FIFTH EDITION

QUALITATIVE RESEARCH IN NURSING

ADVANCING THE HUMANISTIC IMPERATIVE

Helen J. Streubert
Dona Rinaldi Carpenter

Wolters Kluwer Health | Lippincott Williams & Wilkins

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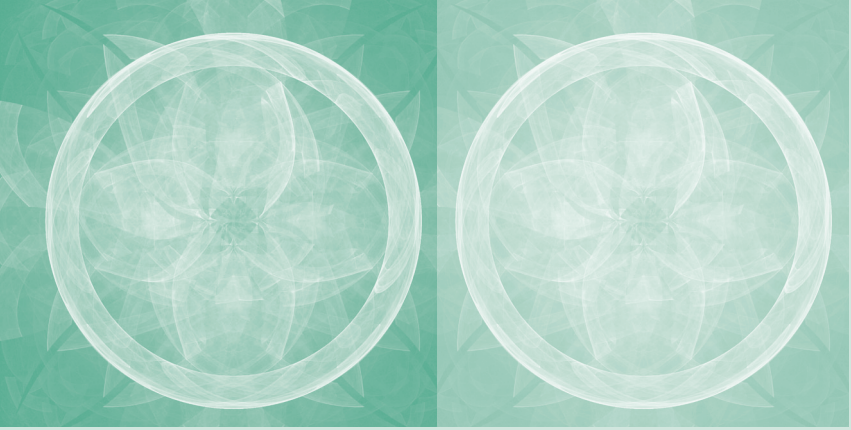

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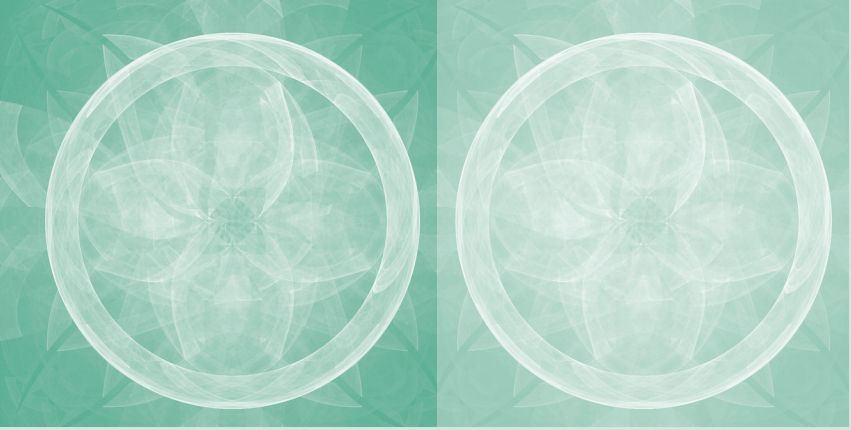

FIFTH EDITION

Qualitative Research in Nursing

Advancing the Humanistic Imperative

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This book is dedicated to my family, especially to my children, Michael, Linda, Matthew, Kenny, Pamela, Shannon, Samantha, and Andy. As adults, they have protected me, loved me, and most importantly encouraged me when I needed it most. They have also blessed me with my grandchildren, Enrique, Anna, and Matty. As they know, there is no greater gift than the gift of family and they offer that gift selflessly every day. I also dedicate this edition to my sister, Theresa and to my Dad, who provide me with strength and a courage to face uncertainty. Finally to my "sister" Sue who listens to me always with an open heart and a loving spirit.

HJS

This 5th edition is dedicated to the memory of my father Vito Salvatore Rinaldi, who taught me by the way he lived about the importance of hard work, determination, strength of character, kindness, and unconditional love.

DRC

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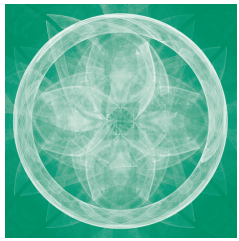

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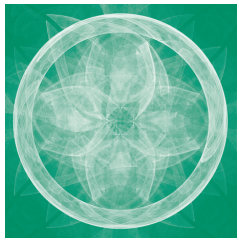

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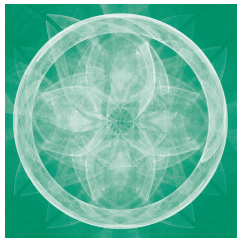

Preface

The fifth edition of *Qualitative Research in Nursing: Advancing the Humanistic Imperative* presents major revisions and updated material essential to qualitative research methods and publications. A new and expansive look at the actual process of conducting a qualitative research study, writing a qualitative research proposal, and clinical application of qualitative methods are also included. Each companion chapter has been completely revised and includes a new research article applicable to the method addressed with accompanying critiques. Further, a new peer-reviewed research proposal and critique follows Chapter 16. These are included as examples for readers preparing qualitative grant proposals. We continue to work diligently to bring to the reader the latest in qualitative thinking by nurses and those who have supported nurses' work. Therefore, major revisions and updates have been included, as they were available during the preparation of this fifth edition. Finally, this edition continues to include the same strong philosophical and methodological principles that have been important to our readers over the years.

