

# Introduction to Qualitative Research Design

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## Abstract

Designing qualitative research studies requires the mastering of specific knowledge and skills. To this end participants will learn how to construct and justify a qualitative research study by synthesizing the relevant research literature, generating discovery-oriented research questions, selecting relevant sites and samples, creating a manageable method including a quality control system, addressing ethical issues, and identifying potential implications and limitations. Collectively participants will compose primary care qualitative research proposals step-by-step via a series of developmental learning activities and exercises. Participants will also learn strategies designed to help them initiate the writing process early in the research process.

**Educational Goals and Objectives:** Upon the completion of this workshop, the participant should be able to:

1. Propose a primary health care qualitative research project
2. Compare and contrast defining attributes of selected qualitative research methods
3. Describe and select methodology-specific techniques for Sampling; Data Generation, Collection, and Preparation; Data Analysis; and Interpretation and Representation
4. Appraise the quality of primary health care qualitative research proposals
5. Identify strategies to initiate the writing and reporting process in their studies

**Content Of Presentation:** This workshop will emphasize a step-by-step system to conceive and compose a qualitative research study proposal. The content will be organized as follows:

1. Introduction to designing qualitative research studies in primary health care research
2. Review of the key components of a qualitative research proposal and Institutional Review Board Protocol
3. Identify a preliminary area of interest, justifying its clinical and research importance, honing a focus, crafting an initial research question or hypothesis, and defining goals and objectives
4. Synthesizing the relevant literature review via a Venn Way of Knowing
5. Selecting a qualitative research methodology and designing the study
  - a. Selecting sites and participants
  - b. Selecting and coordinating epistemology, theory, methodology, and methods (e.g., data generation, collection, processing, analysis, and presentation)
  - c. Identifying and managing ethical concerns
  - d. Creating a quality control and appraisal system
  - e. Conducting a self-assessment for investigator preparation
6. Strategies for initiating the writing process

## **Ten Steps for Conducting a Clinical Primary Research Study**

The following list is intended as a general set of guidelines for researchers to plan and execute a clinical primary research study. Investigators following specific clinical research approaches such as conducting clinical trials of behavioral treatments (e.g., Rounsaville, Carroll, & Onken, 2001) or synthesizing qualitative research findings (Sandelowski & Barroso, 2007) would be guided by more particular prescriptions, but as suggested by these guidelines, there are some actions which are common across most-if not all-research projects, including clinical ones.

### 1. Reflect on what interests you clinically.

Think about the clinical population, participant, problem, phenomenon, policy, practice, process, or product about which you would like to learn more. For instance, are you interested in discovering more about couples considering divorce, marriage and family therapy interns, domestic violence, therapist disclosure, prohibition of dual relationships, becoming culturally competent, therapist-client interaction, or patient satisfaction?

### 2. Draft a statement identifying your preliminary area of interest and justifying its clinical importance.

Compose a simple sentence or two in which you state your beginning area of curiosity and explain why the topic is significant, clinically relevant, and worthy of study. By doing so you begin to address the “so what” question right away. For instance, if you select “couples considering divorce” as your preliminary area of interest, you might cite demographics on the number of married couples who seek divorce and the challenges with working with such a clinical problem as reasons why the topic would be worthy of further study. In addition, reflect upon your personal standpoint in relation to your preliminary area of interest and record your hopes, aspirations, and biases. As you progress through the rest of these steps, refer back to this record from time to time in order to assess if any of your personal perspectives are negatively shaping the research process (e.g., biasing data analysis or research design).

### 3. Hone your topic focus.

Now that you have begun to articulate your area of interest, begin to hone your focus by considering the choices you need to make in order to design your study. For example, if you have selected “couples considering divorce” as your topic, explore the options you can exercise by deliberating on the following questions:

- **Who:** Who do you want to study and from whose perspective do you want to learn about couples considering divorce (e.g., wives, husbands, both spouses, children, therapists, supervisors, participants, observers, younger couples, older couples, couples with children, couples without children, couples with specific demographics/characteristics like culture, race, religion, or ethnicity)?
- **What:** What aspect of the couples considering divorce phenomenon would be your focus (e.g., couples’ experiences, presenting problems, attempted solutions, in-session behaviors, therapist-client discourse, client stories, or pre and post-session change)?

