

A Phenomenological Exploration of Adoption

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This qualitative analysis explored children and adults' experiences with adoption. We used phenomenological methodology and individually interviewed 25 participants and included adoptive mothers and fathers, and their children, each adopted before 18 months of age. Two research questions guided the data analysis: (a) What are children's and parents' overall experiences with adoption? (b) What do children understand about the concept of adoption, and how do they construct that understanding? Three interactive themes resonated among all families: (a) parents' experiences and beliefs, (b) children's understanding of adoption, and (c) communication, including early telling, open and honest, and disclosure not previously revealed. We identified limitations, future research, policy implications, and implications for those who counsel, teach, research, and work with parents and children who have experienced adoption.

Intergenerational Memories of Life in a Cult: A Life Course Analysis

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A dearth of literature exists about the effects of former cult involvement on family relationships. This study employed the narrative method to explore the experiences of women and children who are former members of the Children of God. We conducted in-depth interviews with 15 middle-aged women and 12 young adults and used a life course perspective to focus on generational differences. Our examination reveals how members of 2 generations remember the lived experience of cult involvement. Abuse issues and separation from family emerged as the most influential post-cult effects. The results presented here may help former members and those who work with them to better understand how these experiences affect family relationships.

A Proposed Model of Retransformed Qualitative Data Within a Mixed Methods Research

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Most models of mixed methods research design provide equal emphasis of qualitative and quantitative data analyses and interpretation. Other models stress one method more than the other. The present article is a discourse about the investigator's decision to employ a mixed method design to examine special education teachers' advocacy and collaboration on behalf of foster care youth with disabilities. It includes a proposed model of retransforming qualitative data within a mixed method design. Implications about replicating and altering the model are discussed.

School Nurse Perspectives Regarding Their Vocational Decisions

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This is a phenomenological, qualitative study of 25 school nurses employed in a large, urban school district in the Midwestern section of the United States. The study's participants possess histories of professional work experiences in nursing specialties other than school nursing. Thematic analysis of the data revealed three prominent factors that nurses identified as the greatest influences on their decisions to enter school nursing. These factors included a preference for pediatric nursing in a community setting, the school nurse work schedule, and the influence of nurses who were currently in the practice of school nursing. Participants transitioned from a narrow perception of the school nurse (provider of first aid) to the realization that there exist many diverse and significant facets of the specialty. As they gained experience in school nursing, the job satisfaction levels reported by nurses increased.

“Deaf World, That’s Where I’m At”: Camaraderie Between Deaf & Hearing Employees

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This study used phenomenological methodology to explore how 4 Deaf employees described quality of camaraderie of participation in work-related tasks and relationships. Three invariant themes echoed through the data. The first theme was hitting the ceiling quickly and choosing to stay; employees remained in the secondary job market for years without advancement. A second theme was feeling unvalued in the workplace; each employee felt de-valued when an interpreter was not provided to translate information. The third theme was the impact of support and reinforcement on self-concept; employees described added support from family, friends, coworkers, and community members. The study offers hope for stronger communities of practice between Deaf and hearing employees and provides direction for professionals who assist Deaf workers.

Intentional Mental Processing: Student Thinking as a Habit of Mind

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Most college students do not habitually do the deep thinking that will allow them to take their learning beyond the acquisition of knowledge. This paper examines the findings from a phenomenological study of 8 students involved in an interdisciplinary community focused on developing responsible, life-long learners and effective team members. Students identified both the myriad ways the learning opportunities had been structured to engage them in thinking and the impacts of the resultant deep reflection on their learning. The data reveal, because of educators doing more asking than telling, students learned to ask and answer challenging questions on their own, thus developing intentional mental processing as a habit of mind.

Investigating Science Collaboratively: A Case Study of Group Learning

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Discussions of one urban middle school group of students who were investigating scientific phenomena were analyzed; this study was conducted to discern if and how peer interaction contributes to learning. Through a social constructivist lens, case study methodology, we examined conceptual change among group members. Data about science talk was collected throughout 9 weeks and through 12 problem-solving sessions. Quantitative data included pre- and post-assessments. Qualitative data encompassed field notes, transcriptions of student talk, reflective journals, and focus group interviews. Comparisons of pre- and post-assessments revealed conceptual gains for each session. Transcription analysis uncovered specific types of talk that facilitated learning. Reflections and interviews provided students' perspectives about group process. Variations in learning were attributed to task difficulty, cognitive development, and quality of verbalizations.
