS FOR OBTAINING QUALITATIVE RESEARCH FUNDS

→ Establish goals and objectives.
→ Identify resources.
→ Identify funding opportunities (federal, state, and local government; philanthropic).
→ Identify funding mechanisms that support CBR and CBPR.
→ Study priorities and program announcements of agencies, institutes and organizations.
→ Study eligibility, submission and reporting requirements.
→ Assess applicant organization's infrastructural and staff capability to apply for and receive an award, donation, grant or contract.
→ Study the awarder's stipulations (*e.g.*, can the awardee afford to receive a matching grant?)
→ Assess personal and institutional personnel priorities, strengths and limitations.
→ Identify networks of information and support.
→ Develop a cadre of supporters.
→ Develop a plan.
→ Become a team player.
→ Consider joining mixed methods projects.

- → Be specific when requesting technical assistance (re: requests for data, suggestions, recommendations, *etc.*).
- → Be clear. Ambiguous conceptualization raises questions about the proposed aims and consequent methodological approach (*e.g.*, clarify who/what will be studied, why, and what outcomes might be expected).
- → Establish timelines.
- → Develop strong grant and proposal writing skills.
- → Anticipate reviewers' questions, concerns and comments.
- → Learn from an unfavorable review.
- → Struggle against becoming dejected.
- → Get a mentor.

ESTABLISHING AN EFFECTIVE MENTORING RELATIONSHIP

Mentoring is important for new and junior researchers. An effective mentoring relationship is partly dependent on an objective determination of an individual's potential and readiness for a research career. Experience and prior training may or may not be appropriate. Research accomplishments, proposed projects and actual research activities need to be suitable and relevant to long-term career goals and short-term objectives. A realistic research career plan for immediate and future actions should be developed and critically self-assessed. This feasible plan must demonstrate why, how and when the goals and objectives will be achieved. Strong letters of recommendation can attest to the researcher's aptitude for independent and team investigations.

Research environments of mentees and mentors also affect career preparation. They should be assessed for their infrastructure, facilities, social environment, type and degree of resources, types of ongoing research, degree of administrative support for research, and availability of social and technical supports. Appropriate and receptive colleagues must be available to nurture and foster research independence.

Developing a productive relationship with a mentor requires careful planning. The following web link is a useful source for further ideas and information about mentoring: http://www.mededmentoring.org/presentations.asp. Nice words, smiles, statements of mutual interests and handshakes may be insufficient. One suggestion is to develop a preliminary checklist of issues, tasks and questions, as suggested below. Thoughtful and accurate personal responses to each item may be quite helpful.

PRELIMINARY CHECKLIST FOR AN EFFECTIVE MENTORING RELATIONSHIP

Choose the 'Right' Mentor

- ☑ Determine personal career goals and objectives.
- ☑ Assess and match interests and needs.
- ☑ Assess mentor's willingness to contribute to professional development.
- ☑ Assess institutional resources, facilities and research environment.
- ☑ Clarify expectations.
- ☑ Recognize teamwork dynamics of mentoring.

Commit and Be Available

- ☑ Clarify roles of mentor and mentee.
- ☑ Develop a mutually agreed schedule of tasks and due dates.

Develop and Sustain a Focus

- ☑ Consistently enhance communications skills (re: data collection, writing, presentation, *etc.*).

- ☑ Strive for clearly definable and measurable objectives.
- ☑ Anticipate, recognize and handle distractions.
- ☑ Prepare for effective mentoring sessions.

Identify and Acquire Useful Skills

- ☑ Self-assess personal strengths, weaknesses and challenges.
- ☑ Reflect on personal research experiences.
- ☑ Identify skills needed for career goals and objectives.

Conduct Formal and Informal Evaluation

- ☑ Request critiques and feedback.
- ☑ Be able and willing to accept criticism and suggestions.
- ☑ De-personalize negative feedback.
- ☑ Listen carefully.
- ☑ Self-monitor and measure progress.

Collaborate

- ☑ Promptly communicate questions, problems, issues and concerns.
- ☑ Appreciate possible cultural, gender, racial and ethnic issues.

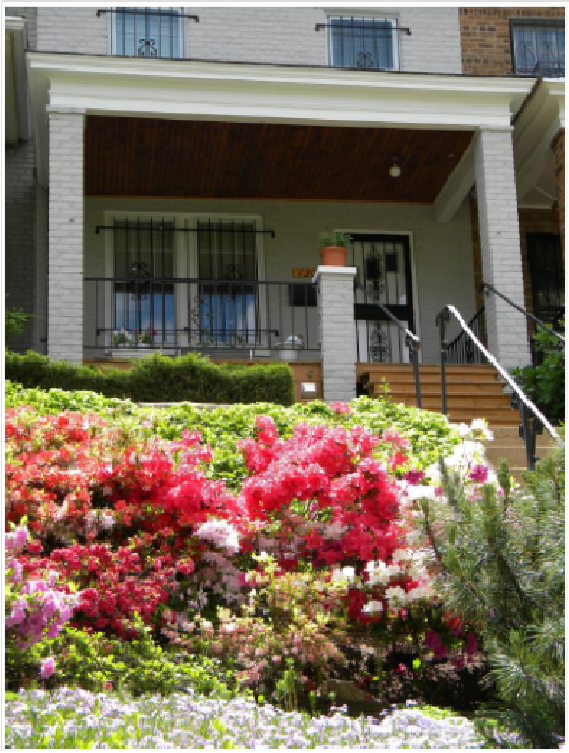
Answer the Following Questions:

- → How will you establish and sustain an effective mentoring relationship?
- → What makes a good mentor-mentee relationship for you?
- → What do you want from a mentor?
  - Skills?
  - Receptivity?
  - Availability?
  - Commitment?
  - Research Fit?
  - Other needs?
- → How can your work schedule be negotiated?
- → How will you ensure timeliness of mentor's feedback and your timely responsiveness to feedback?
- → How do you typically respond to personal and institutional setbacks?

QCR rests upon certain fundamentals, such as skills development, selection of appropriate research methods and capacity development. Below is a list of QCR's pre-requisites:

QCR PRE-REQUISITES
→ Preparation (*e.g.*, specialized training) → Determination to use research to assist community well-being → Access to research development planning, mentoring and training → Assessment of CBR and CBPR models, researchers, partnerships, providers, funding agencies and

organizations
→ Sound conceptual and methodological rationales
→ Recognition of role of theory in influencing research design
→ Integration of a theoretical framework which can explain outcomes
→ Skills in linking definitions, concepts, conceptual models and theories with methods
→ Selection of research methods, based on analytical approaches
→ Use of existent databases (depending on mixed methods approach)
→ Agreed upon indicators of a project's success
→ Identification of skills and resources needed for a successful project
→ Institutional and team research collaborations
→ Support for capacity development of a community's institutional resources
→ Clarification of research problem (topics/issues to be studied)
→ Identification and assessment of methods of community entrée and exit
→ Resolution of problems (obstacles and challenges) doing research
→ Refinement of theoretical frameworks and findings
→ Clarity of concepts, theory, aims, design, methodology, indicators, measurements, data collection and storage, and analyses of data
→ Dissemination methods (*e.g.*, presentations to and publications for targeted audiences; sharing concepts, methods and findings with policymakers, community-based groups, practitioners and researchers)
→ Application of evidence-based practices, qualitative-based methods and emerging principles
→ Awareness that research design is influenced and shaped by selection of topic and purpose of data
→ Recognition that institutional researchers and community researchers may require attitudinal shifts and varied skills development
→ Refinement of resultant products (*e.g.*, compendium of research measures and indicators; toolkits and manuals)
→ Commitment to advancing the field (*e.g.*, integrating CBR and CBPR within and across disciplines; translating clinical research into community-based practices; establishing evidence-based methods of CBR and CBPR and translational research; inter and intra-institutional collaborations; attracting new researchers; promoting policy implications of CBR and CBPR; collecting data for planning and evaluation; providing qualitative evidence to inform social policies)



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Highly relevant subjects for QCR on health disparities are listed below:

HEALTH DISPARITIES & QCR SUBJECTS
→ Analyses of Specific Approaches, Models, Failures and Successes
→ Case Studies
→ Community Development
→ Community Re-entry and Mental Health Issues
→ Coordination of Health Care
→ Criminalization of Substance Use Disorders
→ Cultural Implications of Social/Biological Neurosciences and Genetics
→ Culture and HIV/AIDS
→ Culture and Treatment
→ Educating and Mentoring Physicians
→ Efforts to Reduce Specific Health Disparities
→ Epidemiology, Etiology and Cultural Issues
→ Evaluation Data on Organizational Efforts to Eliminate Health Disparities
→ Evaluation of Facilitators of Access, Follow-Up and Sustained Care
→ Facilitating Early Diagnosis, Engagement and Continued Treatment
→ Facilitators of Wellness and Treatment
→ Identifying Gaps between Diagnosis and Early Entry Into Care
→ Insurance Issues
→ Issues, Activities and Research Affecting Specific Groups and Communities
→ Linking Healthy Practitioners with Local Communities
→ Mental Health in Jails and Prisons
→ Perceived Effects of Racism in Wellness and Health Care Settings
→ Perceptions and Experiences of Inequality
→ Policymaking Issues
→ Reducing Impact of Late Diagnosis on Health Disparities
→ Programmatic and Systemic Elimination of Health Inequities
→ Spirituality, Religion and Resiliency
→ Assessments of Community-Based Medicine

Social constructs of wellness and health have multiple conceptualizations, including primary, mental, behavioral, spiritual, religious, community, environmental and other forms. QCR can play a role in identifying the roles of attitudes, behaviors, information, skills, knowledge, values, perceptions and meanings in people's lives. How and why realities are socially constructed, and effects of such constructions, can be investigated by QCR. Practitioners can also use QCR to better understand sociological factors that affect wellness and health. Studies of these topics and application of results may be beneficial.

Appropriateness and effectiveness of a particular CBR or CBPR method will depend on the specific research study. Investigations could include descriptions, explanations, assessments, and interpretations of processes and outcomes.

A selected range of issues is presented below:

SOCIOLOGICAL CATEGORIES OF QCR ON WELLNESS & HEALTH
Culture
→ What is culture? How can culture be operationalized? What are culturally appropriate indicators and measures of healthy functioning for individuals or communities? How do cultural dynamics and social supports in a particular community affect people's health and wellness? How can cultural definitions of health and wellness be incorporated into medical training and practices?
Developing Awareness and Knowledge
→ Methods and rationales for prioritizing certain physical and mental health problems; Efforts to diagnosis

and screen people; Formal and informal mechanisms to deepen awareness and knowledge of improved health outcomes; Descriptions of indicators, measures and outcomes

Social Supports

→ Perception of types and availability of beneficial social supports; Effects of community supports and networks; Descriptions and evaluations of organizations; Efforts to create and maintain supports; Demonstration of effectiveness of partnerships, collaborations and coalitions; Description of beneficial effects of equitable partnerships between community-based organizations and academic institutions; Role of social supports in improving knowledge and better health outcomes; Roles of families and significant others in empowering and supporting persons with illnesses and disabilities

Social Markers

→ Conceptualizing, measuring and assessing roles of social markers of class, race, gender identity, ethnicity, immigrant status, age; *etc.*

Prevention & Treatment

→ Alternative prevention and treatment strategies; Traditional, religious and spiritual healing practices; Effects of integrating allopathic health care with culturally traditional prevention and treatment; Effects of emphasizing culturally traditional preventive and healing practices; Assessing and assisting personal choice of wellness, illness prevention, treatment and health; Understanding decision-making related to health care and medical self-management

Type of Illness

→ Barriers to diagnosis; Facilitators of diagnosis; Diagnostic methods; Timeliness of diagnosis and treatment; Impact of fear; Unlearning fear

Stigma

→ Types; Manifestations; Effects; Role of culture in perpetuating and overcoming stigma; Considerations of gender, race, ethnicity, immigrant status, socio-economic status; Misinformation; Fears

Sustainability

→ Awareness and education of providers, patients, significant others and community about specific health disparities; Establishing supports for sustaining treatment; Establishing and maintaining community partnerships, steering committee, community advisory group/board; Linking community-based organizations and government agencies; Role of supports in assisting medical self-management and adherence to treatment

Systems Change

→ Conditions for creating and sustaining change; Links among key partners and activities to advocate for redesigning organizations; Role of cultural proficiency in promoting and sustaining effective organizational change; Identification and evaluation of core cultural competencies, such as materials and language proficiency, distribution of linguistically and culturally appropriate materials, and availability of appropriate language translation services

Mobilization and Other Responses

→ Development of a community-based health movement to reduce and eliminate health disparities; Effectiveness of particular movements; Interactions between community-based and national health movements; Mobilization efforts by specific community and national players, including practitioners, researchers, public health officials, religious and spiritual leaders, consumer groups, disability advocates, educators, activists and philanthropies; Expanding and broadening inter and intra-organizational linkages and activities; Ways of obtaining information and constructing knowledge; Interpreting personal experience; Efforts to replace incorrect information; Data-driven policies; Developing and implementing data-driven institutional mission statements

Resources

→ Cultural; Institutional; Formal; Informal; National and Local; Locations; Access; Coordination; Preparation; Distribution; Usage; Effects

Methodology

→ What mechanisms are required to plan, implement, complete and evaluate a CBR or CBPR project and disseminate findings to particular audiences? How are objectives conceptualized and measured? What are their indicators and measures? What procedures are feasible for significant outcomes or meaningful results in a particular study? How can methods of data collection and analysis be refined?

The following list of facilitators of CBPR can be applied to a participating community's particular contexts, settings and demographics:

FACILITATORS OF COMMUNITY-BASED PARTICIPATORY RESEARCH
→ Balancing methodological rigor, consistency and flexibility
→ Obtaining endorsement by research administrators
→ Identifying formal and informal gate-keepers in the community and research institution
→ Employing local cultural experts
→ Recognizing limitations of a particular collaboration
→ Understanding local social structures, cultures and power dynamics
→ Utilizing assets of a particular community
→ Understanding a community's needs
→ Identifying structural insufficiency of research (*e.g.*, minimal commitment and lack of organizational resources)
→ Formalizing intentions and agreements
→ Avoiding appearance of favoritism
→ Partnering with other institutions and researchers
→ Partnering with community-based organizations and individuals
→ Partnering based on clear expectations, specified deliverables and equity
→ Avoiding cosmetic, superficial involvement (*e.g.*, an advisory board without real input)
→ Understanding local leadership
→ Negotiating skills by researchers
→ Identifying and accessing funds
→ Involving community representatives in all phases of research

While CBPR has great potential for translational research and direct application, the process is challenging. Numerous issues affect a project's success. Grant agency structures may be seen as alienating and/or threatening. Funding sources and amounts may affect the community's or research institutions' ability to access and use funds as resources to mobilize for structural development and other related needs. Furthermore, trust and commitment and agreements among participating entities may be situational and unrealistically conditional. Demands for local co-ownership of research findings and products may be resisted.

CBPR may involve discussions within and between disciplines, among varied community people and structures, and between the research institution and community. These will be affected by instrumental views of possible institutional relationships with communities (*e.g.*, what can the community do for us?) and conceptual understandings (*e.g.*, what are the community's assets?).

Therefore, while technical mastery and content knowledge are important for meaningful completion of a CBPR project, additional factors help achieve significant outcomes. These contributors to a meaningful project are summarized below:

CONTRIBUTORS TO MEANINGFUL COMPLETION OF A CBPR PROJECT
→ Shared and Feasible Expectations
→ Retention of Community Partners
→ Open and Efficient Communication
→ Accountability
→ Valuing Varied Ways of Interpreting Information
→ Flexibility
→ Time
• (re: building and maintaining trust, securing partnerships, establishing protocols, standardizing procedures, and resolving disputes or other challenges)
→ Anticipating Challenges to CBPR
• (*e.g.*, rotating stakeholders, *i.e.*, some leave and re-enter, while others do not return; shifting priorities and shifting allegiances; development of false expectations)

- → Adequate Responses to Challenges
  - (*e.g.*, adaptability; re-tooling; culturally and community specific strategies; moving beyond mere needs assessment; transparent communication with the community; willingness to learn from each other; recognizing a community's heterogeneity; appreciating a community's varied interests, needs, priorities, etc; engagement of service provider personnel; consideration of alternative perspectives)
- → Community Input in Study Design
- → Appropriate Research Design
- → Conceptual Clarity of Performance Measures, Evaluation Design and Methods
- → Consensus and Standardization
  - (re: core competencies, training, instruments, data collection, storage and analysis)
- → Data-driven Evaluation

CBPR START-UP CONSIDERATIONS

Start-up exists within contexts of relationships between a community and a research institution. Perceptions may not be mutually shared. Urban communities often perceive their experiences with external research institutions as dismissive at best and exploitative at worst. This may be especially felt by poor and working-class communities of color. Finding and expanding partnerships are more challenging in such circumstances. Good intentions can get derailed by failure to develop awareness of and appreciation for a community's wariness.

Building trust requires clarity about how community residents and organizations can become part of the planning and start-up, if the research is initiated by research institutions. Where, when and how does the research institution enter the community? What institutional research players enter and at what points in the research? Can they all enter simultaneously? Where, when and how does the community enter the external institution and formal research process? What community players enter and at what points in the research? Can they all enter simultaneously? Unresolved responses may lead to a community's rejection of the research.

Community ownership is partly contingent on perceptions of fair and acceptable claims regarding the research process, results and application. All sides acknowledge their interests. What's in it for each community player and each research institutional player? When this is satisfactorily answered, the project has potential for success.

Such things as dress patterns and communication styles may raise suspicions about competence and sincerity. For example, if external institutional researchers seem to talk or dress down, concerns about authenticity and competence can be intensified. Also, the external research site and staff may express discomfort with the presence of community residents in the building, especially if staff are mainly white and residents are mainly people of color. When players from community institutions and external research institutions encounter each other, unfamiliarity with and misunderstandings of their cultural styles may complicate social interaction and mutual acceptance. Entering each other's worlds may have effects on planning and conducting the research. Addressing them minimizes their becoming confounding variables that distort outcomes.

Qualitative community research is dynamic. Its expansion into a set of guidelines, principles and coherent rationale is evolving. For an exploratory set of thematic considerations affecting QCR's development, see below:

ISSUES IN EXPANDING QCR

- → Demonstrating Respect, Sensitivity and Appreciation
- → Broadening Research Institution-Community Contact
- → Developing Positive Relationships
- → Incorporating Basic Research and QCR in Mixed Methods Designs

- → Adapting Findings from Clinical Settings to Community-Based Settings
- → Linking Translational Research with Improved Service Delivery
- → Organizing a Research Agenda of Community Collaboration and Partnerships
- → Following Mutual Agendas, Not Competing Agendas
- → Building Mission-driven Partnerships
- → Employing and Training Community Members in Research Planning, Design, Implementation, Evaluation and Dissemination
- → Identifying Training, Methods and Data for Action and Social Change
- → Incorporating QCR Designs into Research Programs
- → Building Consensus for Specifying QCR Core Competencies
- → Refining QCR Skills (re: listening; entering and re-entering a community, *etc.*)
- → Studying History of CBPR and its Predecessors (*e.g.*, community advocacy research, rapid assessment, social action research, action-oriented research, applied research)
- → Identifying CBPR Models
- → Manualizing CBPR Curricula and Toolkits
- → Generating and Prioritizing Emergent CBPR Topics
- → Acquiring CBPR Funding
- → Advocating for QCR and Mixed Methods Funding
- → Disseminating QCR Information

NATIONAL INSTITUTE OF MENTAL HEALTH FIRST ANNOUNCEMENT FOR CBPR FUNDING

On October 5, 2006, the National Institute of Mental Health released its first Funding Opportunity Announcement (FOA) aimed at CBPR approaches and methods (NIMH, 2006). Because of the FOA's significance, extensive excerpts from its instructive contents are below (italics added).

1. RESEARCH OBJECTIVES

Background

The 1999 NAMHC [National Advisory Mental Health Council] report, Bridging Science and Service, was written to focus the attention of NIMH and the research community on the gulf between what is known about treatments for mental illness and what is available and provided to people in the community who need care. The report's conclusions indicate that many changes need to take place to bridge that gulf. Three of the recommendations focused on increasing academic-community partnerships in research:

- *NIMH should revise and renew program announcements in the spirit of the Public-Academic Liaison (PAL) Program to maintain and promote existing partnerships between academic and community researchers and their respective organizations.*
- *NIMH should stimulate new alliances by providing developmental funds to establish shared research resources such as data banks, staff time, consultant time, facility space, etc.*
- *NIMH should commit resources to identify, describe, and disseminate models of partnerships understood to be successful by both the academic and community researchers.*

Although the NIMH has a long history of concern and action related to health disparities and racial/ethnic populations (as well as other underrepresented groups such as women, children, disabled), this FOA represents the first concerted and targeted effort to utilize the community-based participatory research (CBPR) approach and methods in addressing various content areas across the NIMH mission including basic behavioral sciences, preventive and treatment interventions, and services and clinical epidemiology. The CBPR approach/methods is defined as scientific inquiry conducted in communities with full partnership status for both community and academic researchers.

The ultimate goal of the research partnerships is to make available evidence-based care for those in need of mental health and HIV/AIDS treatment. However, to make that goal possible, NIMH expects the partnerships to be:

- *Sustainable, even after NIMH infrastructure funding has ended;*
- *Synergistic, leading to mutual learning for both researchers and community providers; productive, with additional mental health and HIV/AIDS research grant applications submitted;*
- *Receptive to providing information to others seeking to form partnerships; and*
- *Based in theoretical and/or conceptual models of action research, human behavior, and/or organizational/systems behavior so that the mechanisms or process underlying successful partnerships can be understood and tested in other settings.*

A plan for continuous assessment and improvement of the infrastructure development is extremely important to sustainability. The result should be an environment capable of nurturing and sustaining community and academic researchers, community and academic providers, and infrastructure development and research plans.

As a collaborative approach to research that involves equitably all partners in the research process, CBPR has the aim of combining knowledge with action and achieving social change to improve health outcomes and eliminate health disparities. The defining features of the CBPR process of inquiry is that community members, persons affected by mental disorder or by HIV/AIDS or other key stakeholders in the community's health have the opportunity to be full partners in each phase of the work from conception to communication and dissemination of results. It is believed that community partnered research approaches offer the potential to generate better informed hypotheses, develop more efficacious and effective interventions and enhance the translation of research results into practice.

In recent years, researchers, community-based organizations, stakeholders and policy-makers have called for a renewed CBPR focus due to many converging factors, including our increased understanding of the complex issues that affect health, the importance of both qualitative and quantitative research methods and the need to translate the findings of basic, intervention and applied research into changes in practice and policy. It is expected that disparities in mental health and HIV/AIDS will be reduced by fostering coalitions and partnerships and forging a closer collaboration between research and practice (through the use of community-academic participatory models of research) and gathering data grounded in the community's specific needs. Towards these ends, a two-phased research process is proposed involving community-academic partnerships through an FOA: an initial R21 planning stage to build capacity as necessary and conduct pilot studies generating preliminary data; this planning stage will enable further research to take place in the subsequent R01 stage. The main goals of the R21 should be to: (i) assess needs, define the problem and determine the magnitude of factors involved in the problem to be addressed in the communities in question; (ii) develop collaborations and needed resources; (iii) show feasibility and generate preliminary data for the collaborative research to be proposed in a follow-up R01 submission; and (iv) integrate capacity building/ collaborator training into the proposed research program.

During the R21 award period, the applicant should set a timeline and propose specific milestones to meet these goals:

- *Further define the type and area of research to be developed;*
- *Develop and solidify collaborative relationships with partners in the communities involved;*
- *Assess current resources and needs such as community advisory board and institutional review board;*

- *Develop and initiate a plan to address these needs so that the proposed research and capacity building can be successfully carried out;*
- *Identify the training and other capacity building efforts that need to be incorporated into the research application of the proposed academic-community research;*
- *Initiate cross-training of collaborators;*
- *Conduct pilot studies and generate preliminary data.*

Each exploratory/planning grant should also present a description of the anticipated longer-term goals of the collaboration as it develops into an application for submission of a follow-up R01. For the R01 application a well-developed collaboration building on the previous R21 collaborations should be demonstrated. The follow up R01 application should fully address the research and training needs and issues developed in the R21 period. The application should clearly define a research plan and associated plan for research capacity building including any necessary training.

Listed below are examples of research topics, using CBPR methodologies, that can contribute to scientific knowledge about mental health or HIV/AIDS and can be informed and translated into development of preventive and/or interventions and services and clinical epidemiology. The list is not exhaustive; it is meant only to be illustrative.

Increase Knowledge Base Through Research-Community Partnerships

- *Identify culturally appropriate mental health services or HIV/AIDS research methodologies and models for engaging and collaborating with communities, for utilizing qualitative and quantitative methods with multiethnic populations in multilevel randomized controlled trials.*
- *Identify contextual relationships and dynamics associated with HIV/AIDS prevention and the behavioral changes needed to prevent transmission and improve adherence to treatment on multiple levels.*
- *Adapt efficacious treatments (both behavioral and pharmacologic) to target specific racial and ethnic populations as well as differences within a given racial/ethnic populations.*
- *Identify and characterize factors that influence the success of novel interventions for mental health or HIV/AIDS across developmental trajectories in both specialty and non-specialty settings.*
- *Examine biological markers of treatment response in underserved populations to determine the strength or magnitude of these biological substrates to treatment development and efficacy.*
- *Test the effectiveness of evidence-based care for comorbid populations.*
- *Translate findings from basic biobehavioral research and developmental psychopathology to development of preventive interventions for children and families at high risk for adverse mental health outcomes.*
- *Develop and test novel preventive and treatment interventions specifically focused on child and adolescent mental disorders.*
- *Examine barriers to the uptake of efficacious and/or effective preventive and treatment interventions for children in settings where children spend most of their time (e.g., schools, child care centers, etc.)*
- *Increase participation of girls and ethnic and racial minority children and families in efficacy testing of preventive and treatment interventions.*
- *Develop novel psychosocial and pharmacological interventions for girls and ethnic and racial minority youth.*

Improve Outcomes Through Research-Community Partnerships

- *Develop and test multilevel HIV/AIDS interventions that create infrastructure and expertise in the community and enhance community empowerment to improve public health and well being outcomes and/or to buffer negative health and mental health outcomes.*
- *Examine the impact of protective and risk factors on mental health or HIV/AIDS outcomes throughout the lifespan in community contexts.*
- *Examine community-based research methodologies that foster successful retention and recruitment efforts in groups often missed in clinical research.*
- *Address the reduction of disparities in services using multi-level interventions (e.g., organizational and community; interpersonal and socio-cultural).*
- *Identify factors that overcome health disparities outcomes relevant to health service delivery and use by racial and ethnic populations to determine why there are disparities in access to and in the use of mental health services within and across racial and ethnic populations. Also, determine outcomes for differential patterns of mental health service utilization across all U.S. populations.*
- *Determine through community partnerships best practices for early detection outcomes of mental health disorders in children and adolescents.*

Capacity Building Through Research-Community Partnerships

- *Build capacity and foster collaborations to facilitate the establishment and maintenance of new partnerships between institutions and the communities that support HIV/AIDS-related research in underserved populations.*
- *Design both prevention and treatment mental health or HIV/AIDS interventions which are integrated into the community infrastructure so as to facilitate community participation, promote community capacity-building and create resources in the community (e.g., empowerment) that affect community health and well being.*
- *Develop new and innovative methods for designing and conducting effectiveness and services research to enhance the capacity and infrastructure to conduct research in diverse mental health or HIV/AIDS services settings through strategic partnerships, community engagement and participation and information technologies.*

Enhance Dissemination Through Research-Community Partnerships

- *Test models for scaling up evidence-based HIV/AIDS interventions at multiple levels (individual, couple, family, institutional, community and societal) that lead to change in community norms and can be sustained; create procedures for rapid transfer of knowledge and results to all relevant stakeholders.*
- *Identify effective dissemination and service delivery that will translate research findings into high quality and accessible clinical mental health or HIV/AIDS care in urban, suburban, rural and frontier areas and ensure satisfactory translation from one community to another.*
- *Examine cost effectiveness of dissemination of evidence based treatments, interventions, and services and clinical epidemiology in mental health or HIV/AIDS for children and adolescents.*

Review Criteria

> ***Significance:*** *Does this study address an important scientific health problem? If the aims of the application are achieved, how will scientific knowledge or clinical practice be advanced? What will be the effect of these studies on the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field?*

Approach: *Are the conceptual or clinical framework, design, methods, and analyses adequately developed, well integrated, well reasoned, and appropriate to the aims of the project? Does the applicant acknowledge potential problem areas and consider alternative tactics*

Innovation: *Is the project original and innovative? For example: Does the project challenge existing paradigms or clinical practice; address an innovative hypothesis or critical barrier to progress in the field? Does the project develop or employ novel concepts, approaches, methodologies, tools, or technologies for this area?*

Investigators: *Are the PD/PIs appropriately trained and well suited to carry out this work: Do the partners and academic environments in which the work will be done contribute to the probability of success? Is the work proposed appropriate to the experience level of the principal investigator and other key personnel?*

Environment: *Do the practice and academic environments in which the work will be done contribute to the probability of success? Do the proposed studies benefit from unique features of the scientific environment, or subject populations, or employ useful collaborative arrangements? Is there evidence of institutional support and leadership from all partners?*

Additional Review Criteria: *In addition to the above criteria, the following items will continue to be considered in the determination of scientific merit and the priority score:*

Infrastructure and Partnership: *Is there specificity in the infrastructure plans that are tailored to the organizations involved, the nature of the partnership and the research aims? Are the infrastructure aims informed by a conceptual framework and/or theory? Do they propose an assessment or evaluation of the implementation and communication successes and failures within the partnership and the infrastructure? Will the knowledge gained about infrastructure development and the partnership be transferable to other sectors? Are there plans to assure the sustainability of the infrastructure after the grant is over?*

Protection of Human Subjects from Research Risk: *The involvement of human subjects and protections from research risk relating to their participation in the proposed research will be assessed.*

Inclusion of Women, Minorities and Children in Research: *The adequacy of plans to include subjects from both genders, all racial and ethnic groups (and subgroups), and children as appropriate for the scientific goals of the research will be assessed. Plans for the recruitment and retention of subjects will also be evaluated.*

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Assignment: Work Chart for Understanding Qualitative Research

INSTRUCTIONS

The sample chart below lists selected forms of qualitative research. It can be completed individually or by teams as homework and/or a classroom discussion exercise. Other forms may be added. For each form, list and briefly describe its characteristics, type of data collected, data collection methods and data analysis methods.

Selected Forms of Qualitative Research	Characteristics	Types of Data Collected	Data Collection Methods	Data Analysis Methods
Action Research	?	?	?	?
Community-Based Research	?	?	?	?
Community-Based Participatory Research	?	?	?	?
Ethnography	?	?	?	?
Participatory Research	?	?	?	?

CHAPTER 3

Designing Qualitative Community Research

Abstract: QCR is conceptually and methodologically useful. It has descriptive and explanatory potential, for example, understanding subjects such as gentrification, or contributing to mixed model mental health projects. This chapter explains ways in which QCR designs benefit research studies. Its aims are to re-emphasize the practical usefulness of QCR design and raise awareness of certain quantitative methodological problems. Suggestions for displaying qualitative results in numerical formats are provided. Researchers face potential quantitative methodological challenges. These include: obtaining study samples; random assignments; obtaining adequate follow-up samples; leaving treatment condition; length of instruments; impairment of participants; potential contamination; historical effects; intervention changes; self-reports; drug use data; inappropriate instruments; relationships with participating agencies; protection of research participants; determining effects of particular drugs; influence of testing on responses; and selecting appropriate statistical tests.

Key Words: Utility of QCR, Presenting Numbers, Methodological Problems.

Readying (Pleasant Plains; Washington, DC)

QCR'S UTILITY

Methodological and technical designs are not separable from conceptualization and theorizing (Palladino, 2009; Felizer, 2010; Leech & Onwuegbuzie, 2011). Therefore, extensive information, suggestions and references regarding QCR design are woven throughout this text, rather than in a single, stand-alone chapter. The intentions here are to re-emphasize the practical usefulness of QCR design and to raise awareness of certain methodological matters.

QCR may be applied to controversial social issues (*e.g.*, Marshood, 2010; Harkness, 2011; Brown, 2011). Gentrification is one example. Understanding neighborhood transformation involves interpreting varied social concepts. A construct of gentrification as multiple and competing narratives may be useful for descriptions and explanations. Visual and statistical indicators can be collected (Rose, 2002; de lange *et al.*, 2007; Banks, 2008; Catalani & Minkler, 2010). Such research would also involve gathering information and interpreting how people make sense of their experiences. Documentation and reflections (by participants and researchers) could center on what is being changed – from what to what, how, where, when, why and by whom. Gentrification and its perceived gains and losses might be examined in contexts of economic transformations, political developments, structural changes, cultural shifts and environmental consequences. Mobilization issues could be explored. Forms of individual and social participation in promoting, blocking or steering social changes may be explainable. Gentrification's interconnections can be investigated at multiple levels: block, neighborhood, city, regional, national and international.

Combining micro and macro analyses in the contexts of globalization, de-industrialization and de-unionization would provide a more comprehensive understanding of some central questions. What is gentrification? How does it affect a neighborhood's residents, institutions, cultures, buildings, history, resources, political economy and arts? Who is/are positioned to control the story/stories? How do gentrification's stories affect people's social realities and actions?

Waiting (Pleasant Plains; Washington, DC)

Numerous other topics, themes and questions could be explored, as in the following hypothetical mixed model project. In this case, an objective is to increase consumer engagement in treatment for depression through greater knowledge and awareness of mental health and illness. A central research question is: Can information about illness increase treatment participation by consumers/participants? Theoretical formulations will be identified and applied to the research. Health belief models can guide an intervention of snowball sampling, door-to-door outreach, referrals, and related recruitment and outreach. Effectiveness could be measured by increased pre and post-intervention scores, greater health-seeking behaviors, increased participation in treatment, and adherence to medication and other forms of treatment. One procedure could be a modified time design of multi-modality intervention involving a standard bio-medical approach. This would be linked with or compared to outreach and education by a community health center/home coupled with testimonials by persons recovering from a mental illness who are receiving other forms of social support. Pre and post-intervention testing about knowledge and beliefs about mental illness generally or a specific illness might measure effects of the overall approach and specific components, (*e.g.*, effects of testimonials and educational materials). Stages of the intervention could be measured and compared, *e.g.*, stage 1, stage 2, and stage 3. Intervention could involve community level reinforcement of educational information and spiritual support. This need not be a randomized trial. Statistical power does not have to be involved. The approach could be a series of case models, not a regression to the mean. Individual ethnographic interviews and focus groups would concentrate on perceived benefits of increased knowledge and awareness of mental health and illness on participants' wellness-seeking behaviors.

A related hypothetical approach could be conducting qualitative case studies of outcomes involving standard/usual care compared with an experimental intervention. Standard/usual care would consist of standard screening, educational materials, other information, referrals, feedback and follow-up screening. The experimental intervention could include standard screening, educational materials, other information, assistance in identifying and using facilitators of care, assistance in overcoming barriers to care, referrals, feedback and follow-up screening. Statistically, a primary outcome variable could be the proportion of people screened. A secondary outcome variable could be the proportion of people who followed-up. The focus would be on identifying any statistical and participant perceived relationships between knowledge of depression and active mental health seeking behaviors.

NUMERICAL DEPICTIONS OF QUALITATIVE RESEARCH

Aspects of qualitative research can be displayed in numerical formats (Maxwell, 2010). These include types of data collection and analysis. Assume the research focuses on perceptions of mental health care treatment goals, community-based housing and recovery. A table of the sample's demographics could be prepared containing percents and numbers based on diagnosis, type of housing, gender, race, ethnicity, age range, immigration background and other factors. Another table could depict days and types of data collection, by month and year, and numbers of structured participant observations, unstructured participant observations, focus group interviews, individual interviews, video recordings and photographs. One table could focus on participants' perceptions of factors promoting recovery, as indicated by the number of times mentioned and discussed in focus groups and interviews. Data sources and analysis procedures could also be numerically illustrated in tables. They could display type of procedure, dates, individually or team done, not done and comments. Numbers and types of preliminary and emergent research topics could be prepared in a table. These would include researchers' initial perspectives and current perspectives derived from data collection.

Depending on the study, a table is one way of indicating types of data sources and time spent on collecting information per organization. A summary table can also be prepared for the total participating organizations. See below for an example.

<table>
<tr><th colspan="3">Data Sources & Duration of Collection</th><th>Data Sources & Duration of Collection</th><th>Data Sources & Duration of Collection</th></tr>
<tr><td colspan="3">Number of Interviews in Organization

<table><tr><th>Participants</th><th>In-depth Individual</th><th>Focus Groups</th><th>Unstructured Individual</th></tr><tr><td>Practitioners</td><td></td><td></td><td></td></tr><tr><td>Supervisors</td><td></td><td></td><td></td></tr><tr><td>Consumers</td><td></td><td></td><td></td></tr><tr><td>Total</td><td></td><td></td><td></td></tr></table></td><td>Analysis of Organizational Documents

Administrative manuals
Training materials
Meeting agenda
Sample intake notes
Sample treatment plans
Sample discharge records

Total #</td><td>Analysis of Non-organizational Documents

Reports of national mental health panels
Federal diagnostic & treatment protocols
National protocol administrative manuals
State treatment guidelines manuals

Total #</td></tr>
<tr><td colspan="3">Field Notes</td><td>Practitioners; Supervisors</td><td>Consumers</td></tr>
<tr><td colspan="3">Hours of Observation:</td><td></td><td></td></tr>
<tr><td colspan="3">Hours of Audio Recordings:</td><td></td><td></td></tr>
<tr><td colspan="3">Hours of Video Recordings:</td><td></td><td></td></tr>
<tr><td colspan="3">Total #</td><td></td><td></td></tr>
</table>

POTENTIAL QUANTITATIVE METHODOLOGICAL PROBLEMS

Qualitative researchers are sometimes unmindful of or unconcerned with technical challenges experienced by quantitative researchers. This is unwise. Mixed methods approaches compel us to become aware of potential quantitative methodological problems in conducting research (Lieber, 2009; Olson & Morgan, 2005). Some problems researchers may experience include the following:

Obtaining Study Samples

This includes not only ample sample sizes (as determined by a power analysis), but also samples representative of the population and issue or area under study and use of stratified, proportional or other sampling procedures when needed to ensure adequate representation.

Randomly Assigning Participants to Experimental and Control Conditions

This is a difficult area if intervention is involved, since treatment and prevention agencies do not want to withhold treatment. Alternatives to the strict 'treatment-no treatment' paradigm may be necessary, such as a standard vs. enhanced intervention.

Obtaining Adequate Follow-up Samples (representative of total samples)

Response rate at follow-up is generally considered adequate if a 75-80% rate is attained. Good tracking procedures, interviewer incentives and other techniques can increase the likelihood of attaining an acceptable response rate. However, the rate is not the only determinant of a representative follow-up sample. Steps need to be taken to ensure the sample is not 'creamed', *i.e.*, represents only the easiest to reach and most compliant participants. Tracking for follow-up may require institutional contacts (*e.g.*, reaching participants in jails or hospitals). This may be facilitated by obtaining each participant's written consent and approval (*e.g.*, at baseline interview) to contact relatives and agencies for locating him/her at follow-up.

Leaving Treatment Condition

When using a time series design, researchers should be concerned about the number of participants leaving treatment between intervals. Each subsequent post-intervention assessment will involve a smaller number of participants than the preceding assessment.

Length of Instruments

In an effort to obtain sufficient information, interviews and questionnaires may be too long. Beyond a particular point, there is the possibility that participants will lose patience and give answers that will bring the interview to a close as quickly as possible.

Participants May be Drugged or Confused

Participants with a drug use disorder or dual diagnosis may be in a drugged, intoxicated or confused state. It may be necessary to reschedule pre-test procedures for a time when the individual is more likely to be clear and lucid. It will be important to reschedule early so there is minimal disruption to the project.

Potential Contamination

Experimental and control participants may interact during the intervention stage.

