

Contents

<i>Contributors</i>	xii	Chapter 3 Research Ethics	27
<i>Introduction</i>	xvi	<i>Martin Johnson and Tony Long</i>	
		The importance of ethics in research	27
		Issues for researchers to address	28
		Strategies for ethical research	32
		Conclusions	34
		References	34
		Websites	35
Section 1 Setting the Scene			
Chapter 1 Research and Development in Nursing	3	Chapter 4 User Involvement in Research	36
<i>Kate Gerrish and Anne Lacey</i>		<i>Gordon Grant and Paul Ramcharan</i>	
Introduction	3	Introduction	36
Nursing research and development	4	A brief history of user involvement in research	37
Developing nursing knowledge	6	Mapping user involvement in nursing research	38
Research awareness, utilisation and activity	8	Challenges for user involvement in nursing research	44
Research and nursing practice	9	Weighing user experiences – learning disability as a case example	45
Conclusions	10	Shifting the focus from processes to outcomes	46
References	11	Conclusions	46
Websites	11	References	47
		Further reading	48
		Websites	48
Chapter 2 The Research Process	13	Chapter 5 Research for a Multi-ethnic Society	50
<i>Anne Lacey</i>		<i>Sarah Salway and George Ellison</i>	
Introduction	13	Introduction	50
Developing the research question	14	The concept of ethnicity	52
Using a hypothesis	18	Identifying a research focus	54
Searching and evaluating the literature	18	Ethnic categories and labels	55
Choice of methodology, research design	19	Sampling	57
Preparing a research proposal	20	Data collection	58
Gaining access to the data	21	Data analysis and interpretation	59
Sampling	22	Ethical issues	59
Pilot study	22		
Data collection	23		
Data analysis	23		
Dissemination of the results	24		
Implementation of the results	24		
Ensuring rigour	24		
Conclusions	25		
References	25		
Websites	26		

Contents

Conclusions	60	Conclusions	102
References	60	Reference	102
Further reading	61	Further reading	102
Websites	61	Websites	103
Section 2 Preparing the Ground			
Chapter 6 Finding the Evidence	65	Chapter 9 Planning and Managing a Research Project	104
<i>Claire Beecroft, Andrew Booth and Angie Rees</i>		<i>Carol Haigh</i>	
Introduction	65	Introduction	104
Electronic information resources and the internet	65	Identifying and finding funding	104
The research literature	66	Academic and practical support	105
Accessing the literature	67	Types of supervisor	106
Planning a literature search	69	Supervision selection criteria	107
Searching the literature	72	The responsibilities of the supervisor	107
Specialist information sources	74	The responsibilities of the student	109
Writing a literature review	75	Sources of emotional and peer support	111
Managing references	75	Conclusions	112
Conclusions	77	References	112
References	77	Websites	113
Further reading	78		
Websites	78	Chapter 10 Gaining Access to the Research Site	114
		<i>Leslie Gelling</i>	
Chapter 7 Critical Appraisal of the Evidence	79	Introduction	114
<i>Angie Rees, Claire Beecroft and Andrew Booth</i>		The need for regulation of research	115
Introduction	79	Research ethics	116
What is critical appraisal?	80	R&D approval	122
The need for critical appraisal	81	Informal access to research sites	123
Validity of research designs	81	Building the approval process into research planning	124
How to appraise quantitative research studies	82	Conclusions	125
How to appraise qualitative research studies	83	References	125
How to appraise systematic reviews, practice guidelines and economic analysis	89	Further reading	125
Applying the results of critical appraisal	89	Websites	125
Conclusions	91		
References	91	Section 3 Choosing the Right Approach	
Further reading	92	Chapter 11 The Quantitative–Qualitative Continuum	129
		<i>Annie Topping</i>	
Chapter 8 Preparing a Research Proposal	93	Introduction	129
<i>Julie Taylor</i>		The characteristics of quantitative and qualitative research	130
Introduction	93	Influences and contributions to the development of nursing research	130
Identifying a research idea	94	Empiricism and the scientific method	131
Identifying sources of funding	94	Quantitative research	134
The research proposal	95	Qualitative research	135
Submission requirements	101	Critical accounts of research epistemology	137
Maximising success	101	Blending quantitative and qualitative approaches	138

