

2014 Annual Convention - Symposium/Other Proposal

sym14343: Mixed-Methods: The Collaborative Interface of Quantitative and Qualitative Research Paradigms

Type of program:	Symposium
Title of program:	Mixed-Methods: The Collaborative Interface of Quantitative and Qualitative Research Paradigms
First index term:	50 Methods and Measurement
Second index term:	50.4 qualitative methods
Brief Content Description:	This symposium seeks to demonstrate a collaborative approach between qualitative and quantitative methods by showcasing four mixed-method studies that engage both types of methodologies in creative ways.
Division to submit:	05 - Evaluation, Measurement, and Statistics
Length of program:	1 hr. 50 min.
General statement:	<p>Qualitative researchers have suggested that their findings can help inform quantitative studies by (a) identifying and clarifying variables at the start of research; (b) providing superordinate contexts for the gathering and interpretation of quantitative data; and (c) facilitating more nuanced discussion of the findings from quantitative research. This symposium will bring together four studies that have utilized mixed methods in ways that illustrate the fruits of a collaborative-paradigmatic approach. Each study is, in its own way, exemplary of what can result from bringing both qualitative and quantitative paradigms to bear on a particular subfield of study, or research interest.</p> <p>The first presenter addresses the first of the above stated interests in using a qualitative analysis of silences during psychotherapy sessions to create an empirical measure capable of codifying those silences. The second presenter will address the second of the above stated concerns, by demonstrating how coding and analysis of qualitative data pertaining to interpersonal difficulties of "borderline" participants can facilitate a clinical conversation with the more purely neuroscientific findings. The third team utilized a mixed methods study of participants' experiences of a national Holocaust exhibit, Deadly Medicine, in which a qualitative analysis provided the fully nuanced range of subjective meanings to better understand the constructs of interest which were subsequently investigated quantitatively. The fourth team investigated "Facebook use" and "satisfaction with college life" using a mixed methods approach in which qualitative data from focus groups was used to illuminate the quantitative analysis. The qualitative component suggested the possibility of a mediating variable at work in the relationships among Facebook intensity, social capital, and college satisfaction.</p> <p>After the four research teams present their research, a discussant will thematize the</p>