- When: When would you focus on this phenomenon (e.g., pre-treatment, during treatment, post-treatment, or a combination of all of them)?
- Where: Where would you observe this phenomenon (e.g., university-based clinics, homes, multiple sites, psychometric instruments, surveys)?
- Why: Why would you study this phenomenon (e.g., because you want to inform, perform, reform, transform, describe, interpret, explain, confirm, criticize, suggest, evaluate, or assess)?
- How: How will you generate data in order to study this phenomenon (e.g., give a battery of tests, create a survey, conduct interviews, make observations, study therapy sessions, review case notes)?

#### 4. Compose your initial research question or hypothesis.

Based upon your answers to the Who, What, Where, When, Why, and How questions, compose your initial research question or hypothesis for your study. For example, one research question could be, “What are the positive and negative experiences of African-American wives considering divorce who participate in emotionally focused marital therapy (Johnson, 2004) conducted by graduate student therapists in a university-based clinic?” In composing this research question, envision what would be the clinical implications arising from the results of this study.

#### 5. Define your goals and objectives.

Focus on the overall goals of your potential research study and the objectives that you must accomplish in order to achieve these goals. For example, if a goal is to learn more about African-American wives’ experiences of their couples therapy, relevant objectives could be (a) Conduct a literature search in order to learn what has been previously published on this topic, (b) Adjust the research question based upon the literature review, (c) Identify potential sites for collecting data, (d) Prepare Institutional Review Board (IRB) protocol, etc. Make sure each goal and objective can be measured so you can track the progress you are making and identify where problems are arising.

#### 6. Conduct a review of the literature.

Some researchers start their research process with a review of the literature, some delay their reviews until after the study is completed, and some continually review the literature throughout the research process. Some researchers explore the literature to learn what is known about a phenomenon in question and then formulate hypotheses which will guide a confirmatory-oriented inquiry to test whether or not evidence can be established supporting or rejecting what is believed to be known about the phenomenon in question. Some researchers explore the literature to learn what is not known about a phenomenon and then formulate questions which will guide a discovery-oriented inquiry to uncover new evidence about the phenomenon in question. With any of these approaches it is important that the researcher identify key terms (e.g., emotionally focused marital therapy, African-American wives, and divorce) to guide the electronic searches of relevant databases (e.g., ProQuest, Medline, and Google Scholar); in addition, the researchers

must complement electronic searches with systematic reviews of the references cited in the articles collected to locate additional sources.

## 7. Develop your research design.

Develop a research design which will allow you to address your research question or hypothesis effectively and efficiently. To do so you will need to make choices in the following areas:

- **Participants:** Who will participate in the study, how will I gain access and recruit them, and what precautions will I need to take in order to protect them from harm throughout the study?
- **Research Methodology:** What will be my research methodology (e.g., experimental design, ethnography, survey, mixed methodology, action research, or grounded theory); what will be the epistemological orientation (e.g., objectivism, constructionism, or subjectivism) and theoretical perspective (e.g., post-positivism, interpretivism, critical theory, or postmodernism) for my methodology; and what will be my procedures for generating, collecting, preparing, and analyzing the data (Crotty, 1998)?
- **Quality Control:** How will I maintain rigor (e.g., reliability, validity, trustworthiness) throughout the study?

## 8. Conduct a self-assessment in order to determine what strengths you have that will be useful in your study and what skills you will need to develop in order to complete your study.

