# Mentoring and Mania in Qualitative Research

Susan Saltzburg, Ph.D., Ohio State University,
and Pamela A. Richmond, M.S.W., Ph.D., Millersville University

*While growing numbers of social work scholars have embraced and endorsed qualitative research as a viable methodology for rigorous investigative scholarship, providing doctoral students with a program of coursework that equals the curricula of quantitative research is still lacking for many schools of social work. The authors found a way to bridge this educational gap by forming a mentoring alliance founded on the constructivist concept of mutual collaboration through dialogic discussion. As such, the student voice evokes reflective recollections of the faculty mentor's own experience in learning qualitative methods. This, combined with the mentor's evolving knowledge base of qualitative inquiry, becomes the vehicle for instructive mentoring to take shape. This narrative highlights the struggles and the triumphs of grappling with the clarification and understanding of qualitative methodology.*

## Introduction

This narrative is about a mentor, Susan, assisting a mentee, Pam, a doctoral candidate to enhance her knowledge of qualitative methodology. For well over a year, we have been meeting to discuss the various phases of the dissertation process – the research question, proposal, Institutional Review Board proposal, thesis chapters, and nature of qualitative inquiry. Our work together has been based on what Zachary (2000) refers to as the "learner-centered mentoring paradigm" (p. 3). In part, Zachary explains, "...the learner – in this case the "mentee" – plays a more active role in the learning than in the former mentor-driven paradigm... The mentor's role has been replaced from the 'sage on the stage' to the 'guide on the side'" (p. 3).

Shelby (2001) speaks to the power of the mentoring relationship for advancing the degree of rigor in qualitative initiatives. In comparing the relationship between mentor and student to that which ensues between practitioner and client, Shelby draws upon the psychodynamic processes of "resistance," "transference," and "counter-transference" as critical elements that embody the dynamics of both relationships. In contrast, the authors of this paper propose a mentorship alliance founded on the constructivist concept of mutual collaboration (Anderson & Goolishian, 1988; Charmaz, 2000) through dialogic discussion. As such, the student voice evokes reflective recollections of the faculty mentor's own experience in learning qualitative methods, and this combined with the mentor's evolving knowledge base of qualitative inquiry, becomes the vehicle for instructive mentoring to take shape.

As a result of adhering to a collaborative teaching-learning process through our work together, we have continuously engaged in candid discussions about the strengths, challenges, and frustrations of conducting qualitative research. More specifically, we have spent an extensive amount of time discussing qualitative methodology. Initially, the learning objectives for Pam (student mentee) were about isolating and dissecting methodological procedures. In the course of responding to the student's agenda, the process for both Pam and Susan (faculty mentor) evolved into a mutually interactive learning experience that was much deeper and more elucidative than the mechanics of qualitative procedures. In telling our story we have first situated the experience contextually and then opted to use a reflective format through dialogue to share the thoughts and feelings brought forth as to how mentoring furthered the understanding of qualitative research methodology.

## Forging a Place for Qualitative Research in Social Work Doctoral Education

Corresponding to the current paradigm shift in social work practice to more "client-as-expert" and collaborative practice models (Berg & De Jong, 1996; Hoffman, 1990; Laird, 1994; White & Epston, 1990), I (Susan) found myself turning to methods of inquiry that paralleled these approaches by opening up more humanistic pathways for knowledge building. The recent proliferation of qualitative methodologies has provided such avenues for investigative inquiry.