The purpose of this book has, from it's inception, been to assist those new to qualitative inquiry to discover the fundamental characteristics of a set of methods that have been critical to the advancement of nursing's scientific body of knowledge. The text provides a strong and organized reference for understanding qualitative methodology. We continue to believe strongly, however, that it is only through engagement in the methods that those new to qualitative inquiry will begin to appreciate the value of the methods (approaches) for studying the human condition as it is revealed in nursing practice.

Clearly qualitative research methods have been recognized and valued as legitimate methods of scientific inquiry. This is a major change since the first writing of this text. There is still work to be done, however. Although qualitative research methods have come into their own, with significant numbers of journal pages dedicated to the publication of qualitative work and journals solely dedicated to qualitative research, we continue to be heartened by the fact that more qualitative researchers are able to become panel members of grant review teams and are now securing more research dollars for this exciting and enlightening research paradigm.

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Those of you familiar with our text know that our original work arose from our own experiences with trying to develop a qualitative research agenda based on reading the works of, and studying with, those outside of the nursing discipline. This text continues to build on our experiences and shares with the reader the expansion of our own thinking over the years, but also the works of those who have been significant in opening our collective vision in the field of qualitative study. Further, we have added contributors with recent experience in conducting grounded theory and phenomenological investigations. Their new and unique vision adds depth to this content as well as a renewed focus. In particular, the chapter on grounded theory methods has been extensively revised to reflect newer approaches and theoretical foundations of the method.

Our personal lives as nurses, nurse educators, and nurse researchers are built on the common understanding that individuals are integrated wholes who share common experiences with other individuals. It is for this reason that qualitative inquiry supports our commitment to understanding the human condition. We fully believe that we live lives that recognize the interconnectedness of our humanness and we strive to assist others to join in the mutual understanding that we derive from being part of the human experience. The skills for understanding the human experience are found in the pages of this text. We believe that the understanding that is gleaned from participating in qualitative inquiry gives each nurse researcher the opportunity to see his or her practice through a unique lens. To fully realize the skills of a qualitative researcher, we believe that fundamental understanding of the history, elements, context, and outcomes of each approach presented in the text is essential. Further, those who find qualitative inquiry supportive of their personal research philosophy are encouraged to use the primary references documented in the text to explore more deeply the basic ideologies that were responsible for the development of the qualitative research paradigm.

As in our previous editions, the text introduces the historical background of each approach, shares the fundamental elements, how one decides whether to use a particular approach, and the expected outcomes. Knowing these parts will help the reader begin to integrate and synthesize the research paradigm that we have found so successful in bringing about an understanding of a whole and authentic human experience.

Organization

This text is organized to facilitate the reader's comprehension of each approach and to provide examples of how the approaches have been used in nursing practice, education, and administration.

In Chapter 1, Philosophy and Theory: Foundations of Qualitative Research, the reader is introduced to the traditions of science, the interpretations of what

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constitutes science, perceptions of reality, and the influences of critical and feminist theory on the discipline of qualitative research.

In Chapter 2, The Conduct of Qualitative Research: Common Essential Elements, the development of a qualitative study is examined. The characteristics common to all qualitative studies are offered, including selection of the method, understanding the philosophic underpinnings of the approach selected, and use of a literature review, explicating the researcher's beliefs, choosing a setting, selecting the informant, and achieving saturation.

Chapter 3, Designing Data Generation and Management Strategies, offers the reader ideas about how to select and use specific data collection strategies, including interviews, focus groups, narratives, chat rooms, participant observation, and field notes. In addition, an explanation is provided for managing data including the common elements of data analysis, demonstrating trustworthiness, and presentation of the findings.

Chapter 4, Ethical Consideration in Qualitative Research, represents an expanded revision to the information presented in the last edition. A significant amount of literature has been published with regard to ethical issues in qualitative research. This information is offered to assist the reader in fully understanding the unique and sensitive relationship that occurs in the process of a qualitative study and suggests ways to maximize protection of human subjects while engaged in the relationship.

Chapter 5, Phenomenology as Method offers an in-depth description of philosophy and methodological conceptualizations of this approach to qualitative inquiry. An overview of the phenomenological perspective, with descriptive and interpretive views of the process, is offered. The reader is given an exceptional guide to the process of phenomenological inquiry, including an expansion of previously presented hermeneutics. Table 5-1 lists the procedural step for implementing a phenomenological study from the perspective of six phenomenologists. It is an exceptional reference for the would-be phenomenological researcher.