Review your plan and identify what skills and knowledge base you will need to complete the study successfully. Develop a growth plan for helping you to master the competencies you will need throughout the study (e.g., open-ended interviewing, taking field notes, using statistical packages, writing, etc.). You may also consider creating a team or involve consultants to assist with your areas in need of development. Remember to reflect upon your personal context and point-of-view which may bias you during the study and record your plan for managing this perspective throughout the project.

## 9. Plan, conduct and manage the study.

Develop an action plan detailing the steps you need to take in order to begin and complete your study. Depending on the study, the elements you will need to address include: people (including yourself), communication, data (including back-up systems), analysis, results, technology, time, money, ethical concerns (including securing institutional approvals), and other resources. Maintain a chronicle of your research activities (e.g., lab notebook, journal, diary, audit trail, and time and effort reports) and save supporting documentation.

## 10. Compose and submit your report.

Depending on the vehicle you will use to report your study (e.g., dissertation, thesis, scholarly paper, poster, or conference presentation), identify the relevant policies and rules governing the form, substance, and submission of the report (e.g., school or departmental guidelines, journal article submission requirements, book prospectus elements, style manual of the American

Psychological Association, 2001, etc.) and report and submit your findings in compliance with these parameters. Even though there can be a variety of outlets to make the results of your study public, a typical reporting format would be as follows:

- Introduction of the Problem
- Review of Literature
- Methodology
- Findings or Results
- Discussion of Implications and Limitations of the Results

It is important to think about the form in which you will present your study early and often so you do not wait until the end of your study to write up your report. Lastly, be prepared to write and re-write your report a number of times until you have successfully represented the process and outcome of your research project.

The challenge of conducting a research study successfully is to manage choices well throughout the inquiry. In starting your first study you will quickly realize that one decision made usually opens up multiple new decisions which you will also have to address. For example, if you select a qualitative approach, then you will have to decide which qualitative research methodology will best fit your research question. Then if you select grounded theory (Glaser & Strauss, 1967), you next will need to figure out is what style of grounded theory works for the project. Then once you have chosen the Glaser variation (Glaser, 1994), you then will need to work on how you will actually carry out your clinical Glaserian grounded theory study. In making these methodological decisions it is critically important that you document your actions and evaluate them to make sure that your choices made over time form a coherent plan. Refer regularly back to your research question and study plan to make sure that you are staying on track. Of course you can make adjustments to your plan along the way; however, make sure you are aware when such calibrations need to be made; otherwise your study will quickly go adrift. In navigating this sometimes treacherous research sea, your best compass is your research question. Consult it often and let it be your guide so you keep your methodological bearings on an even keel and ultimately reach your investigative port of destination!

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## **Qualitative Research Proposal Elements**

An important prerequisite to conducting qualitative research successfully is the proposal. In a proposal, the investigator presents the focus of the proposed study and its justification and significance and a plan for completing the undertaking. You will need to master these skills in order to conduct any qualitative research project of yours in the program. In working on your own proposal, I suggest you consult the book I wrote with Patricia Munhall (2007) entitled, *Qualitative Research Proposals and Reports: A Guide* (3rd ed.) as well as some of my recent papers (Chenail, 2009; Chenail, Duffy, St. George, & Wulff, 2009) to help you with these various elements:

### **a. Title Page**

Clearly identify the subject of your proposed study in 12 to 15 words. The study can include the three major elements of your study: the population, the clinical focus, and your research methodology.

### **b. Abstract**

Present a succinct summary of the proposed study in 120 words or less. This section should clearly state your topic; justification for the study; conclusions from your mini-literature review; proposed research or evaluation questions/hypotheses; methodology; and expected contributions. You will also include a list of key words which capture the main content areas of your proposed project.

### **c. Introduction**

**Justification section:** The first section concerns (a) the introduction of your proposed project and (b) a justification for the study. It also offers context or background to the study based upon a mini-literature review culminating in the research gap regarding your focus area and includes a description of yourself and your personal context and your interests in this project. The objective of this section is to offer a clear and contextualized rationale for why the topic merits exploration over time in a sustained and systematic manner. You should support your claims with relevant citations from the literature. You can learn more about the literature review in qualitative research by reading Chenail, Cooper, and Desir's (2010) recent paper.

