Letter from the President  
Jeanne Marecek, Ph.D., Swarthmore College

Dear SQIP Members,

I’m honored to serve as president of SQIP this year. My involvement with what has grown into Society for Qualitative Inquiry in Psychology began about a dozen years ago when signatures were amassed to petition the APA Council of Representatives to establish a division. My research assistant took on the unglamorous task of checking every signature against the APA membership roster. The path from then to now was labyrinthine. Today, though, SQIP is on firm ground: We hold a yearly conference; we have a flourishing, high-quality journal; and SQIP members constitute a vocal and energetic presence within both APA and Division 5 (now named the Division of Quantitative and Qualitative Methods). More broadly, acceptance of and interest in qualitative psychology is growing in many parts of the world.

My first introduction to qualitative inquiry was via feminist studies. For example, key feminist thinkers (e.g., Donna Haraway and Joan Scott) put forward powerful ideas such as strong objectivity, situated knowledges and the “turn to language.” In psychology, feminist thinkers (e.g., Mary Brown Parlee) registered objections to the context-stripping embedded in many of (US) psychology’s customary research practices. Over the next 20 years, my knowledge of qualitative inquiry deepened during a number of visiting professorships in Sweden and Norway, and through collaboration with psychologists in New Zealand, the UK, and South Africa as part of the editorial team of Feminism & Psychology. I came to appreciate how the discipline could benefit from embracing a plurality of ways of producing knowledge. Qualitative methods have figured importantly in my engagement in research in Sri Lanka over the last 30 years. Projects have concerned culture-specific practices of suicide-like acts, gendered aspects of shame and respectability,
Research Spotlight: Dr. Robert McInerney and the Mobile Thriving Respite

David Tomaselli, Psy.D. Student, Point Park University
With special thanks to interviewee Dr. Robert McInerney, Ph.D., Point Park University

We have all likely had the experience of holding the door for a passer-by or have had a door held for us. We may have even shared a smile or laugh with someone we do not know, or in extreme circumstances, extended an arm to keep a stranger from stepping into a busy street. If you count any of the above among your experience, then you have entered the dance of “communitas.”

Robert McInerney, professor of psychology at Point Park University, has dedicated much of the past five years to exploring communitas as the felt experience and lived meanings of these spontaneous, fleeting moments of kindness and welcoming. And in working to put communitas into practice, McInerney and his students created the Mobile Thriving Respite, an outlet for Pittsburgh’s street community to meet the fundamental human need to thrive—not just survive. Truly grasping the Mobile Thriving Respite, however, means understanding its origins in communitas and the foundational work of McInerney and his students.

In communitas, or the phenomenological characteristics of community, McInerney adds to traditional notions of objective and subjective community rooted in constructs of place and shared meaning, respectively. Communitas is not a matter of geography or recognized similarity, but rather, lived meanings we cannot help but contribute to in spontaneous, fleeting moments of warmth and welcoming—meanings ascribed to these experiences before the other can be sized up as one of “us,” and thus, deemed worthy of kindness in commonality.

Pointing to the work of phenomenologists like Martin Buber, Jacques Derrida, and Emmanuel Levinas, McInerney characterizes the “shared burdens” of “finitude,” “alterity,” and “supplementarity” as existential givens that put us in service of, and servitude to, the other and support lived meanings we cannot help but contribute to in these moments of warmth.

Shared burdens, in turn, support communitas and represent a precognitive sense of the other as one, who like us, will die, lives in relation to the mysterious other, and is lacking in its completeness.

Living and exploring shared burdens among Pittsburgh’s street community, McInerney’s students engaged ethnographic research through internships with Pittsburgh Mercy’s Operation Safety Net® and Bridge to the Mountains—organizations dedicated to helping those on the street get resources like medical care, mental health care, and to navigate bureaucracy tied to these things. What quickly became clear in McInerney’s analysis of students’ interviews, field notes, and narratives was that the thing most lacking for these Pittsburghers—in addition to necessary resources for survival—was their access to thriving.