Chapter 6, Phenomenology in Practice, Education, and Administration, as in previous editions, offers the reader the opportunity to understand the presentation of the method offered in Chapter 5 by giving examples of published phenomenological research from practice, education, and administration. Critique guidelines and formal critique by the chapter author also are provided to assist in understanding the application and quality of the work that is published. To facilitate the integration of the information presented, a reprint of one of the critiqued studies is included. Finally, a table of recently published phenomenological research gives the reader a ready reference of work using this specific approach.

Chapter 7, Grounded Theory as Method; Chapter 9, Ethnography as Method; Chapter 11, Historical Research Method; and Chapter 13, Action Research Method follow the format found in Chapter 5. This includes in-depth discussion of the philosophical and methodological issues specific to

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the approach. Data generation and treatment as well as ethical issues specific to the particular approach are discussed in detail.

Chapters 8, 10, 12, and 14 repeat the format found in Chapter 6, incorporating a detailed examination of published studies that illustrate a particular approach followed by guidelines for critiquing the approach used. These chapters include tables that offer a substantial resource list of recent studies completed in the areas of education, administration, and practice. Finally, each of these chapters includes a reprinting of a selected study that illustrates the qualitative method discussed in that particular chapter.

Chapter 15, Triangulation as a Qualitative Research Strategy, expands on information related to data, investigator, theory, and methodological triangulation. It is intended to enhance the reader's understanding of the different ways triangulation can be used in a qualitative research study.

Chapter 16, Writing a Qualitative Research Proposal, introduces the reader to the concept of developing a qualitative research agenda, as well as the elements of developing a qualitative research proposal. An example of a peer-reviewed funded grant and critique is included in the chapter.

Chapter 17, A Practical Guide for Sharing Qualitative Research Results, provides a full description of issues related to developing qualitative research projects and dissemination of qualitative research findings. It details for the reader the potential triumphs and the pitfalls in moving qualitative research into a public forum.

Key Features and Benefits

The following features are included in the philosophical and methodological framework.

- Description of the philosophical underpinnings of each approach. This description provides more than the "how" of the approach; it presents the underlying assumptions of the approaches.
- Detailed description of the procedural steps used in each of the approaches. This offers the reader the opportunity to learn step by step how the approach is implemented.
- Completely revised tables profiling studies conducted using each of the approaches. These tables offer the reader an excellent resource for further exploring the existing body of knowledge specific to the approach being discussed.
- In-depth discussion of published research studies that have used the approaches under discussion. This examination shares with the reader not only what has been published but also the strengths and weaknesses of the studies reviewed.
- Specific critiquing guidelines available in all companion chapters for each of the approaches. These guidelines help the reader understand the

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specific question that should be asked of research studies that have used or will be using the approach.

- Inclusion of completely revised companion chapters. Comparison chapters describing application of each of the approaches included in the text provide strong evidence of the impact these qualitative research methods are having on the discipline of nursing and the potential benefits they will continue to have. These chapters all provide neophyte qualitative researchers with clear descriptions of what is accepted from the researchers who will evaluate their work.
- Inclusion of a sample of a funded qualitative research grant, including the critique offered by the grant review panel.
- Chapters on ethical consideration in qualitative research and triangulation.
- Table highlighting the methods described as they have been used to study nursing practice issues.

We hope that this book will continue to serve as both a starting point for the new researcher and a reference for more experienced nurses. It is expected that each approach detailed will offer the reader a sound understanding of qualitative research methods. Finally, we are grateful for the support of our readership over the years, and hope that the fifth edition of this textbook exceeds your expectations.

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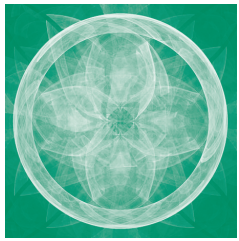

Acknowledgments

The fifth edition of this textbook has been an important undertaking, with major changes since we first began writing about qualitative research methods. As always our life experiences with friends and colleagues who have supported and valued our work continue to influence our writing. We wish to acknowledge all those people who continue to shape our thinking and our way of being in the world . . . our friends, our families, our teachers, our students, and our colleagues.

Specifically, we wish to acknowledge those who have been most closely involved in the production of the fifth edition of this text, and the research assistance of Katherine Harrington, Laura Falzone, and Erin Gilfeather, University of Scranton nursing students.

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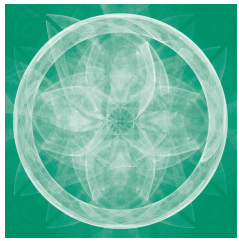

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