**Goals:** In the second section of your introduction you should outline your goals that you will accomplish in your study. You should underscore why these goals are important as well.

### **d. Methodology**

Next you need to present a clear description of the methodology you are proposing to investigate your topic (e.g., generic qualitative research, ethnography, phenomenology, grounded theory, narrative inquiry, discourse analysis, etc.). The idea is to make a strong case for your methodology. A solid methodology comes from learning about the types of methodologies that have been employed by researchers in previous work related to your topic. It is important that you not only describe the methodology, but also cite specific studies that have applied the methodology to study the topic you are planning to research or that are similar to the topic. Lastly, explain how there is a logical fit between the nature of your research questions and the strengths of the methodology you have selected. In this section you can also describe the epistemological perspective and theoretical foundation from which your methodology will be conducted.

After establishing the methodology and its fit with your goals and research question, you will describe your proposed decisions in the following sub-sections:

- **Participants:** Describe the source of your data (e.g., sites, participants, documents, archives), inclusion and exclusion criteria, and sampling strategy.
- **Data Generation and Collection:** Describe how you plan to produce and preserve the data for your study.
- **Data Preparation and Analysis:** Describe how you will process the data collected and conduct your analysis.
- **Findings Presentation:** Describe what the results of the analysis will look like.
- **Quality Control:** Explain how you will maintain rigor throughout your study and what steps you will take to increase confidence in your findings.
- **Self of the Researcher:** Describe your relevant contexts, biases, prejudices, perspectives on life that may impact your work. Discuss how you plan to address or embrace these factors as you carry out your research. If you have any connections to the site and/or participants in the study, please make these connections transparent. Also, reveal if there are any potential conflicts of interest. Describe the areas in which you will need to develop your skills and knowledge in order to conduct this proposed study.

Throughout your method section you will explain how you will carry out an ethical study (e.g., how will you assure that no harm will come to your participants as a result of your study). To conceptualize and operationalize your procedures in an ethical manner, please consider the following questions:

- How will I take ethical issues into consideration?
- How will I explain the study to the participants?
- How will I seek participant's informed consent?
- How will I ensure voluntary participation?
- How will I ensure participant and participant information safety?
- How will I ensure participants' anonymity and confidentiality?
- How will I preserve participants' anonymity and confidentiality in the report?
- How will I seek approval from an ethics or protection of human subjects committee?
- How will I handle issues arising around informed consent or confidentiality?

- How will I handle the effects or consequences of the study on the participants during and after the study--raising expectations and changing behavior?
- How will I handle reciprocity in the study (e.g., shared results, gave feedback, or provided payments)?
- How will I take issues of power and exploitation into consideration?

#### **e. Expected Contributions of the Proposed Study**

Discuss the benefits of your study. Present how stakeholders will use your results. Here you can also include a section that addresses the expected limitations and strengths of your study.

#### **f. References**

##### **References**

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#### **Institutional Review Board for Research with Human Subjects (IRB) New Protocol Submission**

The IRB Protocol Submission Form typically includes the following sections:

##### **I. General Information**

- Research Project Title and Brief Overview (your topic; justification for the study; conclusions from your literature review; proposed research or evaluation questions/hypotheses; methodology; and expected contributions)
- Principal Investigator (PI) Information
- Co-Investigator (Co-I) Information (including faculty advisors)
- Research Assistant Information (if applicable)
- CITI Training
- Funding Information
- Management of Conflict of Interest
- Dates and Phases of Study
- Multiple Site Information
- Cooperative Research
- Study Information