Historical Effects

Participants may change over time, as do factors that influence their behaviors (*e.g.*, the influx of an illicit drug in a community; police crack-downs; relapse). Researchers may not be able or want to control for possible historical effects.

Changes in an Intervention

Researchers need to make sure the intervention being evaluated does not change during the course of the evaluation to the point that it becomes a different intervention for different groups of participants.

Collecting Self-Report Data

Researchers must consider the possibility that participants may give socially desirable responses.

Drug Use Data

It is important that researchers use appropriate methods of testing for reliability and validity, and for ensuring credibility, legitimation and authenticity.

Inappropriate Instruments

Researchers must make sure that instruments are culturally appropriate for the sample population.

Relationships With Participating Agencies

Researchers must make sure that participating agencies have a clear understanding of their responsibilities and roles in the research, and what the benefits and risks are to their agencies and clients.

Failure to Adequately Protect Research Participants

All plans to protect participants must address the following questions:

Is each participant knowledgeable of the planned research?

Does participant know she or he has the option of not participating at any time before or during the study?

Does participant understand benefits and risks?

Is there a process to guarantee that information will remain anonymous and confidential?

Difficulty Determining Effects of Particular Drugs

It is often difficult to isolate the effects of particular drugs like heroin or cocaine because many with a substance use disorder use more than one substance. Researchers must be prepared to collect and assess data on a variety of substances used, including alcohol.

Influence of Testing on Responses

Testing may have an effect on responses. Participants may be influenced by an interview that includes questions about their functioning and forces a confirmation with self. Moreover, responses at one testing may influence responses at the next testing.

Selecting Appropriate Statistical Tests

Statistical analysis is so specialized that it may be helpful to use consultants to assist researchers in selecting appropriate statistical tests. It is essential that planning for the statistical analysis precede the start of the research.

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CHAPTER 4

Practicing Qualitative Research in Community Settings

Abstract: Practicing qualitative research involves acquisition of skills and integration of conceptual and practical learning. Comprehension, reading, critical thinking, interrelated teaching and learning comprehension strategies are essential. Pedagogical, conceptual and methodological insights from the innovative Community Technical Assistance Project (CTAP) at Howard University are described in this chapter. QCR involves social interaction and building relationships through collaborative conceptualizing, doing service, researching and sharing of results. In doing so, QCR becomes an endeavor of conceptualization, instruction, learning, research and assistance. Students, residents and faculty define issues, events and people of significance to the community. Local assets are emphasized. A QCR-oriented course helps develop institutional and individual relationships between the university, neighborhood entities and local people. Developing, acquiring, teaching and learning qualitative community-based research rely on critical thinking, conceptualization, methodology and assessment. Process and summative evaluations aid the process. Instruction and practice require pedagogical goals, such as student and faculty development of qualitative, quantitative, vernacular and visual literacies. QCR's pedagogy assumes learners, researchers and participants are not simply acquiring and transferring knowledge; they are making meaning(s) of and from their experiences, information and knowledge. Applying constructivist-based learning premises and practices may promote effective qualitative research practices. According to constructivism, knowledge is constructed and embedded in people's activities. Contexts of learning activities affect the construction of meaningful and useful knowledge. Moreover, social reality and knowledge have multiple perspectives. Constructivist teachers recognize that investigation involves contextual interaction with and creation of knowledge. An assignment in applying research skills is included in this chapter.

Key Words: Qualitative Research Skills, Instructional Issues, Community Technical Assistance Project, Pedagogical Assumptions, Principles and Practices of Constructivism.

Middle Georgia Avenue, NW (Pleasant Plains; Washington, DC)

Qualitative research skills include comprehension, reading, critical thinking, and teaching and learning comprehension strategies. These skills are outlined below:

QUALITATIVE RESEARCH SKILLS

Comprehension Skills for Research

- → Recognizing One's Subjectivity
- → Raising and Assessing Questions
- → Answering Questions
- → Identifying Information
- → Clarifying Information
- → Verifying Information
- → Sequencing Information
- → Triangulating Data Collection and Analysis
- → Distinguishing Detected Facts from Detected Opinions
- → Recording Perceptions as Cultural Realities
- → Making Meaning of Information
- → Identifying, Observing and Recording Details
- → Identifying, Observing and Recording Patterns
- → Noticing Relationships
- → Detecting and Understanding Major Themes
- → Assessing Patterns
- → Predicting Possible Outcomes
- → Summarizing Results
- → Generalizing
- → Avoiding Causality Statement
- → Arriving at Relationships
- → Making Conclusions
- → Reading
- → Presenting
- → Using Language

Research Reading Skills

- → Using Literacy in Varied Contexts (*e.g.*, functional, literal, figurative, cultural, academic)
- → Developing Vocabulary
- → Accessing and Interpreting Material (*e.g.*, archival, online, print media, visual media)
- → Comprehending Text
- → Thinking (*e.g.*, about ideas, sequential, non-sequential, linear, critical)
- → Literal Reading
- → Inferential Reading
- → Detecting and Using Cues (*e.g.*, visual cues, word cues)
- → Responding to Words
- → Getting Information from Words
- → Making Sense from Words
- → Detecting Main Ideas, Facts and Perspectives
- → Drawing Inferences
- → Writing (thinking, recalling, comprehending, sequencing, monitoring, proofreading)

Critical Thinking Skills

- → Detecting Researcher's Influence in the Research Process
- → Interpreting and Making Meaning from Words, Sentences and Paragraphs
- → Detecting Details, Patterns and Relationships
- → Comparing and Contrasting Information
- → Developing Awareness of Topic and Thesis Sentences
- → Documenting Evidence for Generalizations and Conclusions
- → Reasoning and Assessing (*e.g.*, recognizing relevance; separating fact from opinion)

Teaching and Learning Comprehension Strategies for Research

- → Doing Preliminary Field Work
- → Assessing Preliminary Field Work
- → Using Background Information
- → Engaging in Group Learning Projects
- → Engaging in Individual Learning Projects
- → Monitoring (by self and others)
- → Using Multiple Skills

INSTRUCTIONAL ISSUES IN CONDUCTING QUALITATIVE COMMUNITY RESEARCH

The following sections draw heavily from my on-going experiences as director of the Community Technical Assistance Project (CTAP) of service, learning and research at Howard University. During 2001-2002, students in two courses conducted qualitative community research that resulted in organizational profiles and a community mental health services organizational resource directory. Our premise was that mental health and illness exist within a context of related sociological issues. They need to be viewed from conceptual and practical perspectives. The aims were for students, acting as teams and individually, to collect, analyze and present data on mental health and illness in Washington, DC. The project centered on causes, extent and solutions. Each team submitted its specific research topic and a description of the roles of each individual group member. Major categories for service-learning and research on mental health and illness were criminal justice (incarceration, recidivism and reintegration), culture, economics, education, empowerment, environment, family, gender, housing, juvenile justice, media, physical health, public policy, racism, social support and substance abuse. Teams collected qualitative and quantitative data to complete organizational profiles related to their assigned topic. Each group completed forms by interviewing organizational directors and/or other staff persons. Community demographics and environmental issues were discussed. Statistics were compiled related to age, gender, race, ethnicity, education, income, housing, crime, delinquency, health, types of businesses and other important descriptors. Based on the organizational profiles and other data, the class produced and presented a community mental health services resource directory. Oral presentations were done in class. The directory was printed and mailed or personally delivered to each profiled organization. It was also distributed to other community-based organizations and individuals.

During 2002-2003, a second informational resource directory was produced. Our central focus and thematic principles were: "Identifying and Analyzing a Community Job Market: Mental Illness, Criminal Justice and Employment in the District of Columbia." Some people with mental illness have criminal justice issues. Sustainable jobs and supported employment aid recovery from mental illness, reduce recidivism, encourage family stability and promote social re-integration of ex-offenders. However, where and how to find meaningful work are major concerns. Accordingly, research focused on criminal justice, employment and mental illness. Students developed and distributed a pilot directory of employment services for providers and consumers of mental health, employment and criminal justice services in the District. The directory consisted of organizational profiles and responses to informational questions. Printed and electronic organizational profiles were prepared. Activities involved interviews of a criminal justice official, consumers, a clinician or employment specialist and employers or job supervisors; writing a final paper on the significance of employment for persons with mental illness and criminal justice backgrounds; preparing organizational profiles of community-based organizations which assist persons with mental illness and criminal justice backgrounds to find employment; preparing organizational profiles of local businesses which employ people with mental illness and criminal justice backgrounds; and producing a pilot directory of employment services. Issues related to employment, mental illness and criminal justice issues were described. Each student visited two community-based organizations that assisted job seekers and two local businesses. They interviewed a staff member, consumer and job supervisor. Students also obtained permission to observe activities of the two service organizations. Based on data obtained from interviews and observations, organizational profiles were developed of local employment assistance organizations servicing persons with a history of mental health disabilities and criminal justice issues, and community-based employers of persons with mental health disabilities and criminal justice histories.

During 2003-2004, students mapped the 'Nile Valley Corridor' of Georgia Avenue, NW, Washington, DC, gathered quantitative and qualitative data, identified key development issues, conducted interviews and prepared organizational profiles. Criminal/delinquency rehabilitation, community reintegration and recovery from mental illness are linked to sustainable community development. The corridor consists of African American, white, Latino, Caribbean and Asian residents, entrepreneurs, leaders, consumers, workers, home owners, renters, civil servants and others who are creating a resurgence of stable economic development and community revitalization. Students conducted applied community-based research (statistical data collection, face-to-face interviews, mapping, participant observation and related ethnographic data collection) and presented findings in written, oral and visual formats. Work centered on the theme of "Germinating the Nile Valley Corridor: Implications for Economic Development, Employment, Mental Health and Criminal/Juvenile Justice in the District of Columbia." Profiles of community-based businesses and service/activist organizations were generated based on standardized organizational profile forms developed by the class. Other activities included writing a final paper on issues involved in developing and sustaining the corridor, and conducting a class presentation of the paper's objectives, methodology, literature review, findings, conclusions and recommendations. These sociological materials benefitted consumers and providers of services in various fields, *e.g.*, education, criminal justice, employment and mental illness. They also had value for public policy officials.

During the Fall 2004-Spring 2005 academic year, CTAP focused on the Georgia Avenue Corridor in the District of Columbia. Our goals were to conduct community-based research and engage in service-learning for information, clarification of misconceptions and assistance to others. Visual and text portrayals of specific streets and blocks were undertaken. Our objectives were to: 1) document an in-depth understanding of community dynamics by engaging in research and service-learning, 2) demonstrate relationships between theories and community-based practices of reducing crime and delinquency, and 3) provide services and other outcomes useful for community development efforts. To reinforce our goals and objectives, a speakers' bureau was established. Community-based government officials, workers and residents were invited to make class presentations.

Students followed-up with research, internships, interviews and participation in community meetings. This approach greatly increased positive interaction between Howard University students, community residents, DC government and local workers. Negative stereotypes were reduced through these mutually beneficial activities. Students also gained a purposeful sense of themselves and education by applying what they were learning, documenting their experiences and sharing their findings.

Each student was assigned a general research/service-learning topic. Students refined this broad topic into a narrow, specific and manageable topic. To avoid conflicts of schedules, research was conducted individually, not in pairs or groups. Each person produced the following outcomes: weekly typed updates, class presentation of research slides, a CD of his or her research and a printed research paper. Everyone interviewed two or more community-based individuals and engaged in participant-observation of community meetings. Qualitative and quantitative data were obtained. Topics are listed below:

Georgia Avenue Corridor Topics

- Boundaries and Physical Description
- Demographic Description
- Visual Portrayal
- History
- Description and Effects of Gentrification
- Leadership
- Business Development
- Crime, Delinquency and Justice Issues

- Models of Empowerment and Advocacy
- Forms and Effects of Community Policing
- Community Issues, Challenges and Responses

Community Assets and Resources

- Public Policies and Effects
- Role and Activities of Neighborhood Groups and Commissions
- Transportation Issues
- Legal Issues
- Health Issues

MEETING COMMUNITY NEEDS

Speakers, government officials, business owners and residents expressed eagerness for visual and text materials that help them grasp the complexities of gentrification, community development, and effective delivery and utilization of services. Photographic and other visual documentation were useful for their efforts, as well as for generating a more humanistic approach towards residents, particularly in marginalized and hard-to-reach communities. Photography allowed for an extensive and illuminating portrayal of rapid social change in the District.

Prior to CTAP's involvement, the DC Department of Planning developed "The Georgia Avenue Plan" for development. Community residents, business leaders and government officials identified specific needs that are still unmet. These include: documentation of perspectives that promote development, yet minimize displacement or further marginalization of working class residents; portrayals of visual effects of gentrification; displays of visual preservation and historical remembrance of sites experiencing rapid renovation; community development that incorporates and benefits all class, racial and ethnic groupings; and collection of visual and text information for sustaining collaborative community efforts to solve social problems.

Among the Georgia Avenue Corridor's specific needs are an end to stereotypical images of blight, ghettoization, despair and stagnation. Students collected and provided text and visual evidence of a vibrant and diverse community. Positive imagery of persons and groups working to improve and sustain their community is vital for efforts by government officials and community residents to reduce troublesome 'hot spots'. In addition, neighborhoods within the Georgia Avenue Corridor have a rich legacy that has not been sufficiently studied. Through ethnography, visual documentation and oral interviews, a wealth of history can be obtained that has been neglected and may be rapidly lost. Finally, the Corridor has resources and assets that have not been systematically archived and compiled into user friendly and visually appealing formats.

TIMELINE OF ACTIVITIES

Students engaged in the following sequence of activities:

- Assignment and Review of General Topics (August)
- Class Brainstorming for Refinement of Topics (August-September)
- Faculty Suggestions for Conceptualization and Methodology (August-September)
- Students' Suggestions for Data Collection and Documentation (August-September)
- Individual Refinement of Topic and Activities (August-September)
- Faculty Consultations with Individual Students (Continuous)
- Presentations by Speakers' Bureau (September-May)

- Follow-up by Students (*e.g.*, neighborhood interviews, visuals, meetings) (September)
- Identification of Community Needs and Resources (Continuous)
- Systematic Community Research and Service-Learning (September-May)
- Weekly Updates (September-October)
- Class Presentation of Slides (November)
- Printed Slides (November)
- Submission of CD-ROM (November)
- Electronic Submission of CD-ROM's Contents (November)
- Research Paper (November)
- Student Evaluation and Suggestions for Improvement (On-going)
- Faculty and Student Refinement of Products (December-July)
- Follow-up Research, Continued Service-Learning and Circulation of Products (Dec-July)

Products were refined and distributed to community-based workers and residents in the Spring Semester. Students followed-up during Spring 2005.

EVALUATION OF SERVICE-LEARNING ACTIVITIES

Students were evaluated in several ways. They were expected to provide qualitative and quantitative data that could be verified by a graduate teaching assistant, as well as by my own phone calls and community meetings and interviews. Reporting and feedback were conducted through weekly class discussions, individual consultations and e-mail correspondence. A rubric was used for assessing each product.

Students were encouraged to share verbal critiques of activities and limitations. They were required to provide written assessments of the limitations of the methodology and experience, while offering critical suggestions for problem solving. Consequently, students remained active participants. Finally, the resultant visual and text products were distributed to the community for its assessment and use.

New Condo (Pleasant Plains; Washington, DC)

The Fall 2008 project focused on qualitative studies of gentrification and cultural heritage of the Pleasant Plains community in northwest Washington, DC. This CTAP stemmed from the premise that core skills and information related to critical thinking, conceptualization, methodology and assessment are necessary for developing, acquiring, teaching and learning qualitative community-based research (QCBR). Dissemination of our results was especially important and useful for researchers, faculty, students, community stakeholders and policy-makers. Within social sciences, there is serious discussion of the roles of community-based research, community-based participatory research, ethnography, other qualitative research and mixed methods research. Our research goal was to develop explanatory models of QCBR, supported by empirical studies of gentrification and neighborhood cultural heritage in Washington, DC.

Specifically, the project examined ethnography's role in QCBR on gentrification and neighborhood cultural heritage of northwest Georgia Avenue and Pleasant Plains. Our ethnographic study provided empirical support for the claim that QCBR can be an effective approach for moving beyond outdated either-or research formulations, such as quantitative vs. qualitative or basic vs. applied.

Five objectives were pursued:

1. Link QCBR theory and practice.
2. Describe QCBR's strengths and limitations.
3. Present findings on gentrification.
4. Present findings on neighborhood cultural heritage.
5. Describe contributions of mixed methods research to QCBR.

Data gathering and analysis centered on five core questions:

1. What is QCBR?
2. How do QCBR concepts affect methodology?
3. What are QCBR's strengths in describing gentrification and neighborhood cultural heritage of northwest Georgia Avenue and Pleasant Plains?
4. What are QCBR's limitations in describing gentrification and neighborhood cultural heritage of northwest Georgia Avenue and Pleasant Plains?
5. What role does mixed methods research play in understanding gentrification and neighborhood cultural heritage of northwest Georgia Avenue and Pleasant Plains?

The focus was community settings, not individuals, case studies or groups. Aggregate qualitative data were collected. Therefore, individual informed consent was not applicable or needed. Letters of clearance were also unnecessary, since all observed events were public.

Quantitative and qualitative methods were used. Primary and secondary data were collected. Primary data collection, from new sources, consisted of participant observations of community meetings, field observations of community settings, non-formal street intercepts, car drives and walks in neighborhoods, and photography of residential and commercial areas. Secondary data collection, from existing sources, included document reviews, archival retrievals and reviews, extractions from records and literature reviews. Qualitative data were collected from observations of community settings and events. Student researchers and the author obtained quantitative data (statistical profiles from agencies, groups and articles), conducted in-depth field observations and engaged in participant observation. Field and observation notes were taken. Data were initially arranged into topical areas and conceptual categories. The author identified and analyzed issues communicated in neighborhood settings and meetings. Data were then refined and rendered into more specific categories and analyzed for recurrent themes. Extensive photographs were taken of community settings, environmental contexts and physical locales. A visual context was documented. Data were examined for themes and patterns.

Student investigators identified and explored themes embedded in ethnographic observations, field notes and organizational activities. Narratives were created of oral discourse. Analysis was guided by identifying and grouping themes into broader categories. Subsequent thematic coding permitted data to be further arranged into substantive themes. Themes derived from the guided ethnography were supplemented by quantitative data findings. Through reviews of emergent findings, the researchers also generated findings based on methods derived from grounded theory (Thomas & James, 2006), qualitative data collection and analysis. Qualitative grounded theory methodology informed and guided the data collection. Qualitative data from field notes and observations were studied for their informative ability to generate thematic and discrete categories pertaining to gentrification. Data collected by each qualitative method were compared and cross-checked for refinement, further comparison and contrast. This also involved reflection of comparisons of what participants said (based on interviews, focus groups and intercepts) with what they did (based on observations), and sometimes wrote (based on documents).

Two limitations hampered the analysis. Students did not develop a detailed coding framework or conduct an extensive content analysis. However, thematic coding was linked to the original and emergent research questions. Consistency and on-going confirmation were maintained by comparing and confirming triangulated data obtained from the varied sources and methods of data collection.

The timeline for each research phase was as follows:

> Aug-Oct: Literature searches and reviews; document reviews; community observations; archival retrievals; photography; application of grounded theory (thematic refinement); data coding and analysis
>
> Oct-Nov: Data review and analysis; review of concepts and refined themes; writing of results
>
> Nov-Dec: Preparation and presentation of slides and final report

Tasks were assigned. Each student:

- Selected a particular topic related to gentrification and cultural heritage of Georgia Avenue or Pleasant Plains.
- Conducted a literature review of the topic.
- Described a conceptual or theoretical framework and rationale for conducting the research.
- Collected data from literature searches and reviews, street intercepts, interviews, participant and field observations, individual photography, review of Internet materials, *etc.*
- Organized and analyzed detailed qualitative and quantitative data into text, photographs, charts, graphs, maps and other visual representations.
- Used complete and verified literature citations.
- Presented an oral presentation, and a printed and electronic final report.

Slides were clearly titled. Contents included details, citations and captions for text, numerical data, visual data and references. The following items were in the slides presentation and final report: cover page, introduction, specific topic, thesis statement, research questions, literature review, limitations, methodology, findings, discussion/conceptual analysis of findings, conclusion and references.

Due dates were established. A grading rubric was used. Students were formally assessed for their work. Slides were assessed for their contents, texts, titles, extensive details, neighborhood photography, illustrations, drawings, graphics, charts, diagrams, contact and descriptive data, and captions for community visuals. All items were community-based.

Assets-Based (Pleasant Plains; Washington, DC)

ASSESSMENT CHECKLISTS

The following assessment checklists were useful for assessing students' research reports and slides presentations:

Considerations for Assessing Research Reports

- ✓ Title page is clear.
- ✓ Report is visually attractive, bound and neat.
- ✓ Report is easy to read.
- ✓ Introduction is focused and clear.
- ✓ Headings and sub-topics are used.
- ✓ Thesis statement is concise.
- ✓ Methodology is based on the research thesis.
- ✓ Contents have extensive and appropriate data.
- ✓ Paragraphs contain topic sentences and are linked.
- ✓ Findings are consistently referenced in appropriate format.
- ✓ Conclusion relates to the findings.
- ✓ Policy implications are based on the findings and conclusion.
- ✓ Plagiarism is non-existent.
- ✓ Methodology is clear.
- ✓ Instructions are followed for the research and writing process.
- ✓ Citations are accurately and immediately linked to quotes, numerical data, qualitative data, and ideas and paraphrased sentences.
- ✓ Facts are accurate and always documented.

- ✓ Data are consistently substantiated by direct and verifiable references.
- ✓ Mistakes in grammar, spelling and punctuation are non-existent.
- ✓ References page is clear, accurate and appropriately formatted.

Considerations for Assessing PowerPoint Presentations

- ✓ Heading and sub-topics are used.
- ✓ Thesis statement is concise.
- ✓ Methodology is based on the research thesis.
- ✓ Diction is clear and articulate.
- ✓ Words are poised, projected and non-rambling.
- ✓ Slang is avoided.
- ✓ Slides are visually interesting, informative and accurate.
- ✓ Material is informative.
- ✓ Data are accurate.
- ✓ Facts are accurate and always documented.
- ✓ Eye contact is maintained.
- ✓ Presenter shows interest in the topic.

Peer ratings of presentations can also be helpful. Below is an example.

Student Peer Rating Scale for Verbal Presentations

Presenter's Name:

Evaluator's Name:

Date:

Topic:

Presentation Criteria	Maximum Points
Preparation	10
Clarity	10
Documentation	10
Accuracy	10
Articulation	10
Eye Contact	10
Voice Projection	10
Enthusiasm	10
Stimulation	10
Factual	10
Total	

OPTIONAL COMMENTS

Grades should be based on clear and explicit measures. The CTAP grading rubric contained the following criteria:

> ***A*** = All data are directly related to the selected topic and community; consistently clear and focused; highly accurate data; consistently accurate grammar and spelling; all items are documented with complete and accurate citations; visuals are very appropriate and consistently enhance the written message; each literature search/review item has a clear, correct and full citation; only verifiable data are presented; documentation is clear; references page is accurate and refers to works cited; two articles are cited from scientific periodicals; each visual has a caption and citation; work is proofread well.
>
> ***B*** = Most data are directly related to the selected topic and community; relatively clear and focused; generally accurate information; one literature search/review item is undocumented or lacks complete and accurate citations; visuals are appropriate for the text and sometime enhance the written message; two or three grammatical, spelling and/or typo mistakes; one item is not verifiable; all documentation is clear; references page is accurate and refers to works cited; only one article is cited from a scientific periodical; most visuals have captions and citations.
>
> ***C*** = Only some data are directly related to the selected topic and community; occasionally focused, but typically rambling, underdeveloped text; limited accuracy; three or four literature search/review items are undocumented or lack complete and accurate citations; some visuals are inserted, but are not linked to the text; at least four grammatical, spelling and/or typo mistakes; citations are missing for two each literature search/review data items; references page is accurate and refers to works cited; no article is cited from a scientific periodical; half of the visuals have captions and citations; no references page.
>
> ***D*** = Data are not directly related to the selected topic and community; unclear focus; distracting grammar; difficult to understand; typographical mistakes; at least five literature search/review items are undocumented or lack complete and accurate citations; visuals are not included; at least five grammatical, spelling and/or typo mistakes; no article is cited from a scientific periodical; only a few visuals have captions and citations; report is poorly proofread; no references page.
>
> ***F*** = Not done; irrelevant content; no focus; unresponsive to the assignment; unsuitable text; lacks visuals; excessive grammatical, spelling and/or typo mistakes.

CTAP has adopted a CBPR approach. It works closely with the Emergence Community Arts Collective (ECAC), a center in Pleasant Plains (the community in which Howard University is located), founded and directed by Sylvia Robinson, and the Georgia Avenue Community Development Task Force.

CTAP is an overwhelming success. Neighborhood organizations, individuals, students, staff and administrators are impressed. QCR and service-learning demonstrate how meaningful and mutually beneficial links can be developed between a university and a community. For a review of faculty perceptions of service-learning, see Jones, Abes, & Jackson (2002). Useful products and information are provided for policy-makers, planners, residents, researchers and others.

Students also prepare an initial fieldwork assignment. This is not a group assignment or a class walking tour. Each student conducts field observations, takes original photographs, and conducts street intercepts (informal conversations or quasi-interviews with random folks) on a particular block or a five-block radius. A typed field report of impressions is then submitted. The objectives are to become comfortable in and familiar with the community. Before beginning the ethnographic fieldwork, students answer the following question: What do you think you will see and feel when you walk around? Dates, times and blocks of observations are recorded. The area is visited on two different days for at least one hour per visit. Each

student walks around the block(s) and documents impressions of what he or she sees, hears, feels, smells, and otherwise experiences. Observations are discussed individually and collectively in class. The report includes details about observed assets (strengths/resources); general observations of buildings, people and conditions; and types of visuals in the neighborhood (*e.g.*, graffiti, posters, ads and billboards). Clear and captioned photographs that visually document the main observations are also submitted and discussed.

EMERGING NOTIONS OF COMMUNITY

CTAP qualitative research on gentrification is generating informative findings about concepts circulated about, in and by a particular urban community. Space, community and culture are regarded as assets by some, or liabilities to others who may or may not be from similar spatial, community or cultural backgrounds. Space takes various forms: physical, psychological, metaphysical, conceptual, personal, and broadly or narrowly public. Economic conditions, structural conditions, institutional arrangements, socially structured inequality, poor decision-making, *etc.*, may lead to a common occupation, settlement or residential space. A neighborhood is a common geographical setting. It differs from a community's sense of shared assets and perceptions of common liabilities. Communities are created, formed and shared by their members. Empirical questions may be asked: What are the reasons for and ways in which members invest in their community? What are the factors that enable people to regard their living areas as shared environments? What institutional, environmental, social psychological, economic and political factors encourage them to preserve their sense of space, culture and community? How do people move from cultural tolerance to cultural understanding?

Communities and residents affirm themselves in various ways. These methods may be deemed legitimate, socially approved, respectful, constructive, uplifting, sensible and otherwise positive. They may also be regarded as rebellious, deviant, illegitimate, anti-social, criminal, harmful, destructive, pathological, disrespectful or otherwise damaging to the sensibilities of residents and non-residents. Cultural expressions include visual imagery, text messages, language, traditions, rituals, behaviors and ceremonies, such as the West Indian Day Carnival that DC government once moved from its traditional site because newly arrived white residents disapproved of it. The ability to maintain cultural expressions may be related to political power, economic factors, social relations, competing cultural affirmations, a community's relationship to local government and dynamics within a neighborhood, *e.g.*, relations between white newcomer residents and Black long-timer residents.

Gentrification is a process of social change. Responses to gentrification may be expressions of efforts to engineer a community's transformation. As a deliberate set of strategies, social change is related to, perhaps even dependent on, a variety of sociological, social psychological and technological factors. These include access to information, links between change management and information, collaboration, partnerships, coalitions, culture, community, collective action, sense of adequacy, feelings of responsibility and capability, and an individualized sense of regarding social change as person-centered and personally possible. Based on participant observations, interviews, document reviews and other methods, it is possible to list some pre-requisites for effective community social change:

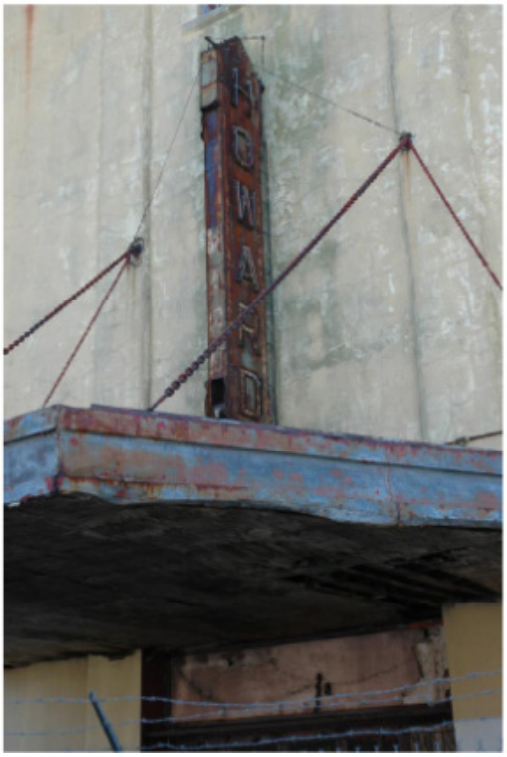
- Personalizing Change
- Motivating Self and Others to Participate
- Recognizing and Communicating Common Needs and Interests
- Perceiving Connections between Community Issues and Individual Needs
- Clarifying Goals and Objectives
- Selecting Achievable Aims
- Identifying Realistic Targets
- Recognizing a Rallying Point and/or Unifying Symbol, Action or Theme

- Imagining and Imaging Results
- Developing, Articulating and Circulating a Vision for the Community
- Celebrating and Analyzing Achievements
- Scrutinizing Disappointments

These realizations and processes are related to competing and discoverable notions of culture, space and community. Our qualitative community research shows that inter-related factors affect local social change. An imagined sense of community and interdependency becomes more apparent when a community's resources are identified, honored and utilized. An assets-based approach replaces a conditioned stress on learned dependency, presumed pathology and views that certain people are voiceless. Transmission of common sensibilities is linked to overcoming suspicion and developing trust. Persistency is important for gaining access to elites and certain resources. Sharing and effectively using them require personal commitment, collective action, developing mutual understandings and monitoring. Purposeful communication, transparency and mechanisms for clarification promote consistent direction and concrete activities. Developing organizational depth requires bottom-up and top-down leadership. Distinctions are made between resident-centered leadership and top-down directives. Nurturing organizational morale and development is essential. Openness to collective criticism contributes to organizational sustainability. Recognizing and supporting opportunities for capacity-building and action permit residents to be directly involved and achieve direct, tangible results.

IMPLICATIONS FOR STUDENTS, FACULTY AND COMMUNITY

Faculty-initiated and student-conducted CBPR can be replicated. Another example is described as follows. One CTAP focused on community development of an official Georgia Avenue/Pleasant Plains (GA/PP) Heritage Trail. Visualizing a community's cultural heritage is an important mechanism for neighborhood preservation.



Signifying (Pleasant Plains; Washington, DC)

CTAP assisted a heterogeneous community-working group of residents, stakeholders and public and private sector collaborators to develop an official Georgia Avenue/Pleasant Plains Heritage Trail. Results included photographs, other visuals, oral histories, interviews, and class and community-based presentations. Innovative and integrated community-based research and service-learning contributed to learning and teaching. Student learning was enhanced through a course redesign, which focused on experiential learning, service-learning and community-based participatory research.

The GA/PP Heritage Trail Project required collaboration between the ECAC, a neighborhood working group, Cultural Tourism DC and CTAP. Students, the instructor, community groups and individuals documented and presented historical developments in the Georgia Avenue/Pleasant Plains neighborhood located between the Shaw and Petworth Metro Stations in Washington, DC. People, sites and events were researched. Results were displayed in visual and text formats, including a photography exhibit, PowerPoint slides and reports, and student presentations in a community setting. Multiple products were developed. These included research reports, presentations, archival development and retrieval, oral histories, a photographic display and a re-designed course.

CBPR, ethnography and cultural proficiency have many theoretical, empirical and practical benefits (Quimby, 2006, 2001; Hecht & Krieger, 2006; Bernal, 2006; Sue, 2006; Gonzalez & Garfinkle, 2003; Corbin & Strauss, 1990). Major CBPR benefits are listed below:

Benefits of CBPR

- Responds to community-defined concerns, needs and issues
- Requires cultural competence and sensitivity in research, including design, methods, data collection instruments, measurements, interpretation of findings and dissemination of results
- Assists clarification of research issues and questions to be studied
- Involves development of community-based partnerships, collaborations, coalitions and working alliances
- Helps capacity-building of a community by infrastructural development, and access to and sharing of resources
- Provides for potential sustainability
- Promotes recruitment and retention
- Permits relevant and useful findings

Our CBPR course assignments involved research, interviews, oral histories, participant observations of community working group meetings and presentations of findings. Some students joined a community-based oral history interview team and signed up for interview training. All were trained to collect data from local institutions. Community-based professionals conducted these trainings. Outcomes were shared with classmates. Each student participant researched points on the trail and did a presentation to the community.

CTAP's rationale is that students and teachers learn by conceptualizing, doing service, researching and sharing results in multiple formats. Traditional classroom teaching relies too much on 'chalk and talk', rather than conceptual, technological and methodological innovations. CTAP's pedagogical approach improved teaching, learning and assessment. In addition to standard exams, students were assessed on their contributions to helping design the community-based participatory research, service-learning and assistance. Instead of being passive recipients of information, they, along with neighborhood residents, defined issues, events and people of significance to the community. Emphasis was on community assets, strengths, resources and resiliency, not pathology. Moreover, the course provided an effective mechanism for developing institutional and individual relationships between the university and neighborhood entities and people.

The project's purpose was to integrate classroom and applied learning by helping neighborhood individuals, groups and institutions develop a Georgia Avenue/Pleasant Plains Heritage Trail. Participants developed and

shared their expertise on neighborhood history, cultural heritage and social changes. Students' tasks included participant observations of and technical contributions to the community working group.

Specific objectives included:

1. Enhancement of community-based participatory research skills by students
2. Service-learning opportunities by students
3. Technical assistance to neighborhood working groups
4. Pictorial representations of community heritage and social change
5. Community presentations
6. Course re-design to include qualitative community research and service-learning

New courses are needed to teach and practice QCR, but it can be meaningfully incorporated into existing, but re-structured courses. Course re-design for QCR can incorporate online learning, as well as classroom instruction and community-based fieldwork. Augmenting pedagogical approaches may improve students' future marketability. Through student teamwork and collaborative university-community research, student learning and performance in cognitive, affective and social domains will be strengthened. Faculty resources available through the university can also be utilized, such as online instructional techniques and digital learning. A re-designed course can be both inter and multi-disciplinary.

CTAP's results were measured in several ways, using summative and process evaluation methods. The instructor actively participated in neighborhood working group efforts by attending meetings, archiving, scanning photos, and critiquing written and text products. He joined the interview team and received community-based training in photography, questioning, monitoring and writing up their results. Data collection results were triangulated and verified through formative and summative processes. The following methods supported the findings:

- Observations of Community Working Group Sessions
- Interviews with Stakeholders
- Oral Histories
- Police Ride-Alongs
- Archival Documentation
- Feedback Obtained by the Instructor (through photography, interviews and participant observations)

Formative evaluation was process-oriented. Students submitted weekly updates. They also provided collaborative suggestions and feedback. Community persons commented on the accuracy and usefulness of research and students' service-learning products. Their critiques helped inform course re-design, understanding of photographs, text reports and others deliverables. Students were formally assessed for their work. The summative evaluation included a final report of slides, an electronic version of the report and an oral presentation in a community setting.

Collected materials were stored at the ECAC. Community residents were invited to the final presentations which were done at the ECAC. PowerPoint presentations were only video and audiotaped if students voluntarily signed waivers for permission to use the information for educational purposes.

Questioning is an important aspect of research. Below are research questions a graduate student formulated and asked Howard University's receptive president and administrators during her QCR project. These can be adapted to other college settings.

Community Research Questions for University Administrators

1. Are you aware that the area in the vicinity of Howard University from Florida Avenue to $14^{th}/16^{th}$ Streets, NW, Washington, DC, is known as the Pleasant Plains community?
2. How do you think the university is viewed by people in the community surrounding the university?
3. How do you think the university views the people in the community surrounding the university?
4. In the past, what contributions has the university made to the community?
5. Currently, what is the university contributing to the community?
6. How is the university's legacy linked to its present?
7. The university is known for its teaching and scholarship, but do you think the university is serving the community as best we can?
8. What do you recommend should be done to improve the relationship between people in the community, and students, administrators, faculty and staff?
9. Does the university require all staff and faculty to partake in community service activities?
10. Does the university recognize or reward faculty members' engagement in community service?
11. How has the university addressed service-learning initiatives?

The following examples of research topics and questions are offered as illustrative suggestions for other faculty and students when developing an overview of a community:

STUDENT QCR TOPICS AND QUESTIONS

Assets

- What are the major assets of Pleasant Plains?
- What are the community's strengths?
- What are its resources?
- How has gentrification affected the assets of Pleasant Plains?

Business

- What types of businesses are in Pleasant Plains?
- Who owns them?
- Who works in them?
- What products or services do the businesses sell?
- Who are the main clientele?
- How has gentrification affected businesses in Pleasant Plains?

Religious Institutions and Spiritual Centers

- What types of religious institutions and spiritual centers are in Pleasant Plains?
- Where are they located?
- How long have they been a part of the neighborhood?
- Who patronizes them?
- How involved are they in the community?

- What services do they offer?
- How has gentrification affected the types of religious institutions and spiritual centers in Pleasant Plains?

Civic Activities

- What meetings are held?
- When are they held?
- What is their purpose?
- Who attends them?
- Who is most affected by the decisions they make?
- Do they outreach to a representative group?
- Who are most vocal in the discussions?
- What are the major issues raised in the meetings?
- How has gentrification affected civic activities in Pleasant Plains?

Communication

- How do people find out what is going on in Pleasant Plains?
- What are the media outlets?
- What are the social networks?
- What online communication is there?
- How has gentrification affected communication in Pleasant Plains?

Crime

- What types of crimes are happening?
- Where are the hot spots?
- What age groups are committing the crimes?
- What have been the responses from neighbors and District government?
- How has gentrification affected crime in Pleasant Plains?

Culture

- What is the cultural heritage of Pleasant Plains?
- How is culture displayed in Pleasant Plains?
- What role does culture play in promoting or preventing crime?
- How has gentrification affected the culture of Pleasant Plains?

Employment

- What types of jobs do people have?
- What employment opportunities exist in the community?
- How has gentrification affected employment in Pleasant Plains?

Entertainment

- What kinds of entertainment exist?

- What age groups are catered to?
- What are the costs?
- How is entertainment advertised?
- Who are the customers (age, race, ethnicity, class, gender)?
- How are entertainment venues changing?
- How has gentrification affected entertainment in Pleasant Plains?

Environment

- What are the major environmental issues affecting Pleasant Plains?
- How are these issues handled?
- How has gentrification affected the environment of Pleasant Plains?

Food

- What is the availability of grocery stores, restaurants and carryouts?
- Who patronizes these places?
- What is the quality of food they offer?
- What is the affordability of the food they offer?
- Who do they cater to?
- How has gentrification affected the number, type and quality of food facilities in Pleasant Plains?

Health

- What are the main health issues in Pleasant Plains?
- How many health facilities are in the community?
- What types of health facilities are in the community?
- Who uses the facilities?
- What are the fees for services?
- How has gentrification affected the number, types and quality of health facilities in Pleasant Plains?

Housing

- What housing is available?
- Has available housing increased or decreased over the past 20 years?
- How has the housing market changed?
- How has this affected the community's demographics?
- How has gentrification affected housing in Pleasant Plains?

Leadership

- Who are the formal leaders in Pleasant Plains?
- How are formal leaders selected?
- Who are the informal leaders in Pleasant Plains?
- How are informal leaders selected?