Within the constructivist perspective that Denzin and Lincoln (2000) view as a guiding force in current qualitative inquiry lie the inherent assumptions that we can never completely capture the experiences of others (Rosen, 1996), and that there are not singular, absolute truths, but rather our knowledge is relative to "multiple social realities" (Charmaz, 2000; Schwandt, 1994). In keeping with these assumptions, I have adopted the more interpretive approaches of qualitative inquiry and data analysis (Crabtree & Miller, 1992; Tesch, 1990) that call upon the scholar to use a different set of methodological skills than those applied to positivistic research. For me this shift represented the symbolic dismantling of the objectivistic parameters that define empirical study and reporting. In place of the more impersonal third-person language, pre-identified theory, measurement instruments, and statistical analysis, these qualitative approaches situate me within a new schema of methodological principles. The tenets of these qualitative traditions include turning to the researchers, themselves, "as the instruments" for collecting data (Roldan & Shelby, 2004); establishing a co-researching partnership with participants of the study; using observations in the natural setting of people's lives, narrative means, and/or visual artifacts as the raw data for analysis; and applying interpretive understanding for the analysis of data.

While growing numbers of social work scholars have embraced and endorsed qualitative research as a viable methodology for rigorous investigative scholarship, providing doctoral students with a program of coursework that equals the curricula of quantitative study is still lacking in many schools of social work. For example, in the College of Social Work where we are working together, there is just one qualitative course offered to doctoral students. Similarly, in the doctoral program from which Susan graduated four years ago, qualitative research study could be attained only by going outside of the department or by arrangement of independent studies. As an educational community we have crossed over the threshold of sanctioning the value and legitimacy of emergent qualitative traditions, yet emphasis on preparing our doctoral students for undertaking the complexities of qualitative inquiry is still lagging behind. One way to bridge this educational gap while striving to strengthen social work curricula in this area is in the formation of a mentoring relationship.

## The Journey toward a Qualitative Dissertation

**Pam:** From the onset of the doctoral program, I was confident of two facts. First, I wanted to investigate the interface of professional boundaries and adolescents in out-of-home placements, and second, I wanted the research question to be qualitatively based. I never wavered from either of these early decisions throughout my years in the doctoral program. In fact, I was consistently reminded by my advisor and other faculty members that while some doctoral students needed to be coached to "narrow" their research ideas, I needed to work on "getting out of the box" and expanding my ideas.

When I passed my candidacy exam, I thought that I was now on my way to independent research and the freedom to creatively put together my dissertation manuscript – the way I envisioned them. I finally felt deserving of the opportunity to delve back into my proverbial comfortable box. After all, my advisor and committee members were supportive of my interest in exploring the topic of professional relationships, and equally important, my committee members genuinely believed in the significance and power of qualitative research. Naively though, what I did not realize was that my comfortable box was wider and deeper than I originally thought, due to the complexities of qualitative research methodology.

Not unlike the toils of my fellow student-cohort, I, too, struggled with formulating my research question. I had numerous conversations with committee members and kept tweaking the question until it was exactly how I wanted it to read. While the development of the broad-based research question proved to be aptly challenging, thought provoking, and frustrating at times, I had anticipated an even more grueling process in grappling with the precise wording, than what occurred. However, what actually proved to be the most problematic aspect of those early steps in developing the research design was figuring out what specific qualitative methodology I should use.

**Susan:** While I am an assistant professor in the graduate school of a college of social work, and looked upon by students and colleagues as a "knower of qualitative inquiry" (based on my own dissertation research, current scholarship, and intellectual immersion into the philosophical assumptions of qualitative inquiry), it has only been four years since I, too, was journeying the unknown pathways of learning qualitative methodology. Many of Pam's ongoing questions, self-doubts, and frustrations relative to undertaking a qualitative study were ones that I, too, had encountered as a doctoral student. In recalling the beginnings of that process, I think I was the most unprepared for the following set of challenges: 1) reckoning with the complex and seemingly lofty set of philosophical thinking that frames and directs methodological decision making in qualitative inquiry; 2) deciphering the generalized terminology that abounded in the literature—often overlapping the various qualitative traditions and clouding their critical distinctions; and 3) trying to hone in and conceptualize the vague descriptions of the actual processes for analyzing data and writing up results.