- I. Subject Vulnerability
- II. Study Information
  - a. Overview of Proposed Subjects/Participants
  - b. Subject Vulnerability
  - c. Non-English Speaking Participants
  - d. Food and Drug Administration - IND/IDE
  - e. Sensitive Information
  - f. Subject Time Commitment and Compensation
  - g. Subject Recruitment
  - h. Potential for Coercion in Subject Recruitment
  - i. Inclusion/Exclusion Criteria
  - j. Recruitment Advertisements, Fliers, and Letters
  - k. Informed Consent
  - l. Protected Health Information Use
  - m. Study Design and Methodology (Purpose, Goals and Justification, Steps in the Research Study, and Sources of Data Information)
  - n. Data Analysis Plan
  - o. Risks, Discomfort, and Inconveniences
  - p. Benefits to Subjects
  - q. Scientific Benefits
  - r. Risk/Benefits Ratio
  - s. Safety Monitoring Plans
  - t. Other Information
  - u. Principal Investigator Assurances and Obligations
  - v. Co-Investigator Assurances and Obligations (for student PIs)

### **Qualitative Research and Types Of Qualitative Research Methodologies**

#### **Qualitative Research or Qualitative Description**

- Qualitative research is the rigorous attempt to produce findings or results by describing, explaining and/or interpreting qualitative patterns in terms of words, numbers, matrices, pictures, sounds, or other forms of representation.
- Naturalistic Inquiry: Studying phenomena as they occur “naturally in the field” as compared to controlling circumstances as seen in experimental studies in a lab.
- Discovery-Oriented Studies: Discovering aspects of phenomena inductively as compared to confirmatory studies in which theories are tested deductively.
- Learning Perspectives of Others: Rather than testing what researchers already think they know about phenomena, they wish to learn about phenomena from the perspectives of insiders who experience phenomena first hand.
- Studying Complex and Natural Phenomena: Studying phenomena in their natural context usually because there is a lack of theory to guide the focus.

#### **Generic Qualitative Research or Qualitative Description**

- Basic, naturalistic, discovery-oriented descriptive studies

- Less interpretive and transformative of the data than designer approaches such as phenomenology or grounded theory
- “Eclectic design” consisting of usual sampling strategies (e.g., purposeful and saturation), data collection (e.g., open-ended interviews), data analysis (e.g., categorization), and representational techniques (e.g., categories with exemplary quotes).

When to use generic qualitative description?

- Straight-forward, basic description
- Focusing on who, what, where, and how
- First-stage investigations

Generic Analytical Tools

- Procedures from Grounded Theory (e.g., open coding, data saturation, constant comparison)
- Content Analysis (e.g., separating and connecting data within and across cases)
- Summarizing basic descriptions plus variations of the subject under investigation

**Ethnography**

- Anthropological origins
- “The act of writing about people”
- Large-scale to small-scale studies
- Cultural Critique
- Distinguishing Features
  - Intensive or Extensive Contact in the Field
  - Participant Observation and Ethnographic Interviewing
  - Thick or Vivid Descriptions

*Ethnography Varieties*

- Classical
- Critical
- Autoethnography
- Ethno drama
- Cyber ethnography

*When to Use Ethnography?*

- Studying a school, organization, program in-depth
- Studying what people do
- Studying how things work or run
- Studying “insiders”
- Studying aspects of “culture”: Practices, rituals, lives, interconnections, customs, values, beliefs, everyday life

*Ethnographic Analytical Tools*

- Cultural domain analysis
- Taxonomies
- Typologies
- Frame analysis
- Social network analysis
- Event analysis

**Phenomenology**

- Philosophical origins
- “The act of thinking about things, persons, or occurrences”

- The essence of lived experiences: the How and the What
- Distinguishing Features
  - Sensitivity and Literary
  - Long Interviews
  - Horizons

#### *Phenomenological Varieties*

- European and American
- Classical (Husserl): Essence of consciousness
- Existential (Heidegger): Dasein or Being-in-the-world
- Hermeneutic (Gadamer): Interpretive structures of experience of texts
- Empirical Phenomenology (Giorgi): Descriptions of the co-researcher