- How has gentrification affected the make-up of Pleasant Plains?

People

- What is the demographic make-up of Pleasant Plains?
- How has the racial make-up changed?
- How has the ethnic make-up changed?
- How has gentrification affected the demographic make-up of Pleasant Plains?

Recreation

- What are the options for recreation?
- What are the costs?
- Who do they cater to?
- How much social interaction is there?
- How has gentrification affected recreation in Pleasant Plains?

Schools

- What schools are in Pleasant Plains?
- What do they offer?
- What is their history?
- How have they been affected by recent politics?
- How are they ranked?
- How has gentrification affected schools in Pleasant Plains?

Teams can also be assigned to study a general topic related to identifying a particular block's assets and residents' perceived ways of improving them. Information that answers research questions could be obtained through various forms of data collection (*e.g.*, observations, field reports, interviews, street intercepts and photography). Topics might include business development, environmental initiatives, housing, community space, security, services, transportation and parking. Each team's research could answer three questions for its assigned block: 1) What are three assets (resources/strengths) of your assigned block? 2) In what two ways can the team's assigned topic be improved on your assigned block? 3) How can the university contribute to your assigned block's overall development?

APPROACHES TO TEACHING, LEARNING AND PRACTICING QCR

Instruction is meaningful when it develops skills and strategies for conceptualizing, theorizing, investigating, obtaining and comprehending. From students' perspectives, the process and results also need to be practical. For example, safety is a concern of many students in urban universities. Engaging in community research eventually reduces anxiety. Residents, proprietors, blocks and neighborhoods become familiar and less removed. Participants develop a greater sense of community and connectedness. Tensions and social psychological barricades are lowered. Depending on conceptual frameworks and teaching pedagogies, these attitudinal changes may be a result of explicit aims or by-products of instructional and learning experiences, inside and outside of the classroom. Content, context and practice are linked to teaching and learning. Cognitive emphasis on learning skills (*e.g.*, developing databases and spreadsheets, displaying qualitative data in statistical formats, engaging in descriptive and inferential statistics, and researching the Internet) can be linked with a related focus on personal development. Social values can be inculcated or reinforced by social practices that promote community development. Social objectives are achievable, such as empowerment, social change, social justice, community development, cultural change, institutional change, leadership, and contributions to community-defined interests and activities.

Community research consists of theories, practices, findings and applications. Using observations and findings to help people is one way of framing, conducting and using community research. Studies of gentrification or students' perceptions of and relationships with local communities are examples. These are aided by multi-methods of field observations, note-taking, field reports, street intercepts, interviews, participant observations, photographic and other visual documentation, police ride-alongs, and document reviews of reports, community publications, newspapers and other periodicals.

Qualitative research is a form of social interaction, not merely acquisition of information. It is a social relationship between the researcher and participants, *i.e.*, a way of relating to people. Ethnography in particular is not exclusively based on cognitive skills. It is immersed in – or tries to be rooted in – the cultural, historical, political and economic realities of people. Qualitative research is a social act.

Qualitative research can be a form of instruction, stemming from philosophical, pedagogical and heuristic learning approaches. Its pedagogy can comprise understanding the roles and interconnectedness of theories, practices and findings related to service-learning, student-centered learning and teacher learning. Accordingly, pedagogical goals highlight well-rounded conceptual development, as summarized below:

Pedagogical Goals

- Student-centered learning
- Solutions-based learning
- Conceptual critiques of rigid learning models
- Descriptions of alternative approaches
- Qualitative literacy (fluency in reading and writing; interacting with, understanding, interpreting, and creating meaning; presenting data)
- Quantitative literacy (numeracy; reading-writing fluency, interpreting and presenting computational data)
- Visual literacy (fluency in interacting with, understanding, creating meaning from, communicating, interpreting and presenting images)
- Vernacular literacy (capability of communicating and constructing meanings in the language of a particular social community)
- Formal academic and workplace literacy (constructing and communicating meanings from institutional languages of educational and professional settings)
- Development or reinforced respect for and communication with diverse people

PEDAGOGICAL ASSUMPTIONS

Learning is best achieved when it is authentic, *i.e.*, based on real situations and demands that participating teachers and learners create and share meanings from their experiences. Students and instructors understand and create knowledge from historical, contemporary and cultural contexts. When learning is steeped in a real-world situation, conceptualized by Vygotsky (1930) as a zone of proximal development, there are greater opportunities for learners to link academic contexts with practical applications. This is not simply acquiring and transferring knowledge. It is the making and use of meaning. For example, depending on how it is conceptualized, and what people mean by it, literacy can serve the conflicting interests of varied people, *e.g.*, the oppressed (Freire, 1993) or elites, or people in hardship (*e.g.*, homeless, unemployed poor, working poor, working middle-class). Ethnography can play an informative role in understanding connections between culture, literacy and development (Wagner, 2004; Street, 2001).

Safe and comfortable environments promote learning and constructions of meaning (Morris, 2004). Supportive and not-threatening classrooms are required. Some community settings are warm, friendly, inviting, non-threatening and safe. Others are not. Thus it is with some classroom settings. Authentic learning may be negated when fear replaces perceptions of support.

ASSUMPTIONS ABOUT RESEARCH: ROLE OF THEORY

Qualitative research is informed by pedagogy, social learning and social science. Research theory and practice reinforce each other. Pedagogical theories and concepts of behaviorism and constructivism are illustrative.

In behaviorism, students are passive recipients of knowledge and information. Facts exist and are discoverable. Behaviorists assert that what is learned is acquired, gained, obtained or otherwise received. From the perspective of constructivism, meaning is constructed from knowledge, which is socially created. Constructions of knowledge are efforts to create meaning from experiences. They are quests for order. Social reality, social meaning and knowledge are social constructs that have implications for learning and teaching (Callison, 2001; Jonassen *et al.*, 1999; Bruner, 1990, 1961). Constructivism has fundamental learning premises (Callison, 2001).

Constructivism's Fundamental Learning Premises

- → Knowledge is constructed, not transmitted.
- → Knowledge is embedded in activities.
- → The context of learning activity affects the construction of meaningful and useful knowledge.
- → Meaning is not external, but is in the knower's mind.
- → There are multiple perspectives of reality and knowledge.
- → Developing (making) meaning is initiated by authentic problem-solving situations or dissonance-reducing needs that are owned by the learner.
- → Articulation, expression or representation of what is learned is required for the building of knowledge.
- → Since individual meanings can be shared, conversations can lead to making of meaning.
- → Community, culture and technology are major mechanisms for the distribution of meaning-making and thinking.
- → Meaning is not created equally.

Based on the preceding evidence-based findings, the Association for Supervision and Curriculum Development has validated important traits of constructivist teachers (Callison, 2001; Marzano, 1992). These are summarized below:

Practices of Constructivist Teachers

- → Encourage and accept student autonomy and initiative
- → Use raw data and primary sources, along with manipulative, interactive and physical materials
- → Use cognitive terminology such as 'classify,' 'analyze', 'predict' and 'create'
- → Allow student responses to drive lessons, shift instructional strategies and alter content
- → Inquire about students' understandings of concepts before sharing their own understandings of these concepts
- → Encourage students to engage in dialogue with each other
- → Encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other
- → Seek elaboration of students' initial responses
- → Engage students in experiences that might contradict their initial hypotheses, and then encourage discussions

→ Allow wait time after posing questions

→ Provide time for students to construct relationships and create metaphors

→ Nurture students' natural curiosity through frequent use of a learning model cycle

DOMAINS OF RESEARCH, TEACHING AND LEARNING

Domains of research are not mutually exclusive, completely sequential, step-by-step, research developmental acts, each phase of which is completed before moving to a different stage. They may simultaneously interact with and reinforce or challenge each other. Qualitative and quantitative meanings are derived from perceptions, definitions and experiences with information. One issue is power: Who or what dominates the rules of engagement, discourse, *etc.*? Are knowledge and meaning extracted from each other?

Upon reflection, supposedly separate domains of qualitative and quantitative may appear to be confusing and overlapping. Are they analytically discrete categories? Are the domains to be classified as theory, pedagogy, investigation and action? Theory is contextual and involves definitions, conceptualizations and basic constructs. Investigation involves contextual interaction with and creation of knowledge. Similarly, pedagogy is also contextual, involving assumptions about the purposes and methods and targets of teaching, learning, meaning and application. Qualitative conversations are active contextual engagements and discourses. Action is a form of contextual usage, which can result from theorizing and practicing of learning as personal and social involvement.

Conceptualizations about and from research are developed, circulated and used within contexts. Language plays a special role in socially constructing realities. We often hear that qualitative approaches illuminate quantitative analyses. Sometimes this view reflects a subordinate function of qualitative research. Juxtaposing quantitative vs. qualitative is a false and misleading dichotomy.

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Assignment on Applying Research Reading Skills

The following assignment may be helpful in applying research reading skills.

OBJECTIVES INCLUDE:

- → Recognition of clarity
- → Exposure of facts and opinions
- → Discovery of supportable statements
- → Detection of over-generalizations
- → Identification of relevance

INSTRUCTIONS

1) Read a qualitative research article.
2) Identify the following categories of meanings within it.
3) Study the article for explicit and implicit meanings embedded in its words, sentences and paragraphs.
4) Discuss answers to the questions listed below:

Categories of Meaning
Meanings of Words
→ Denotations?
→ Connotations?
→ Tone?
Meanings of Sentences
→ Major thoughts?
→ Coherence?
→ Information?
→ Tone?
Meanings of Paragraphs
→ Thesis or topic sentences?
→ Main themes and ideas?
→ Evidence for themes and ideas?
→ Appropriateness of examples?
→ Concepts?
→ Objectivity?
→ Citations?
→ Meanings?
→ Information?
→ Tone?
Answer the following questions about reasoning:
→ Are the article's words, sentences and paragraphs clear?

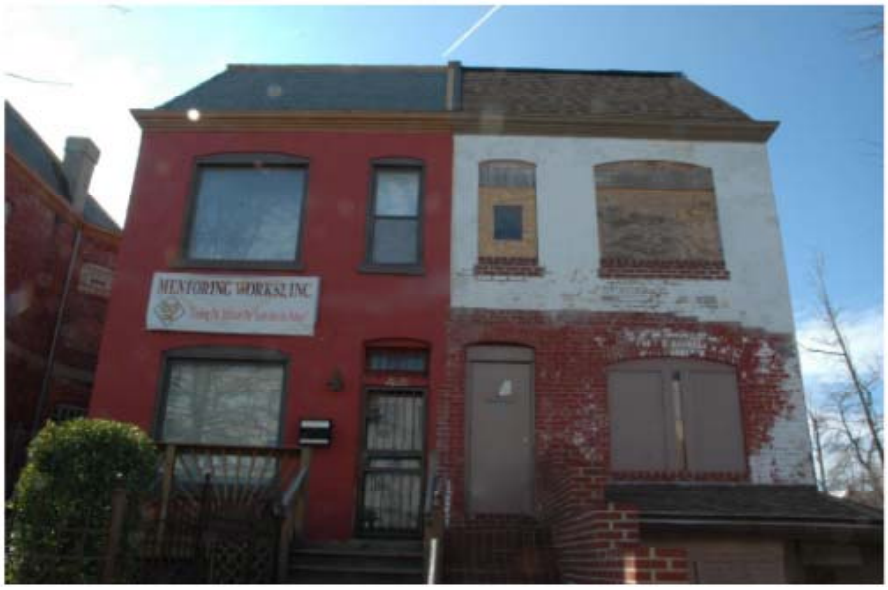
- → Does the data collection seem to be authentic?
- → Does the data analysis appear to be credible?
- → Are the findings supported by verifiable evidence?
- → Are the conclusions supported by credible statements?
- → What is the paper's tone?
- → Is the tone warranted?
- → Are the paper's generalizations supportable?
- → Are over-generalizations in the paper?
- → Are facts and opinions distinguishable?

CHAPTER 5

Assessing Qualitative Community Research

Abstract: This chapter describes skills and strategies for connecting QCR theory with practice. Despite its limitations, qualitative research can be conceptualized as instruction, practice and assistance. They are assessed based on a project's objectives. In all cases, making appropriate decisions about data is essential. Gathering evidence is linked to a general awareness of community-based research and a QCR orientation. These are achievable through practice and varied assessments. The chapter offers suggestions for faculty and student assessments. Guidelines for students are provided. Among the challenges of community-based research are collaboration, defining a community and entering a community. Each can be anticipated and reduced by careful planning and assessments. Conceptualizing a community in terms of its resiliency is a perspective and an approach that provides useful data, especially about marginalized communities. Finally, two getting started assignments are given; one on community observations, the other on reviewing print media.

Key Words: Linking Theory and Practice, Strategies for Research as Instruction, Practice and Assistance, QCR's Limitations, Guidelines.



Possibilities? (Pleasant Plains; Washington, DC)

CONNECTING THEORY AND PRAXIS

Qualitative research is a pedagogical and research process of discovery and implementation, from theory to practice, and from practice to theory. Bridging theories and practices of instruction and community-based research is a major goal. Critical examination of mass media is also important for teachers and students. Detecting misinformation boosts quality research. There is a necessity for skilled, conscious and critical analyses of media (McBrien, 2005).

Professors are not necessarily great teachers. We can use help. Too often our concerns are with imparting information and professing or offering our learned knowledge. Selected community guest speakers and seminar coordinators can be invaluable sources for encouraging and informing students. Common thematic discussion topics for community research include purposefulness of research, ways practice is informed by theory, how theory is tested by praxis, understanding research contexts and critical thinking. Holding these sessions in a nearby community facility assists student-faculty-community interaction and familiarization.

Teachers, students, residents and other participants can pose their own questions, and provide project-based answers and suggestions related to the following thematic considerations of QCR:

Thematic Considerations of QCR

- → Benefits of Community Research
- → Liabilities of Community Research
- → Ownership of Community Research
- → Research Planning, Focus and Structure
- → Monitoring and Managing a Project
- → Roles of Research Team
- → Strategies for Communication and Implementation
- → Protection, Risks and Confidentiality of Participants
- → Compensation to Participants
- → Roles of Participants
- → Procedures for Engagement and Recruitment
- → Techniques for Entering, Exiting and Returning
- → Protection and Risks of Researchers
- → Methods of Collecting Information
- → Ways of Questioning
- → Documentation and Verification
- → Use of Information
- → Analysis and Synthesis of Information
- → Measurement
- → Evaluation, Reflection, Interpretation and Making Meaning
- → Challenges, Problems and Limitations
- → Presentation of Results
- → Outcomes
- → Improvement
- → Flexibility and Adjustment
- → Assessment

FORMATIVE AND SUMMATIVE ASSESSMENT

Assessments may be of process, product and/or performance. These can be instructor examinations, critiques by community residents, peer ratings, criterion-based discourses of papers, visuals, talks and multi-media displays. They should be based on clear expectations, written criteria and an explicit rubric. Norm-referenced assessments compare students with each other, based on a standard. They may test a series or collection of skills. A usual method is a criterion-referenced assessment that evaluates individual strengths and weaknesses.

Useful formative assessments of the process and experiences are:

- → Written products (especially journals, notes, logs, progress reports and exams)

→ Oral products (particularly periodic summaries, verbal updates and mini-presentations)

Summative assessments are also valuable. These can be in various forms:

→ Written products (*e.g.*, final report, term paper, final exam, revised paper)
→ Oral products (*e.g.*, individual or group presentation)
→ Visual presentations of slides
→ Electronic products (*e.g.*, digital diaries, videos)

NEEDED SKILLS

Skills are needed throughout this process of connecting theory with praxis. Internalizing and applying best practices of reading comprehension strategies are essential (*e.g.*, see Harvey & Goudvis, 2000). These include:

→ Making connections
→ Creating mental images
→ Questioning
→ Determining importance
→ Inferring
→ Synthesizing

Despite and because of our inundated information age, media literacy skills are needed (Hobbs, 2005). These include:

→ Accessing, decoding and comprehending messages
→ Analyzing purposes, perspectives and contexts of media, messages and presenters
→ Evaluating accuracy, quality and relevance of messages
→ Creating messages to inform, convince, motivate, persuade or entertain.

Research, learning, instruction and application as problem-solving experiences involve paying attention to organizing, representing and displaying information. Clarity and precision of terminology are needed. These follow appropriate verification of data. Note that 'appropriate' is contextual, relative, power-based and meaning-based. Conclusions should be supported by and derive from the findings. Consideration has to be paid to numerical, visual and qualitative documentation and representation. Visuals can be devices for teaching, learning, research and presentation.

PEDAGOGICAL LIMITATIONS TO QUALITATIVE COMMUNITY RESEARCH

Despite its occasional hype, QCR has its limitations. Students and instructors may experience discomfort with independent student learning. Interactions between students, faculty and residents can be initially awkward. Students and instructors are often unfamiliar with meta-cognitive skills development. Extensive monitoring, guidance and support are needed. There is limited faculty time for managing problem-based research projects. Assignments that emphasize problem-identifying and solving are sometimes not explicit. Inquiry-based projects require students to connect background knowledge with new information, construct new knowledge, make meaning and develop real-world contextual understandings. Typical curricula do not support university-community interactions and teaching community-based participatory research. The process is time-consuming and labor intensive.

POTENTIAL LIMITATIONS OF QUALITATIVE APPROACHES

There are also potential limitations of qualitative approaches, including:

→ Absence or insufficiency of a conceptual basis
→ Problems in systematizing thematic findings
→ Over-generalizations from ethnographic case studies
→ Limited findings for generalizations
→ Issues in assuring reliability and validity
→ Confusion of anecdotal accounts with scientific evidence
→ Difficulty in integrating subjective and comparative data from different respondents
→ Obscure or confused meanings from esoteric terminology

CONCEPTUALIZING QUALITATIVE RESEARCH AS INSTRUCTION, PRACTICE AND ASSISTANCE: STRATEGIES THAT WORK

Empirical research on gentrification displays strategies that work for theory-praxis connections. Collecting, reviewing and interpreting information from primary and secondary sources require conceptual and practical skills. Primary qualitative data sources are field observations, photographic documentation, street intercepts, interviews, participant observations and reviews of documents. Statistical and other numerical information can be obtained from secondary data sources, such as national, regional or local data banks.

Literature searches and reviews can center on conceptualizations, theories and perspectives. A central question to ask is: Which ones best explain information gleaned from quantitative data, empirical observations and other data collection strategies?

Essential to the process are individual and joint determinations about what a presentation of a research project should contain. Collective formulation of its contents simulates thinking about fundamental research phases. The objectives can be creation of an outlined presentation and reinforcement of cognitive and conceptual skills while developing the outline. A research presentation outline can be prepared which contains the following:

Research Presentation Outline

- Abstract
- Topic
- Thesis statement
- Statement of problem
- Topic’s significance
- Aims
- Questions
- Literature review of previous research
- Conceptual framework
- Study design and method
- Data collection
- Data analysis

- Findings
- Discussion
- Limitations
- Conclusion
- Policy implications
- References
- Appendix (tables, charts, graphs, maps, photos)

Severance (Pleasant Plains; Washington, DC)

Now then, how can gentrification be studied? Depending on a project's aims, questions and design, methodological considerations involve specifying variables to be studied. In a mixed model design, independent variables are predictors, *e.g.*, factors that contribute to the gentrification-readiness of a block and community. Dependent variables may be specific features of gentrification. Sampling design issues might involve accounting for varied definitions of gentrification. Census tract designations and socially defined boundaries of a neighborhood tend to vary. Community and neighborhood may have different meanings. Obtaining a representative sample or segment of the participating community can be problematic. There is the possibility of over-sampling or under-sampling of groups. Unresolved issues related to population variance may lead to an over-reliance on representative cases. In such cases, equating pockets of a community with the community itself can result in an inauthentic process and findings that might not be credible.

Data issues can be numerous. Making decisions about data includes considerations of the following items:

Items to Consider When Making Decisions About Data

- Training
- Verification
- Authenticity
- Credibility

- Replicability
- Validity
- Reliability
- Generalizability
- Data collection methods
- Trusting sources and information
- Questioning sources and information
- Evaluating data
- Assessing sources
- Assessing data
- Determining accuracy
- Triangulating data sources and analyses
- Accepting (confirming) data
- Separating rumors from facts
- Distinguishing opinions from facts (capable of being proven true or false)
- Separating anecdotal collection from scientific investigation
- Using current and historical data

Gathering Evidence

Let's assume we are studying an aspect of gentrification. Significant steps in gathering evidence include:

→ Getting started
→ Establishing goals and objectives
→ Narrowing the focus
→ Defining and clarifying the design and method
→ Developing a general awareness
→ Establishing a clear research process of inter-related questions, aims, hypotheses, and methods of data collection and analysis
→ Identifying credible sources
→ Identifying appropriate, efficient and effective survey instruments
→ Entering a community
→ Data collection procedures
→ Cross-checking data
→ Coding and analyzing quantitative data
→ Coding and analyzing qualitative data
→ Analyzing, mapping and re-analyzing the community
→ Exiting the community
→ Ending the project
→ Reflecting on the process and outcomes

General Suggestions for Faculty on Getting Started

Implementing a student's QCR project can be difficult for faculty and students. Some recommendations for getting started are listed below:

- → Establish learning objectives.
- → Emphasize solutions-based learning.
- → Discuss aims, scope, guidelines, timelines, due dates, grading criteria/rubrics, *etc*.
- → Identify resources (*e.g.*, Internet, organizations, agencies, periodicals, others).
- → Provide information about integrating the technology, writing the report, writing captions and preparing the presentation.
- → Show examples from previous work.
- → Discuss mechanics of organizational skills, time management and writing.
- → Assign topics or have students select them.
- → Discuss locating, collecting, evaluating, organizing, analyzing, using and presenting data.
- → Have students establish narrow research issues.
- → Record each student's topic and themes.
- → Develop appropriate research questions.
- → Discuss plagiarism and be aware of teacher-student strategies to prevent it.
- → Continually review aims, expectations, procedures and guidelines.
- → Discuss relationships between ideas, data, methods, organization and presentation.
- → Share strategies for entering a community and doing field observation.
- → Share strategies for locating, accessing, recording and analyzing quantitative data.
- → Promote on-going reflection.
- → Schedule and review initial research reports.
- → Review guidelines.
- → Provide regular feedback from instructor and student peers.
- → Discuss note-taking, picture-talking and quantitative data collection.
- → Continue with phased reports and feedback.
- → Collectively problem-solve.
- → Provide suggestions to reduce concerns and maximize efficiency and effectiveness.
- → Collectively analyze data.
- → Model the behaviors needed for accessing, evaluating, appreciating, analyzing, using and presenting information.
- → Encourage, teach and promote writing skills
- → Emphasize extensive and documented details.
- → Assess final products and presentations.

Developing General Awareness

The above actions encourage student and faculty self-assessment. They provide motivation, incentives for participation and pathways for developing a general awareness of community-based research. Here are suggestions for developing a general CBR awareness:

- → Develop critical reading and critical consciousness skills.
- → Develop the perspective that critical thinking is essential for research.
- → Demonstrate that research and practice inform theory.
- → Do a literature search.
- → Talk to faculty and other students.
- → Read community newspapers and magazines.
- → Join community blogs and listservs.
- → Attend community forums, meetings, conferences, seminars and workshops.
- → Use Internet search engines.
- → Visit local libraries.
- → Talk to residents, vendors, and business owners/proprietors/staff.
- → Check local bulletins and newsletters.
- → Check community websites.
- → Carry small notepads.
- → Visit local media centers.
- → View community cable news and information shows.
- → Check sources to evaluate accuracy and usefulness.

DEVELOPING A VISION

QCR objectives for teaching, student-learning and community assistance can be realized in several ways. Most notably are observations and presentations (narrative, oral and visual) by faculty, students and neighborhood residents. These can be archived in a community organization. A main conceptual focus can be linking qualitative theory, pedagogy and research methods. Joint presentations are possible. Other outcomes might include development of visual and qualitative text databases, audiotapes, videotapes and printed copies of research materials.

Students' qualitative research projects provide an informed framework for conducting future professional research. Universities express interest in expanding research capabilities and opportunities. A QCR project can accomplish both. It can demonstrate processes of discovery and implementation, from observation to theory to practice. Common thematic topics of bridging theories and practices of instruction and community-based research include purposefulness, practice informed by theory, theory tested by praxis and understanding contexts.

Traditional doctoral research emphasis is on quantitative investigation, especially of secondary data. However, many graduate and undergraduate students are interested in improving their qualitative conceptual and technical research skills. This is evident for emerging behavioral and social science scholars. An educational project could provide multidisciplinary and interdisciplinary training in qualitative research as a core component (Barry, 1997). Emphasis would be placed on community-based research and community-based participatory research (Sampson *et al.*, 2002; Hohmann & Shear, 2002; Crow, 2000). The approach could be piloted in graduate and undergraduate courses. Care would be taken to develop an emotionally secure and comfortable teaching environment that promotes learning and constructions of meaning (Morris, 2004). Expected results would be course redesign, enhanced capability for mixed research designs (Tashakkori & Teddlie, 2003) and integration of qualitative methodology into existent courses. All this might improve students' performance and make them more competitive for graduate work and professional careers. Specific objectives could include faculty and student modeling of the following skills:

Skills for Developing a QCR Orientation

- → Strengthening Critical Thinking (McBrien, 2005)
- → Connecting Theory and Praxis
- → Methodological Training in Qualitative Data Collection and Analysis
- → Verifying, Assessing and Documenting Outcomes
- → Using Historical and Current Information
- → Making Meaning from Information
- → Presenting Results
- → Developing Multiple Literacies (*e.g.*, information literacy and visual literacy)

Participant observations of community meetings, discussions with community residents and leaders, and related qualitative research techniques could be utilized. Online data collection would be conducted. Multi-methods could also be used, including:

- → Analyses of statistical secondary data sources
- → Field observations
- → Note-taking and field reports
- → Street intercepts
- → Participant observations
- → Photographic and other visual documentation
- → Police ride-alongs
- → Document reviews (*e.g.*, of reports, newspapers and periodicals)

Among the data to emerge could be: 1) information on community assets and mobilization regarding positive social change, e.g., efforts to bolster community development, and 2) pedagogical information on faculty instruction and student learning of qualitative research. Course participants would select particular topics related to the collectively determined research theme. Student results would be presented in a PowerPoint format. Participants would also be encouraged to disseminate their findings through presentations at formal conferences and publications. A timeline would be developed, an example of which is sketched below:

Phase 1: Literature searches, planning, process evaluation

Phase 2: Training, outreach, online data collection, fieldwork, process evaluation

Phase 3: Fieldwork and visual documentation, online data collection, data analysis, process evaluation

Phase 4: Writing of results, process evaluations

Phase 5: Summative evaluation, final reports, student presentations

An evaluation plan would be produced. Results would be shared with departmental and university-wide curriculum development committees. Hence, the project's resources, strengths and lessons could be incorporated not only into a redesigned course, but also into instructional capacity and development efforts. Community residents would assess results from students' research for accuracy and relevance. The instructor could use variations of the following criteria to evaluate students' work:

- → Quality of data (accuracy; details; relevance; supporting details; multiple sources; citations; examples; logical relationships)

- → Documentation (clear, appropriate and accurate source citations; detailed and verifiable references)
- → Presentation (desired format; attractive; original; required sequential headings; integration of visual and text)
- → Mechanics (careful; no grammatical, spelling, punctuation, typographical and usage mistakes)
- → Organization (well organized; clear thesis; factual, triangulated findings; appropriate format and headings; well-constructed thoughts; relevant findings; related conclusions; relevant references)

Thematic research and instructional coherence and integration enhance synergy between faculty, students, residents and course content. Transferability and sustainability of qualitative research training can also be displayed in electronic presentations.

The following are considerations for evaluating students' oral presentations:

Considerations for Evaluating Students' Oral Presentations

- → Headings and sub-topics are used.
- → Thesis statement is concise.
- → Methodology is based on the research thesis.
- → Diction is clear and articulate.
- → Words are poised, projected and non-rambling.
- → Slang is avoided.
- → Slides are visually interesting, informative and accurate.
- → Material is informative.
- → Data are accurate.
- → Facts are accurate and consistently documented.
- → Eye contact is maintained.
- → Presenter shows interest in the topic.

PLANNING COMMUNITY-BASED RESEARCH (CBR)

CBR involves data collection from multiple sources, varied resources, interviews, street intercepts, visual documentation, quantitative and qualitative inquiry, systematic data gathering and other forms of scientific investigation. Deadlines for each phase of the project should be created by the instructor and students. A schedule reduces procrastination, maximizes efficiency and effectiveness, and promotes acquisition of relevant data. Clear due dates also provide a structure for monitoring progress and resolving anticipated or/or actual difficulties. Self-assessments aid planning and on-going reviews. CBR requires willingness and capacity to work with others. A completed project has value beyond the classroom. It reveals depth, significance and clarity. Information is documented with citations and clarity of design and methods. No grammar or spelling errors are in the final document. It is thoroughly proofread for ideas, clarity and references. The text presentation displays excellent use of fonts and visuals. Ultimately, the project is creative, conceptual, empirical and innovative.

Suggested student and faculty self-assessment categories are listed below:

Student and Faculty Self-Assessment Categories

- → Readiness

- → Preparedness
- → Quality of work
- → Project focus
- → Time management
- → Collaboration
- → Engagement in positive self-criticism
- → Acceptance of positive criticism
- → Contributions
- → Attentiveness to details
- → Effort
- → Results
- → Contents
- → Accuracy of documentation
- → Attractiveness
- → Neatness
- → Originality
- → Usefulness
- → Acceptance of responsibility
- → Problem-solving

Resolving problems is partly linked to anticipating and preparing for challenges, *i.e.*, becoming proactive. Although there are many difficulties in CBR, three vexing challenges can be mentioned here: collaboration, defining a community and entering a community.

Collaboration

Planning a CBR project involves thinking about ways to minimize potential problems. Challenges to collaboration can be reduced by:

- → Developing consensus around goals, objectives, strategies, techniques, decision-making, participants, uses of data, handling conflicts and problem-solving
- → Communicating with colleagues
- → Establishing interdisciplinary and multi-disciplinary links
- → Carefully recruiting, training and retaining key contacts and cultural informants
- → Appreciating and adhering to principles of cultural competency and proficiency

Defining a Community

A community may have competing, even conflicting, definitions and boundaries. Challenges to defining a community can be reduced by:

- → Studying official and unofficial definitions and histories of the participating community
- → Reviewing maps
- → Recognizing limitations of census tracts for community research, *i.e.*, social definitions of a neighborhood may not correspond to census tracts (Tienda, 1991)

→ Talking to leaders, elders and gatekeepers
- Attending neighborhood meetings
- Selecting a definition and boundaries based on a consensus of acceptance
- Acknowledging limitations of the selected definition and boundaries

Entering a Community

Some students feel cautious, wary and uncomfortable walking, talking and observing. Others may believe that if they are of the same race or ethnicity as residents of the participating community, then they have no need to be careful and considerate. A few students can be arrogant, overly confident and presumptuous in their mannerisms and language. This range of attitudes and behaviors can be identified, monitored and assessed.

Challenges to entering a community can be reduced by:

→ Brief car drives through the neighborhood
→ Initial fieldwork observations
→ Guest talks by neighborhood residents
→ Class sessions in a community setting
→ Frank discussions of reservations of students and residents
→ Collective suggestions to resolve perceived and actual tensions between residents and students

Desirability (Pleasant Plains; Washington, DC)

CONCEPTUALIZING A COMMUNITY

Qualitative community-based participatory research (QCBPR) proceeds from a perspective that communities, including working-class, lower-income and poor communities, have documentable assets, strengths, resources and resiliency. Orientation into this perspective and approach is necessary for faculty, students, and, at times, even community members who have been socialized into a deficit model of their

community. This negative socialization is reflected in words that construct a perceived social reality of deficiency. Examples include disorder, pathology, deviance, disorganization and dysfunctional. In this regard, at the individual level, "enfeebling" may be a derivative of social labeling by psychiatrists and other health professionals (Gergen, 1997). QCR rejects a lexicon of despair, deficits and defeat (Gergen, 1997).

A focus on community resiliency can be assisted by models of and instruments for mapping and assessing community assets. QCR identifies the following and describes how they impact a community's functioning:

- → Capabilities, Resources and Skills of a Community
- → Cultural, Structural, Environmental and Ecological Strengths of a Community
- → Positive Social Supports of a Community
- → Forms, Processes and Activities of Empowerment of a Community

Eminence (Pleasant Plains; Washington, DC)

GENERAL GUIDELINES FOR STUDENTS ON CONDUCTING QCR

- ☑ Offer suggestions.
- ☑ Follow instructions.
- ☑ Review your notes and assignments from research methods course(s).
- ☑ Review your feedback from research projects in other courses.
- ☑ Review the project's primary research focus (aims, questions and methods)
- ☑ Do not procrastinate.
- ☑ A community research project cannot be accomplished in a week or two.
- ☑ Do not wait until the last week to interview people or get their suggestions for sources of information.
- ☑ Do not rely on one source of information.
- ☑ Verify all information.
- ☑ Do not wait for people to respond to your phone call or email.
- ☑ Follow-up with a call, an email or a visit.
- ☑ Use your university resources, including databases and historical collections.

- ☑ Develop a thesis statement.
- ☑ Obtain background information about the topic and community.
- ☑ Read community newspaper and magazine articles.
- ☑ Join community listservs and review local websites.
- ☑ Obtain information from local government agencies and departments.
- ☑ Visit community sites (*e.g.*, centers, schools, businesses, religious institutions).
- ☑ Talk with people (*e.g.*, residents, shop owners, vendors).
- ☑ Take original photographs.
- ☑ Download Internet photographs, maps, charts, statistical tables and other visuals.
- ☑ Put captions on all visuals.
- ☑ Include the full citation source of the visual, if it was not done by you.
- ☑ Arrange your information (data) into text and visual categories.
- ☑ Only include information that is completely referenced.
- ☑ Include specific citations for all data.
- ☑ Avoid Wikipedia. It is unreliable.
- ☑ Use media, government, public and private resources.
- ☑ Go on a police ride-along.
- ☑ Attend community meetings.
- ☑ Review class notes on conducting and presenting research.
- ☑ Review materials, information and suggestions from guest speakers.
- ☑ Recognize that your research is deeply valued.

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ASSIGNMENT: GETTING STARTED OBSERVATIONAL EXERCISES

- Note times and dates of an assigned observation.
- Prompt and probe students for details about events, activities, people, situations, buildings, housing, nature, *etc.*
- Record observations in individual notebooks, then on classroom flip charts.
- Analyze observations for community characteristics.
- Type and circulate discussion results to entire class for an initial overview of impressions and compilation of preliminary contextual notes.
- Generate possible research questions and strategies.
- Hold classroom discussions about what students notice on their way to and from their dorms, homes, clubs, stores and community events.
- Compare results with students' prior knowledge of their assigned community and personal home community.

ASSIGNMENT: GETTING STARTED PRINT MEDIA REVIEW EXERCISE

- Students write full citations for media articles and visuals about assigned community.
- Visuals (pictures, charts, graphs, maps and tables) are identified and discussed.
- Students are probed for details about events, activities, people, situations, buildings, housing, nature, *etc.*
- Observations are recorded on notebooks and flip charts.
- Observations are then analyzed for characteristics of assigned communities.
- Discussion results are typed and circulated to entire class for an initial overview of impressions and compilation of preliminary contextual notes.
- Results are then compared with students' prior knowledge of their assigned community and home community.
- Results can be compared with preceding initial observational exercise.
- Possible research questions and strategies are generated.
- Visual Information Issues to Discuss:
  - → Who seems to be the target viewer?
  - → What are possible interpretations of the visual's information?
  - → What appears to be the visual's message about gentrification?
  - → How is the message conveyed?

CHAPTER 6

Using Qualitative Community Research

Abstract: This chapter describes a practical suggestion for a possible CBPR project and presents thematic findings from a 2010 spring semester pilot project. Collaborative development of a proposed prototype community DVD tour can incorporate core QCR features. These include clear objectives, perceived beneficial outcomes, a feasible work plan, realistic timelines, appropriate evaluation and alignment of institutional interests with community research. Linking conceptualization with QCR design and methodology is essential. The process is guided by a theoretical framework. This helps resolve problematic matters such as handling discourse, integrating mixed method approaches, understanding empirical descriptions and making meaning from information. The pilot project's objectives were to obtain perceptions of community and university persons about the university's service and leadership contributions to the Pleasant Plains community in Washington, DC. Students collected and analyzed information through fieldwork, visual documentation, literature reviews, conversations, interviews and participant observations. The following were among the results: Barriers to trust and achieving effective outcomes include insufficient information and misperception; Consistent university institutional involvement is needed; Connecting the university and neighboring community is aided by structured student service-learning and recognition for faculty community-service; Regularizing institutional engagement and dialogue promotes university-community research.

Qualitative research involves problem solving, metacognition and evaluation. Constructing knowledge and developing meanings from what students learn requires reflection. Thinking about using QCR and reflecting about what is being learned -- along with why and how -- are metacognitive skills that improve coherent results and assist evaluation. A multi-disciplinary curriculum of measurable objectives and activities also assists reflection and metacognition.

Key Words: Proposed Community DVD Tour, Applicability to Universities and Communities, QCR Design and Methodology, Problem-solving, Evaluation.

Attainment (Pleasant Plains; Washington, DC)

WELCOME TO PLEASANT PLAINS: A PROPOSED COMMUNITY DVD TOUR

A practical suggestion for a QCR project is described below. CTAP, the ECAC and community residents will develop a community profile of the Pleasant Plains community in northwest Washington, DC, in the form of a DVD tour and slide presentation. Historical and contemporary data will be distributed to participants, stakeholders and others. By integrating classroom and community-based instruction and service-learning, students and residents will be better able to appreciate community contexts of criminal and social justice issues (Kubrin & Stewart, 2006; Marlowe, 2006; Sampson *et al.*, 2002; Petersilia, 2000). This conceptually and technologically innovative product will be of interest to students, community residents, researchers, cultural workers, policymakers, local groups and businesses. Furthermore, through community-based participatory research, skills will be enhanced in conceptualizing, gathering electronic information, ethnography and social interaction (Crow, 2000; Barry, 1997). Collaborative planning, research, implementation and evaluation activities will strengthen relationships between the university and community. The overall process will help reduce mutual stereotypes that some residents and students have of each other. Community-based participatory research will enable students to develop greater appreciation for the university's community context. It will help position faculty and students to assume non-paternalistic leadership roles and expand the university's missions of research, teaching, service and leadership.

Community Review (Pleasant Plains; Washington, DC)

A DVD, website and hardcopy publications that describe the Pleasant Plains neighborhood will be produced focusing on the following research-based thematic community topics:

Geography:	Where is Pleasant Plains (boundaries, size, significance, environment, transportation, natural and human structures, *etc.*) ?
Economics:	What is the community's political economy (income, employment, businesses, development, trends, challenges and responses, *etc.*)?
Culture:	What are the community's cultural assets (forms of communication and social interaction, major events, traditions, diversity, influence, *etc.*)?

Historical:	What is the neighborhood's history (issues, people, events, places, *etc.*)?
Civics:	What are the major issues (assets, formal and informal leadership, forms of people's involvement, results, challenges and responses *etc.*)?
Social:	How do people interact (demographics, group relationships, social organizations, issues, assets, challenges and responses, *etc.*)?
Education:	What is the educational situation (needs, assets, schools, performance, contributions, effects, challenges, responses, *etc.*)?
Religion & Spirituality:	What are the roles and contributions of religious and spiritual institutions?

RATIONALE/PURPOSE/OBJECTIVES

Neighborhood revitalization, criminal/delinquency rehabilitation, community reintegration, recovery from mental illness, business development and employment are linked to sustainable community development (Fisher *et al.,* 2006; Marlowe, 2006). However, much of what is imagined about Pleasant Plains and other District neighborhoods is stereotypical, misleading and detrimental to the interests of its residents.

