**COURSE TITLE: RESEARCH METHOD IN NURSING**

**COURSE CODE: NSC 414 MATRIC NUMBER: 17/MHS02/101**

**TRUSTWORTHINESS**

It refers to the standards for judging the quality and usefulness of qualitative research studies which are composed of criteria for methodologically competent practice and ethical sensitive practice.

For quantitative studies, it is referred to as validity and reliability. However, in qualitative studies since qualitative researchers do not use instruments with established metrics about validity and reliability, it is relevant to address how qualitative researchers establish that the research study’s findings are credible, transferable, confirmable, and dependable. Trustworthiness is all about establishing these four things

* Credibility: is the how confident the qualitative researcher is in the truth of the research study’s findings. Qualitative researchers can use triangulation to show the research study’s findings are credible.
* Transferability: is how the qualitative researcher demonstrates that the research study’s findings are applicable to other contexts. Qualitative researchers can use thick description to show that the research study’s findings can be applicable to other contexts, circumstances, and situations.
* Confirmability: is the degree of neutrality in the research study’s findings. In other words, this means that the findings are based on participants’ responses and not any potential bias or personal motivations of the researcher. To establish confirmability, qualitative researchers can provide an audit trail, which highlights every step of data analysis that was made in order to provide a rationale for the decisions made.
* Dependability: is the extent that the study could be repeated by other researchers and that the findings would be consistent. A qualitative researcher can use inquiry audit in order to establish dependability, which requires an outside person to review and examine the research process and the data analysis in order to ensure that the findings are consistent and could be repeated.

**SATURATION OF DATA**

Data saturation refers to the point in the research process when no new information is discovered in data analysis, and this redundancy signals to researchers that data collection may cease. Saturation means that a researcher can be reasonably assured that further data collection would yield similar results and serve to confirm emerging themes and conclusions.

**Types of saturation**

1. Thematic/ descriptive data saturation: usually means that data should be collected until there are fewer surprises in the data and no more patterns or themes are emerging from the data
2. Theoretical saturation: It is mainly used in grounded theory, and here saturation does not mean the point at which no new ideas emerge, but it means that categories are fully accounted for, the differences between them are explained and the relationships between them are tested and validated.

The diagram below illustrates the difference between the two types of saturation



**CONTENT ANALYSIS APPROACH**

Content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data.

To analyze text using content analysis, the text must be coded, or broken down, into manageable code categories. Once the text is coded into code categories, the codes can then be further categorized into “code categories” to summarize data even further.

**Uses of Content Analysis**

* To identify the intentions, focus or communication trends of an individual, group or institution
* To describe attitudinal and behavioral responses to communications
* To determine psychological or emotional state of persons or groups
* To reveal patterns and differences in communication content
* To pre-test and improve an intervention or survey prior to launch
* To analyze focus group interviews and open-ended questions to complement quantitative data

**Types of Content Analysis**

There are two general types of content analysis and each type of analysis may lead to different results, conclusions, interpretations and meanings.

1. Conceptual Analysis: It determines the existence and frequency of concepts in a text. Here, a concept is chosen for examination and the analysis involves quantifying and counting its presence. The main goal is to examine the occurrence of selected terms in the data. Terms may be explicit or implicit. Explicit terms are easy to identify. Coding of implicit terms is more complicated.

**General steps for conducting a conceptual content analysis**

1. Decide the level of analysis.
2. Decide how many concepts to code for
3. Decide whether to code for existence or frequency of a concept.
4. Decide on how you will distinguish among concepts
5. Develop rules for coding your texts.
6. Decide what to do with irrelevant information
7. Code the text
8. Analyze your results
9. Relational Analysis: Relational analysis begins like conceptual analysis, where a concept is chosen for examination. However, the analysis involves exploring the relationships between concepts

**General steps for conducting a relational content analysis**

1. Determine the type of analysis.
2. Reduce the text to categories and code for words or patterns.
3. Explore the relationship between concepts which include; Strength of relationship, Sign of relationship and Direction of relationship
4. Code the relationships.
5. Perform statistical analyses.
6. Map out representations: such as decision mapping and mental models.

**Advantages of Content Analysis**

* Directly examines communication using text
* Allows for both qualitative and quantitative analysis
* Provides valuable historical and cultural insights over time
* Coded form of the text can be statistically analyzed
* Content analysis is a readily-understood and an inexpensive research method

**Disadvantages of Content Analysis**

* Can be extremely time consuming
* Is subject to increased error, particularly when relational analysis is used to attain a higher level of interpretation
* Is inherently reductive, particularly when dealing with complex texts
* Tends too often to simply consist of word counts
* Can be difficult to automate or computerize

**IN-DEPTH INTERVIEWS**

Also known as interview schedule. It is a list of topics and questions that the researcher writes before an interview, it helps the researcher prepare for the interview, ensuring that all of the important areas of interest are being considered and it can also guide the interview itself.

The four steps involved in conducting in-depth interviews are:

(1) **developing a sampling strategy:** it involves developing a recruiting strategy, determining who you should be interviewing, and figuring out how to find these people.

**Strategies for Locating Respondents**

* Intercept recruiting: Invite potential respondents to complete an interview in person.
* Posters or advertisements in the community: Place an ad in a local newspaper, or post flyers asking people with specific characteristics to contact you about participating in an in-depth interview.
* Invite potential participants by telephone

(2) **writing an in-depth interview guide**: An in-depth interview guide is a method for structuring an interview and ensuring that important questions will not be forgotten during the interview.

**Components Of An In-Depth Interview Guide**

* Purpose and introduction: Its purpose is to convince a potential respondent to complete an interview. Interviewers should introduce themselves and the reason the research is being conducted also emphasize the social value of the research.
* Questions: In an in-depth interview, the questions themselves make up the vast majority of the guide.
* Conclusion: The interviewer ends the interview by asking if respondents have any last suggestions or comments about the topic.

**Writing Good In-Depth Interview Guide Questions**

* Ask open-ended questions
* Closed-ended questions are not off-limits
* Ask effective probing questions; Examples include, What else, what does that mean to you, help me understand, etc.
* Ask respondents to think back to a specific event and reflect on their personal experience.
* Keep questions simple.
* Avoid asking “why”: “Why” puts respondents on the defensive.
* Be cautious about giving examples because you risk limiting respondents’ responses (they may not think beyond the example).

**Order of Questions**

* Move from general to more specific questions
* Ask positive questions before negative questions
* Ask unaided questions before aided questions

3. **Conducting the Interview:** Ideally, conduct your in-depth interviews in an environment in which the respondent feels most comfortable. In-depth interviewers try to be interactive and sensitive to the language and concepts used by the interviewee, and they try to keep the agenda flexible. Here are some strategies to improve the quality of your in-depth interview experience:

* Active listening
* Patience
* Flexibility
* Recording Comments
* Field notes should be taken
* Audiotape
* Videotape
* Transcription: An interview that has been recorded, either on audio- or videotape, is transcribed verbatim.
* Translation: If this is the case, you will need to have the interview translated.

4. **Analyzing In-depth Interviews**

To put it in the most basic terms, analyzing in-depth interviews involves reviewing the records of the interviews and taking notes to keep track of the findings that are emerging. Ideally.The biggest danger with qualitative analysis lies in being overwhelmed by the quantity of “verbal data” there is to analyze.

The two most common strategies for organizing notes are: Organizing by question and Organizing by theme. You may also use both strategies concurrently.