#### *When to Use Phenomenology?*

- Studying people's experiences
- Studying how people make meaning in their lives
- Study relationship between what happened and how people have come to understand these events
- Interested in people clarifying their essences

#### *Phenomenological Analytical Tools*

- Epoché
- Bracketing
- Facticity
- Phenomenological Reduction
- Creative Synthesis

#### **Grounded Theory**

- Sociological origins
- “Creating theory from the ground up”
- Constructing or discovering theory from data
- Distinguishing Features
  - Inductive and Deductive Processes
  - Substantive and Formal Theory

#### *Grounded Theory Varieties*

- Glassarian or Classical
- Straussian
- Constructivist (Kathy Charmaz)
- Situational Analysis (Post-modern; Adele Clark)

#### *When to Use Grounded Theory?*

- When you want to build/discover theory inductively
- When you want to build/discover substantive and/or formal theory
- When there is little or no prior information on an area or phenomenon
- When you want to study the microcosm of interaction

#### *Grounded Theory Analytical Tools*

- Theoretical Coding and Sampling
- Constant Comparative Method
- Conceptualization and Open Coding
- Categorization and Theoretical Coding
- Theoretical Memoing

## **Discourse Analysis**

- Linguistic and Communication origins
- “Talk about talk”
- Studying the micro features of communication
- Naturally occurring conversation
- Distinguishing Features
  - Microanalysis
  - Transcription
  - How to do things with words

### *Discourse Analysis Varieties*

- Conversation Analysis
- Ethnomethodology
- Critical Discourse Analysis
- Narrative Analysis
- Foucaultian Framework

### *When to Use Discourse Analysis?*

- Studying how people do things with words
- Studying naturally occurring talk
- Studying the particularities of conversation and speakers

### *Discourse Analysis Tools*

- Transcription and Microanalysis
- Semantics
- Pragmatics (Speech Acts)
- Accounts
- Adjacency Pairs
- Replies and Responses
- Archaeology

## **Narrative Analysis**

- Literary, Linguistic, Sociological, and Psychological origins
- “Stories as means to represent and interpret actions and experiences”
- Narrative as both text and method
- Distinguishing Features
  - Intensive or Extensive Contact in the Field
  - Personal Accounts: Story teller as expert
  - Time and Plot
  - Contextual and Relational

### *Narrative Inquiry Varieties*

- Narrative Inquiry and Narrative Analysis
- Life Histories
- Case Study Analysis
- Critical
- Post-modern

### *When to Use Narrative Inquiry?*

- When telling stories about stories
- Interested in identity and conflict
- The structure of experience

- Focusing on how people create meaning in their lives
- How individual stories interact with cultural narratives

*Narrative Inquiry Analytical Tools*

- Descriptive
- Interpretive
- Functional
- Plot
- Theme
- Characterization
- Metaphor

**CASP Rubric**

[Article Information]		Reviewer:	Date:
*CASP Exemplary Performance Area	Score (5-0)	Findings+	
<b>Interpretation of the (5-0) Scale</b>		<b>5=Excellent—the author(s) addressed all of the suggested elements; 4=Very Good—the author(s) addressed most of the suggested elements; 3=Good—the author(s) addressed some of the suggested elements; 2=Fair—the author(s) addressed few of the suggested elements; 1-0=Poor—the author(s) did not address any of the suggested elements.</b>	
1: The author (a) made a clear statement of the research aims and goals, (b) described the importance of the research, (c) established its relevance, and (d) provided supporting citations.		(a) ; (b) ; (c) ; (d)	
2: The author clearly established (a) the appropriateness of qualitative research methodology in general to the research goals, (b) the fit between the selected qualitative research methodology and the research question(s), and (c) provided supporting citations.		(a) ; (b) ; (c)	
3: The author clearly (a) described the research design, (b) explained the design’s appropriateness to address the aims of the research, (c) explained how, when, or why the design was selected, (d) established fit between design described and design implemented; and (e) provided supporting citations.		(a) ; (b) ; (c) ; (d) ; (e)	
4: The author clearly (a) identified the sampling strategy, (b) justified its appropriateness to the aims of the research and study’s design; (c) described the process and outcomes of the recruitment strategy, (d) described the study’s participants; (e) explained how, where, when, and why the sites/participants were selected; (f) protected the identities of the participants; and (g) provided supporting citations.		(a) ; (b) ; (c) ; (d) ; (e) ; (f) ; (g)	
5: The author clearly (a) described how data were collected and processed; (b) described who collected and processed the data; (c) explained how the data collection and processing addressed the research issue; (d) justified the setting for data collection; (e) if the methods were modified during the study, explained how and why; (f) acknowledged if data saturation had		(a) ; (b) ; (c) ; (d) ; (e) ; (f) ; (g)	