Students will map the Pleasant Plains community, gather quantitative and qualitative data, identify key development issues, conduct interviews, prepare organizational profiles, and develop a prototype DVD tour and slide presentations. The resultant community profile will be of interest to and benefit consumers and providers of services in various fields, *e.g.*, business, education, criminal justice and employment. It will also have value for public policy officials. Business owners, realtors, renters, home sellers and buyers, researchers, students, administrators, faculty and others will find the user-friendly Pleasant Plains Community DVD Tour to be an asset. The guide will contain much needed information that is currently unavailable in a single location. Extensive visuals will be included. Students will develop the guide.

In addition to a unique outcome of a product beneficial to students, faculty, the university and community, this two-semester QCR collaborative project has several other notable benefits (Sylvia Robinson, personal communication, January 2009). They are listed below:

Benefits of a Community DVD Tour Developed by a QCR

- → Allows people to view the community as an interconnected whole
- → Emphasizes aspects of the community which are absent in mainstream media
- → Defines the community
- → Takes a stance against encroachment
- → Educates new residents and fosters their participation in community activities
- → Facilitates interaction between social groups
- → Honors people's commitment
- → Validates community's history
- → Attracts visitors and businesses

COMPONENTS OF PLEASANT PLAINS COMMUNITY DVD TOUR

The tour's contents will include text and visual data about arts, business, culture, education, employment, entertainment, fire, health, history, housing, police, resources, recreation, safety, services, transportation, statistics, resources, and others to be collaboratively determined. Visuals will include maps, diagrams, illustrations, posters and photographs. All work will be based on the Pleasant Plains community.

Honoring (Pleasant Plains; Washington, DC)

WORK PLAN AND TIME LINE

The Pleasant Plains Community DVD Tour will be developed systematically and cooperatively with Pleasant Plains' diverse segments. Students will conduct the following tasks:

- → Obtain data (cultural, demographic, historical, *etc.*)
- → Take extensive photographs
- → Collect information about public and private sector services in Pleasant Plains
- → Survey local businesses
- → Prepare a DVD for assessment and subsequent use by residents, proprietors, leaders, workers and others

Each student will present a PowerPoint overview of her/his Pleasant Plains Community Tour. Each visual will be community-based. This year-long project could be conducted in three phases. Phase I will consist of data collection and development of an outline. Borrowing from the Cultural Tourism DC model of developing Heritage Trails, we will do extensive outreach to pull together a community-working group for this project. The group will meet monthly to decide how and what information will be presented in each category. The group will also review the work already done through CTAP and the Heritage Trail project which include outlines of historical points on Georgia Avenue and organizational profiles of Pleasant Plains. Qualitative and quantitative data collection (*i.e.*, mixed methods research, including statistical data, interviews, focus groups and visuals) will be done based on the discussions of the working group. Participants will be trained in focus group and related research techniques (Stewart, Shamdasani, & Rook, 2007; Hohmann & Shear, 2002; Madriz, 2001; Greenbaum, 2000; Krueger & Casey, 2000). The outcomes of this process will be a DVD outline and storyboard. Phase II will consist of technical editing. A video editor will edit the interviews and visuals. He or she will be directed by the working group and will produce a prototype DVD. A narrative will also be created. Phase III will consist of production and distribution. This will center on mass production and distribution to businesses, schools, residents, students. The timeline is: Jan-Sept: training and data collection; Oct: data analysis; Nov: final reports and student presentations; Dec: prototype preparation and distribution; summative evaluation.

Information will be obtained from community archives, residents, Neighborhood Advisory Commissions, business proprietors and consumers, U.S. Census, District of Columbia government offices, local media, Heritage Trail oral histories, library documents, other primary data sources and related secondary data sets.

EVALUATION PLAN

Data collection results and contents of the DVD tour will be verified through mixed methods of formative evaluation during the information gathering process and summative evaluation after drafting and revising the prototype tour (Onwuegbuzie & Teddlie, 2003; Tashakkori & Teddlie, 2003). Through scientific research triangulation (using various sources and methods of data collection and analysis), the following will support the tour's components: student observations of planning and assessment sessions; interviews with key stakeholders; police ride-alongs to provide ethnographic details of the community context, environmental factors and results of development; and interviews with business owners, proprietors, consumers, leaders and residents to determine expectations, and obtain information about challenges and successes. Data will be verified by students and the instructor through photography, interviews, participant observations and reviews by key stakeholders.

Students will submit weekly updates. They will also provide collaborative suggestions and feedback. Community persons will comment on the accuracy and usefulness of research findings and proposed components of the DVD tour. Their critiques will help inform revisions of the Pleasant Plains Community DVD Tour. Systematic follow-alongs and follow-up interviews and participant observations will be conducted by the instructor.

QCR-ACADEMIC INSTITUTION ALIGNMENT

QCR projects should be consistent with the university's mission. Objectives, participants, target audiences, thematic topics, questions and discussions must be linked to institutional goals of teaching, research and service. Review institutional vision statements, requirements and guidelines. Seek assistance. Consistent alignment is more achievable when planning activities are specified, reviewed and followed-up. Designate a note-taker before formal meetings. Clarify expected roles and tasks of planning members. Establish clear deliverables. Circulate notes or minutes *via* email and printed copies for review and follow-up. Remember that some folks do not have immediate computer access. Others (including some faculty) are uncomfortable with web-based technology. End each session with specific action items and designated tasks.

QCR'S APPLICABILITY TO UNIVERSITIES AND COMMUNITIES

Thematic findings from a recent project may have relevance for faculty, students and members of other communities. In spring 2010, the ECAC and CTAP partnered to conduct a pilot study titled *Doing Qualitative Research: Bringing Howard University to Pleasant Plains*. The objectives were to obtain perceptions and experiences of residents, business proprietors, faculty, administrators, staff and students of the university's service and leadership contributions to Pleasant Plains. Students collected and analyzed information through fieldwork, visual documentation, literature reviews, conversations, interviews and participant observations. Results were delivered in three formats: a PowerPoint presentation at the ECAC, a final report, and a CD/DVD of text and photographs for archival use. Numerous key themes were reported.

THEMES FROM UNIVERSITY-COMMUNITY QCR PROJECT

1. Students developed a greater appreciation for Pleasant Plains' resources and assets. The research was apparently transformative for participants who previously focused on negative aspects of the neighborhood.
2. After their fieldwork, students had fewer stereotypes about Pleasant Plains and were less apprehensive about communicating with residents and business proprietors.
3. Information about the university's contributions is not sufficiently known by the community. According to one student: "*I didn't know half of the things the department did for the community until I interviewed the people in the department*." Another reported: "*Most residents within the community may not know this service exists because I was unaware of it before conducting this research*."

4. The community's expectations and contributions are not sufficiently known by the university. One person said, "*In order for Howard to advertise more effectively to Pleasant Plains it should consider a different method. Advertising on popular Internet websites MySpace, Facebook, Twitter, etc., can increase more community involvement with the school*."

5. Dual or overlapping communities exist within Pleasant Plains. One is a thriving, diverse and committed sector of groups, institutions, residents and businesses owners engaging in cultural preservation and community development. Another is a multi-faceted institution of higher learning and tradition of local, national and international leadership and service. Both have rich cultural legacies. Each is part of a broader whole. According to a student: "*I think it lies in our mentality. Once we realize that Howard is not a separate entity, but in fact is a part of the community, then the incorporation can begin*."

6. Lack of information and misperception are barriers to trust and effective outcomes. A student reported: "*I think that the community needs to realize that we are students, regular just like them. And students need to know that they are smart, just as we claim to be. Until we realize that, there will be no change*."

7. Community awareness and appreciation of the university's traditional and current activities might increase, if there were more frequent institutional engagement and dialogue between the university and community.

8. The university has given back to the community, but there is still more room for improvement. The university is not sufficiently engaging the community.

9. Involvement needs to be consistent and institutional.

10. Residents, faculty, students, administrators, staff and business owners would like to see more mutual engagement.

11. Structured student service-learning and recognition for faculty community-service will help connect us into one community. One person indicated: "*Being involved in community service proves to be essential to the growth and revitalization of the Howard University community. Many students do not feel obligated to be community-oriented, because Howard is their temporary place of residence. It is imperative to alleviate the boundaries between students and residents in order to develop a more complex integrated society*."

12. A student noted: "*In conclusion, the CTAP was an excellent project that afforded students an opportunity to participate in a hands-on learning experience outside of the classroom. In addition it was also a wonderful opportunity to explore Howard's relationship with the Washington, DC, community. The results from this project are:*

    Howard currently contributes to the Washington, DC, community and has in the past, but could still do more to bridge the gap between the two. Also, Howard's legacy instills a sense of pride in the student body and truly inspires the students. Overall, both Howard and the Washington, DC, community are making strides to better their relationship with each other."

CONSIDERATIONS FOR QCR DESIGN AND METHODOLOGY

QCR design and methods have to consider numerous issues. Several of these will be mentioned here. What to incorporate in a mixed design, without diluting the qualitative component is one issue. Again, clarity about the project's aims, questions and type of information to be collected helps ensure a balanced project. Data sources and methods of analysis that reflect quantitative and qualitative approaches should be discussed and applied in accordance with project requirements. The qualitative component necessitates its own rigor, although not comparable to rigorous experimental and quasi-experimental designs. Even so, qualitative approaches presume hard work, such as reading and re-reading text to detect and confirm emerging themes. This is an iterative methodology: cyclical, going back and forth between observable, collected data to previously reviewed literature, in order to refine specific questions. Additionally, various mapping strategies may be employed, for example, GIS mapping, concept-mapping (webbing) and asset mapping. For faculty, designing research assignments with concept-mapping is easier said than done (pardon the cliché).

Identifying and contacting community-based organizations and individuals are necessary, but time-consuming, tasks. Strategies for entering and exiting a community have to be developed. Getting letters of support and commitment from participating individuals and organizations may require patience and skills in social interaction and negotiation.

A theoretical framework helps guide the process. It provides conceptual structure and helps anchor the process and outcomes in ways that give meaning and understanding to what is observed, heard and read. For example, handling discourse can be problematic. Dialogues reflect identity and power, not just the ways in which language is used. Discourse refers to situated meanings of words and their cultural models (Gee, 1999). Language mirrors, shapes and constructs meanings. Understanding discourse involves grasping the meanings of identity, power relations, culture, race, ethnicity, gender, class and institutionalized social relationships and structures. Language is political because it may confer and convey power, status and prestige (Gee, 1999). Discourse may also reflect the absence of power and sentiments related to inequitable distribution of resources. What is captured from hearing words or reading text will partly depend on research methods, context of the study, participants, researchers and data sources. QCR sources of discourse are often news stories, editorials, advertisements, letters to the editor, columns, blogs, web sites, chat rooms and listservs. Notes can be taken on dialogue (including utterances) identified from empirical participant observations, street intercepts, transcripts from secondary sources (*e.g.*, speeches and testimonies) and Internet on-line postings (*e.g.*, news groups and listservs). Analytical discourse questions and procedures have to be related to the project's broad questions. Hence, it is imperative to describe *what* people say and *how* they say it. Analytical methods for detecting, documenting and understanding discourse have to be used within a study's particular contexts. Discourse analysis, consisting of inductive and microanalysis, is a major qualitative methodological approach. It has been used in a variety of research settings (Schriffrin *et al.*, 2001). Discourse analysis is a scientific method of extracting meanings from embedded utterances and text (Gee, 1999). Discourse analysis is not ethnography. It is a form of qualitative research that enhances or is strengthened by participant observation and other ethnographic techniques of direct cultural penetration.

In a nested design, more use is made of one approach compared to the weight given to another method (Creswell *et al.*, 2003). In some preliminary studies, using participant observation, the analytical framework for detecting typical and atypical discourse research findings is inductive analysis. Microanalysis is an extended methodology for detecting patterns and themes. A nested mixed design (Tashakkori & Teddlie, 2003) can be used, consisting of an inductive analysis (Patton, 2002) of an entire data set and a microanalysis of extended excerpts based on discourse analysis perspectives and methods (Gee, 1999). This permits observation counts and narrative descriptions (Onwuegbuzie & Teddlie, 2003). Quantitative analysis helps researchers know that data subsets selected for in-depth analysis actually represent the whole data set.

Microanalysis aids ethnography by systematic searches for generalizable patterns, *e.g.*, by comparing frequencies of typical and atypical cases, and then reporting them in tables. One aim is to show how meanings are constructed and organized, or at least how discourse may be classified and understood, based on a coding matrix for inductive analysis and subsequent microanalysis. Preliminary analysis can develop an initial coding matrix for discourse analysis and generate categories for classification. Word searches can be used, rather than more rigorous, but time-consuming qualitative data analysis (QDA) software.

In a sequential method of preliminary inductive analysis, an iterative process can be employed: reading the data, and compressing the coding categories to account for all data by a refined coding process using software for organization and display of complex data. This process is linked to reviews and reflections of conceptual and empirical work. By using a consistent and constant comparative data analysis, final codes emerge (Bogdan & Biklen, 2007).

Inductive analytical steps are taken. A literature review assists in conceptualizing patterns. Meetings are held to discuss initial findings from field reports, intercepts, interviews and visual documentation. Subsequent development of initial coding categories is based on these discussions. Finalization of coding

categories is undertaken. This involves separate, individualized coding of data subsets for inter-rater reliability. Agreement results are tabulated.

Researchers collectively code data chunks of text (similar to stanzas in the microanalysis), *e.g.*, a new topic, fact or idea. This is followed by discussion to resolve interpretive differences in coding. Two-person individual coding is useful. This can be done in pairs; one codes and the other double-checks the entry. Coded data are entered into a software program for systematic organization and display of data into multiple coding categories, permitting exact and robust results (Fetterman, 1998). Alternatively, less timely, but also less precise, word searches could be used.

Another consideration for QCR design and methodology relates to technical definitions of community. What is the measurable and/or observable unit of a community? Is it a block, set of blocks, census tract, Zip Code, historical usage, social definitions, *etc.*? Answers may affect what neighborhood settings are included or excluded from investigation. For example, certain street corners may or may not technically qualify as sites of data collection. Nevertheless, these community environments may affect behaviors, support networks, stress and feelings. There may be multiple physical environments in a neighborhood. No matter how they are technically defined, communities consist of organizations, social networks and a physical environment (Marsden, 1992). They comprise formal and informal institutions, groups, organizations and individuals with social networks, social interactions and socially constructed realities. Social networks are sources of norms, status, identity and support (Gephart, 1997). Furthermore, reasons for residents' selection of or relegation to a community or block may affect their social perceptions and functioning. Some individuals choose to live in specific areas. Others may be structurally compelled to live in particular areas. Detecting effects of perceived community structural factors can be important for a project's social context. For example, economic disadvantage (poverty, unemployment, underemployment) and economic advantage (relative wealth, access to higher paying jobs) affect residential mobility and shifts in definitions of a community. They may also give rise to new, economically gated neighborhoods.

Qualitative data on social contexts are useful for informing conceptual models. Resultant themes may help inform intervention theories and practices. For example, a study on understanding the social context of community-based recovery from mental illness could employ a cross-sectional research design of ethnography and other qualitative methods, including focus groups, individual interviews and participant observation. Ethnographic questioning does not follow a direct question and response format. It aims to develop narratives and stories. A flexible interview guide is followed which permits responsiveness to unexpected or emergent topic raised by participants. Semi-structured open-ended interviews would incorporate life history components, perspectives of community living, social networks and experiences of illness and recovery. A CBPR approach would include creation of an advisory board comprised of researchers, participants, practitioners and other stakeholders. It would be involved in planning, conducting and assessing the research. The board would be responsible for the project's research design, study management, research setting and study site, sampling and recruitment plan, data collection and measurement of variables, data analysis and dissemination plan.

QCR is aided by theoretical constructs for understanding variations in cultures and activities in specific sites. Variants of community social organization theory, social ecology, strain theory and conflict theory (among others) may be more or less useful in explaining observations.

Empirical descriptions of a community's macro and micro-social characteristics might include statistical indicators and perceptions, *e.g.*, of employment, education, job training, economic decline, economic improvement, amelioration of social problems, resilience, residential mobility and stability, family structures, family functioning, social mobility and access to housing. These may have policy implications, when access to affordable housing is urgently needed. Valid and reliable quantifiable data and authentic and credible qualitative data are needed for efficiently directed programs and resources. Quantitative data sources and qualitative data collection techniques can be useful in mixed design studies affecting public policies.

Senior Citizens Home (Pleasant Plains; Washington, DC)

RESEARCH AS A PROCESS OF INFORMATION PROBLEM-SOLVING

Although contemplation of the world is not a function of QCR, reflection is essential for research. It is an integral aspect of information problem-solving (Milam, 2005). Higher order thinking skills involving analysis, synthesis and evaluation (Bloom, 1956) and delivery of an end product or service are aspects of QCR. Through analysis, students reflect on assigned or self-selected objectives for their end product. Relevant, recent and accurate information is collected, sorted and retained. During synthesis, data obtained from varied sources are organized into an end product. Evaluation involves determining if research objectives were achieved. The original goal is compared to the resultant product.

During initial phases of conceptualization and data collection (initial fieldwork observations, visual documentation, street intercepts and quantitative data gathering), students' feelings and attitudes may affect their research experiences. Many feel unsure and are fearful of venturing into community settings. Confusion, anger, resistance, avoidance, frustration and procrastination are common. The human brain attempts to develop understanding and connections with what is learned, otherwise frustration and confusion may result (Tileston, 2000). However, as students develop clarity about the project's aims, take control, engage in reflection, and begin to actively construct knowledge from and during their research, they may start to feel more confident. Reflection is essential to construct knowledge and meanings from what students learn.

The constructivist "Information Seeking Process" model includes: initiation of a topic; selection of sources; exploration of information; focus; collection of information; preparation of a product; and assessment of results (Kuhlthau, 1993). Hence, reflection is on-going précis. Constructivism helps students make personal connections with what they are learning. Service-learning and other innovative approaches enable students to link previous knowledge with their cognitive development (Slavkin, 2002). Through constructivist learning, students gain skills and techniques that can be applied to non-classroom, real world situations (Kuhlthau, 1997; Kuhlthau *et al.*, 1996). This approach is similar to the "Thoughtful Learning Cycle" steps of: selecting a broad topic; overviewing the topic; narrowing the topic; developing a thesis; formulating questions; planning an approach; finding, analyzing and evaluating sources; taking notes; evaluating evidence; compiling a bibliography; establishing conclusions; and creating a final product (Stripling & Pitts, 1988).

Community-based research involves story lines, plots, themes, characters, values, *etc.* Research is an investigation into facts and perceptions. QCR is a phased approach of reflection, action and re-assessment.

METACOGNITION AND EVALUATION

Reflection is a learned metacognitive skill that promotes efficient and effective research. Metacognition – thinking about learning – is critical during discussions about limitations of the research. Students and instructors analyze research steps, synthesize findings into a coherent final product and evaluate results. University-centered community research could be strengthened by a multi-disciplinary curriculum of measurable objectives and activities that foster greater metacognition. Text-based only pedagogical approaches provide insufficient learning opportunities. Instruction that permits brain-body interaction and stimulation can be highly effective, according to evidence-based research (Tate, 2003; Caine *et al.*, 1994; Caine & Caine, 1990).

Faculty and students could develop a table of reflective questions useful for research methods courses. These would be linked to curriculum standards established by the university and particular departments. Within a given course, reflections about and assessment of presentations and products could be according to curriculum standards. The instructor and students would ask reflective questions about what did and did not work, why, and how. Evaluations and problem-solving suggestions could be offered regarding proposed or actual verbal presentations, essays, reports, posters, multimedia presentations and publications.

Evaluation criteria could center on:

- → Quality of data (accuracy; details; relevance; supporting details; multiple sources; citations; examples; relationships);
- → Documentation (clear; appropriate and accurate source citations; detailed and verifiable references);
- → Presentation (clear format; attractive; original; integration of visuals and text)
- → Mechanics (carefulness; absence of grammatical, spelling, punctuation, typographical and usage mistakes); and
- → Organization (well-organized; clear thesis; factual and triangulated sources, analyses and findings; adherence to requirements; well-constructed thoughts; relevant findings; related conclusions; accurate references).

For additional suggestions regarding research rubric assessments, see http://rubistar.4teachers.org.

To assist students, the instructor can develop and consistently practice modeling strategies and behaviors. However, since the instructor is not the font of all wisdom, helping students utilize their background knowledge is important (Marzano, 2004). Students' background knowledge can and should be incorporated into planning, reflection and other aspects of research. Doing so will help students achieve academic success and may lead to better research outcomes and assessments.

ASSESSMENTS OF STUDENT RESEARCH PRODUCTS

Assessing student research reports and slides presentations should follow clear guidelines. Faculty and students need to know what to expect. One suggestion is for the instructor to discuss essential considerations for assessing research reports and slides presentations. Another recommendation is to have students collaboratively construct a peer rating scale for verbal presentations.

RECOGNIZING BIAS

Value-free science is a myth. (See any introductory sociology text.) Research topics, themes and agendas reflect biases in selection of questions, methods, samples, conclusions and policy implications. Moreover, scientific meanings are sometimes constructed from economic, political and social agendas, instead of

allegedly objective research values. Confirmation bias exists as selective thinking, filtering and observations that reinforce or substantiate the researchers' beliefs and experiences. Contrary data are sometimes avoided, ignored, minimized or dismissed (Carroll, 2003). This may be conscious or unconscious.

USING CITATIONS

Citation use is problematic for students (and some instructors). A consistent, current, proper citation format should be used. Understanding one's own biases helps reduce unwarranted or indefensible subjectivity. Gathering and presenting balanced information in an open-minded format also limits charges of being unscientific or prejudicial. Citations and cross-checking information are basic qualitative research methods. Knowing what and how to cite reduces perceptions of plagiarism. American Psychological Association (APA) citation style is generally preferred. Information retrieved from online Internet database sources and text formats (*e.g.*, books, periodicals and reports) should be cited.

It is necessary to assess data and sources for accuracy, timeliness, relevance, appropriateness, misinformation and distortion. Basing a project's findings from information obtained by varied and verifiable search strategies and analytical methods is indispensable. Narrowing a research topic (avoiding an overly broad or a too general subject) refines the approach. Using a variety of sources and approaches helps to triangulate information. When in doubt, cite it. When not in doubt, cite it anyway. Especially problematic is the obligation to separate fact from collected opinion. Although the reported perspective (opinion) may be inaccurate, having and sharing the perspective are recordable, citable facts. Using opinions as data needs to be carefully acknowledged.

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CHAPTER 7

Considerations for Conducting Qualitative Research

Abstract: Methodological techniques and conceptual analysis guide QCR. Planning helps qualitative researchers identify and explore the meanings that participants attach to their experiences. An observation guide or ethnographic protocol is useful for standardizing collection procedures and capturing informative details. Clarifying data analysis procedures is crucial. Project staff training helps credibility and consistency of collection and analytical techniques. Triangulation, using multiple sources and methods of collecting and analyzing data, may permit collection of meaningful data. Coding and ratings are based on pre-established theoretical categories, emergent conceptual constructs or both. Manual and/or software analytical techniques are used. Results may be numerically tabulated. Quantitative coding can supplement qualitative procedures. Ensuring validity and reliability may be a concern for some qualitative researchers, but not others, particularly ethnographers striving for authenticity. Ethnography involves attempted immersion in participants' lives to obtain their perspectives and understandings of their cultural and social realities. Despite its disadvantages, *e.g.*, considerable time to gain trust and difficulties in generalizing, ethnography is popular. It can be integrated with quantitative methods or function as a stand-alone method. While ethnography does not emphasize traditional reliability and validity, it strives for rigor. Its methods are authentic and defensible when they follow a sound protocol. Grounded theory is frequently used to extract information and develop refined themes. Focus groups are also popular. They demand attentiveness to tasks. All qualitative research is concerned with design, study management, study site, sampling, data collection and analysis. Photography and visual literacy enhance QCR. This chapter concludes with focus group assignments.

Key Words: General Sequence, Analysis Procedures, Ethnography, Focus Groups, Managing Data, Design and Methods, Dissemination, Grant Reviews, Photography, Visual Literacy.

Peeping (Pleasant Plains; Washington, DC)

A Note to Graduate Students

In summary, clarify your research problem, topic, concepts, theoretical focus and methodology. You should be able to clearly and directly answer the following questions:

- → What is my research problem?
- → Why is this problem significant?
- → What are my study's specific aims?
- → What are my research questions?
- → Are my aims, questions, conceptualization and design interrelated? In what ways?
- → What are my questions measuring; why; how?
- → What are the theoretical and conceptual foundations of my research?
- → What are the operational and measurable definitions of my key concepts and variables?
- → How will my key concepts and variables be measured; why; when?
- → What outcomes are to be expected; how; why?
- → What methodological approach will I use -- qualitative, quantitative or mixed methods; how; when; where; why?
- → What is my research design?
- → What is the rationale for my design?
- → How will my data be collected; when; by whom; where; why?
- → How will my data be analyzed; when; by whom; where; why?
- → How does my design relate to my conceptual framework, problem and questions?
- → What is the rationale for each component of my study, including: aims, questions, conceptualization and design?
- → What are the potential challenges in conducting my study, and how will I handle them?

The following are recommendations to improve the quality of your research:

- → Conceptual clarity is required.
- → Specify your research problem. It should be clear, specific and unambiguous.
- → Be simple, specific and direct about your theoretical and conceptual framework.
- → Be able to explain what it is you are studying, why, with whom, how, when, and where.
- → Clearly identify the research problem, theory and design.
- → Operationally define each main concept.
- → A qualitative analysis usually does not test hypotheses. Typically, it identifies and analyzes uniqueness and patterns.
- → If your proposal is hypothesis-driven, then your design should reflect the specific hypotheses to be tested.
- → Methodological clarity is necessary.
- → Specify if and why your approach will be essentially quantitative, qualitative or mixed methods.
- → Fully describe the design and methodology.
- → Be aware of potential bias in your design, questions and analytical techniques.

- → Anticipate sample selection and recruitment issues (*e.g.*, methods, rationale, attrition) and determine how you will handle such biases.
- → Relate your methodology to the research problem.
- → An unclear or cluttered methodology will lead to poor or weak outcomes.
- → Specific analytical techniques must be directly linked to your research problem, aims, questions and data collection.

GENERAL SEQUENCE OF ORGANIZING AND CONDUCTING A QUALITATIVE RESEARCH PROJECT

The following is meant to be a suggestive guide, not a scripted approach to doing qualitative research. For detailed information and ideas about qualitative research, teaching and learning resources, please see the Appendix. Numerous steps are involved. They are specified below:

Steps in Organizing Qualitative Research

- → Develop a narrowly focused topic/problem.
- → State the topic.
- → Conceptually explain the topic's background and significance.
- → Develop and clearly state key (essential) research aims.
- → Give a clear rationale for each aim.
- → Avoid hypotheses.
- → Develop and clearly state key (essential) research questions consistent with the stated aims.
- → Give a clear rationale for each question.
- → Develop methods for collecting and analyzing information related to the aims and questions.
- → Describe participants and research site (demographics, recruitment methods, rationale and location).
- → Describe procedures for collecting, storing, coding, analyzing and protecting data.
- → Address issues of human subjects.
- → Develop informed consent forms.
- → Ensure that participation is voluntary.
- → Describe potential risks that participants may experience.
- → Describe how participants (human subjects) will be protected from those risks.
- → Explain what the investigators will do if a participant experiences any risk.
- → Describe potential benefits for participating in the study.
- → Explain how participants' anonymity and confidentiality will be protected.
- → Obtain Institutional Review Board (IRB) approval.
- → Develop procedures for entering the field.
- → Develop procedures for leaving the field.
- → Follow the entry and exit procedures, but modify them when necessary.
- → Practice data collection methods in the field. Special attention must be paid to fieldwork in hazardous situations (Belousov, 2007).
- → Review and adjust the general methods and specific procedures.

→ Collect the data.

→ Follow data collection procedures and adjust them when necessary.

→ Analyze the collected data.

→ Follow data analysis procedures and adjust them as needed.

→ Understand the study's limitations related to the study's aims, questions, logistics, design, procedures, *etc.*

→ Write up the study, based on a variation of the following sequence of headings:

- Statement of the research problem
- Background and Significance
- Aims/Objectives
- Questions
- Methods (of collection, storage, retrieval and analysis)
- Limitations
- Results/Findings
- Discussion
- Conclusion
- References
- Appendix
- Acknowledgments

→ Disseminate findings (via presentations, papers, reports, discussions, *etc.*).

INTERVIEWING

The interview has been the subject of extensive description and analysis (*e.g.*, Porter *et al.*, 2009; Manning, 2006; Culyba *et al.*, 2004; Hiller & DiLuzio, 2004; Roulston *et al.*, 2003; Gubrium & Holstein, 2001). Interviewing is a major feature of qualitative research. An interview may be structured (formal and standardized) or unstructured (non-standardized, informal or non-formal). Although useful, data from unstructured interviews may be difficult to summarize, quantify, analyze and interpret. Anecdotal data are not considered research evidence. However, collecting community data may involve using street intercepts, cultural experts and cultural informants who may have insightful anecdotal information that can guide further data collection. Face-to-face encounters with and questioning of individuals are essential components of traditional qualitative research. Sample selection may require diversity, especially if the research is for a quality assessment. Saturation point is reached when no new information is obtained from repeated questioning of interviewees.

Identifying and exploring meanings that participants attach to their experiences are central to qualitative research. Results are discussed for similarities and differences among respondents' perspectives. Thematic findings can be obtained manually or computer generated. Manual or software analysis generally consists of coding, searching and linking. Coding refers to extracting key words from text fragments. Searching is identifying text fragments. Linkage refers to categorizing, classifying or clustering relevant text fragments (Flick, 2002).

QUALITATIVE DATA ANALYSIS PROCEDURES

Clarifying procedures for analyzing data cannot be overemphasized. One approach is as follows. Indicate the number and types of data sources, *e.g.*, 12 participant observations, 5 focus groups, 10 hours of

transcribed audio recordings, 10 hours of transcribed interviews, 5 hours of video recordings, and 10 hours of document reviews. Also note the number and types of interviewer-generated documents of emergent topics, themes and questions.

Interviews and recordings may be coded manually numerous times, based on a pre-adopted or an emergent coherent theoretical focus. Initial coding may be descriptive codes, *e.g.*, categories of documented roles, tasks, activities and routines. Aims may include classifying normative practices of behavior and social interactions and grouping observed data (*e.g.*, a typology). Follow-up analytical coding and in-depth coding are more detailed. They permit an examination of practices or behaviors, consistent with conceptual (pre-established and/or emergent) frameworks and categories.

Documents can be analyzed manually. Although time-consuming and labor intensive, this process is preferred by some qualitative researchers, especially those unfamiliar with computer-assisted data analytical programs. Manual analysis is sometimes initially done for preliminary and future comparative purposes. Documents can also be uploaded into a qualitative research and data analytical software program, such as ATLAS.ti (2011) or NVivo (QSR, 2011), and coded based on previously developed analytic codes. Narrative themes, patterns, tables and figures can be generated. Data can also be retrieved and quantified into instances of activities and behaviors. Consequently, a mixed method of data collection and analysis is possible, using spreadsheets and statistical calculations of raw numbers and percentages.

It is worth repeating that qualitative research does not try to assert or describe causality. Data are classified and categorized to understand and describe situations, structures, cultures, discourse, behaviors and perceptions. According to the positivist framework of quantification and empirical verification, data should be substantiated. One method is triangulation (Konecki, 2008; Moran-Elis *et al.*, 2006). This generally means obtaining data from three or more sources and/or using varied methods to collect and analyze data. Multiple analyses of qualitative data may be dependent on careful, detailed field notes. For example, interview transcripts and narrative extracts created from field notes of observations can be used to construct representative tables or charts of behaviors.

Observational qualitative studies may require training sessions to familiarize investigators with the specific subject matter as well as to acquire specific research-based skills. These can include text readings, discussions of the observational scheme or research protocol, reviews of audio and video tapes, exercises in observing people and situations, exercises in taking field notes and role playing in interviewing. Attention must be paid to clarifying what is to be focused on during observations and other ways of capturing details as described in the observation guide or protocol.

Field note practice sessions can be audiotaped or videotaped. Notes from taped observations can be compared with audiotape transcripts. Rather than being didactic, these team training sessions should be interactive, discussion oriented and mutually supportive. Since some participants may feel uncomfortable being taped, expertise in writing detailed field notes is essential (Emerson *et al.*, 2011). Doing so adds to the credibility and reliability of data collection procedures. Depending on its nature, sometimes a study must be clear to participants, not just to researchers. For example, certain studies of learning and instructional discourse require transcribed language samples. Observations must be audiotaped. Failure to do so may prohibit the project. Therefore, easing teacher discomfort about being audiotaped is crucial in such a study.

Consistency in collecting and recording data is imperative for substantiating findings. To help ensure this process, observers can work in pairs and compare their individual field notes. Agreement on the type and level of detailed data to be obtained could be determined, as well as means of resolving points of disagreement. Subsequent observations can then be individually conducted with confidence that a consistent (standardized) format will be used which yields useful data.

Observer reliability can also be rated. A trained, but non-observer team member periodically receives a copy of an observer's field notes. Both sets of notes are then independently coded and compared for inter-rater reliability. Discussion centers on reasons for consistency and inconsistency around certain data points. Feasible recommendations for handling current and avoiding future discrepancies are instituted in the protocol. Alternatively, a trained project member who does not conduct observations can code all final field notes independently of each paired observer team member's own coding. All three coders will have been trained to use the same coding scheme. Codes on each set of field notes are then statistically compared. Agreement across the three pairs of observations is then numerically cited at a confidence level.

Procedures for coding qualitative data can vary. A multi-step process of coding data can initially identify all occurrences of a particular instance, such as a word, practice or behavior. These instances can then be coded into general conceptual categories. Then, using an iterative process of grouping into increasingly refined categories, sets of theoretical and substantive groupings may be developed. For example, in a study of mental health practitioners' treatment practices aimed at consumer (client, patient) illness management and recovery, it may be possible to identify X number of practices used by practitioners. These observed and field recorded practices could be grouped into conceptual and practical categories. Reviews of field notes may indicate if these groupings match observed data.

Research design is guided by methodological techniques and conceptual analysis. Using previously explored theoretical formulations and empirical research promotes deeper understanding and richer data analysis. Mixed methods quantitative coding can supplement qualitative procedures. Preliminary correlations among data groupings might be identified. Exploratory factor analysis can be done to detect those grouped practices that are highly statistically related. Further refinement of groupings becomes possible. Field notes can then be recoded using the refined groups as final focal codes. These final codes are arrived at through discussion among observers and raters.

Rich data required for rigorous analysis are triangulated. Triangulation is a metaphor for some qualitative researchers, but a theoretical and scientific method for others (see Kushner & Raymond, 2003). It typically refers to cross-checking and ensuring reliability and validity of methods and findings. Nevertheless, attempts at mutual validation by repetition and variation may result in repetitive flaws of unreliable or invalid results (Flick, 2008). Traditional quantitative and qualitative research criteria include validity, reliability, replicability and generalizability, compared to alternate or additional qualitative criteria of authenticity, credibility, confirmability, dependability, reflexivity and transferability (Bryman *et al.*, 2008).

Triangulation need not be methodological as designed by quantitative researchers. It can be theoretical, such as integrating and utilizing varied conceptual models to analyze and interpret data. See, for example, Kushner's and Raymond's efforts to connect and use grounded, feminist and critical theories to understand nursing (2003).

Again, it is misleading to suggest that triangulation necessarily refers to attempts to verify data. Some qualitative researchers do not consider validity, reliability and generalizability as primary or even achievable ideals. They challenge the field to move beyond positivism's restrictive emphasis on achieving validity and reliability. Triangulation provides complex data, thereby increasing its richness and thickness. "Methodological triangulation" (Perlesz & Lindsay, 2003) is concerned with how researchers' interpretations of data are influenced by both the context and process. This conceptualization of triangulation is different from substantiating data or enhancing the findings' validity and reliability.

APPROACHES TO TRIANGULATION

I should be careful about simplistically and incorrectly portraying triangulation as only a method for validating or confirming data. Ethnographers and other researchers realize that qualitative data can be

discordant, no matter how they are collected and despite efforts to replicate the information gathering procedures. Therefore, "making sense of dissonant data" (Perlesz & Lindsay, 2003) is assisted by conceptual triangulation of varied types of data.

There are different approaches to data triangulation. It can be accomplished using several methods. In qualitative research, one way is to collect data in numerous interrelated phases. Each stage can lead to alternate and continued data collection methods with additional participants. Interpretive analysis (Hatch, 2002) can then be used to develop conceptual codes based on collected data and shaped by pre-established theoretical perspectives. Alternatively, a theoretical framework can emerge from the coded data and resultant links within and between data sets. In either case, linkages and patterns between varied data sets can be preliminarily established from an iterative process of data reviews. A main set of discretely refined themes can then be derived.

Triangulation activities help verify and supplement field data. They should be regularized, multifaceted and continuous. A methodology used in one community might be adaptable for another setting. However, generalizations should be done with caution. Although certain sociological similarities may exist, each neighborhood has its own structural circumstances, economic conditions, history, norms, values, behaviors, institutions, forms of social control, interests, expectations and needs. In fact, these may be quite varied even within a particular neighborhood. Findings and recommendations may or may not have broad or direct policy implications for other communities. Reported research outcomes may be useful for interventions in other areas. Nevertheless, this presumption should be tested and evaluated.

A triangulated multi-level research design (Cresswell & Plano-Clark, 2007) permits investigation of numerous factors from several sources and in various ways. Triangulation can combine qualitative and quantitative methods or a combination of qualitative components. For example, depending on the project's objectives and research questions, qualitative data can include information from individual interviews, focus groups, observations, and digital audio and video recordings. These can be conducted at regular intervals (*e.g.*, initial, middle and final project points) and linked to ongoing data collection throughout the project. Multiple forms of qualitative documentation can be analyzed in numerous ways. The constant comparison method/ constant comparative analysis (Glaser & Strauss, 1967; Strauss & Corbin, 1990) continues to be a popular analytic process. Initially, using an induction approach, codes are assigned to data.

Through continued examination of the data, associations and patterns are detected or constructed by the study's researchers. These connections are then combined into broad themes. Quantitative data can be derived from formal questionnaires, pre and post-tests, scales and other standardized instruments. Outcomes can be subjected to repeated measures, and multiple statistical comparisons and evaluations. Statistical correlations can be run to assess associations between specific scales.

These approaches are not a one-time series of steps. Quantitative and qualitative data are constantly examined during a study. This recursive process leads to a saturation point, *i.e.*, no new chunks of information are obtained. Thematic saturation occurs when no new themes are derived.

From the perspective of triangulation, constant comparative analysis is one element of a multilayered approach. It can be combined with microethnography (Bloome *et al.*, 2005) and analyses of verbal and visual discourse. Consider, for example, a case study of the way(s) a mental health practitioner handles (copes with and negotiates) varied and conflicting perspectives (ideologies, constructs) of illness, health, wellness and recovery. This investigation might examine if and how her or his professional identity is related to negotiations with consumers, colleagues and supervisors around these perspectives. A related organizational case study could include all mental health practitioners in a particular agency. Visual and oral data could be collected about formal consumer-practitioner interactions along with participant and non-participant observations.

The study might discover that some competing ideologies are subordinate. Some may be 'more equal than others'. Data from participants may reveal that they position and professionally self-define themselves in relationship to institutionalized power and dominant perspectives. Such positioning might include a strict or alternating range of conflict, equivocation, acquiescence, accommodation, rejection or rebellion, among other possibilities.

One outcome of the investigation might be construction of conceptual frameworks for understanding professional practices that either reproduce or challenge dominant ideologies. Implications may also be derived for professional training, curriculum development and daily professional practices. In this context, triangulation thus has methodological, heuristic and conceptual value. It permits stronger design, helps yield useful outcomes and contributes to theoretical framing of everyday professional discourse and related practices. As a mental health practitioner, fashioning and reshaping one's professional identity in relation to perceptions of illness, health, wellness and recovery may have intended and unanticipated effects on service delivery.

Qualitative research on professional identities – be they relatively fixed and enduring or tentative and flexible – and professional positioning requires adherence to triangulation. Identity and professional practice are complex concepts, even if their immediate manifestations are labeled oscillation, collision and vacillation. Data which are collected and analyzed in varied ways have a greater potential for being practically and conceptually useful. Themes and patterns emerge during inductive analysis of data. These may then be reanalyzed based on prior conceptualizations or emergent formulations. Data can be interpreted and discussed in relation to one or more themes or conceptual constructs.