In coming to understand this lack, McInerney asked his students to brainstorm what “thriving” means. “We started to think about what it means for a person to thrive—what is the stuff that we take for granted? So, thriving means watching a movie at night and falling asleep during it, or relaxing as you watch it and laughing . . . Thriving means playing cards with somebody. Thriving means karaoke. Thriving means listening to music, reading a book . . . And so, we said ‘OK. Let’s create these things!’”

It was these conversations that gave life to the Mobile Thriving Respite. The “Respite,” as McInerney calls it, has taken shape in movie nights, card games, poetry readings, and karaoke nights with residencies at First Presbyterian Church, First Lutheran Church, and Pittsburgh Mercy’s Operation Safety Net® Winter Shelter in downtown Pittsburgh. Future plans for the Mobile Thriving Respite even include a bus equipped with lounge chairs and televisions, street gardens, and potential brick and mortar spaces.

Research Spotlight continued on page 3...
mothers’ goals and practices of childrearing, particularly among Sinhala-speaking Sri Lankans. In this work, my Sri Lankan collaborators and I focus closely on the ways that people make sense of themselves and their social worlds, and the cultural models that shape their sense-making.

Turning back to SQIP, I want to share some important news with you:

**First, please make note of the 2020 SQIP conference, which will take place on 8-9 June at Lesley University in Cambridge, MA. The conference will carry on SQIP’s tradition of offering lively scholarly exchanges as well as lots of opportunities for socializing.

**Second, note that we will hold two preconference workshops on the afternoon of 7 June. One will be devoted to teaching qualitative methods, and the other will be devoted to interviewing. Enrollments for both will be capped, so do sign up early.

**Third, I am happy to tell you that Andrew M. Bland has taken up the position of President-Elect. Andrew has been a member of SQIP since its inception. He has served on the Executive Committee as Membership Chair and as a member of the Communications subcommittee for the past 3 years. Andrew is Associate Professor of Psychology at Millersville University in Lancaster County, PA, and a licensed psychologist currently practicing at Samaritan Counseling Center in Lancaster.

I welcome your thoughts about SQIP and I look forward to seeing you in Cambridge in June.

Sincerely,
Jeanne Marecek

For McInerney, much of communitas’ beauty is in its decentering, unstructured quality—when we stop reducing the other and escape binary constructs that distinguish “us” from “them.” Highlighting cultural anthropologist Victor Turner’s concept of communitas and its potential to decenter, McInerney discussed Turner’s understanding of the ritual as that which dissolves people’s everyday, societal roles and institutional hierarchies to blur status. He furthers Turner’s work by incorporating critical theorists such as bell hooks, Sara Ahmed and Iris Marion Young.

With this in mind, McInerney struggles with over-systematizing or structuralizing the Mobile Thriving Respite insofar as the spirit of communitas resists structure in its fleeting and spontaneous nature. He highlights the need, however, for structure to support safe decentering experiences for participating students and street community members and points to the Mobile Thriving Respite’s core values as that which most personify its resistance to structure: “We are really quite fluid in what we’re doing. In other words, it’s ‘participatory,’ in that, what works and what doesn’t work is ultimately down to what people want. And in a way, the students do nothing but be vulnerable—come and play cards. The students are not offering any kind of research agenda or studying anything . . . They are merely and wonderfully singing karaoke with other people.”

It is in this being present without agenda that the foundation for action ultimately emerges. Students’ participation informs cryptic notes (notes quickly taken in the field) which they turn into narratives—linear accounts of what happened at respites and expressions of experiences by community members. Students also write reflective notes. McInerney collects the narratives and breaks them into meaning units. And it is in this qualitative data flowing from participatory action research that an agenda takes shape; students’ learning highlights what is lacking for our street community in order to improve the experience for future respites, spark procedural changes at shelters, and raise consciousness about the experience of being homeless in Pittsburgh.
Call for Nominations: APA Division 5 Fellowship

Initial Fellows (individuals who are not Fellows of any other APA Divisions) and for Current Fellows (individuals who are already a Fellow of another APA Division)

Fellow status is a special distinction that recognizes psychologists who have made outstanding contributions to the field. Fellow status indicates that a person's work has had “a national impact on the discipline beyond a local, state or regional level.”