been achieved; and (g) provided supporting citations.			
6: The author clearly (a) described the relationship between researcher and participants; (b) explained how potential bias was managed with the methodological choices made throughout the research study; (c) described how and when responses were made to events during the study and whether or not these acts had implications for any changes in the research design; and (d) provided supporting citations.		(a) ; (b) ; (c) ; (d)	
7: The author clearly (a) described how ethical issues been taken into consideration; (b) provided sufficient details of how research was explained to participants for the reader to assess whether ethical standards were maintained; (c) discussed any issues raised such as informed consent or confidentiality and explained how effects of the study on the participants during and after the study were handled; (d) described how approval has been sought and secured from an appropriate ethics committee; and (e) provided supporting citations.		(a) ; (b) ; (c) ; (d) ; (e)	
8: The author clearly (a) provided an in-depth description how data were analyzed and by whom; (b) described a sufficiently rigorous data analysis process; (c) described a data analysis process consistent with the methodology and design described; (d) explained to what extent contradictory data were taken into account; (e) described a quality control system intended to manage researcher's own role, potential bias and influence during analysis and selection of data for presentation; and (f) provided supporting citations.		(a) ; (b) ; (c) ; (d) ; (e) ; (f)	
9: The author clearly (a) stated explicit findings; (b) supported findings coherently with sufficient data; (c) presented adequate discussion of the evidence both for and against the researcher's arguments; (d) discussed the credibility of the findings; and (e) discussed findings in relation to the original research questions.		(a) ; (b) ; (c) ; (d) ; (e)	
10: The author clearly (a) described the value of the research; (b) explained limitations of the research findings; (c) discussed contributions study makes to existing knowledge or understanding of the phenomenon; (d) considered the findings in relation to current practice or policy, or relevant research-based literature; (e) identified new areas where research is necessary; (f) discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used; and (g) provided supporting citations.		(a) ; (b) ; (c) ; (d) ; (e) ; (f) ; (g)	
<b>Total Score#</b>		<b>Inclusion Decision</b>	<b>Include/Exclude:</b> Quality of study according to the CASP criteria is [ ] with [ ] being the only area of relative weakness.

+ Please note whether or not you found the author provided evidence for each CASP Exemplary Performance Area lettered distinction. Please provide evidence to support your findings for all of the separate distinction presented in each CASP Exemplary Performance Area. This evidence should include direct quotes from the article and/or page numbers directing readers to where you found the evidence.

# Total Scores: E = Excellent (50-41); VG = Very Good (40-31); G = Good (30-21); F = Fair (20-11); P = Poor (10-0)

\* This rubric is based upon the following appraisal tool developed by the Public Health Resource Unit's Critical Appraisal Skills Programme (CASP):

Critical Appraisal Skills Programme (CASP). (2006). 10 questions to help you make sense of qualitative research. Oxford, England: Public Health Resource Unit. Retrieved April 28, 2009, from <http://www.phru.nhs.uk/Doc Links/Qualitative%20Appraisal%20Tool.pdf>

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