Narratives or stories are facilitated and supported by themes from qualitative data that are coded and grouped. Seemingly disparate sets of transcribed interviews, video data transcriptions, participant observation notes and questionnaire responses can yield patterns. Coherent thematic findings can help support narratives (Gibson & Brown, 2009).

Qualitative and mixed methods research help produce and refine theoretical constructs (*e.g.*, Bloome & Katz, 2003; Maddox, 2007; Moore, 2008; Gillen, 2009; Kirkland & Jackson, 2009; Garcia-Sanchez, 2010; Jaspal & Coyle, 2010; Nardi, 2010). Ethnography can be coupled with quantitative data collection and analysis. For example, a multi-tiered case study design could be applied to an investigation of research learning and teaching practices related to the Internet. Initially a formal survey could be distributed to a particular university's students and faculty. Next, a series of informal interviews would be held with smaller groups of faculty and students, selected by random and convenience sampling. These group and semi-structured interviews would be digitally recorded. Then, a fewer number of participants would be observed, and audio and visually taped in classroom and non-classroom settings. Finally, participant observations would be conducted of several students and faculty in their academic and social settings. Data could be in the forms of field notes, and audio, text and visual transcripts.

Data analysis would take various interrelated techniques. Activities would be initially mapped. Teaching and learning practices would be subsequently coded. Patterns and themes would then become apparent -- or constructed -- during and after repeated readings, viewings and listening of the transcripts. Descriptive statistics could be produced from the formal questionnaire. Qualitative data could be analyzed by constant comparison for themes and patterns. These would be subsequently analyzed in relationship to pedagogy, cultural theory, political economy and constructions of knowledge and meaning. Analysis of the data might produce grounded theoretical constructs useful for understanding participants' perspectives of the role of research, attitudes towards visual literacy and new technologies, social interaction, communication and autonomous learning.

Triangulation occurs before, during and after data collection, and during analysis. It helps qualitative researchers strive to ensure that participants' voices are revealed. In qualitative data analysis, informants' interpretations are considered essential, not just the researcher's making of meanings (meaning making).

Qualitative research literacy is not merely methodological. It is more than a set of decoding skills. It includes, but is much more than, a correct use of terminology and technical application. Understanding meanings and constructions of meanings from visual and textual data are central goals. Qualitative community research practices involve meaning making. Comprehension, interpretation and attribution are issues of philosophy, conceptualization, cognition, power, ethics and communication. Consequently, although triangulation involves processes and sets of methods, its purpose is to help understand what is being studied. Whether one stops at interpreting the world or ends up trying to change it may depend on one's parallax view.

ETHNOGRAPHIC OVERVIEW

Ethnography is the qualitative documentation of perceptions, behaviors, cultural settings and networks of a group or research sample. It involves the recording of a group's way of life or aspects of their cultural reality. Data are generally collected through various forms of interviews and observations. The main approach is field study – direct observation and recording of behavior in natural settings.

Ethnography has an anthropological and sociological research tradition of 100 years. Within American social science, because of an emphasis on quantitative and deductive methods, ethnography's status has been relatively marginal. Despite this, there has been an increasing effort to systematize, legitimize and explicitly describe systematic ethnographic procedures. Literature has been produced which conceptualizes, systematizes and describes qualitative data collection, analysis and presentation (Atkinson & Delamont, 2010).

Ethnography enables providers, consumers and others to understand how different people perceive and experience their social worlds. This is crucial for health and wellness studies. Health policy may involve changing the quality of communities and people's lives, not just health care. Social factors are important to acknowledge and change, including social constructs and material circumstances.

There are numerous advantages of ethnographic data. They provide understanding of the perspectives of participants and targeted groups from their points of view, and based on their structural conditions and cultural dynamics. Ethnography gives insights into and human portraits of statistical data. Ethnographic findings generate information useful for developing or informing hypotheses, theories and intervention models. Such findings uncover social patterns and unique forms of expression and relationships. They are also valuable for illustrating and explaining various forms and significance of social interaction.

Doing ethnography is especially challenging and sometimes challenged by others because of possible selection bias (of sample and sites), researcher's subjectivity and failure to base the analysis on credible data collection methods. Ethnographic research has distinct disadvantages:

Disadvantages of Ethnography

- → Sampling and site selection biases (*e.g.*, not obtaining representative participants and field locations)
- → Difficulties in handling data (*e.g.*, reporting, generalizing and quantifying results)
- → Potential subjectivity
- → Role confusion (*e.g.*, ethnographer as researcher vs. service provider)
- → Lengthy time framework to develop trust and resolve access issues
- → Researcher's potential contaminating impact (*e.g.*, failing to ensure that her/his presence, values and behavior do not influence participants and outcomes)
- → Difficulties in replication

ETHNOGRAPHY AND WASHINGTON, DC VOCATIONAL SERVICES STUDY

The Washington, DC Vocational Services Study (Quimby, Drake, & Becker, 2001), was an example of qualitative data collection and analysis embedded in a quantitatively driven experimental study. The ethnographic component identified and described significant experiences and issues revealed by clients (consumers/patients) which promoted or retarded treatment for mental illness. Our goals were to identify and illustrate contexts of the relationships surrounding treatment. The objectives were to document participants' self-reports of behaviors and attitudes, especially their images of illness and recovery; develop narrative profiles of participants; describe factors which motivated participants to engage in treatment; and portray how participants moved away from dependent and dysfunctional behavior. There were four aims: 1) help assess the perceived effectiveness of cognitive behavioral and social network treatment models; 2) collect qualitative data about participants' self-perceptions, social networks and responses to treatment; 3) identify cultural aspects of recovery; and 4) describe processes of social and self change. Consumers were the primary data sources. Data were collected through self-disclosures and observations about coping mechanisms, relapse, recovery, living situations, social networks and related contexts.

Field work answered several research questions. What were the clients' constructions of reality? What were their perceptions and experiences of treatment, recovery and case management? What factors affected these insights and experiences? What behaviors were engaged in or avoided by participants? What were their personal and institutional support networks?

The sample consisted of 25 persons whose living situations ranged from literal homelessness to residence in supervised or independent housing, depending on their clinical functioning. Participants were recruited by snowballing techniques, key informants and random assignments. Researchers initially contacted individuals who were known from a prior study on homelessness (Quimby, 1995) for referrals and interviews. To minimize bias, ethnographers deliberately did not view participants' clinical records. Participant observations and interviews (both structured and informal) took place at various settings, including clinical meetings, court settings, and community mental health facilities and housing residences. Each participant was visited by a field worker at least twice a month. Some were seen once a week. Encounters lasted from 15 minutes to several hours. Data were obtained by observations of client behaviors and discussions with them about their perceptions, attitudes and experiences. Three data collection methods were used: semi-structured interviews, participant observation (of residences, treatment sites, street activities and other locations) and informal focus groups. Standardized baseline interview questions and observations were conducted to construct an initial biographical profile which was later expanded through regular contacts with participants.

Summaries of the qualitative data were provided to the clinical treatment and research teams for assessment and incorporation with the quantitative data. Discussions and meetings were also held within the qualitative team. Ethnography was an integral component. It supplemented quantitative data and helped assess reliability of questionnaire data. New and expanded perspectives about treatment were generated. Process and outcome evaluation were aided by its findings.

Process data were helpful in several ways (Quimby, Drake, & Becker, 2001). Yet, four problems existed. First, specifying boundaries between models was difficult because interventions were refined as projects developed. Second, correcting model noncompliance was problematic. Third, documenting issues affecting attrition required more than statistical and outcome data. Fourth, variables enhancing housing stability required detection as the models evolved and were executed. In each of these cases, qualitative data (*e.g.*, participant observations and focus groups), discussion of clinical vignettes, close supervision of staff, and consistent program monitoring helped clarify relationships between client characteristics, program structure and procedures, and environmental factors which affected the model's implementation. Process evaluation helped define the treatment model and assessed the intervention's adherence to the model. It also identified problems, detected model noncompliance and drift, assisted treatment planning and delivery, and provided documentation useful for understanding outcome data.

USES OF ETHNOGRAPHY

Generally, research attempts to develop theories of social relationships, processes and structures as well as empirically detail the uniqueness of participants. These require an articulation of research patterns, issues (*e.g.*, standardization) and methods. Two main types of qualitative data are descriptive (knowledge about individual local sites and details) and comparative (understanding across several sites).

Ethnography provides informative data on contexts and patterns of behavior. Ethnographic methodology also allows for the possibility of complementing and integrating quantitative and qualitative epidemiological and clinical treatment investigations. Data sets can be developed and tested for individual sites and across sites. Analytical procedures can be refined and described which allow for the identification and comparison of similarities and variations in cultural settings.

Ethnography can be used for the following tasks:

- → Complement quantitative indicators which may strongly reveal the extent of patterns, but are weak regarding the nature of patterns
- → Document research processes
- → Document patterns of behavior and cultural contexts
- → Help explain and interpret trends
- → Illustrate rituals and other specific behaviors
- → Portray extent and type of social bonding, camaraderie and networks (*e.g.*, drug use such as injection heroin and smoking crack cocaine may be associated with certain rituals and camaraderie)

LIMITATIONS OF ETHNOGRAPHY

Depending on the project, it may be useful to anticipate and respond to critical weaknesses and limitations of ethnographic research. This can be helpful for studies that produce controversial findings. Such an approach may help defuse unwarranted reactions to policy implications of unwelcome and perhaps unpalatable findings and conclusions which flow from ethnographic data.

Constraints on ethnographic data typically include small sample size (investigation is restricted to a limited number of cases) and difficulties in generalizing (the presumed extent of documented patterns is not definitively supportable by research on few persons). Thus, conclusions about the extent of the distribution of findings are constrained by limited information.

QUANTITATIVE METHODS AND ETHNOGRAPHY

Quantitative and ethnographic approaches can be integrated with new primary data and secondary data from pre-collected information. Primary data collection consists of surveys (*e.g.*, large and small scale, including face-to-face interviews, group interviews, focus groups, telephone interviews, mail surveys, diagnostic assessments, self reports, urinalysis and hair analysis), ethnographic interviews (*e.g.*, key informants, semi-structured, participant observation, and other observational methods, and forums (*e.g.*, group, community, public and private). Secondary data collection from existing sources consists of statistical analysis of existing data sets, literature analyses (*e.g.*, qualitative and quantitative content analysis, and meta-analysis), and data extractions from records. Other types of data collection can comprise evaluations (outcome, impact, process), clinical interventions and trials, social epidemiology, needs and assets assessments, experimental and quasi-experimental studies, policy studies, analysis of secondary data sets, cost effectiveness and cost-benefit analyses, and management studies.

METHODOLOGICAL ISSUES

Ethnography is concerned with research and evaluation design methods. These involve considerations about data, including collection, storage, management, quality control, retrieval, analysis, presentation and authenticity. Ethical issues are also important. They center on methodological credibility, falsification, representativeness, interpretation and authenticity, among other concerns. When incorporated into a quantitative study, technical issues have to clarified and rationalized. Among these are sampling and instruments.

Sampling techniques have to be clearly understood and linked to the project's research questions and objectives. Non-probability sampling methods include quota sampling, snowball sampling, purposive sampling and others. Probability sampling methods include cluster sampling, systematic sampling and simple random sampling, among others. A research design involves making clear choices about who is to sampled, when, why, how, where and by whom. For reflections on sampling and recruitment, see McLean & Campbell, 2003; Curtis *et al.*, 2004; Rugkasa & Kanvin, 2011.

Research instruments require development and testing. To be effective, they must be related to the study's purposes, questions and design, as well be appropriate for obtaining data from the target population. Their use also depends on available resources, time, and staff experience and skills in instrumentation. Examples of instruments include interview schedules (structured, semi-structured, and unstructured); forms (structured observational, record extraction, literature extraction, and pencil-and-paper); and diagnostic and screening tools. In addition to actually employing some of these instruments, ethnographic research has the capability of helping to assess their empirical reliability and validity.

Reliability assessment involves test-retest and internal consistency procedures. Validity assessment involves different types of studies including content, concurrent, predictive and construct validity. Although ethnography does not stress reliability and validity, it is not dismissive of the scientific obligation to ensure that its procedures are conceptually and methodologically defensible.

Accordingly, design tasks involve planning, monitoring and assessing ethnographic research. These require developing a protocol and research plan that support particular forms of ethnographic research methods, such as grounded theory, extended case studies, key informant surveys, participation observational studies, focus groups and other ethnographic research methods.

A plan's operational definitions and descriptions should include:

- → Overview of methods
- → Statements of problems and purpose which explain significance and reasons for the research, as well as explanations of what will be included and excluded
- → Sampling plan which details how participants and sites will be selected and retained
- → Schedules specifying frequency, types and sources of data collection, storage, transcription, analysis and reporting
- → Procedures for confidentiality, privacy and human subjects protection (*e.g.*, assurances that personal identifiers will not be used and data will only be reported in aggregate formats)
- → Data forms (*e.g.*, interview guides, profiles, *etc.*)
- → Quality control mechanisms to monitor and evaluate the research's implementation and effectiveness

Careful technical preparation, description and documentation of these issues are required for IRBs, Office of Management and Budget and others that must grant clearance to carry out the project. Failure to comply could result in rejection or delays.

PROJECT MONITORING FORMS

Monitoring is indispensable for research. Variations of the following forms may be useful in helping to keep track of a project. Their use depends on a particular study's topic and qualitative research methods.

Days and Types of Data Collection

Month & Year	# Structured Participant Observations	#Unstructured Participant Observations	# Focus Group Interviews	#Individual Interviews	#Video Data; Photographs
January					
February					
March					
April					
May					
June					
July					
August					
September					
October					
November					
December					

Data Sources and Analysis Procedures

Procedure	Individually Done; Number; Dates	Team Done; Number; Dates	Type of Data; Location	Dates; Comments;
Frequency Counts of Questions and Responses				
Focus Groups				
Analysis of Notes from Focus Groups				
Analysis of Transcripts of Focus Groups				
Individual Interviews				
Audio-recordings of Individual interviews				
Video-recordings of Individual Recordings				
Analysis of Notes from Individual Interviews				
Analysis of Transcripts from Individual Interviews				
Analysis of Audio-recordings of Focus Groups				
Video-recordings of Focus Groups				

Analysis of Video-recordings of Focus Groups				
Photographs				
Analysis of Photographs				
Structured Participant Observations				
Analysis of Structured Participant Observations				
Unstructured Participant Observations				
Analysis of Unstructured Participant Observations				
Non-participant Observations				
Analysis of Non-participant Observations				
Pile Sorts				
Analysis of Pile Sorts				
Free Listing				
Analysis of Free Listing				
Use of Grounded Theory				
Use of Constant Comparisons				
Checks for Inter-rater Reliability Agreement				
Other				

Summary Display of Findings, Data Sources and Confirmatory Methods

Emergent Finding	**Data Sources**	**Confirmatory Methods**
Revised Finding	**Data Sources**	**Confirmatory Methods**

FOCUS GROUPS

Focus groups are a popular means of collecting information. They can yield varied perspectives efficiently, collectively and relatively inexpensively.

A sample group is convened to discuss various thematic questions and issues in a structured, yet relatively informal manner. A facilitator (moderator) guides the discussion. A recorder (observer) may be present to observe and take notes. Based on particular research needs and purposes, members are selected from specific target groups which reflect experiences, knowledge and views relevant to the project. Sessions may be audio or visually recorded. Transcripts are then prepared and analyzed.

Focus groups are controlled and focused 60-90 minutes discussions of six to 12 people. A well-trained facilitator and recorder obtain perceptions and experiential data from members' answers to carefully conceptualized and clearly asked questions. Ideally, a focus group guide of procedures and logistical issues is developed and used. Group consensus is unnecessary. All members are given equal opportunity to talk. Each perspective is welcomed, equally valued and respected. Resultant qualitative data can be analyzed for trends, patterns and dissimilarities among members of a particular group and between a series of groups.

Focus groups can be invaluable as stand-alone methods, supplements and/or replacements for observations, surveys, individual interviews and questionnaires. They have strengths and limitations. They are listed below:

Advantages of Focus Groups

- → A wide range of responses is captured.
- → Format is conducive to extensive probing of issues.
- → Useful preliminary and follow-up data can be quickly obtained.
- → Financial costs may be minimal.
- → They permit social interaction.
- → Sample size is increased.

Disadvantages of Focus Groups

- → Facilitation requires well-trained interviewers.
- → Variations in and among different groups may affect results.
- → Careful planning and collaboration are needed.
- → Creating a group may be problematic.
- → Sustaining group membership may require protracted efforts.
- → Some members may try to dominate the group.
- → Some personalities may not be comfortable publicly sharing their views.
- → Logistical arrangements may be difficult and time-consuming.
- → Group interviews are less controllable than individual interviews.
- → Analysis of group responses is more challenging than individual responses.

FOCUS GROUP METHODS: CONVENING AND ASSESSING FOCUS GROUPS

Discussion Guide

A discussion guide enables the facilitator and recorder to cover issues contained in the research plan. It also helps regulate the conversation's flow. It is flexible and accommodates emergent questions and issues. As a checklist for the facilitator, the guide allows for sequential development and review of themes to be addressed, as well as those which actually were covered. The guide is not to be a hindrance or obtrusive document. Members should feel comfortable.

Focus Group Questioning

Considerable attention is required regarding the types of questions raised, as well as when and how they are asked. Verbal and non-verbal communication should be observed. Among the types of focus group questions are: ice breaker question, introductory question, key questions, transitional questions, probes and ending question. Their functions are summarized below:

Focus Group Questions and Their Functions	
Type of Question	**Function of Question**
Ice Breaker Question	→ Increases participants' comfort level → Stimulates interaction
Introductory Question	→ Introduces the general topic → Provides an overview → Allows each participant to sequentially and quickly share an initial point → Helps increase social interaction and discussion
Key Questions	→ Structure the questions and responses around central themes and specific topics
Transitional Questions	→ Help keep the responses focused on key questions, related issues and topics → Reduce straying from main themes and topics → Encourage more extensive, but controlled, conversation and interaction → Keep the conversation flowing
Probes	→ Provide follow-up to essential and transitional questions and responses → Facilitate in-depth discussion → Help participants focus on central issues and specific topics → Elicit more extensive attitudes, opinions, beliefs and factual knowledge
Ending Question	→ Ensures opportunities for summaries, closure and sharing of final perspectives

Factors Affecting Use of Focus Groups

- → Focus groups are useful when a structured data collection approach is useful or needed.
- → Data may not be easily comparable if the questions are not standardized.
- → Since all or many questions may not be precise or predetermined, responses may vary from individual-to-individual and group-to-group.
- → Lack of uniformity of questions and responses requires flexibility in facilitation and interpretation.
- → Standardization is relatively possible -- when the interview site is controlled, questions are very structured and responses are highly controlled.
- → Research project must afford time to train or have funds to hire a qualified facilitator.
- → Design and quality are enhanced by a well-formulated and rehearsed focus group guide.
- → Questions must be clearly worded, concisely expressed and focused on key topics.
- → Carefully planned and well-organized procedures help elicit useful information from each participant.
- → Quality of responses is enhanced if participants are motivated and believe their perspectives are valued.
- → Responses may deteriorate if the group size is too large or duration is too lengthy.

PARTICIPANTS

A focus group helps gather information from target populations as well as specific attitudes from selected individuals. Views and ideas are explored which are related to the research priorities. The group's composition and participants' characteristics are linked to the project's information gathering purposes. In some cases, prior to the session, participants are told about the specific issues to be covered. Selection and screening of sample participants help ensure that they are representative of the target population. The group

should be small, ideally around 6-12 members. A large group tends to block each individual's chances of speaking and presents problems in managing the discussion. On the other hand, a smaller size may make it difficult to stimulate and sustain fruitful discussion. Generally, participants are paid a fee or given some gift to compensate them for their time and involvement.

ISSUES IN CONDUCTING FOCUS GROUPS

Successfully conducting focus groups involves attentiveness to details. The following considerations are addressed. A clear rationale is needed for using focus groups. Researchers are clear about the types of data to be collected and reasons for their collection. Clarity about how data will be analyzed is also important. Decisions are made about the project's sampling procedures to obtain participants. A discussion guide is developed. Group topics and questions are linked to research objectives and questions. Training sessions are held for the facilitator and recorder. Skills development centers on conducting focus groups. Emphasis is placed on how to use the project's discussion guide. These are all aided by a focus group research protocol. It should contain the items listed below:

CONTENTS OF FOCUS GROUP RESEARCH PROTOCOL

→ Explanation of project's topic, focus, rationale, objectives, questions and procedures

→ Description of conceptual, procedural and logistical issues

- Clarifying reasons for and type of data to be collected
- Ensuring confidentiality and related human subjects issues
- Clarifying and coordinating roles of facilitator and recorder
- Clarifying tasks before, during and after a focus group session
- Making decisions about audio and/or videotaping and transcription
- Stimulating interaction
- Maximizing each individual's opportunity to talk
- Ensuring even distribution of questions
- Handling dominant members
- Handling reticent members
- Minimizing facilitator's subjectivity and dominance of sessions
- Managing time efficiently
- Deciding how to use data

Focus groups are not drop-in sessions or conducted on whims. Their purpose is not to obtain anecdotal information. They are scientific methods of data collection. Procedures are systematized, conceptually rationalized, credible and authentic. Although necessarily flexible and adaptable to specific logistical situation, focus group methodology avoids an ad hoc approach or merely holding a stimulating conversation.

Related issues in conducting focus groups are described as follows. Logistical preparation will vary, of course, according to the location. Site selection is convenient for participants and considerate of their needs, routines and responsibilities (*e.g.*, child care, neighborhood safety, *etc.*). Special accommodations are noted and made for persons with emotional and/or physical needs. Material requirements are anticipated, provided and checked. These include name cards, audio/videotape recorders, batteries, refreshments, paper, pens, markers, *etc.* Of course researchers should be familiar with their equipment.

Time considerations are important. Sessions are generally under two hours, preferably around 60-90 minutes. Pre-session tasks are listed below:

Pre-Session Focus Group Tasks

- ☑ Study research aims, questions, protocol and focus group discussion guide.
- ☑ Develop pre-session checklists.
- ☑ Review consent forms.
- ☑ Bring receipt book and sufficient amount of gifts/honoraria.
- ☑ Clarify distribution of honoraria and/or reimbursements.
- ☑ Check physical conditions and arrangements of room.
- ☑ Ensure seating arrangements are equalized for members' views and space.
- ☑ Use a round table or one that minimizes a sense of dominance by any chair or seating location.
- ☑ Decide what types of refreshments, if any, will be provided – and at what point before, during or after the session.
- ☑ Buy culturally desirable refreshments. Also bring plates, cups, utensils, napkins and garbage bags.

Careful preparation is essential. Ideally, the facilitator and moderator should know participants' demographics before the session. The overall atmosphere and actions of the facilitator and recorder are crucial for success. Rapport is established between these two and between them and the group. The setting is seen as non-threatening. Views are respected by all. Opinions are not allowed to be attacked or mocked. Honesty is requested. Below is a list of tasks for setting-up a focus group:

Tasks for Setting-Up a Focus Group

- ☑ Attend to operational mechanics (*e.g.*, refreshments, room, accessibility, safety, possible distractions, doors, privacy, noise levels, *etc.*).
- ☑ Check seating arrangements to ensure comfort, visibility and balance.
- ☑ Check lighting.
- ☑ Pre-test recording capabilities.
- ☑ Test all equipment.
- ☑ Check tape and digital recorders' voice levels.
- ☑ Monitor batteries.
- ☑ Label tapes and digital items.
- ☑ Develop a tape and digital filing system.
- ☑ Bring informed consent forms.

The facilitator's and recorder's personal greetings to each participant are friendly. This helps reduce anxiety of participants and researchers. It also establishes a warm and relatively relaxed setting. In so doing, productivity is maximized. Participants talk longer and divulge more intimate and relevant material. However, they may also verbally stray or try to take over the group from other participants. By being personable, yet clear and confidently firm, the facilitator reduces her/his chances of losing the group.

After greeting participants, passing out name tags, pointing out locations of the refreshments and rest rooms, and allowing time for informal socializing and freshening up, the session formally begins. Purposes and procedures are explained, along with reasons why participants have been selected. Appreciation is expressed for their attendance. It is useful to have each person, including the facilitator and recorder, to spend a few moments introducing and saying things about her or himself pertinent to the research. If desired, pseudonyms are used.

Once the purpose, approach, procedures and rules are explained, participants are told how their confidentiality will be maintained. The facilitator explains why the meeting will be recorded and that the transcribed tape will use pseudonyms or completely different names. Respondents are assured that no identifiers will be used. Informed consent is obtained. Such precautions and responsibilities help ensure a natural and credible conversation. Below are tasks for getting started:

Focus Group Tasks for Getting Started

- ☑ Study research aims, questions, protocol and focus group discussion guide.
- ☑ Know participants' names and relevant characteristics.
- ☑ Facilitator and recorder introduce themselves and their roles.
- ☑ Members introduce themselves.
- ☑ Clarify session's purpose, procedures and ground rules.
- ☑ Thank participants in advance for their time, insights, and contributions.
- ☑ Explain voluntary and confidential nature of the focus group and related issues.
- ☑ Obtain informed, written consent.
- ☑ Indicate location of restrooms.
- ☑ Avoid immediately delving directly into questioning.
- ☑ Ask if participants have any questions or special needs.
- ☑ Use an ice-breaker (warm-up) question to develop comfort levels.

The session follows the rehearsed discussion guide. Members are reminded that their participation is voluntary and they may withdraw from the session or project anytime for any reason – and without negative repercussions. Below is a list of tasks for facilitating a focus group:

Tasks for Facilitating a Focus Group

- ☑ Study research aims, questions, protocol and focus group discussion guide.
- ☑ Develop facilitation and observation checklists.
- ☑ Follow discussion guide.
- ☑ Use ice breaker question, introductory question, key questions, transitional questions, probes and ending question.
- ☑ Distribute questions equally.
- ☑ Communicate between facilitator and recorder.
- ☑ Build rapport with participants.
- ☑ Maintain neutrality.
- ☑ Pace questions and statements.
- ☑ Elicit responses from everyone.
- ☑ Use probes to elicit depth.
- ☑ Use transitions to steer conversation and engage all members.
- ☑ Tactfully restrain domineering participants.
- ☑ Moderate and observe unobtrusively.
- ☑ Handle disruptions respectfully.
- ☑ Manage time.

- ☑ Stay focused.
- ☑ Be adaptable.

How the session ends is linked to its planning and conduct. If both are appropriate, ending the session will be a matter of formally bringing closure to topics. Researchers should monitor members and recognize signs of boredom or tiredness. An ending question is posed for each participant to answer. Members are then collectively and individually thanked for participating. After their gift or honorarium is provided, the facilitator may encourage informal socializing, if time permits and anyone so wishes. Individuals are left with the impression that their contributions have significantly aided the project and their participation was invaluable. Below are tasks for ending a focus group:

Tasks for Ending a Focus Group

- ☑ Follow the discussion guide.
- ☑ Use an ending question.
- ☑ Thank participants and compliment them for their valued time and contributions.
- ☑ Distribute honoraria.
- ☑ Ask participants to sign receipt book.
- ☑ Allot time for lingering questions, responses or comments from participants.
- ☑ Leave project contact information for possible follow-up by participants.
- ☑ Rearrange room.
- ☑ Socialize.
- ☑ Clean up.

ASAP, the facilitator and recorder meet to share and discuss their views about the group's dynamics, information gleaned and not obtained, conspicuous themes, facilitation and logistical issues, challenges and problems, and strengths and weaknesses. Suggestions for improvement and consistency are offered. Each provides supportive feedback about facilitating (moderating) and recording (observing). Below are debriefing tasks:

Tasks for Debriefing After a Focus Group

- ☑ Facilitator and recorder should de-brief ASAP about the following:
  - → Impressions (of facilitator and recorder)
  - → Notable quotes from members
  - → Significant details from members
  - → Themes of members
  - → Recurrent topics of members
  - → Group dynamics
  - → Recorder's sense of pertinent information provided by members
  - → Facilitator's sense of pertinent information provided by members

ROLES OF FACILITATOR AND RECORDER

It is the facilitator's and recorder's responsibility to double and triple check to see if all necessary arrangements are in place to ensure the session begins, continues and ends as scheduled, and with the anticipated number and type of participants. This involves coordinating with the participants' recruiter, especially if the facilitator and recorder are unfamiliar with the locale and participants.

The facilitator and recorder are specifically skilled in group dynamics and focus groups. They are chosen based on their experience, personalities and other features which might make them receptive to the group. These may or may not include ethnicity, race, gender, sexual orientation, age, educational level, physical appearance, speech and other real or perceived characteristics.

A facilitator stimulates and moderates discussion by participants, acts as the impartial, non-judgmental discussion guide, manages group dynamics, and acts as the motivator and/or restrainer of discussants, as appropriate. Her or his function is to effectively guide the discussion process. His or her voice does not dominate the discussion. Her or his function is not more important than the recorder's tasks. Both are essential.

A recorder's functions are to observe the discussion, take notes, record the proceedings, signal the facilitator if the discussion is not going as planned and otherwise monitor the proceedings. She or he documents the interactions, but does not participate. She or he keeps track of time, monitors the recording equipment, documents participants' verbal and non-verbal comments, and documents perceptions of group interactions. Again, his or her role is not subordinate to the facilitator. It is equally important for data collection. Below are tasks for recording focus group data:

Tasks for Recording Focus Group Data

- ☑ Study research aims, questions, protocol and focus group discussion guide.
- ☑ Develop a recording checklist.
- ☑ Use focus group guide.
- ☑ Capture details.
- ☑ Note themes and issues.
- ☑ Write memorable or pertinent statements (verbatim).
- ☑ Take detailed notes.
- ☑ Note non-verbal communication (*e.g.*, body language, gestures, postures, eye movements, use of hands, *etc.*).

It is important that the facilitator and recorder be friendly, considerate, respectful and mutually supportive. Each should understand her/his clearly defined role and not usurp the other's tasks. At the same time, if one needs assistance, the other should be professional enough to provide it.

REASONS FOR NOT USING QUALITATIVE STUDIES

Generally, qualitative studies do not study people's behavioral or cognitive characteristics as predictors of change. They are not concentrated on predictor variables, control measures or outcome measures. Hence, they are not designed for testing experiments.

A non-experimental design is not synonymous with qualitative research design. For example, examining predictive relationships or correlations between participants' individual mental health features and their responsiveness to a particular intervention may be done non-experimentally. Still, in this case, the purpose is to examine links between a person's mental health features and predictors of change or continuity in mental health.

Unlike experimental and some non-experimental studies, qualitative research is not designed to test and verify efficacy. Qualitative research does not test hypotheses. However, a qualitative design may be well suited for identifying perceptions and experiences of an intervention. It may also be a stand-alone or part of a mixed methods assessment or evaluation study. Mixed methods research designs include qualitative and quantitative research, experimental (randomized) and quasi-experimental (non-randomized) research. A qualitative design may complement an experimental case study approach or other experimental designs.

Generalizations from qualitative studies may be problematic. If broad generalizability is expected, then an experimental or quasi-experimental design is more appropriate. Even if it is well-designed, findings from a qualitative research project might only be generalizable to people whose cultural or individual features are similar to participants in the sample.

KEY INFORMANT NETWORKS

Key informants are persons who have experiential familiarity with and are knowledgeable observers of the settings and situations to be studied. Such people may or may not be from the target population, but they have personal contact with it. They also have the ability and willingness to see the world from the participants' perspectives and to get participants to disclose their world. What is important is that they know and have access to the population, and are reliable data sources. Key informants can be sources of data themselves as well as sources of additional contacts. They may require training in interviewing and reporting techniques. Establishing key informant networks requires trust, referrals, coordination and regular monitoring.

QUALITY DATA CONTROL

One way to supplement and monitor data is to develop individual or collective narratives (verbal and/or written) about topics, contexts, patterns and other aspects of the study. After recording and transcribing the narratives, the text is then analyzed (*e.g.*, through text linguistics and/or discourse analysis). Among specific issues which are probed are the researcher's sense of participants' characteristics, her/his understanding of the nature, causes and responses to patterns, and views about significant data results and implications. Results from the researcher's participant observation can be compared with participants' self-reported network data. Quality data control is enhanced when there is continual monitoring of data entry (data recording).

DATABASE MANAGEMENT

Quality control is an aspect of data management. It involves checks on editing, errors and consistency before data are stored and analyzed. Database management involves matching, merging or comparing data sets, connecting (concatenation) of files and quality assurance. Related computer tasks are use of mainframe computers, development and manipulation of large-scale data tapes and files, appropriate computer software for data analysis and display, use of computer languages and writing up computer-generated data.

Depending on the project's needs, database management involves preparation of analytical programs and designs. These include statistical data analyses, statistical programming (*e.g.*, leading indicators, forecasting and modeling), and graphic data presentation (*e.g.*, area demographics, distributions and trends). An information library/media center might also be established and maintained. It could coordinate on-line data documentation, cataloging, storage, maintenance and retrieval.

CONVERTING QUALITATIVE DATA INTO QUANTITATIVE DATA

Qualitative data include ethnographic interviews, process data, ethnographic literature, participant observation and focus group information, among others. Various techniques for quantifying qualitative information include classification and coding schemes, quantitative content analysis, literature meta-analysis, simple descriptive statistics (*e.g.*, percentages, frequency counts and averages), and advanced statistical techniques (*e.g.*, multivariate analysis, multiple linear and logistic regression, factor and principal components analysis, and structural equation modeling).

QUANTITATIVE DATA ANALYSIS

Depending on the study, advanced statistical techniques are necessary. Consultants can be hired during the design and planning phases to conduct reliability and validity checks, assess the type, number and sample

sizes required for power analyses (statistical testing), and develop related design requirements and measurement techniques. Some statistical software programs are usable with personal computers. Statistical and analytical forms of handling quantitative data include: data modeling; analyses of economic and demographic variables; extrapolation; forecasting; advanced statistical techniques; prevalence and trend studies; assessment of leading indicators and surveillance information; management and assessment of data for one location or across multiple sites; and empirical programming.

PARTICIPANT OBSERVATION

Participant observation is based on the assumption that an outsider can enter a research participant's cultural world and understand that cultural reality from the perspective of the person(s) or situation being studied. It is a traditional anthropological method of ethnography which has changed considerably from the classic approach of a single, lone observer who works intensively with a single small group in a small community or culture over extended time periods.

Participant observers sometimes work collaboratively, not independently. They may conduct a series of focused studies instead of a single study of one target group. Short-term research is generally precipitated by a need to answer different questions and address issues which develop after the project begins. In addition, participant observation is no longer aimed at isolated rural or underdeveloped societies. Sites can be rural areas or an urban street. The settings may be a large or small community. Short-term participant observation studies may be independent or comprise one aspect of a broader descriptive or experimental research project. Numerous topics are especially suited for participant observation research in studies of dual diagnosis, such as treatment services; responses to treatment; social network effects on substance use disorders; community and/or state mental health policies; perceived effects of medical homes; evaluation of traditional and emerging models of intervention programs; and documentation of drug use trends.

OBSERVATIONAL TASKS

The following observational tasks help ensure effective direct and indirect participant observations:

- → Clarify reasons for the observation.
- → Understand initial and emerging research issues and questions.
- → Identify the particular behavior or situation to be observed.
- → Clarify the focus.
- → Develop a conceptual framework and practical process for interpreting and attaching meanings to observations and responses.
- → Provide training for observers to ensure consistency of approach and interpretation.
- → Develop procedures for recording, coding, classifying and interpreting observations.
- → Conduct systematic and continuous assessment of observational procedures and interpretations.
- → When applicable, develop methods for quantifying observational data.

QUALITATIVE COMPUTER SOFTWARE

As of the 1980s, qualitative computer software programs (Peters & Wester, 2006) have been used with qualitative data analysis. Software helps manage and analyze large amounts of qualitative data from interviews and field notes in various ways. For example, text from transcripts can be arranged by questions. The database can be searched for all or selected questions and respondents. Data can also be queried more specifically for demographics and interview sites. Analysis generates categories, patterns and themes linked to the project's aims. A research team conducts the data coding and analysis. Inter-coder reliability can be

calculated by percent of agreement among team members. After several readings of interviews, they are initially coded by key words and phrases from the transcript. These initial codes are compared on subsequent passes until categories are developed. Large quantities of textual material can be processed to identify concepts and their interrelationships. Some programs use a sort/segment and search feature. Others are able to generate propositional statements from the data analysis which form the basis of grounded theory or other conceptual perspectives. Qualitative computer software allows for accessing of large volumes of text and detailed analysis of selected archived and coded transcripts. This analysis can also be done manually. Some qualitative researchers actually prefer a non-computerized approach, despite its labor.

GENERAL ASPECTS OF AN ETHNOGRAPHIC RESEARCH PROJECT

An ethnographic research plan includes articulation of issues and questions, as well as materials, procedures and mechanisms for staff training, participant sampling and recruiting, interviewing, facilitating, recording and coding, and data storage, retrieval and analysis. Design components are conceptualized in accordance with the research aims and key questions. They may include participant observation, individual interviews, focus groups and key informant networks.

Standardized data collection and analysis procedures enable findings to be regarded as credible and authentic. These include specifying data sources and forms of collecting, articulating operational definitions for specific indicators, preparing standardized tables and graphs, and developing a format for data presentation. Although not essential, using qualitative software may enhance the project's efficiency and productivity. Decisions about a study's qualitative software usage may be based on identifying and testing the most appropriate and user friendly packages, technical assistance, supervision, types of data collection to be standardized, comparability of data from different sites, and reasons for generating and refining a qualitative database.

Other matters are considered. A project's success also depends on linking the data to the original and emergent research questions, collaborating across sites, obtaining descriptive and comparative data, focusing the data collection to answer specific questions, linking component data collection to a comprehensive ethnography, and developing a capacity to follow guidelines while being flexible enough to modify the approach as circumstances warrant. Models or descriptions of quantitative and qualitative data integration may be needed. These are tied to the project's capacity to handle and consolidate various types, sizes and sources of data.

Comprehensive process assessments, progress reports and/or summative assessment may be developed. They would include a discussion of findings and methods, including limitations and pitfalls, ways the methods were developed and implemented, and lessons learned from the methodologies.

ORGANIZING QUALITATIVE RESEARCH

The following is a general format for organizing qualitative research:

→ Determine if the study will be community-based research, community-based participatory research, mixed methods, stand-alone or another type.

→ Conceptualize, articulate, refine, identify and define the research problem or topic.

- How the study is conducted involves conceptualization, not just procedural steps.

→ State the problem.

- Unlike quantitative research designs, qualitative research by itself does not typically formulate hypotheses. In a mixed methods design, *e.g.*, when an experimental study is linked with a qualitative study, then hypotheses may be developed, explored or refined.

→ Identify research goals.

→ Establish research aims (objectives).

→ Develop general research questions based on the aims.

→ Identify the type of information needed to answer the research questions.

→ Identify initial source materials.

→ Identify and train key informants, as needed.

→ Develop general thematic categories to explore.

→ Refine these categories.

→ Develop subsequent categories based on previous refinement.

→ Identify the target population.

→ Identify and select a sample (known as 'subjects' in quantitative research).

→ Determine sampling and recruitment procedures.

- In a mixed methods study, non-experimental variables are identified and controlled.

→ Identify specific data collection approaches, based on thematic categories.

- Also identify or construct data collection instruments that will be used. Validation of instruments is not essential in qualitative research. However, the quantitative component of a mixed design is required to validate its instruments that measure outcomes. Qualitative research does not measure outcomes.

→ Identify data analytical procedures.

→ Identify the research setting, times and duration.

→ Conduct conceptual and practical research training.

→ Field test the approach.

→ Conduct an exploratory or pilot study to obtain preliminary data, to practice and assess the research methodology, and to develop initial broad categories for further exploration.

→ Assess and refine initial questions and approach.

→ Refine procedures for collecting data.

→ Identify initial source materials.