In first contemplating my own qualitative dissertation, "Exploring the Phenomenon of Adolescent Sons and Daughters Coming-Out to Parents as Gay and Lesbian," I turned to the qualitative scholars for guidance and direction. They unanimously concurred that there were several, coterminous factors to consider in determining which tradition in the "family" of qualitative possibilities would best fit the topic, research question, and objectives of the study. As I delved into the literature, I realized that in order to know which approach might be the "right fit" based on the literature criteria, I needed to deepen my familiarity with qualitative methodology beyond rudimentary knowledge. This entailed immersion into the complex, philosophical thinking and musings that constitute the fabric of qualitative inquiry. While enthralled with the very exciting and challenging scholarly discourse, I frequently found myself questioning if I substantively understood the highly intellectualized concepts. I felt unsure as to how to sort out and categorize these "heady" thoughts so that they might hold relevance for what I was proposing to do in my study.

Sorting through the array of paradigmatic definitions that frame qualitative inquiry such as *post-positivism, post-structuralism, relativism, constructivism, social*

*constructionism,* and *post-modernism* and how they interfaced with the selection of a qualitative tradition initially left me feeling overwhelmed and perhaps a bit self-doubting at the time. Added to these, philosophical terms such as epistemology, hermeneutics, and heuristic paradigms began to take center stage in the decision making process. I questioned whether I had what it takes to absorb all of this heavily philosophic and intellectualized material. While I actively consulted with the faculty member who was supervising my qualitative independent studies, much of what I ultimately incorporated into my own thinking and research design came from the many hours poring over the literature, writing out and reflecting on my thoughts relative to the readings, and composing questions for deeper exploration. The amount of time and mental energy that this consumed was immense. Initially, it felt like diving into what looked to be a manageable body of water to navigate, only to encounter an endless web of seemingly unfathomable realms. It was not until later that I understood that finding my way out of this maize of channels was dependent upon understanding their interconnectedness.

As none of my doctoral cohort shared in my interest of qualitative study (or feared that it would not get them a faculty position post graduation), I was pretty much on my own. When we came together as a group to talk about how the dissertation process was progressing for each of us, I found that we were talking through "different" methodological languages and worldviews. The most difficult part of this was not having the opportunity to let others know how overwhelmed and self-doubting I was feeling. I was longing for an empathic listener who could understand and relate to what I was talking about, someone to sit with my vulnerability, and a tutor to coach me in the areas that were unclear and confusing. At the time I did not have a name for the type of learning relationship I was envisioning.

**Pam:** Fortunately for me, my research topic area has not been widely studied, which affords me the opportunity to explore the subject area from many different perspectives and approaches. However, this proved to be both a blessing and a curse when it came time to begin writing my proposal because it appeared that several qualitative approaches would work with my research question. From early on in my academic course work, I was taught that the research question guides the methodology. In my experience, it seemed that this could not have been further from the truth. For instance, based on the literature I could have opted to conduct an ethnographic study, grounded theory study, case study, or phenomenological study. With respect to the research question I had developed, each of the methodologies indicated above would have provided valuable information to enhance the knowledge base within the social work field.

To help me with this critical decision making, Susan suggested that I read an array of different qualitative studies to see how the specific methodologies corresponded with the author's research questions. I dutifully followed her advice and began to read. However, the more I read the more overwhelmed I felt. What became quickly apparent was there was no in-depth and precise roadmap that I found on how to conduct qualitative research for use with specific methodologies (the helpful literature came after my methodology was selected).

By the time I scheduled my next meeting with Susan, I felt beleaguered and disappointed, and my confidence as a researcher was tenuous at best. My previous heightened state of excitement about undertaking a qualitative study felt under assault by the lack of detail and vagueness I perceived in the literature. Frustrated by the repeated literary citations indicating that qualitative researchers have choices to make (Merriam, 1998; Stake, 1995), I remarked

to Susan that qualitative researchers "making choices" without a clear understanding of the "how to" portions of the methodology was ridiculous! In an anxious state I remember saying that conducting qualitative research as a new researcher was analogous to driving at 16 years old without any driving experience. For example, "It is like saying that as soon as teens turn 16 they are ready to drive a car, based on the fact that they have been a passenger in a car and have observed the mechanics of driving!"