Judging the quality of quantitative and qualitative research	138	The use of ethnography in nursing	167
Conclusions	139	Descriptive and critical ethnography	168
References	139	Selection of sample and setting	169
Websites	141	Data collection	170
Chapter 12 Sampling	142	Fieldwork and fieldnotes	172
<i>Susan Procter, Teresa Allan and Anne Lacey</i>		Macro- and micro-ethnographies	172
Introduction	142	Data analysis and interpretation	172
Populations and samples	142	Relationships and problems in the setting	174
Types of sampling	144	The ethnographic report	174
Sampling schemes in quantitative research	145	Conclusions	175
Calculating sample size in quantitative research	147	References	175
Sources of bias in quantitative sampling	148	Further reading	176
Sampling in qualitative research	148	Chapter 15 Phenomenological Research	177
Calculating sample size in qualitative research	150	<i>Les Todres and Immy Holloway</i>	
Sampling strategies used in qualitative and quantitative research	151	Introduction	177
Conclusions	152	The purpose of phenomenological research	177
References	152	The use of phenomenology in nursing	179
Further reading	152	Main features	179
Chapter 13 Grounded Theory	153	Fieldwork	182
<i>Immy Holloway and Les Todres</i>		Analytical procedures	183
Introduction	153	Strengths and limitations	185
The purpose and main features of grounded theory	154	Conclusions	186
The relevance of grounded theory in nursing research	154	References	187
The theoretical basis of grounded theory: symbolic interactionism	155	Further reading	187
Data collection and initial sampling	156	Websites	187
Data analysis	157	Chapter 16 Narrative Research	188
The theory	160	<i>Dawn Freshwater and Immy Holloway</i>	
Writing memos	160	Introduction	188
The use of literature in grounded theory	161	The nature and purpose of stories	189
The choice between Glaserian and Straussian grounded theory	161	Narrative inquiry in nursing	191
Problems and strengths of grounded theory	162	Illness narratives or stories of sickness	192
Conclusions	163	Ethical issues in narrative research	193
References	163	Collecting and analysing narrative data	194
Further reading	164	Critical issues in narrative inquiry	195
Website	164	Writing and reporting narrative research	196
Chapter 14 Ethnography	165	Conclusions	197
<i>Immy Holloway and Les Todres</i>		References	197
Introduction	165	Further reading	198
The characteristics of ethnography	166	Chapter 17 Experimental Research	199
		<i>Andrea Nelson, Jo Dumville and David Torgerson</i>	
		Background	199
		Experimental versus observational studies	199
		Characteristics of experimental design	200
		Pre-/post-test studies	201
		Interrupted time series	203

Contents

Controlled before and after studies	203	Research questions	240
Controlled trials	203	Selection of cases	240
The randomised controlled trial (RCT)	204	Research design	242
Randomised controlled trials and the reduction of bias	206	Data analysis	243
Other experimental designs	209	Presentation and reporting	246
Single-case experimental design		Conclusions	247
(n of 1 trial)	210	References	247
Reporting and reading of RCTs	212		
Important considerations in using RCTs	212	Chapter 21 Evaluation Research	248
Strengths and limitations of RCTs	213	<i>Colin Robson</i>	
Conclusions	214	What is evaluation?	248
References	214	Why evaluation research?	248
Websites	215	The satisfaction questionnaire	249
		Models of evaluation	249
Chapter 18 Surveys	216	Quantitative or qualitative?	253
<i>Hugh McKenna, Felicity Hasson and Sinead Keeney</i>		The political nature of evaluation	254
Historical development of survey research in health	216	Evaluation research and evidence-based practice	254
Descriptive surveys	217	Conclusions	255
Correlational and comparative surveys	218	References	255
Longitudinal surveys and cohort studies	219	Further reading	256
Sources of data in survey research	220	Websites	256
Epidemiology	223		
Conclusions	224	Chapter 22 Action Research	257
References	225	<i>Julienne Meyer</i>	
Further reading	225	Principles of action research	257
Websites	226	Common models of working with action research in nursing	258
		Action research in healthcare practice	259
Chapter 19 The Delphi Technique	227	The role of the researcher in action research	263
<i>Sinead Keeney</i>		Ethical issues	264
Introduction	227	Methods of data collection	264
Defining the Delphi technique	228	Assessing quality	266
The expert panel	228	Research as an agent of change	267
Delphi rounds	230	Advantages and disadvantages of action research	268
Response rates	231	Conclusions	269
Modifications of the Delphi technique	231	References	269
Time frame	232	Further reading	270
Anonymity	232	Websites	270
Gaining consensus	233		
Interpreting results	233	Chapter 23 Practitioner Research	271
Skills of the researcher	233	<i>Jan Reed</i>	
Critique of the technique	234	Introduction	271
Ethical considerations	234	Background to practitioner research	272
Conclusions	235	Insider and outsider positions	275
References	235	Reflecting on the practitioner research process	276
Further reading	236	Ethical issues	281
Websites	236	Conclusions	282
		References	282
Chapter 20 Case Study Research	237		
<i>Charlotte L Clarke and Jan Reed</i>			
Introduction	237		
Definitions of case study methodology	239		

