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## **Training of the Researcher's Mind for Successful Qualitative Research**

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The role of the “producer of knowledge,” traditional in the philosophy and science of sciences, is relatively unexamined in psychology. The mind of the researcher in qualitative studies is the major instrument of research. While the intellectual potential of the mind can be assessed, other faculties (e.g., degree of awareness and self-awareness, capacity to generate self-reflective and high order thoughts regarding psychological experiences, and capacities for differentiation among various classes of phenomena) are neither accessed nor questioned. This poses challenges for teaching qualitative methods to graduate students in psychology. By way of contrast, some spiritual traditions concerned with questions of knowledge (e.g., Vedanta or Islamic philosophy of Illumination, along with characterological maturity) are considered prerequisites to any valid knowledge. For instance, Suhrawardi (XII century founder of the Islamic philosophy of Illumination) states that “In the course of human knowledge man must first make his inquiry into his awareness of himself...” This report describes an investigation into teaching producers of qualitative knowledge at the Institute of Transpersonal Psychology. It suggests that successful qualitative, and especially phenomenological, research in psychology requires systematic training of the researcher’s mind. Educational techniques included mental and psychological exercises from Vedanta and Sufism for the development of the qualities awareness, differentiation of the psychological phenomena and structures of experience, decrease of the random activity of the mind and dialogical and traditional meditative methods, which enhance characterological maturity. After training, students demonstrate better understanding and skills in qualitative research. These and similar pedagogical approaches are recommended as the part of the graduate seminars in psychological research methods.