It is important for me to qualify my anxiousness and "interesting" analogy. Roldan and Shelby (2004) say it best when they state, "Graduate students conducting qualitative research are unusually surprised by the inadequacy of their coursework as preparation" (p. 217). In my doctoral program, students are required to take only one qualitative research course. Although the professor who taught the qualitative course was knowledgeable and thorough, there was only so much that she could cover in ten weeks (we follow a quarter-system not semester).

**Susan:** The inquietudes that Pam has experienced over the course of designing and implementing her dissertation study continued to draw me back into the annals of my own dissertation process, and in doing so, prompted me to think about the implications and possibilities of the learning relationship we had established. Recalling my own experiences from the past while reflecting from the perspective of the present helped me to demonstrate empathy, anticipate road blocks and frustrations, and be patient and understanding in holding Pam's feelings, while also instructing and coaching her with what needed to be accomplished. This process heightened my own self-awareness of the role I played in the life-of-Pam's dissertation. It was at this juncture that Pam and I (co-chair of her dissertation committee and advisor for

her qualitative methodology) began our qualitative research "mentorship" together. Assuming a self-reflective and "other-reflective" stance provided a rich resource from which to draw on the important elements of what came to be called our "mentoring alliance." The essential nature of this learning partnership paralleled the epistemological stance of constructivist qualitative inquiry and social work practice by establishing a collaborative, co-authoring relationship.

As I listened to Pam express her frustrations over the generalized references in the literature and non-specific descriptions of methodologies, I remembered the discouraging feelings that arose when I, too, had thought to myself, "Aha! I get it"—just to realize that "what I got" was just one piece of a puzzle teaser. As I proceeded with readings beyond the philosophical treatises and delved into the literature on methodological operations, I perceived the variations that I was finding in the literature unclear and non-explicit. I have since come to reclassify that perception but only after more experience and deeper understanding; but I am getting ahead of myself–this enlightenment will come later in the reflections.

What I encountered as a student was that the phenomenon of descriptive labels being used to ground a particular branch of qualitative methodology in its own tradition of inquiry and analysis were often also broadly applied in the description of other approaches as well. For example, the term "phenomenological research" was not just used to represent the philosophical and methodological tradition of phenomenological investigation (Bullington & Karlsson, 1984; Giorgi, 1975; Moutakas, 1994; Saltzburg, 2004), but also appeared as a generic descriptor of a variety of qualitative approaches, despite not utilizing a structured format of phenomenological data analysis. A second example lies in the term "grounded theory," coined by Glaser and Strauss (1967).

While the origins of this term constitute a set of theory-building methods developed in the grounded theory tradition (Charmaz, 1995; Glaser & Strauss, 1967; Strauss & Corbin, 1990), the label itself has been employed in a more generalized way denoting knowledge-building that is "grounded in" the raw data of observation and respondent voices. However, this application of the term often fails to employ the data collection and data analysis processes derived from grounded theory methodology.

Deciphering the definitive meanings of the variations in terminology and situating them within an investigative context can be confusing and frustrating to the student-learner. These ambiguities leave the novice researcher struggling to discern the discrete features that typify one approach from another. The lack of clarity produces a sense of confusion and not-knowing which places students in a position of vulnerability. For students, it is about wanting to understand and categorize the important terminology in its relevance to the chosen research method. Getting a grasp on a definitive, unwavering plan of action seems to provide and sustain a sense of confidence, competence, and motivation.