→ Collect data.

→ Compile data.

→ Refine the data.

→ Narrow data to usable formats.

→ Analyze data, based on a clear conceptual framework and applicable analytical techniques.

→ Assess and refine data analytical approaches.

- Qualitative research design is not concerned with manipulating independent variables or controlling dependent variables. An appropriate statistical test of significance is also not a qualitative issue. As a component of a mixed methods design, qualitative research may assist the understanding and application of experimental treatment validity. Internal validity (treatment effects due to specific circumstances rather than extraneous variables) and external validity (generalizability of observed effects) are not tested by qualitative research.

→ Note any limitations (*e.g.*, of generalizability or making predictions).

→ Report and interpret findings (results).

→ Disseminate the study, including its aims, questions, conceptual framework, design, methodology, limitations, results/findings, reflections, discussion, conclusion and implications.

GENERALIZABILITY AND QUALITATIVE RESEARCH PROCEDURES

How data are collected (settings, instruments, arrangements and procedures) may affect participants. For example, when some participants know they are being studied, they may try to anticipate what the researcher is looking for and act or talk accordingly. This is an additional concern in a mixed methods qualitative and experimental study because participants' responses may not be linked to the treatment. Generalizability is also jeopardized.

Limiting qualitative research design to the experimental group or control group may result in distorted data of unusable generalizability. Since the control group is not exposed to the experimental variable, its responses may be limited.

When random selection is not used, as is typically the case in stand-alone qualitative research, generalizability may be significantly reduced. Nevertheless, procedures should ensure that selected participants are representative of the larger population.

VALIDITY AND RELIABILITY

In research, the concept of validity refers to the extent to which a test or procedure actually measures what it is designed to measure. Reliability refers to the extent repeated use of a test or procedure produces similar results. Although qualitative research follows established scientific procedures, it is not based on an experimental model or other quantitative methods. Thus, determining the accuracy of measurement is not an issue in stand-alone qualitative research. However, in a mixed methods design using quantitative and qualitative methods, validity and reliability may be major concerns.

CONCEPTUALIZATIONS OF QUALITATIVE RESEARCH

Qualitative research is a construct. Its utility is in helping researchers gather, understand and use information. Despite occasional disagreement over which approach to emphasize, there is consensus about core contents. Teaching, learning and practicing are affected by conceptualizations of these components and their perceived role and influence in data collection and analysis. What we do, how we do it, and why, are vital philosophical issues for practical research design and curriculum development.

Qualitative designs involve conceptual frameworks and rationalized procedures for conducting research. Conceptual constructs also have direct influence on the construction of research design. Qualitative research curriculum development and practice involve interplay between dominant and competing theoretical perspectives. How qualitative research is conceptualized affects instruction, learning and assessment.

Constructing meaning from textual, audio and video data involves interaction, processing and comprehension. Qualitative research is a series of encounters. These include engagements with researchers, participants, data and interpretations. Although qualitative research methods do not evaluate hypotheses or make predictions, they are intended to detect patterns or uniqueness, depending on the study.

Conceptual frameworks of research instruction and practice affect design, approach and usage. For example, a critical interpretivist framework encourages qualitative literacy for researchers to achieve competence. This emergent qualitative literacy model may be gaining currency among researchers.

Research has social-cultural-political functions. It is not value-free. It is designed to serve interests of researchers and funders, and occasionally those of its participants. Qualitative instruction may be better grasped when it is linked to meaningful activities for students and instructors. Socio-cultural perspectives of qualitative research instruction and practice assert that learners and participants actively construct knowledge. Information and meaning are not imparted.

Whatever the preferred conceptualization, the recommended instructional approach is to be explicit, consistent and systematic. Qualitative literacy (understanding and using qualitative research concepts), targeted skills, and characteristics of learners and instructors affect instruction and learning.

An illustration of an invaluable mixed method study could be an experiment or assessment of differential responsiveness to qualitative research instruction in a university. It could identify predictors, perceptions and experiences of instructional expansion, and improvements in qualitative literacy and practice. To date, evidence-based practices of teaching qualitative research have not been identified, studied, concretized and manualized. What do we do? Why? How? Generally in universities, answers to these and related questions emerge through curriculum instruction. Assessment is typically restricted to course evaluations. However, an assessment of differential responsiveness to qualitative research instruction could involve outcome measures, predictors, training, focus groups, individual interviews, observations and audiotapes. Lessons, lectures, seminars, demonstrations and practices might be scored based on fidelity of implementation. Inter-rater agreement could be utilized.

QUALITATIVE STUDY DESIGNS

Research aims and questions determine the type of analytical techniques to be used. Some require mixed methods procedures. Others are better answered by focusing on quantitative or qualitative methods. Qualitative data can complement quantitative data, be supplemented by quantitative data or stand alone. A process analysis is especially useful when qualitative data complement quantitative data.

Qualitative study designs take different forms. A standard one derives from the quantitative empirical model. It contains variations of the following sequence: problem/topic, goals, objectives, research questions, methods, setting, participants, data collection procedures, data analysis, findings/results, discussion, conclusion, implications and directions for future research.

Other models exist. A major one is ethnography, historically associated with The University of Chicago. Ethnographers draw heavily on theories of social interaction. Their conceptual insights and practical experiences have been influential (Burawoy, 2003). Despite their sometimes presumed one-dimensionality, ethnographic approaches are varied (Culyba *et al.*, 2004).

Regardless of the model, particular data collection and analytical techniques are selected based on their ability to address research objectives and questions. In a mixed methods design, qualitative coding of themes can be used with statistical tabulations of interview results.

SAMPLING

Sampling can be a vexing issue for qualitative researchers. We ask ourselves numerous questions, such as: Is the sample representative? What size should it be? How should it be obtained? Even the seemingly standard approach of snowball sampling, when a researcher obtains informants from contacts supplied by other informants, has generated serious critiques (*e.g.*, Atkinson & Flint, 2001).

Sampling depends on many factors, especially the study's aims, resources, time period, *etc.* Depending on the general study or its components, some samples are small and purposive. Accordingly, the findings are likely to be exploratory, illustrative or suggestive.

Strengths of small sample size include in-depth analysis of themes and detailed patterns of meanings. Weaknesses include limited generalizability and restricted applicability.

COLLECTING QUALITATIVE DATA

Research methods are informed by theory. There are various qualitative method paradigms. One is 'naturalistic' (Lincoln & Guba, 1985, 2000). It is a theory-based approach. The logic of inquiry is based on

collection of data by participant observation. This takes different forms, *e.g.*, formal, informal, unstructured, structured and time-sampled. Data from observations may be arranged into predetermined broad categories based on conceptual types or may be arranged into emergent themes or patterns. Observational data may be coded. Time-sampled, structured observations have an advantage of working with a representative sample of participants. If they are based on an observational protocol, standardized replication may be possible. The aim is to develop grounded theoretical constructs that derive from and describe observations of behavior, social settings, *etc.* Participant observations allow outsider and insider perspectives and insights to help guide data collection and analysis. Field notes, audiotapes and videotapes are examined, analyzed and interpreted.

Grounded analysis derives from long-term observations, data analysis, interpretations and understandings. Information and the processes of obtaining it are interpreted. This design requires clarification and continuous monitoring of researchers' identities, roles, functions and interactions -- not just an understanding of the derived constructs. Researchers may unwittingly influence the setting and behavior. Non-participant observation may be one way of reducing the researcher's effects on the studied behavior and settings. Methodologically, grounded analysis requires and stems from long-term, complex and deep understanding. If successful, a relatively broad representative portrait emerges.

ANALYZING QUALITATIVE DATA

Qualitative research design involves conceptual frameworks and well-rationalized procedures for conducting research. Our focus is on grounded theory because of its popularity and influence on ethnography. (Other approaches include phenomenological analysis, narrative analysis, ethnomethodological analysis, conversation analysis, and representational approaches based on arts and humanities).

Grounded theory, introduced by Glaser & Strauss (1967), assumes general conceptual structures are generated out of the data instead of dictated a priori. Grounded theory method (using inductive reasoning) is a standard analytical plan used by many qualitative researchers (Corbin & Strauss, 2008; Charmaz, 2006; LaRossa, 2005; Maxwell, 2004). Observational and interview data can be analyzed using an open coding approach. Notes, transcripts and logs are carefully read to identify and list common themes. These themes form the basis for establishing initially general and subsequently refined categories. It should be noted that some qualitative researchers prefer to not establish preset thematic categories. However, the questions themselves may reflect a priori themes.

Grounded theory has made theoretical and methodological contributions to qualitative research. It deepens description of observed activity. Methodology is conceptually and procedurally clarified. The approach demonstrates links between theory and methodology. It generates categories and conceptual constructs for describing contexts of behavior and culture. It also promotes future research on significance and usefulness of emergent constructs and categories.

Regardless of the qualitative data formats, this approach is an iterative process. It involves developing, building, refining and revising theories, concepts and themes based on interpretation of data. Verifying information aids the researcher's understanding of participants' perceptions, experiences and realities.

Triangulation refers to the use of multiple sources and forms of data collection and analysis. A triangulated approach is necessary for verifying claims of working with a representative sample, obtaining credible and authenticated information, conceptual understanding and arriving at potential generalizations.

Researchers must clearly understand and explain how themes emerge from analyzing interviews, observations or any other data collection techniques. Whose themes are these? What is the basis for declaring them? What potential themes are disallowed or excluded from consideration? Can a researcher's themes differ from participants' thematic perspectives? For a theme to be reliable or accurate, is agreement

needed by researchers and participants? Answers to these questions should be rooted in an analysis of data. Below is a set of suggestions for analyzing participant observation and focus group data.

A Guide for Analyzing Exploratory Participant Observation and Focus Group Data

- → Based on clear conceptual and methodological rationales, select general participants for observations and focus group membership, and a smaller number of focal participants for follow-up interviews.
- → Collect and analyze data in triangulated ways.
- → Analytical procedures should be clear, explicit, replicable and capable of addressing initial and emergent research aims and questions.
- → Review event logs, field notes, transcripts, photographs, videos, appropriate archives and contextual items.
- → Recognize that the researcher's conceptual model, research design, frequency of researcher-participant interaction, forms of data collection, research setting and other factors affect data collection.
- → Construct narratives of participants' discourses and observed activities. They are more extensive than field notes and can be used for constant comparative analysis (Corbin & Strauss, 2008). Constant comparisons involve identifying contrasts within or among categories, or between these constructs and those from other research.
- → Arrange participation narratives into paragraphs or sentences. Examine them for characteristics related to participants, research topics, preliminary themes, emergent themes or other patterns. Detailed categories can then be derived from the data.
- → Continually assess the observer's possible effects on data collection and analysis.
- → Develop an extensive or broad understanding of observed or recorded details by multiple reviews of transcripts, notes and visuals, and by using a grounded theory approach. This grounded understanding will help clarify the participants' broader contexts (*e.g.*, of community, race, ethnicity, class, gender identity, health, *etc.*).
- → Follow-up the data collection and analysis of the broader sample with an emphasis on the sub-sample of focal participants.
- → Note linkages and intersections of data obtained from each focal participant and from other participants.
- → To strengthen the testing of adequacy of category descriptions and coding reliability, use a trained person who did not collect the data. If inter-rater agreement is high, then any inter-rater disagreement should be clearly explainable and not linked to inaccurate categorization and coding.

RELIABILITY OF DATA ANALYSIS

Teamwork, familiarization and training are ways of assessing the reliability of coding procedures. A team of two or more researchers can jointly and independently conduct observations and interviews, and/or review data from those who conduct(ed) the data collection. This team can then independently code and categorize data. Inter-rater agreement analysis can then be statistically determined. Alternatively, the two independent codes could be compared for similarities, congruence and differences. A subsequently refined code will emerge.

QUALITATIVE METHODS OF STUDYING SOCIAL CONTEXTS

Ethnography is one form of qualitative research, although the two are often used synonymously, especially in the United States. Depending on a research project's aims, it may be necessary to create a cross-sectional research design. This could use ethnographic and other qualitative methods, such as participant observation,

semi-structured open-ended individual questions and focus groups. Participant samples can be derived randomly and from snowballing techniques.

When analyzing CBPR qualitative data, ideally participants and researchers should participate. Qualitative data generally include field notes, interview transcripts, audio or video tapes and archival documents. Why, when, how and where these are to be used, and by whom, require questions that may not be initially clear. Clarity results from emergent theorizing, continuous conceptualization and consistent consensus building around the project's objectives and research questions. Below are suggestions for analyzing qualitative data:

Recommendations for Traditional Qualitative Data Analysis

- → Determine the most effective form of data collection, based on research questions and aims.
- → Collect the data.
- → Enter general data from initial logs, field notes, audiotapes and other data collection procedures.
- → Develop a code book.
- → Conduct first-level coding, by identifying initial conceptual units and arranging them in categories.
- → Determine initial inter-rater reliability of coding.
- → Conduct second-level coding to develop more refined conceptual categories.
- → Verify and assess final inter-rater reliability of coding.
- → Look for meanings and relationships in the data.

PHOTOGRAPHY AND QUALITATIVE RESEARCH

Photography can be a meaningful aspect of QCR. Photographs help students visually represent and present ideas and information. They help students make connections through reflective thinking and metacognition. Picture-taking provides innovative opportunities and techniques for making connections with background knowledge, acquired data and broader contextual issues. Linked with quantitative and text data, or as stand-alone data elements, pictures can help researchers and other viewers think about, challenge and/or reinforce their ideas, socialization, assumptions and knowledge. Photographs may promote thought and exploration of ideas and encourage viewers to make personal connections with their research and participating community. Metacognition, thinking about what one knows and is learning, is also aided. Visuals can promote group and individual brainstorming activities.

Photography's value and roles are extensive. Viewers can ask and respond to questions or statements about the subject, photographer, context, events, locale, characters, expressions and messages, among other issues. Pictures can be analyzed for details, settings, aesthetics, sequencing, presumed character traits, presumed community features and factual characteristics. Photography helps activate prior knowledge. Using photos as elements of visual cognitive mapping may help researchers identify patterns.

Visualization exercises may be aided through the use of actual pictures to promote patterning, thus enabling students to integrate newly learned concepts with pre-existing ideas, facts and perspectives. Pictures help researchers make linkages with numerical data, details, images, facts, observations, interviews, conversations and written text. Connecting visual literacy, information literacy, research and writing may be aided by visual documentation and presentation.

Viewing and talking about social research photography involve key words, visual principles, concepts, methods and skills. QCR projects can be assisted by a working theoretical approach or model. Such a paradigm may aid informational inquiry in instruction and community-based research.

Visual bias should be noted, *e.g.*, selecting and framing of visuals that favor a particular perspective. This can also result from an abundance or paucity of photographs. Visual literacy requires comprehension skills, *e.g.*, organizing materials for remembering visual and written material. Visual organizational strategies can be taught. Photographic images can be used as instructional devices, *e.g.*, virtual tours, illustrations of facts and interactions with text data. They may help viewers and readers visualize connections between words or between images.

Digital cameras are useful, effective, cost saving and interactive. Digital photographs have many creative possibilities for learning and instruction. Students can learn how to use a digital camera or cell phone, and edit, analyze, manipulate and display their thematic pictures.

Advantages of Visual Literacy and Documentation

Visual comprehension involves obtaining and constructing meanings by reflecting on images and visual communication. For textbook weary folks, imagery can be more than a welcome relief. Visuals are processed much quicker and remembered more than text. Colors stimulate brain activity. Kinesthetic involvement in developing slides presentations may improve memory.

Street photography can be used for research and social interaction. It helps motivate students and stimulates sociological awareness of surroundings, cultures, situations and people. It promotes conversations and informal interviewing. Using photographs to extract information and express meanings helps develop critical thoughts and consciousness among takers and viewers of pictures. Probing multiple meanings of pictures aids in visualizing and organizing ideas and information.

Photography has instructional and tactical research benefits. Visual data are obtained. Students can discuss concepts, then visually identify and match them with corresponding photographs. Also, taking or analyzing photographs may engage and sustain community participants. Faculty, students and residents can participate in visualizing a community. Activities might include collecting family photos, taking neighborhood photos, discussing photos, and describing interests, concerns, events and activities.

Visual literacy can be developed and expanded. Below are some suggestions:

Suggestions for Acquiring Visual Literacy

- → Determine reasons for the visual (*e.g.*, conceptualization and factual reinforcement).
- → Detect the presenter's point of view.
- → Identify the subject's viewpoint.
- → Summarize important features of each visual's portrayal and for their totality if multiple visuals are presented.
- → Compare and contrast different forms of visual presentations and formats.
- → Assess what details are presented or omitted.
- → Notice stereotypes.
- → Distinguish fact from opinion.
- → Notice cultural elements (*e.g.*, behaviors, clothing, appearances).
- → Read the captions.
- → Identify explicit and implicit messages.
- → Check to see what format the visual supports (*e.g.*, headline, news article, commentary, editorial, analysis, historical piece, debate, *etc.*).
- → Notice the visual's emotional effects.

- → Notice the visual's cognitive effects.
- → Notice what is enhanced by the visual.
- → Notice what is subtracted by the visual.
- → Examine the visual for themes and historical items.

CHARACTERISTICS OF QUALITATIVE RESEARCH DESIGN AND METHODS

Selected characteristics of qualitative research design, study management, research setting and study site, sampling and recruitment plan, data collection and analysis, and dissemination are listed below:

Research Design

- → Clear and concise explanation of study
- → Constructed to obtain data related to project's research problem and purpose
- → Based on prior research findings, conceptual/theoretical models and themes
- → Linked to research aims, questions and analytical framework
- → Designed as a procedural guide and rationale for obtaining and analyzing information

Study Management

- → Describes details of each research plan's phase and timeframe (*e.g.*, preparatory, data collection and on-going analysis stages)
- → Specifics are provided regarding what will be accomplished to manage the study (*e.g.*, developing collaborative relationships; formalizing sampling plans; pilot-testing measures, protocols, consent forms and interview guides; getting Certificate of Confidentiality; obtaining IRB approval; conducting preliminary field visits; identifying potential informants and other participants, *etc.*)
- → Explains researchers' roles
- → Describes plans for successfully completing the project as envisioned
- → Explains role of others in organizing and overseeing the project (*e.g.*, advisory board)
- → Outlines data collection and storage processes
- → States what will be done with the data after field visits, interviews, participant observations and other collection methods
- → Clarifies data ownership and instrument proprietary issues

Research Setting and Study Site

- → Specifies where and why the research will take place
- → Provides details on location of each data gathering approach (*e.g.*, focus groups, face-to-face interviewing, participant observations, field visits, *etc.*)

Sampling and Recruitment Plan

- → Explains and justifies specific procedures for obtaining and retaining research participants
- → Provides clear details and convincing rationale about procedures for who will be recruited, by whom, how, from where, when and how many
- → Describes sampling procedures
- → Addresses attrition issues and other possible challenges
- → Describes participants' demographics

→ Describes forms and amount of financial incentives

Data Collection

→ Describes details of each data collection procedure (*e.g.*, what will be done, how, when, why, by whom, with whom, where, and for how long)

→ Identifies data collection instruments

→ Explains what will be done during and after each data collection procedure

→ Gives specifics about ethnographic interviewing and reasons for types of questions

→ Explains how protocols and guides will be used

→ Explains triangulation methods

Data Analysis

→ Assesses quality and relationship of data to research aims and questions

→ Uses a conceptual framework or theoretical model to assess and analyze data

→ Derives from quality of data collection procedures (*e.g.*, quality and relevance of interview audiotapes, transcriptions, codes and classifications; as well as quality of field notes written immediately after each visit or participant observation -- including a summary, details about what was observed, who were present, contexts of the interaction, and other information)

→ Determines inter-rater reliability procedures

→ Uses an ongoing series of procedures

→ Uses qualitative computer software or is done manually

→ Specifies data analytic responsibilities of each team member

Dissemination Plan

→ Clarifies expectations and responsibilities of research team, collaborators and participants

→ Outlines procedures, formats and timeframes for distributing research findings (*e.g.*, projected dates of reports, presentations, posters, publications, community conferences and professional conferences)

DISSEMINATING QUALITATIVE RESEARCH IN PEER REVIEWED PUBLICATIONS

Different journals have distinct criteria for accepting qualitative research articles. Nevertheless, there are certain common requirements. Peer reviewers rate the following: appropriateness for the intended publication and its readership, demonstration of clear aims, appropriateness of research design, descriptions of authentic methods, presentation of original material, evidence for findings, supportable and logical conclusion, sound mechanics of writing and presentation, and relevance for the subject field.

An accepted submission has much potential. The abstract is appropriate and contains an adequate summation of aims, methods and findings. There is no fuzziness regarding the paper's purpose and objectives. Research questions are posed. Although not necessarily original or innovative, the article does reinforce the field's need for further conceptualization, research and application of findings. The conceptual framework has a clear theoretical basis. Empirical evidence and a rigorous research methodology are presented to bolster the author's findings, discussion and conclusion. Data analysis procedures are appropriately detailed.

Core concepts are clear. What is being discussed? How is the concept operationalized, measured and conceptually applied? These questions and issues require consideration. Otherwise, conceptual formulations and clinical outcomes may be vague and unverifiable. Classic or dated concepts need significant updating, revision and modification.

The broad overview should not be excessive. This shortcoming conveys a sense of padding, and a failure to directly, succinctly and clearly focus on the particular topic.

Rich conceptual frameworks and empirical research are examined. The manuscript's citations and references reflect an in-depth familiarity with related material. The literature review is appropriate and up-to-date. The references section is complete and adequate. Careful preparation is evident

The author's conclusion is fully supported by a strong conceptual framework and empirical evidence. In a mixed methods paper, statistical and qualitative evidence are presented. Moreover, the conclusion explains the significance of mixed methods for current and future inquiry.

Reference sources are included for all concepts and methods. Citations are provided for definitions.

Tables enhance or clarify the presentation. They must not give the appearance of a cluttered, obfuscated and pseudo-sophisticated graphics display.

An abstract describes your aims, research questions, hypotheses (if any), summary of methodology, major findings (numerical and thematic results) and conclusion. Explanations and rationales for sampling, data collection and analytical procedures should be in a design and methods section. The analysis and findings section should include results, explanations and basis for the findings. Conceptual/theoretical and practical significance of each finding should be described. Link the findings to the research questions and hypotheses (if any). Explain how your data do or do not support the hypotheses (if any). Describe how your data answer the research questions. Use bolded subtopic headings. Provide extensive details. The findings and analysis should be followed by a discussion and conclusion.

The discussion should be an expanded description and explanation of previous sections, especially the findings. Tell readers what has been learned and how, why your research matters, and lessons learned from your data collection and analysis procedures. Expand and interpret relationships between your research problem, major concepts, research questions and findings. Use bolded subtopics in this expanded section. Depending on the manuscript's length, subtopics could include the research problem, aims, concepts, research questions, hypotheses (if any) and findings for each question. Do not introduce new data in this section. Focus on the importance of each major finding for your research questions, initial hypotheses (if any).

Document your key points with references to previous chapters, including the methodology, *e.g.*, effects of data collection procedures and analysis procedures. Include limitations, potential policy implications and implications of the study for future research.

In the writing and presentation, check for consistency and accuracy of items in each section and references. Do not include entries in the references section that are not previously cited in the manuscript. Use the most current stylistic format for in-text and works cited/references. APA style is frequently required. Check the intended publication's website for its instructions and regulations related to presentation, grammar, spelling, punctuation, tables, fonts, graphics, graphics, pagination, columns, *etc.* Consider employing a professional proofreader to check the final version.

An accepted manuscript is recognition of significance, interest and quality. When readers are informed and confident of the objectives, questions, methodology and findings, they will benefit from the article. Sound preparation and writing are also required when applying for research.

REVIEWS OF QUALITATIVE APPLICATIONS AND PROPOSALS

Reviewers of qualitative grant applications and contract proposals emphasize clarity, simplicity, rigor and alignment. Favorable reviews are more likely when the conceptualization, design and methodology are explicit and supported by details and references. The application does not have a boilerplate approach.

Mixed methods research is sophisticatedly described. Community-based research and community-based participatory research are extensively described. The roles of culture and cultural competence are explicitly identified, adequately conceptualized and operationally defined, if they are research factors. Specificity and methodological rigor connect the proposed aims, questions and procedures.

Mixed methods research and community-based participatory research are incorporated as necessary in an application. Traditional research methods of quantification and statistical analysis can be emphasized. However, they should be appropriate for the project's aims and be capable of generating significant data. When feasible or as required by the project's aims, methods have to be linked to integrated approaches that pose new questions or also focus on discovery of perspectives related to cultural, community and social contexts of what is being studied. Minimal use of a mixed methods approach may limit potentially innovative features of the project. Integrated qualitative and quantitative approaches should be explicitly and rigorously described, not merely mentioned.

An adequate and appropriate balance of researchers skilled in mixed methods research is indicated. Their training and research backgrounds provide quantitative and qualitative and quantitative skills needed for the project's aims.

CBR and CBPR designs and methods are explicitly identified and discussed. The significance and utility of mixed methods CBR and CBPR for mental health research are increasingly recognized by funding agencies and organizations. Therefore, their omission in a submission for funding may appear surprising. Innovative, 'cutting-edge' translational research requires attentiveness to these approaches.

All features of the proposed research are methodologically rigorous. Innovation may not be a central characteristic. Instead the project's goal may be to extend or refine the field's conceptual, methodological, technical and empirical base.

Culture is operationally defined. Its intended use as a construct for qualitative and culturally sensitive research projects is specified for the proposed investigation.

Competition for funding is demanding. Qualitative researchers do themselves a service by preparing and submitting meticulous applications and proposals.

REVIEWS OF GRANT APPLICATIONS

Joining a formal review committee and/or becoming an IRB member provides valuable learning experiences for preparing and submitting a research grant application. Reviewing grant applications sharpens one's conceptual and methodological skills. Frank, sometimes ruthless, critiques by reviewers de-mystify the review process and give potential applicants clear indications of how to write a grant application. Below is a condensed example of a composite grant review.

Significance

- Significance is clearly established. Topical subjects are extremely important. If successful, the study may have meaningful research, policy, health and intervention implications. As described, the aims are relatively well-defined. Results may yield important information for reaching so-called 'hidden populations' and designing health programs for them.

Approach

- Qualitative methodology, including ethnography, is a time-honored tradition. It is based on sound conceptualization and methodology, both of which are familiar to the proposed researchers. However, as described, this application suffers from a lack of specificity. Much of what is provided appears to be generic. Methodological details are omitted. For example, no information is given regarding participant selection, other than snowball techniques.

Descriptions of the proposed focus group(s) are weak, re: who will be selected, how, or when; potential focus group script; specific information to be collected; data storage and analytical methods; *etc*. Potential challenges are given in generic terms, rather than specifically for the proposed project.

Innovation

- The project's use of qualitative methodology is not innovative per se. However, the aims of detecting and interviewing hidden populations expands the field to include generally unreached people whose lives and experiences may be significant for understanding HIV/AIDS and cocaine use.

Investigators

- As described, the candidate's training, commitment and readiness appear to be suitable and appropriate. However, letters of reference are not provided to substantiate the candidate's potential. Objective documentation is not supplied that attests to the applicant's interests and self-described qualifications.
- A career development plan is not presented per se. Nevertheless, training experience is extensively and convincingly described. This section contains a description of the candidate's training and research background, interests and future intentions. Moreover, the need for a mixed methods approach is not stressed or described in the research objectives, aims, methodology and career development planning.
- As described, key personnel appear to be highly competent. They have considerable skills and expertise. However, CVs and letters of support are not included. The PI and Co-PI appear to complement each other, based on the descriptions of roles and tasks provided in the application.

Research Plan

- An overview is presented that demonstrates a need for the proposed research, e.g., identifying new approaches towards reducing and preventing criminal recidivism. The plan is not convincingly aligned with the proposed aims and design. The proposed secondary data analysis is unclear, not empirically based and lacks potential for meaningful intervention. The application is not conceptually grounded. Related research is ignored. No specific information is provided regarding methodologies and outcomes learned from related research and their possible implications and usefulness for the proposed project.
- Objectives are listed, but vaguely described. They do not appear to be potentially feasibly linked with clear research questions and a well-described methodology.
- An extensive and detailed methodological plan is not presented, accompanied with numerous and informative graphic schemes. What is provided appears to be generic. It is also not well-rationalized. Potential problems are not identified and discussed. Considerations for overcoming challenges are omitted.
- Cultural and demographic data are not described for participants. Social factors that may affect attitudes and behaviors by the targeted population are considerations. However, such variables appear to be ignored.
- The proposed quantitative research does not appear to be directly related to the candidate's career qualitative and apparent mixed methods objectives. The plan is insufficiently linked to developing relevant research skills and expanding the candidate's career development plan.
- The literature review does not include critical or descriptive information related to HIV/AIDS. The potential relevance of HIV/AIDS is not sufficiently explained or described as a potential risk factor for violence prevention or reduction. This particular specific aim is not demonstrated in the application's descriptive and methodological sections. Several references and citations appear to be outdated. A review of current literature is not displayed. This conveys unfamiliarity with recent research in the field.

Mentor/Co-Mentor

- Key personnel seem to be qualified, based on descriptions provided by the applicant. The proposed mentors and consultants appear to have related experience. However, no bio-sketches or CVs are included that verify extensive training and experience necessary for the proposed research. Based solely on the application itself, the evidence is weak. This is not to doubt the expertise of proposed team members. The proposed consultants do not provide letters of support. Additional support letters by participating agencies are not included.
- Mentors' roles are not adequately described, justified and rationalized. Task functions and roles are only generally outlined for key personnel and organizational collaborators. Specificity would have strengthened enthusiasm for the project.

Environment and Institutional Commitment

- Facilities and research environment appear to be adequate and suitable. However, institutional commitment is not demonstrated.

Protection of Human Subjects from Research Risks

- The application's inattentiveness to this section raises potential human subjects concerns. There is no basis to assess involvement of human subjects and protections from research risk. The following are not described: data safety monitoring plan, inclusion of women plan, inclusion of minorities plan and inclusion of children plan.

Inclusion of Women, Minorities and Children in Research

- Plans to include participants from genders, all racial and ethnic groups, and children are inappropriate. As described, the scientific goals of the research will not be accomplished. Given the application's scant descriptions, plans for recruiting and retaining participants cannot be evaluated.

Overall Evaluation

- The application reads as a meaningful draft, with much potential, instead of a fully formulated and well-proofread presentation. Its major strengths include significance, qualitative methodology and investigators' competence. Main weaknesses are: 1) disconnect between the quantitative research plan and mentoring in qualitative development; and 2) insufficient details regarding aspects of the research plan, methodology, career development and human subjects.
- This application has potential, but not in its current form. Its subject area is dubious, as described. Incompleteness and lack of methodological specificity mar this application. The application is still a work-in-progress. It needs to discard any appearance of a boilerplate submission. Originality, substantive significance and methodological specificity are disregarded.

A condensed summary review of a sample grant application's strengths and weaknesses is below:

Summary Chart of a Grant Application's Strengths and Weaknesses

Overall Impact

Strengths

- Several important issues are identified. The general subject areas are significant.

Weaknesses

- The application lacks significant documentation of key descriptive and analytical comments, *e.g.*, the overview has no citations.
- Many references appear to be dated, thus current research perspectives may not be reflected in the application.

- As presented, the application appears to be an incomplete draft.
- No attention is paid to human subjects considerations.

1. Significance

Strengths

- A strong need is established for innovative approaches to reducing substance use disorders among within the targeted population.

Weaknesses

- The applicant's conceptual use of 'cultural context' is not sufficiently defined and described or differentiated from structural issues (*e.g.*, class, environment, social institutions, *etc.*).
- No works cited/references page is included.

2. Investigator(s)

Strengths

- Based on the bio-sketch, the proposed PI appears to be highly motivated and may possess relevant skills to conduct the research.

Weaknesses

- More details about the applicant are needed.

3. Innovation

Strengths

- The proposed intervention program for may be important.

Weaknesses

- The project's uniqueness is not sufficiently demonstrated.
- Concepts are not defined, *e.g.*, 'culturally competent' program.

4. Approach

Strengths

- The synopsis provides a general, although cursory, overview.

Weaknesses

- The application's aims and objectives are not clearly, simply and precisely explained.
- Too many research questions are listed.
- Several stated questions in this application are actually numerous questions rolled into one. For example, consider this one: *Will culturally competent psycho-educational training and emotion awareness training positively influence: community accountability and responsibility, cultural-awareness, group decision making skills, self-efficacy, group assertiveness, and peer conflict resolution?* This is not a singular question. It also contains numerous variables that are not operationally defined or adequately explained. As such, the researcher's intentions are unclear and do not project a sense of a well-conceptualized presentation.
- Several questions appear unanswerable in their current form.
- The proposed project is too ambitious and appears impractical.
- A clearer and stronger correlation is needed between the research problems, questions and methodology.
- The approach is not thoroughly and sufficiently described.

5. Environment

Strengths

Weaknesses

- Details about the research environment are not provided. Its strengths cannot be assessed.

HUMAN PARTICIPANTS PROTECTION COURSES

The National Institutes of Health (NIH) used to sponsor a "Human Participants Protection Education for Research Teams Online Course" (nih.gov, 2004). It covered the following topics:

- Key historical events and current issues that impact guidelines and legislation on human participant protection in research;
- Ethical principles and guidelines that should assist in resolving the ethical issues inherent in the conduct of research with human participants;
- Use of key ethical principles and federal regulations to protect human participants at various stages in the research process;
- Description of guidelines for the protection of special populations in research;
- Definition of informed consent and components necessary for a valid consent;
- Description of the role of the IRB in the research process; and
- Roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.

Unless compliance with protection of human subjects requirements is satisfactorily demonstrated, funding will not be obtained or maintained. The Collaborative Institutional Training Initiative (CITI) is now required for funded researchers conducting social, humanistic, behavioral research with human participants (www.citiprogram.org, 2010). It includes the following:

- History and Ethical Principles
- Defining Research with Human Subjects
- The Regulations and the Social and Behavioral Sciences
- Assessing Risk in Social and Behavioral Sciences
- Informed Consent
- Privacy and Confidentiality
- Research with Prisoners
- Research with Children
- Research in Public Elementary and Secondary Schools
- International Research
- Research and Health Insurance and Portability Act (HIPAA) Privacy Protections (HHS, 2011)
- Conflicts of Interest in Research Involving Human Subjects

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Assignment/Practice Activities: Focus Group Role Playing and Review

The following assignment/practice activities may be helpful in training and reinforcing skills in running focus groups:

- → Conduct a mock focus group based on a hypothetical or actual research project.
- → Its objective is to review the basics of conducting focus groups.
- → Assignments include role-playing by facilitator, recorder and participants.
- → Attend to and document tasks related to pre-session, during-session and post-session phases.
- → Audio and videotape the session.
- → After conducting the focus group session, the mock participants, recorder and facilitator will review its preparation, proceedings and closure.
- → After comments from the role players, then non-participants who heard or viewed the focus group session can also constructively comment on pre, during and post-session activities.

Constructive suggestions should be offered to assist preparing for and conducting a focus group. Assessments and recommendations should be made in the following categories:

- ☑ **Assess Pre-Session Tasks**
  - → Planning for the session
  - → Developing questions
  - → Coordinating facilitator-recorder roles
  - → Attending to logistics
  - → Establishing circular seating
  - → Ensuring no participant is seated as the 'head', *etc.*
- ☑ **Assess During-Session Tasks**
  - → Facilitating (Moderating) Session
  - → Questioning
  - → Recording (Observing)
- ☑ **Assess Post-Session Tasks**
  - → Immediately After Session
  - → Debriefing/Feedback/Q&A (by recorder & facilitator)

Assignment Questions to Review About Conducting Focus Groups

1. What is not a focus group?
2. What worked well; why?
3. What did not work; why?
4. Were informed consent, confidentiality and protection issues addressed?
5. Did members feel they were appreciated; why or why not?

6. What discussion guide procedures were followed?
7. Did debriefing take place?
8. If so, what was shared?
9. What was initially learned from the focus group?
10. What information was obtained?
11. What are the implications of the above responses for: a) recruiting and screening participants, b) scheduling and moderating sessions, c) obtaining useful information, and d) documenting focus group dynamics and information?

General Assignments

Each of the following assignments may be completed orally or in writing by individuals or groups:

- ☑ Describe relationships between theory and research.
- ☑ Define qualitative research.
- ☑ Describe characteristics of qualitative research.
- ☑ List major strengths of qualitative research.
- ☑ List major weaknesses of qualitative research.
- ☑ Explain reasons for a qualitative research study.
- ☑ Name and describe major types of qualitative research designs.
- ☑ List and describe steps involved in conducting a qualitative research study.
- ☑ Describe factors affecting generalizability in a qualitative research study.
- ☑ Describe factors affecting reliability and validity in qualitative research.
- ☑ Describe factors affecting qualitative research authenticity and credibility.
- ☑ Describe data collection techniques of qualitative research.
- ☑ Describe data analytical tools of qualitative research.
- ☑ List benefits of qualitative visual documentation.

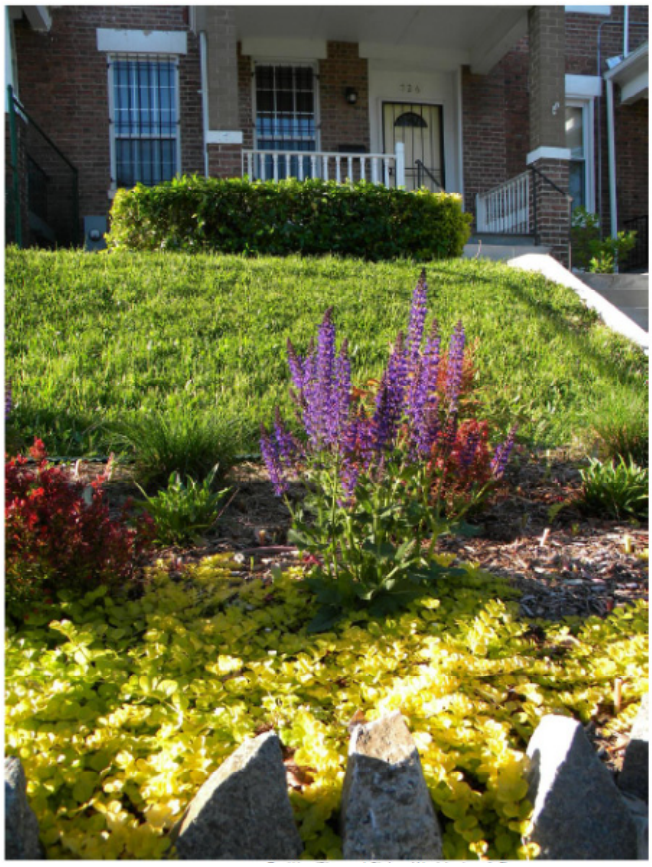
Conjurers (Pleasant Plains; Washington, DC)

CHAPTER 8

Applying Qualitative Community Research

Abstract: Qualitative research perspectives, methods and data help shape educational pedagogies, policies, practices and assessments. They provide insights and empirical evidence for services and interventions. Development of a qualitative evidence base may help align mental health principles, priorities, practices and services. Mixed research methods (MRM) and community-based participatory research (CBPR) are important for cultural competency and cultural proficiency. Paradigms of quantitative vs. qualitative fail to grasp complexities of health disparities and inequities. Nevertheless, qualitative research has to be marketed. Its research questions, designs and findings must be aligned with funders' missions. Grant applications require careful consideration of numerous issues. Among them are: preparatory groundwork; conceptualization; preparation of application; clarity and interrelatedness of approach, methodology and design; investigators and consultants; human subjects; research environment; budget; and submission. Failure to pay strict attention to each of these may lead to rejection based on a non-fundable review score. Assessing qualitative research involves determining strong associations between theory, meaning and constructs. Although not designed to test a theory or measure a construct, qualitative research is based on sound conceptualization. Obtaining meaningful data involves conceptual and consequent methodological clarity. Meaning-making (making meaning) from data assists our understanding of mental health policies and practices. Assessment of qualitative research instruction is not standardized or evidence-based. However, stemming from theory and practice, it is possible to assert several principles of culturally proficient research.