	benefits derived from the combination of qualitative and quantitative methods, and segue from the presentations to open discussion with the audience.												
Submit For CE:	No												
Submitter:	Amy M. Fisher-Smith (Participant/1stAuthor)												
<table border="1"> <tr> <td>Chair 1:</td> <td>Scott D. Churchill, PhD <i>University of Dallas, Irving, TX</i></td> </tr> <tr> <td>E-Mail address:</td> <td>bonobo@udallas.edu</td> </tr> <tr> <td>Mailing address:</td> <td>Psychology, University of Dallas, 1845 E. Northgate Drive, Irving, TX 75062</td> </tr> <tr> <td>Phone numbers:</td> <td>972-721-5349 (office), 919-744-7134 (home), 919-744-7134 (cell)</td> </tr> <tr> <td>Membership status:</td> <td>APA Fellow</td> </tr> </table>		Chair 1:	Scott D. Churchill, PhD <i>University of Dallas, Irving, TX</i>	E-Mail address:	bonobo@udallas.edu	Mailing address:	Psychology, University of Dallas, 1845 E. Northgate Drive, Irving, TX 75062	Phone numbers:	972-721-5349 (office), 919-744-7134 (home), 919-744-7134 (cell)	Membership status:	APA Fellow		
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<table border="1"> <tr> <td>Participant 1:</td> <td>Heidi M. Levitt, PhD <i>University of Massachusetts, Boston, MA</i></td> </tr> <tr> <td>E-Mail address:</td> <td>Heidi.Levitt@umb.edu</td> </tr> <tr> <td>Mailing address:</td> <td>Department of Psychology, University of Massachusetts, Boston, 100 Morrissey Blvd, Boston, MA 02125</td> </tr> <tr> <td>Phone numbers:</td> <td>617-287-6325 (office)</td> </tr> <tr> <td>Title of presentation:</td> <td>Silence in Psychotherapy: A Multi-Method Exploration</td> </tr> <tr> <td>Summary:</td> <td> <p>This presentation examines a mixed-method program of research to investigate the meaning of clients' silences in psychotherapy. Psychotherapy researchers have long been fascinated with the role of silence in psychotherapy but until relatively recently empirical efforts to study silences had conflated together the discrete processes that in session pauses can represent. As a result, study findings were contradictory. In order to develop a differentiated understanding of silences, a grounded theory analysis of clients' in session pauses was conducted, using an interpersonal process recall method of cued recall based upon the review of a recent session. Silences were found to occur at moments in the session that were so profound that they necessitated the client to focus inward (i.e., reflective, emotional, and expressive pauses), but also at moments when clients were confused or disengaged from the issues of the therapist. From the analysis of transcript cues around moments of silences, the typology of silences became the basis of a process measure, the Pausing Inventory Categorization System (PICS). The PICS was found to have strong client-rater reliability and inter-rater reliability. In addition, an empirically-based sampling strategy was developed to inform the process of applying the PICS. Analyses of the PICS with data from both an efficacy database (i.e., the York Depression Study) and an effectiveness database from a university counseling center has led to quantitative data supporting the nature of the silences within therapy in relation to client outcome measures.</p> <p>This presentation illustrates how qualitative analyses can provide a new understanding of a phenomenon that then can be investigated using multiple approaches to inquiry.</p> </td> </tr> </table>		Participant 1:	Heidi M. Levitt, PhD <i>University of Massachusetts, Boston, MA</i>	E-Mail address:	Heidi.Levitt@umb.edu	Mailing address:	Department of Psychology, University of Massachusetts, Boston, 100 Morrissey Blvd, Boston, MA 02125	Phone numbers:	617-287-6325 (office)	Title of presentation:	Silence in Psychotherapy: A Multi-Method Exploration	Summary:	<p>This presentation examines a mixed-method program of research to investigate the meaning of clients' silences in psychotherapy. Psychotherapy researchers have long been fascinated with the role of silence in psychotherapy but until relatively recently empirical efforts to study silences had conflated together the discrete processes that in session pauses can represent. As a result, study findings were contradictory. In order to develop a differentiated understanding of silences, a grounded theory analysis of clients' in session pauses was conducted, using an interpersonal process recall method of cued recall based upon the review of a recent session. Silences were found to occur at moments in the session that were so profound that they necessitated the client to focus inward (i.e., reflective, emotional, and expressive pauses), but also at moments when clients were confused or disengaged from the issues of the therapist. From the analysis of transcript cues around moments of silences, the typology of silences became the basis of a process measure, the Pausing Inventory Categorization System (PICS). The PICS was found to have strong client-rater reliability and inter-rater reliability. In addition, an empirically-based sampling strategy was developed to inform the process of applying the PICS. Analyses of the PICS with data from both an efficacy database (i.e., the York Depression Study) and an effectiveness database from a university counseling center has led to quantitative data supporting the nature of the silences within therapy in relation to client outcome measures.</p> <p>This presentation illustrates how qualitative analyses can provide a new understanding of a phenomenon that then can be investigated using multiple approaches to inquiry.</p>
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	The presentation demonstrates the utility of developing empirically-driven models, measures and hypotheses grounded in qualitative research. Investigators can gain a deep appreciation of how a phenomenon is subjectively experienced that can guide them throughout their future inquiry.
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Phone numbers:	212-650-5847 (office)
Title of presentation:	Narrative, Mind, Brain in Borderline Patients: A Mixed Methods Approach
Summary:	An unresolved paradox for clinical psychology is to find ways to conduct research that bridges the qualitative complexity of clinical phenomena with emerging findings in clinical neuroscience in a manner that does not conflate the brain with the mind. In an attempt to resolve this paradox, we are investigating whether the interpersonal and identity difficulties evident in Borderline Personality Disorder (BPD) are subserved by a bias to mistrust others and high levels of rejection sensitivity with qualitative narratives about emotional bonds that participants have with significant others. The narratives transcribed and coded by reliable experts (Erbe, Diamond, & Fertuck, 2012) and via computerized text analysis of quality of object relations and reflective functioning variables (Fertuck, Mergenthaler, Target, Levy, & Clarkin, 2012). Females with BPD (n=20) and matched controls (n=21) completed two laboratory approaches in functional magnetic imaging studies (fMRI), 1) a facial-appraisal task (Fertuck, Grinband, & Stanley, 2013; Miano, Fertuck, Arntz, & Stanley, 2013) and 2) a social exclusion paradigm called "Cyberball." In Cyberball, individuals with BPD reported greater experience of anger and rejection as exclusion rates increased parametrically ($p<.05$). Exclusion events mediated greater activity in several brain regions associated with "mentalization" in the BPD group compared to controls, including the medial prefrontal cortex, the posterior cingulate cortex, and the precuneus. In the face processing study, greater amygdala activity mediated the facial fear perception ($p<.01$). However, uncertainty in the appraisal of facial trustworthiness and fear ratings was specifically associated with reduced rostral cingulate cortex (rACC) activity in BPD ($p<.05$). We will also present the concordance between laboratory and neural findings with the coded qualitative narratives. Our model integrates quantitative and qualitative methods to preserve experience-near and clinically relevant concepts -- such as subjective and idiographic experience of relationships -- while capitalizing on a social neuroscientific and experimental design approach.