**Pam:** To make matters worse I was also prematurely worrying about my dissertation defense, concerned that I had to be well-versed in all aspects of qualitative research to defend the methodology I would eventually choose. Pointedly, Roldan and Shelby (2004) remind us that "ultimately, strangers will read and evaluate the dissertation, and at some point the student will have to stand alone to defend his or her ideas" (p. 226). Susan was able to abate my fears by suggesting that first I choose a methodology and epistemological stance that I felt would best suit my question. Then, read all that I could on the selected method and strengthen my proficiency in that particular area versus trying to understand all methodologies in depth. With a plan in place I felt that I had a direction and would go with my first idea, which was to do an intrinsic case study. However, reading all that I could on case study methodology posed a new challenge for me to grapple with: different terminology is used in referring to case study methodology. Which one was the correct one to follow? Again, this new obstacle confirmed for me that a "how to" book is warranted.

**Susan:** As I listened to Pam recount how difficult and overwhelming it is to be expected to proceed with methodology decision making if the student has no idea what the specifics of the various methods' processes are, the relevance of a mentorship alliance began to crystallize. I, too, recalled the worry I confronted after my immersion into the intellectualization of paradigmatic and theoretical decision making left me wondering how to actually do the mechanics of the data analysis.

When I found books that addressed this topic, they were often difficult to digest and follow. The wordy steps and procedures at times seemed cluttered and burdened down with rhetoric. I wanted to "be there" and see what the researcher was actually doing; I wanted to witness how it translated into an actual study. I remember thinking, "After all, this aspect of the dissertation is not about philosophical thinking, it is centered on *doing*." In my fervent attempt to integrate the methods' literature with the actual process, I began to focus on the literature describing qualitative studies that had actually been carried out. I found this genre of writings to be immensely informative and insightful; they seemed like the next best thing to being there *en vivo*. These reconstructed studies gave me a first-hand opportunity to examine how research questions, philosophical investigative assumptions, theoretical perspectives, and methodology all came together—each tightly incorporated into the other in a live study. These recollections and the significance they awakened in me now, as an instructor,
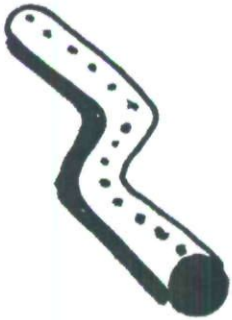
provided the substantive material for mentoring.

Because the very nature of qualitative methodology is inextricably tied into the theoretical framework that underlies each unique tradition of qualitative inquiry, there is not one prescriptive package (for methodological procedures, research write up, or dissertation framework) that fits all qualitative approaches. For the majority of educators and student scholars who have been indoctrinated into traditional, modernist empiricism, the shift into qualitative investigation requires learning new ways to think about and approach research. It necessitates awakening the student's exploration into the intellectual connect between the research question, epistemology, and philosophical paradigm as related to qualitative methodological choices; the latter gradually instills an understanding that the "how-to's" of the process only hold relevance in consonance with the other factors. The mentoring environment provides the space and means to accomplish this.

**Pam:** The last obstacle I was asked to contemplate was how I intended to use theory in my study and my dissertation manuscript. After submitting a rough draft of my first three chapters, two committee members raised the question, "Where's your theory?" Honestly, I had not given the use of theory much thought. I just assumed based on my interpretation of the readings that I would use theory in a purely inductive way to assist in explaining the findings from the interviews I was conducting. From the onset of the discussion with committee members about theory, I was adamant that I did not want the introduction of theory to detract from the valuable information I was gleaning from participants. Rather, I wanted the voices of the participants to be the highlight of the study with my writing serving as the conduit for their viewpoints.

Once again I felt that I was in a quandary: two committee members wanted a theoretical plan at the forefront (based on the traditional model of dissertation format); I did not want to detract from the voices of the participants; and once again the literature was varied in how theory should be used. For example, in referring to case studies, Creswell (1998) referenced several examples of how theory could be used, including at the beginning of the study, at the end, or not at all. Again, Susan and I had lengthy discussions on how the role of theory might be incorporated into the study and contribute to the richness of the manuscript. We arrived at a consensus in which theory would be presented in a chapter of its own as a means of framing the study. This approach seemed to make sense because Merriam (1998) describes a theoretical framework as the "structure" and "scaffolding" that assists to outline the study (p. 45). I would use the theory section to highlight adolescent development, theories of attachment, and challenges related to teens in out-of-home placements. What at first seemed an insurmountable obstacle became a "do-able" and meaningful task.

