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**RESEARCH METHODS IN NURSING**

1. **TRUSTWORTHINESS**

Trustworthiness refers to the degree of confidence in data interpretation and methods used to ensure the quality of a study

In qualitative research, how qualitative researchers establish that the research study’s findings are credible, transferable, confirmable and dependable. Trustworthiness is all about establishing hem

* **Credibility:** this s how confident the qualitative researcher is in the truth of the research study findings. This brings about the question of ‘‘How do you know that your findings are true and accurate’’. They can use triangulation and member checks to show the research study findings are credible. Triangulation asks the same research questions of different study participants and collects data from different sources through different methods to answer the same questions. Member checks occur when researchers asks participants to review the data collected by interviews and the researchers interpretations of that data.
* **Transferability:** this is how the qualitative researcher demonstrates that the research study findings are applicable to other contexts. In the case other contexts can mean similar populations, and similar phenomena. They can use thick description to show that the research study findings can be applicable to other contexts, circumstances and situations.
* **Conformability**; this is the degree of neutrality in the research study findings. This means that the findings are based on participant’s responses and not any potential bias or personal motivations of the researcher. This involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative. To establish conformability, 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. This helps establish that the research study findings accurately portray participants’ responses
* **Dependability:** this is the extent that the study could be repeated by other researchers and that the findings would be consistent. In other words if a person wants to replicate your study, they should have enough information from your research report to so and obtain similar findings as your study did. Inquiry audit can be used 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.

1. **SATURATION OF DATA**

Data saturation refers to the point in research process when no new information is discovered in data analysis and this signals to researchers that data collection may cease, this means that a researcher can be reasonably assured the further data collection would yield similar results and serve to confirm emerging themes and conclusions, when researches can claim that they collected enough data to achieve their research purpose. They should report how, when and to what degree they achieved data saturation. An important aspect of qualitative research is reaching saturation loosely a point which observing more data will not lead to discovery of more in formation relayed to research questions. This model is validated on two data sets from different qualitative research projects involving interviews, focus groups and literature surveys.

1. **CONTENT ANALYSIS APPROACH**

This is a research tool used to determine the presence on certain words, themes, or concepts within some given qualitative data i.e. text.

Sources of data could be in from interviews, open-ended questions, field research notes, books, essays, discussions, historical documents. Using content analysis researchers can quantify and analyse the presence, meanings and relationships of certain words, themes or concepts. To analyse text using content analysis, the text must be coded, or broken down into manageable code categories for analysis i.e. codes

It is also any technique for making inferences by systematically and objectively identifying special characteristics of messages

**Uses of content analysis**

* Identify the intentions, focus or communication trends of an individual, group or institution
* Reveal patterns in communication content
* Pre-test ad improve an intervention or survey prior to launch

**Types of content analysis**

**Conventional:** this is generally used with a study design whose aim is to describe a phenomenon, in the case emotional reactions of patients. It is usually appropriate when existing theory or research literature on a phenomenon is limited. Researchers avoid using preconceived categories instead allowing the categories and names for categories to flow form the data. Researchers emerge themselves in the data to allow new insights to emerge, also described as inductive category development. Many qualitative methods share this initial approach to study design and analysis

**Directed content analysis:** sometimes, existing theory or prior research exists about a phenomenon that is incomplete or would benefit from further description. The goal of a directed approach to content analysis is to validate or extend conceptually a theoretical framework theory. Existing theory or research can help focus the research question and can provide predictions about then variables of interest or about the relationships among variables thus helping to determine the initial coding scheme or relationship between codes. This is referred to deductive category application

**Summative content analysis:** this starts with identifying and quantifying certain words or content in text with the purpose of understanding the contextual use of words or content. This quantification is an attempt no to infer meaning but rather explore usage. Analysing for the appearance of a particular word or content in textual material ifs referred to as manifest content analysis. Latent content analysis is the process of interpretation

**Conceptual analysis:** determines the existence and frequency of concepts in a text. A concept is chosen for examination and the analysis involves quantifying and counting its presence. To begin a conceptual content analysis, first identify research question and choose a sample for analysis. Then the text must be coded in to manageable content categories, this is a process of selective reduction

**General steps**

* Decide the level of analysis: word, word sense, phrase, sentence, themes
* Decide hoe many concepts to code for
* Decide whether to code for existence or frequency of a concept
* Decide on how to distinguish among concepts
* Develop rules for coding texts
* Decide whether to do with irrelevant information
* Code the text
* Analyse results

**Relational analysis**

This develops the conceptual analysis by further by examining the relationships among concepts in a text. It begins like conceptual analysis where a concept is chosen for examination. However the analysis involves exploring the relationships between concepts. Individual concepts are viewed as having no inherent meaning and rather the meaning is a product of the relationship among concepts.

To begin a relational analysis, first identify a research question and choose a sample for analysis. The research question must be focused so the concept types are not open to interpretation and can be summarized. Next, select text for analysis. Select text carefully by balancing having enough information for a thorough analysis so results are not limited with having information that is too extensive so that coding process becomes too heavy to supply meaningful and worthwhile results

There are three sub categories of relational analysis to choose from prior going on to the general steps

* Affect attraction which is an emotional evaluation of concepts explicit in a text
* Proximity analysis which is an evaluation of the co-occurrence of explicit concepts in the text
* Cognitive mapping which is a visualization technique for either affect extracting or proximity analysis

**General steps**

* Determine the type of analysis
* Reduce the text to categories and code for words or patterns
* Explore ten relationship between concepts
* Code the relationship
* Perform statistical analysis
* Map out representations

1. **IN-DEPTH INTERVIEW GUIDE**

In-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation. They are useful when you want detailed information about a person’s thoughts and behaviours or want to explore new issues in depth. Interviews are often used to provide context to other data such as outcome data offering a more complete picture of what happened in the program and why.

An interview guide approach involving five or six neutral, open ended interview questions, each of which is focused on one aspect of topic

**Process or guide for conducting in-depth interviews**

1. Plan

* Identify stakeholders who will be involved
* Identify what information is needed and from whom
* List the stakeholders to be interviewed
* Ensure research will follow international and national ethical research standards

1. Develop instruments

* Develop an interview protocol: the rules that guide the administration and implementation of the interviews. The following instructions for the interviewer should be included in the protocol
* What to say to interviewees when setting up the interview
* What to say to interviewee when beginning the interview including ensuring informed consent and confidentiality of the interviewee
* What to say to interviewees in concluding the interview
* What to do during the interview
* What to do following the interview
* Develop an interview guide that lists the questions or issues to be explored during the interview and includes and informed consent form
* Where necessary, translate guides into local languages and test the translation

1. Train data collectors

* Identify and train interviewers

1. Collect data

* Set up interviews with stake holders
* Seek informed consent of the interviewee
* If interviewee has consented, conduct the interview
* Summarize key data immediately following the interview
* Verify information given in interviews as necessary

1. Analyse data

* Transcribe or review data
* Analyse all interview data

1. Disseminate findings

* Write report
* Solicit feedback from interviewees and program stakeholders
* Revise
* Disseminate to interviewees, program stakeholders, funders and the community as appropriate