Key Words: Implications for Researchers, Practitioners and Educators, Mixed Methods, Marketing, Writing Grant Applications, Assessing Qualitative Research, Cultural Proficiency.



Inviting (Pleasant Plains; Washington, DC)

Qualitative data sources and methods of collection and analysis have been well documented. These include interviews, written documents, material artifacts and observations (Seidman, 2006; Bogdan & Biklen, 2007; Marshall & Rossman, 2010). Qualitative research studies help us understand how attitudes towards and ideologies of mental illness affect treatment goals and outcomes. Chronic, severe and persistent mental illness is clinically recognized as a brain disorder. Organic brain functioning is an interactive process involving relations and mediations between social, physiological and genetic factors. Traditional treatments for disorders involve altering how the brain shapes, experiences and interprets reality. However, concepts of mental illness are socially constructed. Their indicators are culturally situated, defined, legitimatized or invalidated.

Qualitative research provides perspectives, methods and data that indicate difference is not deviance or deficiency. It has been vital for rethinking educational pedagogies, policies, practices and assessments (Pacheco, 2010; Gutierrez, 2008; Gutierrez *et al.*, 2009; Dyson & Genishi, 2005; Bogdan & Biklen, 2007; Luke, 2003). Case studies are various ways of collecting data on a particular feature within a given duration and particular site (Yin, 2008). These include ethnographic methods (Marshall & Rossman, 2010; Maxwell, 2005). For example, a qualitative research methodology for a mental health study of community influences on treatment and recovery may produce better outcomes if it is based on a clear conceptual framework. A linkage of theory and methods is necessary. Components could include focus groups, in-depth interviews, neighborhood asset mapping, photography, participant observation and surveys. Rigorous, reliable, credible, authentic, triangulated and valid forms and sources of data collection and analysis are necessary for a quantitative-qualitative mixed study design. If the approach were strictly qualitative, emphasis would be on credibility and authenticity of the collection and analytical procedures and results.

Culturally proficient mental health clinical practice and QCR rely on an alignment of principles, priorities, skills and practices. These can be obtained and reinforced by instruction and practice. All are aided by experience, information, evidence, knowledge, and meanings of consumers (patients), clinicians and researchers. Effective and meaningful research requires consistency with institutional policies, goals and expectations, as well as an understanding of provider cultures. Evaluation of these can be undertaken by QCR. Topics could include organization and use of information by consumers and clinicians; health effects of patterns of arranging and ordering information; creations of knowledge and meanings by consumers and clinicians; qualitative evidence-base of mental health; perceptions and experiences of evidence-based perspectives on mental health and mental illness; and intersections of compassion, empathy, forgiveness, justice and healing.

Related mental health research questions are limitless. What are rehabilitation and recovery? Can they be achieved? Why or why not? If yes, how? What do rehabilitation and recovery look like? What are their essential components? Do practitioners, consumers, family members and significant others share similar perspectives on the meanings, forms and criteria for sustainable treatment and recovery? What affects perspectives on treatment, rehabilitation and recovery? What are the contributions of a qualitative evidence base (O'Brien & Fullagar, 2008) to recovery from mental illness? Is there a qualitative evidence base of treatment for and recovery from mental illness? What are the experientially-based claims of legitimacy for particular treatments? Does evidence-based medicine include a qualitative evidence base?

Research has been conducted around some of these issues. More needs to be done. For example, conceptions, perceptions and experiences of recovery are not entirely clear, as revealed in reflections of consumers and practitioners (for instances, see Davidson & Roe, 2007; Holmes *et al.*, 2006; Ramon *et al.*, 2007; Roberts & Wolfson, 2004).

SIGNIFICANCE OF QUALITATIVE RESEARCH FOR MENTAL HEALTH INTERVENTIONS

Qualitative and mixed methods studies have important implications for understanding mental health. Mental illness, recovery and mental health involve cultural issues. Wellness exists occurs within cultural contexts that may be identified, appreciated and incorporated into treatment. Culturally appropriate protocols maximize effective mental health service delivery and utilization. Qualitative methods enhance

descriptive and evaluative documentation of a treatment protocol. Ethnography helps providers, patients and researchers understand how people perceive and experience their social worlds. Clinicians and researchers need to know what consumers regard as meaningful.

Direct and participant observation and recording of behavior in natural and clinical settings help define a treatment model and assess intervention's adherence to a model or protocol. They may identify challenges and solutions, detect model noncompliance and drift, assist treatment planning and delivery, and provide documentation useful for understanding outcome data. Qualitative data help clarify relationships between client characteristics, program structure and procedures, and environmental factors which affect model implementation.

Qualitative data help answer interrelated research questions: What are participants' constructions of reality? What are their perceptions and experiences of treatment, recovery and case management? What factors affect these insights and experiences? What behaviors are engaged in or avoided by participants? What are their sources of support?

Mixed methods approaches can study the following: patient-practitioner treatment responses; social networks; cultural factors affecting initiation, maintenance, prevention and/or treatment; perceptions and responses of users and providers to service delivery; and evaluation of intervention programs. These may be descriptive details of individual local sites and/or comparative understanding across several sites.

Qualitative research provides insights into how mental health consumers and practitioners develop their own evidence derived from values, norms, treatment experiences, self-treatment knowledge and practices, sense of what works and how, and spiritual and religious perspectives. Such multi-faceted evidence should be respected, validated and incorporated into all phases of implementation.

Lessons learned from ethnography suggest a need to study interactions between practitioners, patients and researchers. Ethnographic findings generate information useful for developing or informing hypotheses, theories and intervention models.

Prevention and treatment involve relationships between stakeholders. These linkages are affected by and impact empowerment, advocacy, community-based needs and interests, community experiences with clinical research, competing cultures and a range of sociological contextual issues.

Mixed methods perspectives can illuminate responses to depression by particular patients and effectiveness of treatment encounters. Ethnography may inform efficacy for treatment. It helps translate findings from randomized control trails to clinical practice by standardized ethnographic methods, computer-assisted qualitative coding and analysis, and grounded theory. Observations and responses can be coded and arranged into themes related to perceived usefulness of encounters, communication, facilitators and barriers to treatment, beliefs by consumer and family members, clinicians' openness to cultural data from patients, and patients' receptiveness to medical data from practitioners. Such information may help improve treatment outcomes. Themes can be arranged by consumer and practitioner demographics, symptoms, diagnosis, medication, form of therapy and/or other potentially informative variables.

Research outcomes may assist person-centered care. This is especially important for persons with severe and persistent dual and multiple diagnoses. Culturally proficient diagnostic practices by primary care providers that identify patients' potential mental illness can be described.

A qualitative study may also generate an increased awareness by primary care providers of their role in helping patients manage their illnesses. A three-stage data collection process could be used: 1) cohort of in-depth and semi-structured individual practitioner and consumer interviews, and field notes; 2) series of observations of clinical settings and interactions between providers and consumers; and 3) focus groups of providers and consumers.

Ethnographic methods permit data collection from perspectives of patients and physicians. Retrospective interviews and observations of patient and provider interactions can be conducted. Semi-structured interviews of patients and providers generate important data on variables related to physicians' diagnoses and clinical decision-making.

Questions for patients can center on their views of mental illness and perceptions of their willingness to accept a diagnosis of anxiety disorder or depression. A qualitative study helps identify and describe attitudes, skills, access to and use of resources, cultural competence, and social support networks of physicians and patients that may affect recognition and treatment of anxiety disorders and depression in primary care settings. It also illustrates variables that improve communication and coordination between mental health clinicians and primary care providers.

The ethnographic component itself does not test or create a prediction model of recognition and non-recognition of depression. However, ethnography may use participant samples who are representative of a larger statistical group and for whom statistical estimations might be made. As a component of a broader study, ethnography helps identify physicians' and patients' perceptions of contextual factors, situations and conditions of clinical interactions that may affect clinical decision-making and patient receptivity to a diagnosis of anxiety or depression. It also detects and describes professional and cultural characteristics of physicians and patients that may influence recognition and acceptance of anxiety or depression. Data collection instruments could include interview schedules (structured, semi-structured and unstructured), forms (structured observational, record extraction, literature extraction, and pencil-and-paper), and diagnostic and screening tools. Qualitative research could also help assess the cultural utility of quantitative data collection instruments.

Various approaches can be used when researching interactional issues between practitioners and consumers. For example, consider the following. Specific qualitative data are collected from physicians and consumers, based on weekly interviews with physicians and consumers, observations of physician training sessions and observations of clinical encounters between physicians and consumers. Participant contact, follow-up and selection are based on key informants, snowballing techniques and random assignments. Field and interview notes are initially arranged into topical areas and conceptual categories, *e.g.*, life histories, patterns of depression, work histories, decision-making issues, concerns and dilemmas, and/or clinical encounters.

Data are then refined and rendered into more specific categories and analyzed for recurrent themes. A coding framework is developed. Content analysis is also employed. Identification and exploration of themes embedded in participants' response and content analysis are possible. Narratives are created of respondents' answers. Their analysis stems from identifying and grouping themes into increasingly refined categories. Subsequent thematic coding permits data to be further arranged into substantive themes. Themes derived from guided ethnography illuminate quantitative data findings. They may also inform refinement of hypotheses for further exploration.

Discourse analysis is also used sometimes. It is an aspect of linguistics, which describes aspects of text which are significant for making inferences about person(s) who produced the text and situation, context and culture in which the text was produced.

Obtaining details about and understanding the role of culture in providing and using mental health services are paramount considerations. Consumer perspectives and particular forms of involvement may assist implementation. Sociological issues are detectable that affect accuracy of diagnosis, receptivity to research findings and treatment effectiveness.

Community settings influence treatment attitudes, policies and programs. Hence, a critical research and intervention issue is to understand how a community's resources, assets, strengths and resiliency can be identified and incorporated into mental health services. Community contextual issues affect service delivery and ability to apply clinical research findings. For example, women are members of different

overlapping, competing, conflicting and sometimes reinforcing categories: family, neighborhood, ethnicity, race, gender, gender orientation, peer groups, religious and/or spiritual associations, *etc.* They are not homogenous. Re-thinking concepts of community may help in identifying, delivering and assessing effective services.

Transferring clinical findings into practice settings may be aided by attentiveness to cultural competency and proficiency issues related to the research institution, provider organization, and cultures of researchers, practitioners, consumers and local neighborhoods. Practitioners need to be accessible and acceptable to the community and consumers they serve. These require developing trust and long-term relationships based on time, cost effectiveness and particular methods of outreach and sustained engagement.

Training practitioners to improve their clinical encounters involves communication, planning, informed approaches and clear assessment. Approaches can be investigated and documented. Evidence-based practices may be specific (within a particular program or model) and/or general (across models). They may involve consumers' skills, practitioners' skills, cultural proficiency, treatment ideology, and organizational focus and structure. Including community-based practitioners, consumers and researchers in the design, application and assessment of activities may assist implementation.

A training, consultation and assessment system may encourage, support and sustain dissemination and implementation of women's mental health services research. Exploratory questions might include the following: Can consumer perspectives assist design and implementation of program interventions? Do community settings affect treatment attitudes, policies and programs for African American women? How can a community's resources and resiliency be identified and incorporated into women's mental health services?

Qualitative research is significant for mental health interventions because community contextual issues affect service delivery and utilization, and the ability to apply clinical research findings. Mental health services are provided and utilized within providers' and consumers' institutional and cultural frameworks. Enhancing the capacity to translate clinical findings may foster practitioners' receptivity to utilize findings and help consumers sustain their journeys to recovery.

Qualitative social science researchers could benefit from increased interaction and joint studies with behavioral and neuroscientists. Constructing meaning involves more than cultural and personal interpretations. Anatomical and related data are useful for understanding brain functioning of higher order tasks (Bennett & Miller, 2010) and social behaviors. This has become apparent in education (Immordino-Yang & Damasio, 2007). Conceptual and empirical frameworks are needed to link and translate neuroscientific contributions and their implications for meaning making. For example, moving beyond description to analysis and comprehension of community situated risk taking behaviors correctly presumes that social behavior is extremely complex. However, deifying culture as 'the' explanatory concept leads to incomplete and misleading research. Caveats have also been issued for clinical uses of functional magnetic resonance imaging as exclusive or over relied upon sources of information (Brown, 2007).

IMPLICATIONS FOR RESEARCHERS

Practices of mental health providers may be affected by practitioners' training, beliefs, norms, experiences and perceptions. Theoretical relationships between institutional contexts, policies and practitioners' activities have been researched. Understanding relationships between practices and policies is a central problem. The aims of empirically identifying them and understanding their role in service delivery and utilization may be aided by organizational case studies of mental health service activities.

Examples of key research questions for participating organizations could include the following: What are the organizations' expressed models of service delivery? How are the models conveyed to practitioners? How do practitioners make meaning from their beliefs, experiences, resources and understanding of policies around mental health interventions and services? How do practitioners organize their services? Do

practitioners' coordinate their activities; if so, how and why? What meaning-making opportunities exist for practitioners and organizations? In what ways are practitioners' methods aligned or not aligned with the organizations' stated delivery model (*e.g.*, of evidence-based practices)? What impedes alignment? What facilitates alignment? Do practitioners' activities reflect the field's current research findings and policies? In what ways are alignments or misalignments of practice indicative of institutional policies and/or individual perceptions? How does each of the preceding affect rehabilitation, treatment and recovery?

Methods of obtaining information could include reviews of organizational documents (*e.g.*, mission statements, staff training materials, evaluation forms, reports, hiring and promotion criteria), and interviews, focus groups, observations of organizational directors, supervisors and staff. Resultant data on policies and practices might lead to conclusions about what practitioners actually regard as important for delivering services. Issues of interpretation, standards and accountability might also be explained. Below is a sample format for organizing a study on relationships between practices and policies of a mental health provider:

SAMPLE FORMAT FOR ORGANIZING A STUDY ON MENTAL HEALTH POLICIES AND PRACTICES

Research Problem/Topic

Significance

Research Aims

Research Questions

Theoretical Framework

Literature Review

Preliminary Document Reviews

- Summary of Policy Context for Delivering Mental Health Services
- Policy-sanctioned Conceptions and Standards
- Description of Federal Standards and Policies
- Description of National Initiatives
- Related Descriptions (*e.g.*, assessments; advocacy groups' recommendations)
- Overview of Institutional Contexts
- Descriptions of Local (State & Community) and Organizational Standards and Policies
- Related Descriptions (*e.g.*, of organizational training curricula)

Methods

- Description of Particular Case Study Approach (including duration)
- Sampling and Participants (practitioners, administrators, consumers)
- Informed Consent Issues
- Settings
- Field Work Sites
- Data Collection Techniques
    - Participants must be certain that they are not going to be evaluated and that their practices will not be divulged to anyone
    - Participant observations, and audio and video recordings of practitioner meetings, training sessions, supervisory staff meetings and practitioner-consumer interactions

  - In-depth interviews with administrators, practitioners and consumers
  - Separate focus groups of administrators, practitioners and consumers
  - Examination of organizational and practitioners' documents (*e.g.*, organizational procedures, treatment files, training manuals, samples of diagnostic write-ups and treatment plans, self assessments)
- Data Analysis Procedures
  - Development of codes for observations, interviews, field notes, recordings and text reviews
  - Analysis of transcripts and narrative texts

Limitations

Findings (Results)

Discussion (of themes from findings)

- Conceptualizations and policy formulations of practices
- Alignment of Skills-based Practices with Organizational, Local and National Standards
- Types of Skills Taught, Learned and Practiced
- Punitive vs. Affirmative Accountability Frameworks
- Supervisory Approaches
- Training Approaches
- Emulation
- Interpreting Policies and Practices of Participating Mental Health Organizations

Conclusion

Policy Implications

- Development, Inculcation (training and incorporation) and Assessment of Outcomes-based Approaches to Service Delivery
- Institutional and Practitioner Alignment and Accountability
- Policy Restraints, Facilitators and Service Delivery

IMPLICATIONS FOR PRACTITIONERS

Mental health facilities function as social systems with their own structures, cultures, and forms of social interaction, learning styles and communication. Service delivery activities (*e.g.*, practices, trainings, evaluations) are related to policies, skills and experiences. Understanding the social organization of practices and their social contexts may help facilitate more effective and sustained interventions. How skills and practices are organized may affect treatment. Practitioners' fidelity and adherence to standards may be linked to opportunities for discussion, clarity-seeking sessions and active participation in activities related to making sense of 'what matters'. Aligning policies and practices is partly linked to perceptions of what matters in conceptualizing and promoting treatment for and recovery from mental illness. By themselves, measurements of standards (*e.g.*, number of consumers served) may be inconclusive and deceptive ways of accounting for organizational competency.

IMPLICATIONS FOR EDUCATORS

Formal learning of curricula and continuous on-the-job meaningful training are outcomes of many factors, including how individuals make sense of experience and materials. Social contexts of learning are not

incidental or marginal issues. They are essential. Outcomes-driven approaches necessitate understanding of how meaning is made from organizational text, discourse and activities related to mental health services. Learners (continuous, new and old) need assistance in skills of interpreting and meaning-making. Conceptions of what matters within and among mental health facilities may have consequences for institutional processes, practitioners' activities and mental health outcomes.

MIXED RESEARCH METHODS AND COMMUNITY-BASED PARTICIPATORY RESEARCH

Research, prevention and treatment might be improved if the perspectives of people of color inform conceptualization, diagnosis, data collection and analysis, intervention, policy development and program implementation. Social capital, cultural and environmental contexts are important considerations for reducing health disparities and improving health outcomes (Bernal, 2006; Sue, 2006; Fowler *et al.*, 2004; James *et al.*, 2001). Although culture is not synonymous with race, ethnicity or class, increased representation and participation of people of color in mental and primary health fields, including treatment for substance use disorder, may increase delivery of culturally competent services (Stanhope *et al.*, 2005; Gonzalez Castro & Garfinkle, 2003). Such persons must themselves be culturally competent.

Either-or paradigms provide insufficient understanding of the complexities of health disparities and inequities. The presumed beneficiaries of a study are usually not directly and consistently involved in the design, implementation or evaluation of the research, much less active participants in shaping policy that affects their diagnosis, treatment and recovery. When adhered to, the thematic slogans and goals of translational research, bridging gaps between science and practice, bringing scientific research to real-world communities, *etc.*, help ensure that findings are actually used in real-world-settings by consumers, clinicians and researchers. Mixed research methods (MRM) and CBPR are emerging as valuable methods of deepening our understanding of mental health services and utilization.

Although highly significant, traditional research requires improvement in its approach, results and utility for people of color and multicultural communities (Institute of Medicine, 2006; Kanwischer, 2004; Snowden, 2003). MRM and CBPR have multi-level benefits. CBPR methods are useful for health care (see Israel *et al.*, 2005). Both approaches require cultural sensitivity in research, including design, methods, data collection instruments, measurements, interpretation of findings and dissemination of results. Useful and relevant findings and outcomes are more likely.

MRM and CBPR also help ensure that the needs, interests and concerns of community residents and stakeholders are identified and addressed. Participation in and responsiveness to community-defined mental health issues become more possible than the model of a passive research subject. Community-based partnerships, collaborations, coalitions and working alliances can help clarify research issues and questions. Moreover, if sustained, MRM and CBPR might assist community infrastructural development of mental health resources. Sustainability is promoted by maximizing recruitment and retention of individuals and organizations in the research process.

In addition, MRM and CBPR help accurately identify mental health disparities and inequities. Effective and beneficial research (processes, measures, outcomes and use) also results in better translational research. CBR and CBPR generate evidence for and from interventions, program and policies. They help substantiate evidence-based practices. Mixed research methods and data help define, test and refine clinician and consumer assumptions and practices about recognizing and treating mental illness. These data can stem from surveys, clinical observations, field visits, structured and semi-structured interviews, participant observations, and related components of statistical and ethnographic research designs. Data can be gathered on demographics, comorbidities, use of mental health resources and relevancy of clinical training. Cultural and social contexts of treatment and service delivery can also be explored.

Conceptual and methodological bias may affect interventions and assessments of mental health services (Snowden, 2003). CBR and CBPR can play a role in describing and assessing the role, forms and effects of subjectivity among practitioners. CBPR permits data collection from multiple perspectives. Retrospective

interviews and observations of patient and provider interactions can be conducted. When done non-threateningly and non-judgmentally, interviews with consumers and providers generate important data variables related to physicians' diagnoses and clinical decision-making (Main *et al.*, 1993). These include presentations and perceptions of symptomatology, rapport, openness, bonds and trust between provider and patient, as well as cultural and professional communication styles, and cultural competence (Carney *et al.*, 1999).

Questions for physicians can focus on clinical practices and general decision making-practices, as well as references to specific (but anonymous) patient examples. Questions for patients can center on their views of mental illness, willingness to accept a diagnosis, and their perceived treatment barriers and facilitators.

CBPR has potential for identifying and describing attitudes, skills, access to and use of resources, cultural competence, and social support networks of physicians and patients/consumers that may affect the recognition and treatment of anxiety disorders and depression in primary care settings. It can illustrate variables that improve communication and coordination between mental health clinicians and primary care providers (Ford, 1994). Evidence-based and culturally competent diagnostic practices by primary care providers in identifying mental illness can be described. Mixed methods may generate an increased awareness by primary care providers of their role in anxiety and depression treatment and management.

Examples of mixed methods research instruments that can be used include interview schedules (structured, semi-structured and unstructured), forms (structured observational, record extraction, literature extraction, and pencil-and-paper), and diagnostic and screening tools. In addition to actually employing some of these instruments, ethnographic research can help assess their utility for quantitative data collection.

MARKETING QUALITATIVE RESEARCH

Despite its conceptual, methodological and empirical contributions, qualitative research still has to be sold. Key questions and challenges remain. How can mental health services research be translated into policies of relevance to marginalized individuals and groups in urban and rural communities? How can such research improve outcomes for people who experience dismissal, neglect and discrimination? What are the key features for defining, developing and sustaining community partnerships and collaborations? How can deficiencies of MRM and CBPR be overcome? What is community and how can it be entered to determine its perspectives on health? How can MRM and CBPR be systematized and accepted by funding sources and grants reviewers? Advancing MRM and CBPR requires answers to the above questions.

Through case studies, dissemination of findings, formal presentations and networking, advocates must demonstrate how and why recruitment and retention of participants are improved through MRM and CBPR. Funding agencies must be convinced that cultural competence and greater relevance of research designs aid their missions. Proponents of mixed methods need to clarify their expectations, enhance their dissemination, and improve evaluation of research and clinical practices. Advocates of qualitative and ethnographic research must emphasize its theoretical and methodological foundations.

Achieving these objectives can also be assisted by developing local and national identities and structures that promote and critique MRM and CBPR. Infrastructural development also increases visibility and expands support for delivery of useful mental health services. Funded research may be needed.

WRITING RESEARCH APPLICATIONS

Writing a successful grant application requires consideration of core issues. Successful applicants demonstrate clarity, coherence, confidence and competence. These are ensured by persuasive simplicity, detailed information and a convincing scientific rationale. Sound evidence and careful thoroughness are essential. Among the more important considerations are groundwork, conceptualization, preparation, approach, methodology, design, investigators, consultants, human subjects, research environment, budget and submission. For a summary of things to consider, see below:

CONSIDERATIONS WHEN WRITING RESEARCH APPLICATIONS

Groundwork

- → Study classical and contemporary studies related to the proposed topic.
- → Identify a compelling need.
- → Get suggestions from funder's program staff.
- → Read publications of review committee members.
- → Study guidelines of NIH and applicant's IRB.
- → Assemble a team.
- → Hire a statistician, if project is mixed methods.
- → Develop collaborations and partnerships.
- → Clarify expectations.

Conceptualization

- → Begin with what personally matters.
- → Develop your own perspective.
- → Clarify for yourself what you want to do.
- → Visualize the research project.
- → Do exploratory literature searches.
- → Outline the research components.
- → Share the draft outline with colleagues and program staff.
- → Refine the outline, based on feedback.

Preparation of Application

- → Establish significance and a compelling rationale.
- → Specify research problem, questions, aims, hypotheses (if any) and methods.
- → Describe potential innovation.
- → Ensure thorough conceptualization.
- → Conduct thorough literature review to bolster significance and research plan.
- → Include relevant research by reviewers.
- → Give up-to-date citations.
- → Provide a clearly articulated framework or conceptual model.
- → Define all constructs and variables.
- → Give a rationale for each component.
- → Describe linkage between aims and methods
- → Justify research approach.
- → Clearly explain terms and concepts.

Approach, Methodology and Design

- → Keep the design detailed, but simple.
- → Demonstrate:
  - Familiarity with relevant literature
  - Clear explanation
  - Sufficient rationale
  - Strong description of methods
  - Specificity
  - Integration of methods
  - Linkage between methods and aims
  - Strong analytical plan
  - Flow between aims and design, including data collection and analysis
  - Clear methods for measuring outcomes
  - Inclusion and discussion of pilot data
  - Adequate descriptions of issues related to sample recruitment and possible attrition

- Clearly described sample
- Clearly described model or constructs for building a model
- Clear descriptions of measures and variables
- Knowledge of relevant data sets
- Clear sense of statistical power, if needed
- Descriptions of data sets to be used
- Timeframes for each research phase
- Potential challenges and responses

Investigators and Consultants

→ Demonstrate verifiable expertise, and appropriate education, training and experience.
→ Provide individual and organizational letters of support, commitment and availability.
→ Provide evidence of commitment from researchers' institutions.
→ Describe managerial capabilities.

Human Subjects

→ Complete relevant NIH and local institutional training in human subjects and other areas.
→ Comply with all requirements of funder and participating organizations.
→ Demonstrate protection for vulnerable populations (*e.g.*, prisoners).
→ Obtain NIH Certificate of Confidentiality, if needed.

Research Environment

→ Sufficiently demonstrate availability of appropriate resources and suitable facilities to successfully complete the project.

Budget

→ Provide detailed, appropriate, justified and well-rationalized budget.
→ Requested funds should cover all necessary direct and indirect costs.
→ Do not under-budget.

Submission

→ Comply with submission requirements of potential funder and principal investigator's own institution.
→ Ensure a professional presentation.
→ Proofread well.
→ Eliminate factual mistakes.
→ Ask collaborators and non-project colleagues to review application for:
- Demonstration of original and innovative approach
- Explicit and convincing description of each section
- Accuracy
- Thoroughness

ASSESSING QUALITATIVE RESEARCH: ISSUES OF THEORY, MEANING AND CONSTRUCTS

Theory

Definitions and theoretical descriptions of a concept affect its application and/or the ways it is measured. Models, practices and assessments require sound conceptual and empirical foundations. Qualitative and mixed methods research projects can provide a well-documented base for mental health strategies and programs. They help yield clear and specific information necessary for effective and holistic health and wellness interventions. However, qualitative research is not designed to test a theory. Its stress is on making sense from information, *i.e.*, interpreting and making meaning from data.

Meaning

Meaning-making (making meaning) from data assists our understanding of mental health policies and practices. Qualitative data on patterns of discourse and activity can be collected from video recordings, still photography, audio recordings, participant observations, in-depth interviews and analysis of documents. For example, treatment for and recovery from mental illness may be variously interpreted and applied by

institutions, practitioners and consumers. Information and interpretation of information may assist an understanding of the degree to which policy is aligned with practice in a given agency or field. Detecting how institutional contexts affect policy formulation, application and practice may be useful for effective health and wellness behaviors. Understanding the roles of beliefs, resources and culture around what are considered treatment and recovery may affect the potential for meaningful interventions.

Constructs

Social and academic constructs can be problematic for quantitative researchers interested in measuring outcomes. For example, despite sensitivities to seriously talk about race, much has been written about it. Yet, the construct is amorphous, so much so that quantifying it may be difficult (Zuberi, 2000).

Qualitative research does not attempt to test, predict or measure outcomes or indicators of outcomes. For example, recovery from mental illness may mean different things to different individuals and groups, *i.e.*, recovery has multiple meanings. One qualitative research approach would be to elicit and interpret participants' meaning(s) of recovery, rather than to a priori establish a notion or construct of recovery by which participants' behaviors and other responses would be compared. Thus, interpreting what recovery and its indicators mean to participants is crucial, not whether a pre-established construct and measures of that construct are identified. Predictive power of a model and other aspects of consequential validity are not considerations. Sample size may be important in qualitative studies, but not for its potential explanatory power.

Measuring indicators of a construct is a statistically driven approach of quantitative research or a quantitative component of a mixed methods approach. However, qualitative research may obtain perceptions of how a construct may be tested or assessed (*e.g.*, related to supported employment, case management or a particular therapeutic model). It can help identify and align perceived components of a construct of recovery with an assessment model. If successful, then the program or practice may be better understood and improved. Qualitative research is not only useful for the exploratory phases of program development, but throughout all stages of implementation and evaluation.

Assessment of Qualitative Research Instruction

There are no evidence-based practices of qualitative research instruction. Standardization of objectives, activities, *etc.*, is needed. An agreed upon curriculum of learning has not been established. However, one component appears to be a need for instructors to model their instruction. Modeling constructs of qualitative and quantitative approaches may lead to more effective and rigorous qualitative community research.

Culturally Proficient Qualitative Research

Although not yet evidence-based, it is possible to assert several principles of culturally proficient research:

- → Each participant is a unique individual.
- → Individuals exist within cultural contexts.
- → Attention to cultural details helps engage and retain participants.
- → Research is a relationship between researchers and participants.
- → A CBPR relationship views the participant as a potential partner and advocate of the research.
- → Communication between researchers and participants is a two-way horizontal process.
- → Researchers and participants learn from each other.
- → Differences and similarities between participants and researchers are recognized, honored, respected and validated.

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CHAPTER 9

Social Justice and Qualitative Community Research

Abstract: Research, pedagogy, instruction, learning and practice are not neutral endeavors. Values neutrality is insisted by some; others regard it as unachievable. Both positions are concerned about the role of values in QCR. Ethics and values are embedded and revealed through qualitative processes of cognition, reflection, interpretation and construction of knowledge. These are fundamental for conceptual and methodological issues of representation and voice. Qualitative research is a science, not an ideology. However, eliminating social inequities, reducing disparities and achieving social justice are goals of some researchers, educators, policy-makers, practitioners and everyday people. Qualitative advocacy research necessitates consideration of one's stance and methods. Research perspectives may reinforce or challenge inequitable power relations, social structures, cultural assumptions, values, norms and behaviors. Different groups have different views about the meanings and uses of research. These are researchable issues. Advocacy research is characterized by a collaborative approach that affirms and confirms the value of insights by participants and researchers. Data are collected and analyzed through multiple sources and methods. Value is placed on participants' and researchers' cognitive frameworks, experiences, cultures, discourses, meaning-making, reflecting, and related ways of shaping and expressing their realities. The participants' community is also considered a validator of the credibility, authenticity and reliability of the findings, not just the researcher's scientific community.

Key Words: Values Neutrality, Stance and Methods, Critical Issues.

Expectations (Pleasant Plains; Washington, DC)

NEUTRALITY AND VALUES

Research is not neutral. Its topics, problems, aims, questions, sites, designs, methods, results and uses are situated in history, political economy, culture and society. No matter how it is couched, research (qualitative, quantitative and mixed methods) reveals issues of power and intention, reflection and representation, recognition and legitimation, and communication and interaction. These reflect socially constructed realities of what matters or does not matter. Ethnography as a form of qualitative research has struggled with issues of objectivity and subjectivity, especially since many of its purposes and procedures are linked to needed or

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hoped for social changes (Angrosino, 2005). Its impact on stance-taking and stance analysis has been influential. For example, reflexive sociology has emerged as a major paradigm from ethnographic studies of marginalized people in Algeria and France (Bourdieu, 1990, 1994, 2000; Bourdieu & Wacquant, 1992).

Pedagogies are also not neutral. They too are rooted in notions and expressions of social structures, institutional arrangements, social relations and cultural realities. Bolstered or assailed by theories, research, practices and experiences, social constructs have consequences. This is especially true in the highly politicized field of education. There, and elsewhere in the academy, movements for social justice are supported by critical pedagogy (see Freire, 1993; Freire & Macedo, 1987; hooks, 1994; McLaren, 2006), critical literacy theory (see Gee, 2001), critical feminist theory (see Arnot & Weiler, 1993; Weiler, 1994), and critical race theory (see Crenshaw *et al.*, 1995). Stance taking is explicit in newer perspectives on theories and research on learning by African American youth (see Alim & Baugh, 2007; Lee, 2007). These illustrate that qualitative research in critical literacy may be helpful in conceptualizing and refining our expectations, assumptions, designs and results.

Critical sociocultural theory has been aided by qualitative research (Lewis et al., 2007). Critical literacy for qualitative researchers means going beyond summarizing, synthesizing, making inferences and other skills of critical thinking. It presumes that stance-taking cannot be avoided. The researcher needs to become empathetic and compassionate. Issues of how, when, why, where and with whom we communicate reflect dynamics of domination and subordination. Professional and personal languages perpetuate or challenge power relations.

Language may promote social injustices, and systematic and systemic inequalities, often constructed as disparities. Making meaning requires that linguistic power dynamics cannot be left unexamined, unchallenged or unrevealed. Otherwise, certain devalued people may be deemed incapable, rendered voiceless and methodically marginalized. Examining how power relations in language (discourse or text) create socially structured inequality is scientifically useful and pedagogically necessary (Fairclough, 1995; Ladson-Billings, 1995; Holland & Cole, 1995; Comber & Simpson, 2001; Comber, 2006; Brantlinger, 2007). Language is a tool for constructing or deconstructing social reality. Qualitative research concepts and methods have the potential to recontextualize the identities and roles of researchers for improving peoples' conditions.

Qualitative research education is enhanced by skills in critical literacy and pursuit of social justice (Conklin, 2008). Can we as researchers merely study the world without helping to change it? As we investigate social realities, are we in fact shaping reality? Knowingly or unknowingly, individual researchers have their own perspectives about the world and the roles qualitative research can perform. Does perspective mean stance? Are 'perspectives' and 'ideologies' synonymous concepts? Granted that ideologies contain perspectives, but are perspectives necessarily ideological? Social justice in theory and practice may mean different things to different people. QCR, in my view, involves developing concerns for social justice and a culture of service. What are they? How can they be taught, learned, used and evaluated? There are no easy answers.

Some schools of thought insist on value neutrality in qualitative research. Yet, social justice and advocacy are seriously held issues by others. In either case, philosophical and ethical issues of research as practice or advocacy are subjects of considerable concern to researchers (Denzin, 2010). Some would argue that stance-taking and meaning-making are inseparable. Their position is that ethics and values are fundamental and even necessary for qualitative research. For example, representation and voice involve presumptions that among the major contributions of qualitative research are its processes of cognition, reflection, interpretation and construction of knowledge. Otherwise, research might be considered value-free, but is really value-less. On the other hand, maybe research is confused with social work intervention.

Value-laden prescriptive qualitative research risks the possibility of science being replaced by mandates. Nevertheless, inquiry research and scholarship are not ideological prescriptions and proscriptions. A critical consciousness may still be needed of culturally relevant teaching, useful pedagogy and social justice tied to liberation through concepts and actions of generative themes, experiences of language and dialogic education based on adults' lives (Freire, 1993).

Social Justice and Critical Qualitative Research Issues

Qualitative research helps scientists, practitioners and others perceive and interpret realities. It has potential for developing, revealing, interpreting and assessing constructs that reveal and explain how and why people live their lives. Refining qualitative research may assist struggles for recognition, inclusion and social justice. Examples are in women and feminist studies (Kelly *et al.*, 2002; Maynard, 2002). However, conceptual issues have to be raised:

- → Concepts such as 'minority' and 'disparity' may obscure issues of power, historical contributions to inequity, and ways of transforming power relations of dominance and non-dominance.
- → Alignment or non-alignment of emic (insider) and etic (outsider) perspectives affects research practices and meanings.
- → Interpreting information involves decision-making.
- → Clarification is needed about uses of research and roles of researchers and participants.
- → Dominant and non-dominant research perspectives exist.
- → Some perspectives are marginalized.
- → Research perspectives may reinforce or challenge inequitable power relations, social structures, and cultural assumptions, values, norms and behaviors.
- → Different groups have different views about the meanings and uses of research.

Research that explicitly aligns itself with marginalized individuals and groups may be fraught with methodological and ethical considerations, such as agenda-setting, researchers' presence and non-presence, power imbalances, selection of data collection and analytical techniques, and related issues that can be sufficiently addressed (Beckett & Clegg, 2007). Social science research methods have to be sound (Somekh & Lewin, 2005; Creswell, 2008). Among issues to be considered in social justice and advocacy research are possible applications of qualitative research concepts, methods and findings to behavioral and social sciences, and primary care. Images of qualitative research in behavioral and social sciences can also be explored.

Identifying Facilitators of Social Justice

Dismantling (Pleasant Plains; Washington, DC)

Facilitators of social justice are researchable. These may help people to resolve their challenges, for example, understanding the role of social networks in treatment practices. Other facilitators may include compassion, empathy, empowering social constructs, inclusive language, honoring perceptions of marginalized people and sharing narratives of presumed voiceless people.

Advocacy Research and Social Justice: Considerations of Stance and Methods

Below are additional considerations related to advocacy research:

→ Value is placed on participants' and researchers' cognitive frameworks, experiences, cultures, discourses, meaning-making, reflecting, and related ways of shaping and expressing their realities.

→ Researchers and participants are positioned as collaborators (*e.g.*, both formulate the project).

→ Researchers' and participants' specific agendas are explicitly manifest (*e.g.*, both reflect on potential implications of their agendas on research purpose, aims, questions, design, approach, interpretations, presentations and uses of the results).

→ Issues of power are acknowledged, clarified and otherwise addressed (*e.g.*, dynamics of who and what should determine the overall research agenda).

→ Conflicting questions and methods are settled, and their resolution, if necessary, form a basis for altering the way data are collected.

→ Researchers' and participants' conceptual and methodological biases are critically discussed with each other (*e.g.*, participants and researchers engage in on-going sensitivity, awareness and consensus building exercises to identify and resolve perspectives or to incorporate varied perspectives into the analysis and interpretations; acknowledging and managing tensions are viewed as contributing to the project's rigor and credibility).

→ Multiple sources and methods are used to collect and analyze data (*e.g.*, based on research aims and questions, the project uses quantitative and qualitative approaches, and mixed methods within the qualitative design).

→ Participants and researchers co-own data (*e.g.*, both present results).

→ Participants' community is also considered a validator of the credibility, authenticity and reliability of the findings, not just the researcher's scientific community (*e.g.*, participants' perspectives and meaning-making are woven throughout the collection and analysis).

→ CBPR collaborators present findings.

Pitfalls of Advocacy Research

Below are some questions for consideration:

- At what point does science become advocacy?
- Are science and advocacy mutually exclusive?
- Can advocacy be separated from ideology and partisan politics?
- Can qualitative researchers set themselves apart from political issues?
- If qualitative research aligns itself with social justice, does objectivity get discarded?
- Is stance-taking separable from meaning-making?
- Can research help emancipate individuals, *e.g.*, persons with disabilities (Oliver, 1997)?

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Past Tense (Pleasant Plains; Washington, DC)

CHAPTER 10

Challenges to Qualitative Community Research

Abstract: Qualitative research has much to offer, not just as an adjunct to quantitative or mixed methods, but as a leader in particular studies. QCR's role and applicability partly depend on recognition of its conceptual and methodological challenges. The field could benefit from consistent and rigorous self-inquiry. More conceptual and methodological rigor is needed. Among the conceptual challenges are the following: non-consensus on what constitutes core principles of qualitative inquiry; over-reliance on quantified approaches; tendency to see qualitative research as an illuminating supplement, rather than a potential stand-alone contributor; and resistance to mixed models of research. Among methodological challenges are: non-understanding of scientific basis and methods of ethnography and other qualitative research approaches; problems in analyzing, interpreting and integrating subjective data; and difficulties in achieving validity, reliability and generalizability. Grappling with these challenges is aided by vigilance in linking a project's conceptualization, aims, questions and methods. QCR's challenges and resolutions occur within theoretical, methodological and analytical frameworks.

Key Words: General, Conceptual and Methodological Challenges, Grappling with Challenges.