**Susan:** Perceived deviation from the exactitude of a methodological protocol may leave the novice researcher feeling like he or she is compromising the integrity of the methodology and the philosophy that underlies it. This was the case for Pam and her quest to stay true to what she believed to be the theoretical underpinnings of a case study. While agreeing with Pam in theory, I also was aware of the requirements and constraints of preparing and submitting a dissertation. Feeling as if she would never transcend what seemed to be an ongoing array of obstacles obstructing her path, confused as to why the dissertation needed this section prior to the results of her study, and overwhelmed at the prospect of having to go back to the drawing board to compose this piece (when she was
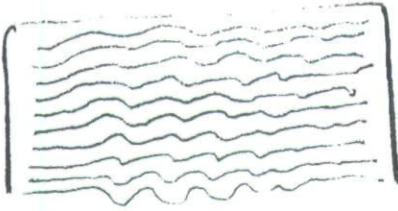
more than ready to move forward), Pam expressed frustration, "a sense of not being listened to," and perhaps disappointment as well. It was time to assist Pam in "climbing back out of the box,"

I viewed helping Pam to understand the decision of the committee (regarding inclusion of a theoretical section prior to data analysis) and gently prompting her in a forward direction as essential to maintaining her enthusiasm and investment in her most important, current life project. In order to do this, Pam and I met extensively to sort through her questions, debate arguments that the literature discussed relative to theory, brainstorm about the legitimate role of theory as an element in the framework for the study, and guide her with recommendations of what theory might best complement her objectives and theoretical perspective. The collaborative dialogue that ensued and emergent realization on my part that this was a monumental event at this point in time for a doctoral candidate who was working under the stressors of getting through the academic and scholarly rigors of a dissertation, completing the dissertation work in a timely fashion, and exploring potential faculty positions for the next academic year helped to guide me in my mentoring role.

It is interesting that as Pam reflects back upon the content of our mentoring conversations, she sees them as primarily focused on the "how-to's" of the methodology – the information she believes to be most important in order to do her work. I, on the other hand, view our discussions as a dialogical vehicle for situating Pam's dissertation work and corresponding critical thinking within the larger context of a philosophical, theoretical, and methodological discussion. These three aspects of the qualitative tradition cannot be separated without creating a "disconnect" from the

objectives and integrity of the study. I considered this to be an essential element in our work together, and I do not believe that it could be as readily accomplished without the sense of safety (to let one's learning vulnerability be transparent) that a mentoring alliance affords the student.

## Reaching a Comfort Level with Qualitative Methodology

**Pam**: From my reading I know that one attribute of being a good qualitative researcher is to be flexible (Marano, 2001; Merriam, 1998; Rossman & Rallis, 2003; Shank, 2002), because conducting qualitative research is not a linear process. I kept repeating to Susan (and to myself) that I would be able to go with the ebbs and flows of the research once I had a solid understanding of the direction I was headed. All that I wanted was a loose framework of "how to" so that I could then challenge which areas I wanted to tweak and which ones I did not. I was positive that the more knowledge I had about the methodology, the more relaxed I would become, which ultimately would result in my being a flexible researcher.

I am now nearing the end of my study. Without question, I am much more comfortable with the ambiguities of qualitative research. In part, I believe that my progressed astuteness in qualitative methodology transpired because I allowed myself to be exposed. Rather than trying to mask my fears, lack of confidence, and confusion about qualitative methodology, I shared these feelings with Susan. The honest communication allowed me to embrace a deeper level of learning and understanding of qualitative research.

**Susan:** As learners in academia, we all want to feel that we have achieved a degree of mastery over the subject matter (in this case, the subject matter is designing and implementing a qualitative research study).