Fellows must hold a doctoral degree in psychology from an accredited institution. In addition, they must be members of APA and of Division 5. APA and Division 5 dues must be paid in full.

FOR INITIAL FELLOWS

Applications must include:

a) a self‐statement that should contextualize contributions to qualitative methodology that are listed on the CV,

b) a CV and

c) three letters of recommendation from three endorsers who are Fellows of APA and either a Fellow of Division 5 or an established qualitative researcher. All are submitted online (including the endorsers’ letters of recommendation) through the APA Portal www.apa.org/membership/fellows/index.aspx).

The APA Portal then informs the contact person for the Section of Division 5 to which the applicant is applying.

The deadline for these applications is January 14, 2020.

FOR CURRENT FELLOWS

Individuals who are Fellows of other APA divisions and who wish to be considered for Fellow status in Division 5 should send:

(a) a self‐statement that contextualizes contributions to qualitative methodology that are listed on the CV and

(b) a CV

--directly to the APA Portal, indicating the Section of Division 5 to which they are applying by June 1, 2020.
Division 5 has three sections. Applications should be submitted to one of the three sections. The contact person for each section is listed below.

Section 1. Assessment

Contact: Thanos Patelis (patelis@Fordham.edu)

Section 2. Evaluation, Measurement & Statistics.

Contact: Thanos Patelis (patelis@Fordham.edu)

In the self-statement, candidates must indicate how their work in evaluation, measurement, and/or statistics has contributed to the field in terms of scholarship, service, and practice.

Section 3. The Society for Qualitative Inquiry in Psychology

Contact: Louise Silverstein (LouiseSilverstein@gmail.com)

Candidates for Section 3 Fellow status must demonstrate that their work in psychology has contributed significantly to the development or refinement of qualitative methods and/or methodology. This can include teaching, authoring a textbook, or applying qualitative inquiry to a new area of research. Evidence of a large number of research reports that rely on qualitative methods does not qualify a candidate to be a Fellow.
Conference
Announcement:

CALL FOR PROPOSALS
June 8th and 9th, 2020

Preconference Workshops: June 7th

Lesley University, Cambridge, MA

Society for Qualitative Inquiry in Psychology (SQIP) 7th ANNUAL CONFERENCE

The Society for Qualitative Inquiry in Psychology (SQIP) will hold its annual conference at Lesley University in Cambridge, MA, on June 8th and 9th, 2020.

Two pre-conference workshops will be held on the afternoon of June 7th, 2020. The workshop descriptions are at the end of this Call for Proposals.

We invite proposals that showcase the contributions of qualitative methodology/methods to the understanding of psychological phenomena. Possible topics might be: advances in qualitative approaches; strategies and practices for effective instruction in qualitative methods; innovative uses of qualitative methods to study topics of current interest; and ethical issues attendant on the doing and reporting qualitative research. Other engagements with the multiple meanings and expressions of psychological life and social relations are also welcome, as are submissions from multidisciplinary and international scholars and students.

Submission Instructions: Completed proposals should be submitted as a single, well-organized document in Microsoft Word format. In all cases, we request that the proposal make clear the contribution of the methodology/method to achieving your aims. Please name the file “2020SQIP,” then the first and last name of the corresponding author, and an abbreviated title (e.g., “2020SQIP-Pat Smith-Narrative Study of Advocacy”).

Submit proposals electronically to SQIPconference@gmail.com by January 31, 2020.

Proposal submissions are invited in four forms: Symposia featuring presenters who will address a common theme during an 80-minute session; Individual Papers that we will group into sessions (with 15 minutes allotted per paper); Conversation Hours that will engage participants in considering issues relevant to qualitative inquiry; and Poster Presentations that may feature individual or group work.

For Symposia, please indicate in this order:
- The type of proposal (symposium)
- The name and contact information (including email addresses) of all participants, including chair and discussant(s) (as applicable) and whether each is a student or professional.
- A symposium title and abstract (not to exceed 300 words)
  Also furnish a title and abstract (not to exceed 300 words each) for each presentation.