Incongruence (Pleasant Plains; Washington, DC)

GENERAL CHALLENGES TO QCR

Qualitative community research risks being misunderstood, marginalized and dismissed partly because of its advocates' stances. By focusing on the meanings, messages and representations of its findings, the approach has not sufficiently examined itself. Its premises, principles, assumptions, intellectual roots, theoretical frameworks and methodological issues require consistent and rigorous examination. Preoccupation with findings sometimes results in a neglect of conceptual and methodological rigor. The field also does not talk to itself enough and avoids conversations and sustained collaborations with quantitative researchers.

Shortsightedness and defensiveness can stultify the field and lead to further subordination by the research community. Yet qualitative research has much to offer, not just as an adjunct to quantitative or mixed methods, but as a leader in particular studies. QCR's role and applicability partly depend on recognition of its challenges. Several are listed below:

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Conceptual Challenges to QCR

- → Non-consensus on criteria and core principles of qualitative inquiry
- → Insufficient linkage of theory with method
- → Definitional and conceptual lack of clarity and disagreements
- → Insistence on quantified approaches, especially experimental studies using statistical methods and numerical coding schemes
- → Perception that qualitative studies are ideological
- → Resistance to mixed method model
- → Tendency to view ethnography as only being an insightful supplement to quantitative studies, rather than having value on its own
- → Perception and reality that some qualitative studies lack rigor
- → Lack of clear theoretical framework for some qualitative studies (*e.g.*, some projects do not have a strong conceptual base)
- → Tendency to develop either-or theoretical frameworks (*e.g.*, symbolic interactionist vs. cognitive perspectives, rather than an integrated framework)
- → Tendency to reify the local context
- → Tendency of qualitative researchers to talk among themselves, but not with those who use other methodologies

Methodological Challenges to QCR

- → Non-understanding of scientific basis and methods of ethnography and other qualitative research approaches
- → Problems in analyzing, interpreting and integrating subjective data
- → Difficulties in achieving validity, reliability and generalizability
- → Unresolved issues and debates by proponents around cognitive and social (cultural, political, economic and historical) approaches to research
- → Need for greater coherence and comprehensiveness of theory and practice
- → Requires more rigorous training in methods
- → Somewhat presumptuous assumption that rigorous qualitative researchers can 'know' the meanings of research participants
- → Avoidance of or over-reliance on qualitative software
- → Unresolved tensions between qualitative research as an epistemological stance vs. a methodology
- → Observations of neighborhood places, spaces and events (subsequent information recorded as field notes)
- → Participant observations of meetings and other activities (recorded as notes)
- → Street intercepts (recorded as notes)
- → Casual conversations (especially before, during and after researcher's photographing; recorded as notes)
- → Informal and formal semi-structured individual interviews (recorded as notes)
- → Reviews of documents (recorded as notes)
- → Reviews of audiotapes of interviews (from transcribed recordings)
- → Reviews of visual images (taken by participants and others)

→ Original street photography and analysis by participants

WRESTLING WITH QCR'S CHALLENGES

Projects can use non-formal interviews or formal interview guides of open-ended questions. Analysis can be guided by multiple techniques such as traditional grounded theory application, *i.e.*, constant comparison of data (uncovering and refining of themes), and quasi-discourse analysis of created texts. This is exceedingly difficult, since a text or spoken narrative can have multiple interpretations. Each analytical technique balances empirical data collection with perspectives of cultural insiders and outsiders.

These approaches help demonstrate QCR's role in understanding associations between photographs, narratives, symbols, histories, buildings, artifacts and neighborhood and cultural identities in specific studies. Participants and community residents create meanings of their experiences and histories.

Failure to recognize how a study's particular theoretical framework affects the design and methodology may weaken the project. Specific questions, tasks, data sources, materials, instruments and procedures are informed by the project's conceptualization. Some graduate students think they should develop questions that allow them to use their skills in research techniques (typically quantitative). However, one should not first presume the procedures and then look for questions which fit into those procedures.

Qualitative research can be integrated into a mixed methods model, for several reasons and in various ways, depending on the particular study. For example, qualitative research can help answer the following questions: Who are the participants and researchers? What do they know and believe? How and why do they understand their knowledge and beliefs? How does context affect socially constructed realities and perceptions of social structure and social interaction? What are participants' objective and subjective interests and needs? What roles do culture and cognition play in the meanings that are constructed and interpreted by participants and researchers? How does methodology affect nuance and outcomes? What background knowledge do researchers have of the cultural, economic, political and historical contexts of themselves, research participants and research settings? How is emergent knowledge of these factors obtained, applied to pre-existent information, interpreted and used?

Intervention studies may rely on qualitative research for understanding context, participants' perspectives and behaviors, and intervention processes. Qualitative documentation methods help process and summative evaluations that require data and understandings of the setting and situation to be studied. Qualitative research helps an intervention project detect and explain what works, how and why.

A mixed methodology can be biased toward quantitative or qualitative approaches. However, such favoring should be based on the study's purpose, objectives, questions and needs, not a pre-established prejudice against an approach. Questions, data and results weighted toward a particular methodology may not result in quality research. Qualitative documentation methods also help identify the processes and effects of decision-making and changes during a study.

Research communication is a language. Depending on who does the defining and what criteria are used for the definition(s), some research is viewed as non-standard: tolerated, subordinate, and bordering on the unacceptable, if dominant discourse standards are challenged in theory and method. Research theories, communication and methods are situated in a hierarchy of scientific acceptance, recognition, legitimization and valuation. These are reflected in access to funding, grant reviews, editorial acceptance of articles and opportunities for presentation.

Research is a process of thinking about, defining, prioritizing, collecting, organizing and circulating information. It produces and is produced by meanings and knowledge. The social construction of research involves legitimatizing research assumptions and methods. Determination takes place within contexts of power relations, more often than not, of domination and non-domination. Research theorizing, knowing, teaching, learning and practicing are linked to cultural, political, economic and historical contexts. For examples, see Moss, 2011; Lillis, 2008; Smith, 1999; wa Thiong'o, 1986.

Qualitative community-based research can be a method and a conceptual tool. However, it must be accessible, culturally useful, and explicitly linked to language, meaning and action. Ethnography documents and creates a narrative. It involves a process and presumes a product, while recognizing, negotiating and resolving tensions between narrative documentation and created portraiture. However, generally, ethnography does not attempt portraiture. Although hardly passive, ethnography discovers ('uncovers'?), receives and acts upon information. It creates and re-creates knowledge and meaning. Although related to ethnography, portraiture more convincingly links science and art by consciously creating imagery and delineations of the subject.

Research is a social practice and a way of making meanings out of known and unknown worlds. Its conceptions, models, theories and practices are socially constructed. It is more than a set of presumably neutral or value-free technical skills. Conceptions of knowledge, purpose, identity, power relations and other social interactions are embedded in research definitions, problems, questions, principles, techniques and applications. Definitions of research are themselves sociologically situated in cultural contexts, historical experiences and socially constructed interpretations of those experiences.

A qualitative researcher is not a passive compiler of data. She or he is an interpreter, an actor making sense of meanings. She or he explicitly and implicitly attempts to interpret the interpretations of others and of self. Rhetorically, what are the safeguards against the researcher's projection of his or her cultural frameworks?

Ethnography has multiple roles, some of which might appear contradictory and seemingly antithetical to scientific standards. For example, critical ethnography (see Carspecken, 1996, 2001), action-oriented program evaluations (Small & Uttal, 2005) and intervention studies explicitly attempt to fit theory and practice or merge intent with outcomes. However, unless such fitting is legitimized by natural science's emphasis on translating benchmark science into practical application and moving from efficacy to effectiveness, critical ethnography runs the risk of being marginalized, or perhaps worse, labeled as unscientific. Such labeling can be professionally and emotionally draining for those who assume science is the only way to obtain knowledge and that science is synonymous with the premises, principles and methods of natural science. Critical ethnography is explicitly purposeful, but avoids a bias of only using methods and techniques that prove a presupposed or hoped for outcome. It rejects the bias of value-free neutrality.

QCR's challenges occur within theoretical, methodological and analytical frameworks (see Walls, 2011, for concrete examples). QCR may be conceptualized as literacy, or, perhaps more accurately, as a set of literacies. In either case, its practices do not involve value-free perspectives and neutral skills. QCR's practices, including technological practices, are rooted in social, cultural, economic, ideological, political and historical context(s) of meanings and use. Meanings themselves are discursively constructed (Foucault, 1980; Fairclough, 1995).

QUALITATIVE RESEARCH DEVELOPMENT

The following is an additional set of suggested objectives for promoting qualitative research. One objective is to improve community-driven participation in the research process. Tasks involve identifying and communicating with national and local organizations, community-based groups, academic institutions, professional associations and others about the benefits and contributions of qualitative research. Activities include: searches of web sites; creation of mailing lists; and informing professional associations, practitioners and community organizations. Contact information and dissemination support could be obtained from general professional associations. Undergraduate, graduate and post-doctoral students (medical, behavioral, social science) interested in qualitative and mixed methods research would also be contacted. Outreach would include enlisting support from individuals, programs and centers to identify individuals and groups from underrepresented populations. Benefits of qualitative research would be provided to targeted organizations. Social media would also be used to identify individuals interested in qualitative research. An additional necessity is the translation of technical research findings, papers and findings into accessible and easily readable documents.

A second objective is to ensure that research protocols and funding announcements are reviewed for appropriateness for qualitative researchers and typically underrepresented communities. Tasks include advocacy for more qualitative and mixed methods researchers on grants and contracts review committees. Activities include develop of contact data lists of state and local directors of agencies that provide and/or evaluate services for substance use disorders, mental illness, primary health care, *etc.* Organizations and individuals would be contacted. Meetings of scientists, researchers, clinicians, lay health professionals, *etc.*, could be convened to develop a national strategy.

A research development workshop could be held to provide information and technical assistance to researchers and scholars interested in pursuing qualitative and mixed methods research. Goals would center on understanding social contexts and developing more effective prevention, intervention and treatment programs. Objectives and sessions would be linked to identifying research needs, designing and conducting research studies, training opportunities and tailored mentoring. Exemplary qualitative research models and researchers would provide narratives about their own careers and research development information and skills.

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CHAPTER 11

Selected Methodological Issues

Abstract: This chapter highlights particular qualitative methodological issues. An outline of grounded theory, a major analytical approach, is presented. It involves refinement and confirmation of themes. Transcription coding schemes are essential for analyzing discourse and interviews. Analysis can be done manually or by qualitative software. Through constant comparisons of information from within each category, codes can be collapsed into manageable categories. Inter-rater reliability is important. Software can run descriptive analyses of coded data, based on a list of codes entered into the program. Emergent general patterns within and across domains or categories can be formulated. Social science and pedagogical theory are foundations of ethnography. Qualitative community-based research has the potential to uncover the meanings of concepts, how they are constructed and displayed, and the effects of definitions and constructs. Socio-cultural research methodologies, qualitative research and ethnography specifically center on the intersection of social, cultural and individual factors as mediators in people's lives. Institutional settings, classroom learning environments and community settings offer opportunities for exploration and initiation into qualitative research reasoning, conceptualization and methodologies. Instructional goals affect skills development and influence how students and faculty think about research. Thinking about research in general and reflecting on QCR in particular are essential for the intent, design, methodology and use of a research project. Central issues for QCR are the identification and application of its organizing principles. Several implications can be noted. Research requires conceptualization, not just design and methodology. Rigor is necessary. Qualitative research training and emulation are needed.

Key Words: Grounded Theory Analysis, Theory and Practice, Qualitative Community Research Principles, Implications.

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DATA COLLECTION AND ANALYSIS USING GROUNDED THEORY

Major QCR themes and patterns can be identified and confirmed by a grounded theory approach (Strauss & Corbin, 1990, 1998). One process is outlined below:

Standard Grounded Theory Method

- → Two or more research team members independently collect interview data.
- → Text segments are coded under general topics.
- → Themes, similarities and differences are identified from detailed examination of these topics.
- → Observations that contradict or alter the analysis (examination) are also detected.
- → Researchers then compare their results (findings) and refine previously identified themes.
- → Refinement ends when categories become clearly defined and saturated. This is accomplished by confirming themes based on continuously examining, comparing and categorizing themes and data. Inconsistent cases are thereby eliminated or significantly reduced. Researchers also become clear about thematic meanings and significance. This process of grounded theory is a steady interplay between analyzing data, and confirming and revising themes.
- → Typically, themes are presented in their order of importance relative. Specific quotations are used to illustrate each theme.

Transcription Coding Schemes and Procedures

Developing and analyzing transcripts constitute initial phases of analysis. Decisions regarding transcripts need to be related to the researcher's theoretical constructs. Merely examining text may not reveal meanings within narratives.

Meticulousness of textual processing and precise transcribing are related to the demands of the research. Discourse analysis, text linguistics, conversation analysis and pragmatics are forms of transcript analysis. They attempt to identify implicit folk theories which create the linguistics explicit in the text. For example, in studies of dual diagnosis, software (that can be used in any qualitative study) can identify participants' verbal patterns and meanings of mental illness, drug use and notions of psychological and social factors that led to the dual diagnosis. Analysis also helps reveal participants' ideas about the nature of dual diagnosis and the most appropriate ways to treat it. Content analysis helps identify similarities and differences in patterns of responses to treatment and forms of social networking.

Analysis can be done by paper and pen or by a qualitative software program that codes, organizes and analyzes data. Visual displays of emerging conceptual (theoretical) models help qualitative modeling. Interview or other notes can be transcribed. Information from pile sorting and free listing can also be subjected to content analysis for themes. Transcripts can be coded for domains or other categories. Two or more researchers can code all or a sample of the transcripts to refine the coding scheme and assess inter-rater reliability. Several levels of codes can be derived, *e.g.*, one from interviews, another from participant observations and another from document analysis. Through constant comparisons of information from within each category, codes can be collapsed into manageable categories. The resulting scheme can then be used for all of the interviews, participant observations and analyses of documents. For example, let us hypothetically assume four domains of community-based research on gentrification have been established: 1) newcomers' perceptions of gentrification's benefits, 2) newcomers' perceptions of gentrification's disadvantages, 3) longtimers' perceptions of gentrification's benefits, and 4) longtimers' perceptions of gentrification's disadvantages. Software can run descriptive analyses of coded data, based on a list of codes entered into the program. Emergent general patterns within and across domains or categories can be formulated. These can be re-contextualized by reviewing the original data set.

Inter-rater reliability takes time. Raters have to be trained in the subject, research design, methods and inter-rater reliability procedures. The actual checking may be lengthy. Comparisons of coding similarities

and differences may require extensive discussions and reviews to resolve disagreements and reach consensus.

Descriptive analysis of patterns within and across categories or domains can involve quantitative techniques. For example, numerical frequencies can be run to obtain a broad or emerging sense (representation, picture, image, idea) of the patterns. Software generated reports can be analyzed for configurations within each domain, category or data source. These stages of data analysis can be compared with the original interview transcript, observation notes, document analysis notes (or other data collection methods) and generated themes. A cross-case analysis can be conducted by selecting sections of notes or transcripts containing overlaps of concepts revealed by participants and research domains. Results can be depicted in various formats, such as a summary display of findings.

SOCIAL SCIENCE THEORY

Qualitative research approaches come from research traditions and systems of knowing. They are epistemologies -- ways of knowing and understanding the world. Epistemologies sometime become stances. Qualitative research is based on epistemological stances (Schwandt, 2000). Among the most prominent in sociology have been the perspectives of symbolic interactionism, conflict and structural functionalism. Each has its own traditions and pioneers. For example, in the U.S., symbolic interactionism, a phenomenological perspective (Merleau-Ponty, 1962), has its roots in the early Chicago School of sociologists such as George Herbert Mead, John Dewey, Robert Park and Erving Goffman.

Qualitative research builds on varied epistemologies. Examples include cultural studies of how meanings are socially constructed, such as critical race theory (see Ladson-Billings & Tate, 1995), feminist postmodern theories (see Ganguly, 1992; Shields & Dervin, 1992; Luff, 1999; Lanehart, 2002), discourse analysis (see Foucault, 1971, 1972, 1979, 1980), critical discourse analysis (see Fairclough, 1995; Gee, 1998, 1999, 2003, 2005), and critical pedagogical paradigms (see Freire, 1993, 1995, 1998). Each of these is theoretically indebted to its intellectual and empirical predecessors.

Contemporary ethnography in social sciences is obligated to, but sometimes ignores rigorous anthropological perspectives. These include an emphasis on culture and cultural transmission. Ethnography is not information-gathering by analogy, anecdote or stimulating conversation. It is a science of understanding and portraying patterns and uniqueness of cultural logic, perspectives, relationships and interactions. Social science theory and pedagogies are its foundation.

PEDAGOGICAL THEORY AND PRACTICE

Identities are socially and self-constructed, multiple and contextual. A major social constructivist stance is that concepts (*e.g.*, identity, race and gender) are socially constructed and situated. QCR has the potential to uncover the meanings of concepts, how they are constructed and displayed, and the effects of definitions and constructs. Socio-cultural research methodologies, qualitative research generally and ethnography specifically, center on intersections of social, cultural and individual factors as mediators in people's lives. For examples of such work on conceptions of adolescent identity from social-constructivist theory, see Flores-Gonzalez (2002) and Rymes (2001). Sometimes identities are in conflict, although not in a clinical mental illness sense. Attempts to resolve identity conflict are aided by the individual's ability to construct and re-construct his or her own identity through a process of inner dialogues and dialoguing (Bakhtin, 1981).

Qualitative research instruction (as with quantitative pedagogy) involves socialization into a culture of literacy (*i.e.*, assumptions, norms, expectations and methods). Perspectives, concepts and approaches (of learning and teaching) related to research instruction have been gleaned from theories of discourse analysis, symbolic interaction, conflict, structural functionalism, distributed intelligence, socio-cultural perspectives and other situated perspectives. Two implications of these points are the possibility and necessity of collaboration within and across disciplines.

Institutional settings, classroom learning environments and community settings offer opportunities for exploration and initiation into qualitative research reasoning, conceptualization and methodologies. Qualitative research literacy shapes and is shaped by identities of researchers (emerging and developed) and cultural frameworks (of institutions, classrooms and neighborhoods). Research assists in the formation of students' identities. In the content domain of qualitative research, instructional goals affect skills development and influence how students and faculty think about research. Thinking about research in general and reflecting on QCR in particular are essential for the intent, design, methodology and use of a particular research project. A possibly informative and useful ethnographic project would be the study of how classroom activity is related to the successful design of research, and how design influences and is influenced by socialization and perception. One focus could be on identifying the developing research perceptions and identities of student research participants. What do students learn from a particular pedagogy? What is a QCR research identity? What is a QCR student identity? How are QCR student identities supported?

Through research and classroom experiences, students may develop an expanded sense of who they are and how what they do is related to themselves, their communities and broader social settings. Of particular significance for issues of identity and interests is the link between emergent student identity in classroom settings (Gee, 1999, 2003) and their core identities and reference groups outside the classroom. However, to date, answers to the following questions are not evidence-based: Is there a relationship between students' progress reports and quality of students' final research reports? Do students who submit strong progress and initial field reports also submit strong final reports? In what ways, if any, do faculty and peer feedback on interim assignments influence the quality of students' final research reports? Do students who submit successful final research reports also regularly attend in-class research sessions?

Qualitative community-based research pedagogy may be a socializing experience for faculty, students and community stakeholders. However, negotiating relationships, communicating, partnering, collaborating and related activities can be filled with challenges and pitfalls. QCR faculty face particular issues of recognition and significance within their broader discipline, *e.g.*, potential marginality or exaggerated self-importance of the presumed superiority of qualitative insights over statistical methods. Colleagues, peers and administrators may deem aspects of QCR as threatening or challenging the interests, plans and learning environments of institutions and classrooms. For example, studying the effects of gentrification may conflict with or be supportive of an institution's physical development plans and activities. Concerns with social justice issues of affordable housing, educational equity and environmental racism may not coincide with institutional visions of social change. Moreover, such research may unwittingly support actions that seem to legitimize structured social inequalities and undermine social justice community campaigns. QCR may be a mechanism of co-optation.

Each of these issues could become a faculty research project. One focus could be on identifying research perceptions and identities of faculty research participants. What do faculty learn from a particular pedagogy? What is a QCR faculty identity? Are QCR faculty identities institutionally supported? If yes, in what ways and for how long? What identities emerge from faculty involved in such QCR reasoning and application? How are these identities mediated in the practical settings of neighborhoods, classrooms and research institutions? Is there a QCR community stakeholder identity? If so, what are its components and expressions? How is it supported? What skills and attitudes are required of QCR faculty and students? Investigating these questions could involve the support of students and community residents. Both could offer conceptual insights and technical guidance, participate in the design and assessment of deliverables, and attend student presentations.

Institutional settings and restraints affect pedagogy. For example, QCR emerges. It evolves slowly. Yet typical undergraduate and graduate pedagogies are structured around a two-semester curriculum, with few opportunities for continuation or a follow-up course. This structural reality creates problems for sustained student-faculty-community engagement in a particular study.

Also problematic are difficulties in arriving at QCR norms, standards and measures. Researchers in literacy (see Peshkin, 1993; Dillon, 1996; Patton, 2002) have attempted to develop criteria for qualitative research,

but without agreement. Central issues for QCR are the identification and application of its organizing principles. Several suggested ones are offered below:

Considerations for QCR Principles

- Research is a form of social interaction.
- Respect for participants is essential.
- Empathetic caring facilitates design of useful studies.
- Rigor is needed.
- Skills are required.
- Understanding information involves cognition and reflection.
- People construct social reality.
- Reality is culturally constructed.
- Qualitative research takes many forms.
- Warrants (supports for claims and findings) are based on examination of confirming or disconfirming evidence (data).
- Based on codes, data can be arranged into categories of themes, assertions and other meanings and subsequently modified.
- Participants construct knowledge and meaning.
- Researchers also construct knowledge and meaning.
- Researchers' understandings, representations and portrayals of meanings are collective and self-conscious exercises in reflection.
- Researchers' interpretations may be useful, even necessary, to derive meanings from observations, narratives, captured notes and interviews.
- Qualitative research does not oppose or challenge quantitative approaches.
- Qualitative research is not better than quantitative or mixed methods approaches.
- Research methodologies are driven by concepts, aims and questions.
- Quality qualitative research stems from a sound conceptual base.
- Quality qualitative research is not static; innovative concepts, models and technologies advance the field.
- Participants' cultural safety enhances research.
- Researchers' cultural proficiency strengthens research.
- A function of research is to help people improve their lives.
- Meaning-making and stance-taking are interconnected.
- Resolving issues of credibility, authenticity, validity, reliability and generalizability depends on the particular study.
- Advocacy research is an ethically and scientifically defensible goal.

IMPLICATIONS FOR TEACHING, LEARNING AND PRACTICING

QCR, ethnography in particular, attempts to give voice to people, many of whom struggle for social justice against marginalization and domination. Ethnography has been useful for conceptualizing approaches to understanding literacy, educational public policy and teaching of literacy (Barton & Hamilton, 1998; Martin-Jones & Jones, 2000; Kalmar, 2001; Olson & Torrance, 2001; Street, 2001; Leander & McKim,

2003). Each of us possesses sets of social and cultural experiences. We have stories of ourselves. Relinquishment or sharing of the self may be fraught with issues of memory, power, identity, gender, race, class, ethnicity, religion, other demographics, and individually and socially situated realities. Ethnographers attempt to uncover, discover and interpret these stored narratives.

Ethnographic research methods are embedded in sociocultural knowledge. They also reveal socio-cultural information about individuals and groups within their social contexts. Qualitative data analysis (Miles & Huberman, 1994, 2002) based on grounded theory involves constant comparison methods (Glaser & Strauss, 1967). Collected data are analyzed which leads to new data collection and analysis. This is not discretely sequential, *i.e.*; data are not fully collected and then analyzed. Instead, collection and analysis become synergetic activities. For example, data can be collected and arranged into data types, such as participant observations, street intercepts, semi-structured informal interviews, structured formal interviews, document reviews and photography. Data types can be sorted into forms of data: interview transcriptions, field notes, photographs, documents, artifacts, surveys and questionnaires. The researcher(s) can situate data within each type and form in different ways, such as by participant's name, demographic characteristics, chronological entry or when data were collected. Information gleaned can be coded and sub-coded based on ever-refined examinations and comparisons across and within in each type and form. Through constant collection and analysis, themes may be generated which lead to core relationships within various data sets and elements.

Four more implications can be mentioned here. First, research requires conceptualization, not just design and methodology. Teaching, learning and practicing QCR depend on integration of thematic and topical-based qualitative theory and practice. Secondly, qualitative conceptual and methodological rigor are required. Thirdly, qualitative research training across the academy is needed. This could be facilitated by increased emphasis on undergraduate qualitative conceptualization and methodological skills, along with a review and needs assessment of undergraduate and graduate curricula. Graduate students' skills enhancement is linked to acquisition of core research skills. Opportunities for applied classroom-based and community qualitative research are important. Also needed are greater intra, inter and multi-disciplinary teaching and research collaboration among faculty, and between faculty and students. Training in qualitative research methods, including use of technology, could be coupled with creation of new qualitative research courses or introduction of qualitative sections in existent courses, *e.g.*, understanding and interpreting qualitative texts/narratives (such as interview and focus group transcripts). Qualitative training opportunities for faculty and staff promote professional development, community service and research. Finally, emulation of QCR contributions by students and faculty would be much appreciated.

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CHAPTER 12

Conclusion

Abstract: Qualitative community research can be conceptualized as theory, pedagogy, instruction, learning, practice and service. It requires contemplation, subject mastery, expertise, rigorous conceptualization, diverse approaches, skilled procedures, access to hidden data, interpreting and making meaning from information, and constructions of knowledge. QCR provides data and ways of making meaning from information and experiences. Common interests exists among faculty, students and communities, despite their perceived differences. Community-based participatory research performs service and advocacy roles by documenting perspectives and providing a basis for public and social policy planning and initiatives. A major conclusion from our research is that engaging a university and community is mutually beneficial.

Key Words: Messages for Faculty, Students and Communities.

Nestled (Pleasant Plains; Washington, DC)

Messages for Faculty

→ Instructional activities favored by faculty include lectures, discussions, short answer tests, essay exams, data exercises, research projects and reflection journals.

→ QCR assignments require faculty to do the following:

- Reflect on the assignments' aims, intended conceptual and methodological lessons, and how the process will help achieve measurable teaching and learning objectives; and
- Construct and apply well-rationalized and clearly articulated evaluation procedures.

→ Reject either-or (binary) approaches (*e.g.*, quantitative vs. qualitative; learning vs. doing; service vs. advocacy; practice vs. theory; community vs. university; students vs. residents).

- → Act as a facilitator of a process, rather than a giver of exalted knowledge or privileged information.
- → Model the desired attitudes, values, skills and practices (*e.g.*, passion, respect, research, scholarship, support, assistance, collaboration, self-criticism, critical thinking, assessment, reflection, constructivism, multiple literacies and mentoring).
- → Engage in professional development (*e.g.*, vis-à-vis community and academic presentations, reading, writing and studying).
- → Help students expand their literacies.
- → Learn from communities and students.
- → Use student and community feedback to revise assignments and projects.
- → Do not confine teaching and learning to the classroom.
- → Support continuous learning (*e.g.*, through participation in community meetings, writing groups, book circles and student clubs).
- → Use multiple sources to stimulate and reinforce teaching objectives (*e.g.*, visuals, studies and artifacts).
- → Avoid academic turf battles (*e.g.*, by conceptualizing research as multi-disciplinary).
- → Use multiple evaluation approaches (*e.g.*, instructor-graded, self-evaluation, peer-review and community assessment).
- → Create safety and comfort spaces for unknowing, not-knowing, rethinking, resisting, challenging, anger, doubting, denying, dejection, rejection, reluctance, reconceptualization and acceptance.
- → Cultivate a consciousness of responsibility, empowerment and capability.
- → Walk into and around the nearby community.

Messages for Students

- → Learning activities favored by students include discussions, instructor-class dialogues, critical arguments, role-playing, debates, guest speakers, group presentations, journal circles, practical assignments and peer feedback.
- → QCR project assignments require students to have variations of the following:
  - Statements of research topic, purpose, aims and questions
  - Clear conceptualization and in-depth literature review
  - Documented and well-rationalized data collection procedures
  - Report of thorough data analysis procedures
  - Reflections
  - Limitations
  - Findings, discussion and conclusion
- → QCR assists career preparation, refinement of skills and dissemination of information.
- → Create or join study circles and academic support groups.
- → Cultivate a consciousness of responsibility, empowerment and capability.
- → Walk into and around the nearby community.

Messages for Communities

- → 'The community' does not exist as a monolithic entity. It is heterogeneous.

→ Activities of faculty and students favored by communities include respectful interactions with students and faculty; engagements that identify, cultivate, expand and make better use of resources; sustainable contributions to the neighborhood's safety, comfort, prosperity and development; technical assistance in community-initiated development projects; and service-learning that aids community stability, protection and advancement.

→ Community-university collaboration can produce information, knowledge and understandings which promote development of sustainable resources and materials necessary for community development.

→ Collaborations and alliances require clarity of expectations and roles.

→ Respected and shared information, knowledge and understanding promote development of resources and materials for community development.

→ Cultivate a consciousness of responsibility, empowerment and capability.

→ Walk onto and around the nearby college campus.

Messages for Faculty-Students-Communities

→ Despite some real and perceived differences, some common interests and needs exist, such as: access to useful information; individual and group discovery; wholesome and equitable institutional and self development; affirmation of a meaningful existence; problem-solving mechanisms; and opportunities for purposeful contributions.

→ QCR generates useful information and knowledge, provides understanding of how people construct their social realities, as well as how they can be altered, and assists a shared struggle for purpose and affirmation.

CONCLUDING REFLECTIONS

Qualitative community research can be conceptualized as theory, pedagogy, instruction, learning, practice and service. It requires contemplation, subject mastery, expertise, rigorous conceptualization, diverse approaches, skilled procedures, access to hidden data, interpreting and making meaning from information, and constructions of knowledge. QCR promotes culture, history and pride. Community-based participatory research is one approach. It recovers people's stories for and from ordinary folks, gatekeepers, stakeholders, activists, everyday residents, businesspersons and leaders. Oral histories and participant observations are conducted. Themes and narratives are obtained by working with a community's individuals, groups and institutions. Primary source materials are studied. These include found objects, archival reviews, private collections, local memorabilia, photographs, newspapers, periodicals and electronic media. These are complemented by secondary data sources. Community features are acknowledged, retrieved and documented, based on what the community deems as significant. Seemingly mundane tasks are required, such as:

- Obtaining IRB board approval
- Executing an information-gathering plan
- Determining intellectual ownership
- Obtaining permission to photocopy and scan historic photographs and papers
- Obtaining waivers and getting signed releases
- Scheduling research activities
- Video, audio and digital taping
- Transcribing
- Writing
- Reading

- Listening
- Hearing
- Watching
- Seeing
- Talking
- Making meaning from how people make meaning
- Negotiating
- Explaining
- Assuring folks that being overlooked was not meant to be offensive or disrespectful
- Responding to queries and requests

Multiple overlapping roles are played: social historian, anthropologist, sociologist, image researcher, archivist, editor, proofreader, scientist, artist, philosopher, critic, reporter, commentator, evaluator, reviewer, consultant, teacher and student. Strong professional qualifications are helpful, although non-professionals and students can be trained to acquire the minimal requirements. These include competence in working with diverse people, subject knowledge, communication skills, proficiency in interviewing and writing, and ability to work alone and in teams.

QCR has multiple benefits for faculty, students and communities. Lessons learned in the District of Columbia may have applicability for others. The following reflections emerged from analyses of a focus group of university students conducted by a community leader in a neighborhood center. In April 2010, Sylvia Robinson, of the ECAC, did a presentation to the Georgia Avenue Community Development Task Force titled: "Howard University and the Community." Its contents were instructive. Divisions between the university and community were noted. These included social disconnects: community events were not advertised on campus; campus events were not advertised in the community; and students were not encouraged to socialize with 'the locals'. Moreover, resources between the two were not generally shared. Campus facilities were often not used by community members and neighborhood resources were typically unused by students. Community development disconnects were also noted: the community was not accounted for in university retail planning on Georgia Avenue (a main residential and commercial corridor leading into and out of the District and Maryland); and students were not accounted for in Georgia Avenue planning.

Students reported the following:

→ *When you go to Northeast [DC] or Silver Spring [MD], you know when you enter those areas. It looks cleaner. You know when you've entered a shopping area. Here there are just buildings, closed stores. Only one drug store, no decent restaurants. Here you have McDonald's and Chinese, but you have healthy food options in Silver Spring.*

→ *If I didn't go to Howard, I wouldn't come to this area. Georgetown reaches out to many diverse interests, but this area doesn't do that. Given the type of stores and food choices, I wouldn't choose here.*

→ *Howard University is here, but the area doesn't cater to the Howard population. We have to go out to get things that should be here. We go to Columbia Heights to get groceries. There's no hardware store. We go out [of the area] for entertainment.*

→ *[I would like to see]… a movie theater, skating rink, places for poetry, coffee shops. I like the small shops, places to get my nails done and eat like Negrils.*

→ *Police presence is not strong. Lighting is not good.*

→ *We need to work on community-building because of fear. Students don't go out of their way to embrace the community. We look down on the outside community: They're not like us. They think we're bougie.*

QCR helps detect these and other issues. It also performs service and advocacy roles by documenting perspectives and providing a basis for public and social policy planning and initiatives. A major conclusion from our research is that engaging a university and community is mutually beneficial. There are at least four benefits of engagement:

1. Social capital expands in the community.
2. Buying power remains within the community.
3. Volunteerism and service broaden in the community.
4. Resources available to the community increase.

Additionally, community leadership and QCR help stakeholders identify current and future possibilities for sustained engagement. They include participation in university associations, projects and campus planning; incorporation of student and community needs and concerns in neighborhood retail development; integration of neighborhood history on campus and in the community; and collaboration in building and environmental projects.

These reflections, recommendations and lessons are not limited to Howard University, Pleasant Plains or the District of Columbia. They derive from qualitative community research that can be undertaken elsewhere with sincerity, careful planning and appropriate skills. This text is offered as a contribution.

Founders Hall (Howard University; Pleasant Plains; Washington, DC)

APPENDIX

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Qualitative Research Journals

The following examples are not meant to be definitive or exhaustive.

EXAMPLES OF JOURNALS THAT PUBLISH QUALITATIVE RESEARCH

Accounting, Organizations and Society

Action Research International

Advances in Nursing Science

American Anthropologist

American Behavioral Scientist

American Educational Research Journal

American Journal of Sociology

American Psychologist

American Sociological Review

Annual Review of Anthropology

Anthropological Quarterly

Anthropology & Education Quarterly

Anthropology of Work Review

Anthropology Today

BIOGRAF: Journal Not Only for Biographical and Reflexive Sociology

Cardiff Papers in Qualitative Research

Communication Research

Community Mental Health Journal

Comparative Education Review

The Counseling Psychologist

Cross-Cultural Research: The Journal of Comparative Social Science

Cultural Anthropology

Culture, Medicine, and Psychiatry: An International Journal of Comparative Cross-Cultural Research

Current Anthropology

Discourse Analysis Online

Discourse Processes

Discourse Studies: An Interdisciplinary Journal for the Study of Text and Talk

Educational Action Research

Educational Evaluation and Policy Analysis

Educational Foundations

Educational Insights

Ernest Quimby

Educational Researcher

Electronic Journal of Sociology

Emergence: Complexity and Organization

English Education

Ethnography

Ethos

Family Medicine

Family Process

Family Relations: Interdisciplinary Journal of Applied Family Studies

Families, Systems & Health

Field Methods

Forum: Qualitative Sozialforschung / Forum: Qualitative Social Research

The Gerontologist

Gestalt Theory: An International Multidisciplinary Journal

The Grounded Theory Review: An International Journal

Harvard Educational Review

Heart & Lung: The Journal of Acute and Critical Care

Historica Pedagogica

History of Education Quarterly

History of Psychology

Holistic Nursing Practice

Human Organization

Human Relations

International Journal of Education & the Arts

International Journal of Offender Therapy and Comparative Criminology

International Journal of Qualitative Methods

International Journal of Qualitative Research in Education

International Journal of Qualitative Studies in Education

International Journal of Social Research Methodology

International Review for the Sociology of Sport

Journal of Advanced Nursing

Journal of Advertising

Journal of Aging Studies

Journal of Applied Behavioral Science

Journal of Black Psychology

Journal of Business Research

Journal of Clinical Psychology

Journal of Consumer Research

Journal of Contemporary Ethnography

Journal of Counseling & Development

Journal of Counseling Psychology

Journal of Cross-cultural Psychology

Journal of Curriculum Studies

Journal of Family Issues

Journal of Family Nursing

Journal of Family Psychology

Journal of Family Psychotherapy

Journal of Health Communication

Journal of Humanistic Psychology

Journal of Marital and Family Therapy

Journal of Marketing

Journal of Marketing Research

Journal of Marriage and Family

Journal of Medical Humanities

Journal of Phenomenological Psychology

Journal of Popular Culture

Journal of Research in Rural Education

Journal of Retailing

Journal of Social and Personal Relationships

Journal of the British Society for Phenomenology

Journal of Women's History

Language Arts

Medical Anthropology Quarterly

Narrative Inquiry

Nursing Research

Nursing Science Quarterly

Ontario Action Researcher

Oral History Review

Phenomenological Inquiry

Poroi: An Interdisciplinary Journal of Rhetorical Analysis and Invention

Psychiatric Rehabilitation Journal

Psychiatry: Interpersonal and Biological Processes

Psychotherapy: Theory/Research/Practice/Training

Qualitative Health Research

Qualitative Inquiry

Qualitative Market Research: An International Journal

The Qualitative Report

Qualitative Research

Qualitative Research in Psychology

Qualitative Research Journal

Qualitative Social Work

Qualitative Sociology

Quality and Quantity: International Journal of Methodology

Reading Research Quarterly

Research in the Teaching of English

Resources for Feminist Research / Documentation sur la Recherche Feministe

Review of Educational Research

Roeper Review: A Journal on Gifted Education

Science, Technology, and Society

Signs: Journal of Women in Culture and Society

Social Forces

Social Research Update

Social Science & Medicine

Sociological Perspectives

Sociological Quarterly

Sociological Research Online

Sociological Spectrum

Sociology of Education

Sociology of Health & Illness: A Journal of Medical Sociology

Sociology of Sport

Symbolic Interaction

Systemic Practice and Action Research

TAMARA: Journal for Critical Organization Inquiry

Teachers College Record

Teaching Sociology

Theory and Research in Social Education

Theory into Practice

Urban Education

Visual Anthropology Review

Visual Arts Research Visual Studies

Voluntary Action: The Journal of the Institute for Volunteering Research

Western Criminology Review

Western Journal of Nursing Research: An International Forum for Communicating

Youth & Society

Examples of Electronic Qualitative Resources

The following examples are not meant to be definitive or exhaustive.

GENERAL

Developing and Sustaining Community-Based Participatory Research Partnerships: A Skill-Building Curriculum

PARnet PARchives (collection of action and participatory action research online papers)

Qualitative Research Resources on the Internet

INTERNET LINKS

Evaluation and Social Research Methods

Forum: Qualitative Social Research

Qualitative Research Resources on the Internet

Qualitative Sociology Review

QualPage

Sage Publications

Society for the Study of Symbolic Interactionism

Research Resources for the Social Sciences

The Qualitative Report

QUALITATIVE RESEARCH SOFTWARE

Annotape	(records, transcribes and analyzes audio data)
ATLAS/ti	(analyzes qualitative data)
HyperResearch	(retrieves, codes and analyzes qualitative data; constructs theories)
Leximancer	(detects ideas, concepts and key themes in unstructured text)
NVivo	(analyzes qualitative data)
QDA Miner	(analyzes mixed methods data)
Qualrus	(analyzes text and multimedia sources)
SimStat	(conducts statistical analysis)
TextAnalyst	(performs semantic text navigation and analysis)
The Ethnograph	(analyzes qualitative data)
WordStat	(conducts content analysis)

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