Initially, the way we perceive gaining this sense of competence and confidence is through adherence to a well laid-out format (the "how-to manual"). The absence of an explicit blueprint at the beginning of the dissertation journey reinforces the students' tenuous uncertainty about their competence as researchers and the accomplished outcome and trustworthiness of the study. Through the evolving mentoring experience with Pam, I came to recognize how important it is to understand these insecurities from the perspective of the student. It allows the mentor to get in touch with her own feelings of vulnerability, which, in turn, helps her to empathically relate to the student. Once the student senses that the mentor understands, the opportunity to encourage the student to explore the uncertainties, the "not-knowing" and the vague territories become an affirming and positive process.

An important part of mentoring student-learners of qualitative research is to counter the conventional perspectives with a more subjective and humanistic view of what research can encompass. This may mean not always having strictly enforced rules to follow, being asked to make unique decisions that are determined by the nature of the particular study in consonance with ideological perspectives, and striving to learn about and understand what quantitative data may not able to capture – the multiple realities of human existence. It is part of "climbing out of the box."

## Concluding Thoughts

We have found that a collaborative mentoring relationship assists with the grappling of the complexities associated with understanding qualitative methodology and moves the student onto the next level of conceptualizing, conducting, analyzing, and writing up qualitative research. Based on our collective experiences, here is a synopsis of what we have learned.

**Pam:** To students conducting qualitative research, I have three suggestions. First and foremost, I believe that it is important to recognize that you will acquire a deeper knowledge as you are actually doing qualitative research and, as a result, decisions will become easier to make. Second, I have found that it is critically important to put aside pride and fears of "not-knowing" so that you can talk about difficulties or confusion in grasping a concept. Ask for clarification and further discussion from others who have conducted qualitative research. Third, keep reading! To educators who are working with novice qualitative researchers, I strongly encourage you to embrace student's excitement and insecurity as a pedagogical opportunity. Rather than telling students "how to" (I cannot believe that I am at the point now to advocate this approach), guide students to have an intimate understanding of the process. Using a mentoring approach is one way in which to aid beginning researchers to internalize the concepts of qualitative research, which I have found frustrating, beneficial, and ultimately rewarding.

**Susan:** The mentorship we describe in this paper represents the co-evolution of a learning alliance between doctoral students interested in pursuing qualitative dissertations and faculty advisors well versed in and committed to qualitative study. The basis for this mentoring alliance is as follows: 1) to help the student attain a philosophical understanding of the shift from quantitative thinking to a qualitative paradigm; 2) to provide the student with the learning format and tutelage needed to develop, conduct, analyze, and write-up qualitative dissertations in keeping with the tenets of qualitative inquiry; and 3) to support the student through the academic, intellectual, and emotional rigors of completing a dissertation by providing a safe and empathic space.
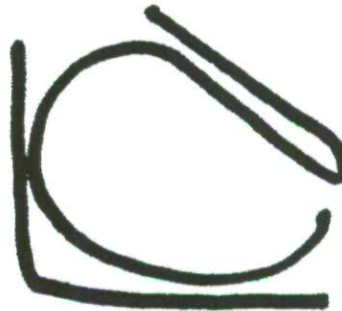
At the same time, because such an alliance is a collaborative and mutually interactive reflective experience, the sense of professional and personal gratification that mentoring provides for the faculty mentor contributes to an enhanced sense of empathy for student learners, intellectual growth, instructional wisdom, and heightened self-awareness.

## References

• Anderson, H., & Goolishian, H. (1988). Human systems as linguistic systems: Evolving ideas about the implication for theory and practice. *Family Process*, 27, 371-393.

• Berg, I.K., & De Jong, P. (1996). Solution-building conversations: Co-constructing a sense of competence with clients. *Families in Society: The Journal of Contemporary Human Services*, June, 376-391.

• Bullington, J., & Karlsson, G. (1984). Introduction to phenomenological psychological research. *Scandinavian Journal of Psychology, 25*, 51-63.