We strongly encourage symposium organizers to allow ample time for audience questions and discussion, as well as ample time for each presentation. Symposia might be organized as follows:

- Paper 1(15 min.); Paper 2 (15 min.); Paper 3 (15 min.); Paper 4 (15 min.); Questions & Discussion (20 min)
- Or
- Paper 1 (20 min); Paper 2 (20 min); Paper 3 (20 min); Discussant’s Remarks (10 min); Questions & Discussion (10 min)

For Individual Papers and Posters, please indicate in this order:

- The type of proposal (paper or poster).
- The name and contact information (including email addresses) of the authors and whether each is a student or a professional.
- The title and abstract (not to exceed 300 words).

For Conversation Hours, please indicate in this order:

- The type of proposal (Conversation Hour).
- The name and contact information (including email addresses) for all the conversation leaders, and whether each is a student or professional. Designate the chair.
- The title and abstract (not to exceed 300 words).

Conference details and registration information will be posted at http://sqip.org/sqip-2020-conference/ as they become available.

To join SQIP, please visit: http://sqip.org/membership/
If you are not currently a SQIP member, but would like to receive SQIP newsletters and community information, please sign up for the QUAL list at: https://listserv.temple.edu/cgi-bin/wa?SUBED1=QUAL&A=1

We look forward to seeing you at Lesley University in June!

Elizabeth Fein, Program Committee Chair
Peiwei Li, Host Committee Chair
Jeanne Marecek, SQIP President
Two PRE-CONFERENCE WORKSHOPS will be offered on June 7th. A nominal fee will be charged to attend. Workshops will run from 1:00 – 5:00pm.

1. Teaching Qualitative Inquiry in Psychology
In this workshop, we attend to pedagogical and political issues in the development of courses and curricula in qualitative inquiry in psychology. Emphases are placed on both the undergraduate and graduate levels. Participants will have the opportunity to work on questions related to identifying qualitative inquiry learning outcomes, course design, student assignments, and curriculum development and implementation in small groups with a workshop leader.

The workshop is primarily directed at faculty members and graduate students who are new to teaching qualitative inquiry in the discipline of psychology.

Workshop leaders:
* Linda McMullen, University of Saskatchewan, Canada (experience in teaching qualitative inquiry at both the undergraduate and graduate levels; expertise in discursive research)
* James Christopher Head, University of West Georgia (experience in teaching qualitative inquiry at both the undergraduate and graduate levels; expertise in narrative research)
* Cynthia Winston-Proctor, Howard University (experience in teaching qualitative inquiry at both the undergraduate and graduate levels; expertise in narrative personality psychology research)
* Sue Motulsky, Lesley University, (expertise in teaching qualitative research at masters and doctoral levels and in feminist relational approaches such as The Listening Guide)

2. Interviewing for Qualitative Research
Narrative interviewing has as its aim an in-depth understanding of another person and attempts to understand what is not said as well as what is. The goal of this workshop will be to reflect upon and to improve skills as interviewers in the context of qualitative research. While there will be some didactic material, most of the workshop will be spent in experience. The workshop is suitable for researchers at all levels of experience, including newcomers to qualitative research.

We will take up the problems of orienting to the interview through a clear conceptualization of the research question, and we will consider the interrelationship between the theoretical context that frames the research and the actual interaction in the interview with the participant. Taking a close look at the interview itself, we will focus on understanding the interpersonal process, thinking about the data, and the problems inherent in communicating the results of what we have learned. Throughout, we will keep in mind the question: What does it mean to know another person? We will also discuss various approaches to doing life history interviews. Each workshop member should be prepared both to interview other people and also to be a participant in an interview.

Workshop Leader: Ruthellen Josselson, Fielding Graduate University.

Ruthellen Josselson is the author of Interviewing for Qualitative Research, as well as many qualitative research studies based on interviews. She is the editor of Qualitative Psychology and a founder of SQIP.