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**COURSE CODE: NSC 414**

**COURSE TITLE: RESEARCH METHOD IN NURSING.**

**EXPLAIN CONTENT USED IN QUALITATIVE RESEARCH**

1. **TRUSTWORTHINESS.**

What is trustworthiness and what does it mean? For quantitative studies, it is referred to as validity and reliability. However, in qualitative studies, this concept is more obscure because it is put in different terms. Since qualitative researchers do not use instruments with established metrics about validity and reliability, it is pertinent 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, which are described in more detail below.

**Credibility i**s how confident the qualitative researcher is in the truth of the research study’s findings.  This boils down to the question of “How do you know that your findings are true and accurate?” 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.  In this case, “other contexts” can mean similar situations, similar populations, and similar phenomena. 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. 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 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. This helps establish that the research study’s findings accurately portray participants’ responses.

Finally, **dependability**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 wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. 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.

1. **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. When researchers can claim that they have collected enough data to achieve their research purpose, they should report how, when, and to what degree they achieved data saturation.

1. **CONTENT ANALYSIS APPROACH**

Content analysis is a widely used qualitative research technique. Rather than being a single method, current applications of content analysis show three distinct approaches: conventional, directed, or summative. All three approaches are used to interpret meaning from the content of text data and, hence, adhere to the naturalistic paradigm. The major differences among the approaches are coding schemes, origins of codes, and threats to trustworthiness. In conventional content analysis, coding categories are derived directly from the text data. With a directed approach, analysis starts with a theory or relevant research findings as guidance for initial codes. A summative content analysis involves counting and comparisons, usually of keywords or content, followed by the interpretation of the underlying context. The authors delineate analytic procedures specific to each approach and techniques addressing trustworthiness with hypothetical examples drawn from the area of end-of-life care.

1. **IN DEPTH INTERVIEW GUIDE**

What is an In-Depth Interview? In-depth interviewing 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. For example, we might ask participants, staff, and others associated with a program about their experiences and expectations related to the program, the thoughts they have concerning program operations, processes, and outcomes, and about any changes they perceive in themselves as a result of their involvement in the program.

When are In-Depth Interviews Appropriate? In-depth interviews are useful when you want detailed information about a person’s thoughts and behaviors 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.

In-depth interviews should be used in place of focus groups if the potential participants may not be included or comfortable talking openly in a group, or when you want to distinguish individual (as opposed to group) opinions about the program. They are often used to refine questions for future surveys of a particular group.