• Charmaz, K. (2000). Grounded Theory. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 509-535). Thousand Oaks, CA: Sage Publications.

• Charmaz, K. (1995). Grounded Theory. In H. Smith and V. Langenhove (Eds.), *Rethinking Methods in Psychology* (pp. 335-352). Thousand Oaks: SAGE Publications.

• Crabtree, B., & Miller, W. (1992). Primary care research: A multi-method typology and qualitative road map. In B. Crabtree & W. Miller (Eds.), *Doing Qualitative Research* (pp. 3-28). Thousand Oaks, CA: Sage Publications.

• Creswell, J. (1998). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks, CA: Sage Publications.

• Denzin, N.K., & Lincoln, Y.S. (2000). The discipline and practice of qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of Qualitative Research*, (pp. 11-29). Thousand Oaks, CA: Sage Publications.

• Giorgi, A. (1975). An application of phenomenological method in psychology. In A. Giorgi, C. Fisher & E. Murray (Eds.), *Duquesne Studies in Phenomenological Psychology* (pp. 82-103), Vol. 2. Pittsburgh: Duquesne University Press.

• Glaser, B., & Strauss, A. (1967). *The Discovery of Grounded Theory*. Chicago.

• Aldine Hoffman, L. (1990). Constructing realities: An art of lenses. *Family Process*, *29* (1): 1-12.

• Laird, J. (1994). "Thick description" revisited: Family therapist as anthropologist-constructivist. In E. Sherman & W. Reid (Eds.), *Qualitative Research in Social Work* (pp. 32-41). New York: Columbia University Press.

• Mariano, C. (2001). Case study: The method. In P. Munhall (Ed.), *Nursing Research: A Qualitative Perspective* (3rd ed.) (pp. 359-383). Sunbury, MA: Jones and Bartlett Publishers.

• Merriam, S. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass Publishers.

• Moustakas, C. (1994). *Phenomenological Research Methods*. Thousand Oaks: Sage Publications.

• Roldan, I., & Shelby, R. (2004). The role of the mentoring relationship in qualitative research. In D. K. Padgett (Ed.), *The Qualitative Research Experience* (pp. 215-228). Belmont, CA: Wadsworth/Thomson Learning.

• Rosen, H. (1996). Meaning-making narratives: Foundations for constructivist and social constructionist psychotherapies. In H. Rosen, & T. Kuehlwein (Eds.), *Constructing Realities: Meaning-Making Perspectives for Psychotherapies* (pp. 3-51). San Francisco: Jossey-Bass Publishers.

• Rossman, G., & Rallis, S. (2003). *Learning in the Field: An Introduction to Qualitative Research* (2nd ed.). Thousand Oaks, CA: Sage Publications.

• Saltzburg, S. (2004). Learning that an adolescent child is gay or lesbian: The parent experience. *Social Work, 49,* 109-118.

• Schwandt, T.A. (1994). Constructivist, interpretivist approaches to human inquiry. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 118-137). Thousand Oaks, CA: Sage Publications.

• Shank, G. (2002). *Qualitative Research: A Personal Skills Approach.* Upper Saddle River, NJ: Pearson Education.

• Shelby, R.D. (2001). Using the mentoring relationship to facilitate rigor in qualitative research. *Smith College Studies in Social Work, 70,* 315-327.

• Stake, R. (1995). *The Art of Case Study Research.* Thousand Oaks, CA: Sage Publications.

• Strauss, A., & Corbin, J. (1990). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques.* Newbury Park, CA: Sage Publications.

• Tesch, R. (1990). *Qualitative Research: Analysis Types and Software Tools.* New York: Falmer Press.

• White, M., & Epston, D. (1990). *Narrative Means to Therapeutic Ends.* New York: W.W. Norton.

• Zachary, L. (2000). *The Mentor's Guide.* San Francisco: Jossey-Bass Publishers.