Electronic archiving:	Yes
Membership status:	APA Member
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Title of presentation:	Responses to Holocaust Atrocity: A Mixed-Methods Approach
Summary:	<p>In the present mixed-method study, 355 participants completed a survey immediately before viewing the National Holocaust exhibit Deadly Medicine: Creating the Master Race, which assessed attitude levels of empathy, prejudice, trust in scientific authority, social justice, and willingness to act, as well as demographic and individual difference variables. After visiting the exhibit, participants received a second survey which measured the same attitudinal responses in a counter-balanced order. Additionally, participants responded to a qualitative open-ended question regarding their subjective experience of the Holocaust exhibit.</p> <p>Results demonstrated that exposure to the events presented in the exhibit led to significant increases in empathy and social justice, as well as to a significant decrease in trust in scientific authority. Predictors of these attitudinal changes were explored, and differences in change between demographic groups (i.e. gender and political preference) were identified. Qualitative analysis – specifically thematic analysis – was utilized to identify themes that emerged from participants' responses (Braun & Clarke, 2006).</p> <p>In a mixed methods research approach, each method is thought to inform the other, providing a richer overall view of the phenomenon of interest. In our study, the survey findings provided quantitative precision whereas the qualitative thematic analysis provided a context of rich overall description characterized by depth and complexity.</p> <p>The most salient qualitative themes that emerged and in many ways converged and provided a framework for understanding the quantitative survey results included several superordinate themes arrayed across a spectrum, ranging from being open to ambivalent to closed-off from the subjective experience of the exhibit. These themes</p>

	were psychologically lived in the participants' experience of disengagement on one end of the spectrum as well as with the experience of empathy and identification on the other end of the spectrum. Another important superordinate theme included vigilance, which took both an intellectualized and action oriented form.
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Membership status:	APA Member
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Title of presentation:	Facebook Intensity, College Satisfaction, and Meanings of Home
Summary:	<p>A mixed method project regarding Facebook (FB) use and satisfaction with college life will illustrate the potential for a mutually beneficial 'cross-pollination' made possible by a multi-method approach to psychological research. Past research exploring social interactions defines two types of social capital: reaching out to people in one's current milieu (bonding/bridging) or to those in a previous milieu (maintaining) finding that how one expends one's social resources affects satisfaction with college life. The quantitative analysis explored these two forms of social capital, FB intensity, and satisfaction with college life utilizing structural equation modeling (SEM). The model showed that FB intensity devoted to bonding/bridging social capital was positively associated with satisfaction with college life but that FB intensity devoted to maintaining social capital was negatively associated with college satisfaction.</p> <p>The qualitative analysis of descriptive data regarding the social dimensions of participants' FB usage utilizing structured focus groups shed a unique light on the results of the SEM analysis. Many participants described that during their time at the University, they came to think of the University as their home. Thus it would seem that the different forms of social capital spent on FB reflect meanings of home and whether one feels at home primarily at school or some other place.</p> <p>Quantitative analysis suggested that the purpose or meaning of FB use would be of interest for qualitative exploration. The qualitative exploration suggested a new possible variable that may be operative in mediating the relationship between FB intensity and college life satisfaction in future quantitative research. We discuss the potential for a methodological pluralism, where both quantitative and qualitative research methods respect and understand their differences and strengths, to mutually shed light on the</p>

	findings of both approaches and contribute to a more comprehensive body of psychological knowledge.
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