Chapter 24	Systematic Reviews and Evidence Syntheses	284	Chapter 27	Mixed Methods	331
	<i>Andrew Booth, Angie Rees and Claire Beecroft</i>			<i>Lucy Simons and Judith Lathlean</i>	
	Introduction	284		Defining mixed methods	331
	Background to evidence synthesis	284		Why mixed methods?	332
	Writing a systematic review protocol	288		Can methods be mixed?	333
	Systematically searching the literature	289		The purpose of using mixed methods research	334
	Assessing the quality of the literature	292		The importance of integration in mixed methods research	337
	Extracting key information from the selected studies	294		Challenges with mixed method studies	339
	Summarising, interpreting and presenting the findings	294		Conclusions	341
	Writing up the review	297		References	341
	Systematic reviews of qualitative research	297		Further reading	342
	Conclusions	300		Websites	342
	References	300	Section 4 Collecting Data		
	Further reading	301	Chapter 28	Interviewing	345
	Websites	302		<i>Angela Tod</i>	
Chapter 25	Realist Synthesis	303		Introduction	345
	<i>Jo Rycroft-Malone, Brendan McCormack, Kara DeCorby and Alison Hutchinson</i>			The purpose of the research interview	345
	Introduction	303		Types of interview	348
	Realist synthesis: philosophy and principles	304		Undertaking an interview	350
	Realist synthesis: examples	304		Conducting the interview	352
	Stages in conducting a realist synthesis	304		Common pitfalls in conducting interviews	353
	Data synthesis	314		Advantages and disadvantages of interviews	354
	Narrative construction	317		Validity and reliability	355
	Strengths and limitations of realist synthesis	318		Ethical issues with interviewing	355
	Conclusions	319		Conclusions	356
	Acknowledgements	319		References	357
	References	319		Website	357
Chapter 26	Historical Research	321	Chapter 29	Focus Groups	358
	<i>Anne Marie Rafferty and Rosemary Wall</i>			<i>Claire Goodman and Catherine Evans</i>	
	Introduction	321		The purpose of focus groups	358
	Why study history?	322		Conducting a focus group	359
	Shifting sands	323		Data analysis	364
	Voyage of discovery or journey without maps?	324		Issues of validity and reliability	365
	Pilgrims of progress?	325		Advantages of focus groups	365
	Intricacies of interpretation	326		Limitations of focus groups	366
	Calculating change	327		Ethical issues	367
	Repertoire of resources	328		Conclusions	367
	Conclusions	328		References	367
	References	329		Further reading	368
	Websites	330	Chapter 30	Questionnaire Design	369
				<i>Martyn Jones and Janice Rattray</i>	
				Introduction	369
				The purpose of questionnaires	370

Conclusions	472
Reference	472
Further reading	472

Implementing evidence-based practice	497
Conclusions	497
References	498
Further reading	499
Websites	499

Section 6 Putting Research into Practice

Chapter 37 Disseminating Research Findings	475
<i>Kate Gerrish and Anne Lacey</i>	
Introduction	475
Communicating with different audiences	475
The research report	476
Writing an article for publication	476
Preparing a report for the public	480
Presenting research at a conference	480
Networking opportunities, research partnerships and collaborations	485
Conclusions	486
References	486
Further reading	486
Websites	486

Chapter 38 Evidence-based Practice	488
<i>Kate Gerrish</i>	
Introduction	488
The nature of 'evidence' in evidence-based practice	489
Hierarchies of evidence	493
Research utilisation	493
The process of evidence-based practice	495
Barriers to achieving evidence-based practice	496

Chapter 39 Translating Research Findings into Practice	501
<i>Kate Gerrish</i>	
Introduction	501
Translating research findings into research products	502
Clinical guidelines	503
Knowledge translation frameworks	506
The Knowledge to Action framework	507
Interventions to promote behavioural change	510
Achieving change	512
Conclusions	513
References	513
Websites	514

Chapter 40 The Future of Nursing Research	515
<i>Ann McMahon</i>	
Introduction	515
UK health research policy	515
UK nursing research policy	517
Nursing research: five policy imperatives	518
Conclusions	524
References	525
Websites	526

<i>Glossary</i>	527
<i>Index</i>	534