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The ripple effect: Promoting a supportive secondary school culture by mobilising bystanders to bullying

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The Construction of Meaning Around Sickle Cell Disorder in Saudi Arabia: The Hidden Disease

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Sickle-cell disorder is a significant health problem that may lead to disability or death and requires critical management and prevention. In Saudi Arabia, where the incidence of sickle-cell disease is relatively high, there is a lack of research on how this disease is experienced in this country. This research sought to explore the social processes that underpin the construction of meaning around sickle-cell disorder in Saudi Arabia. The research was underpinned by theoretical tenets drawn from the traditions of pragmatism, symbolic interactionism, and social constructionism. Data collection and analysis were guided by the constructivist grounded theory methods of Charmaz. Forty individual in-depth interviews were undertaken with doctors, nurses, and parents or caregivers involved in the care of people with sickle-cell disorder. Shaping a reality, the core category generated in the research, represents the social processes that underpinned the construction of meaning of the participants. The dimensions of the experience of sickle cell were contextual and multilayered. The interrelationship of interactions and the social and cultural environment gave focus to the salient issue of the social invisibility of sickle-cell disease and how this positioned patients and carers. Thus, the research generated in-depth insight into how patients, families, and health care professionals worked to make sense of and negotiate the social and cultural dimensions of this disease.

Research and Evaluation Are Not the Same! What Qualitative Health Researchers Need to Know About Programme Evaluation

Jeffery Adams, *Massey University*

Stephen Neville, *AUT University*

Research and evaluation are often conflated and qualitative (and quantitative) health researchers often work in both fields without seemingly acknowledging these disciplines are quite distinct. In this presentation, we draw on key evaluation literature and argue that the purposes of research and evaluation are not the same and that qualitative researchers need to be open to acknowledging these differences and adopt different orientations when undertaking research and when undertaking evaluation activities. As well as presenting the perspectives of two qualitative health researchers who embraced this challenge, we present an evaluation model which draws on programme theory-driven evaluation approaches with an emphasis making value judgements as to the quality and success of initiatives. This approach is very suitable for health-related programme evaluation because making value judgements about a programme is a fundamental purpose of evaluation. Within this approach, there is a role for qualitative health researchers—but they must think and act like programme evaluators!

Asian Gay and Bisexual Men's View on Life in Auckland: Implications for HIV Health Promotion

Jeffery Adams, *Massey University*

Stephen Neville, *AUT University*

In New Zealand, nearly one quarter of the gay and bisexual men newly diagnosed with HIV are of Asian ethnicity.



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However, little is understood about the sociocultural issues facing Asian gay and bisexual men in Auckland, New Zealand (the largest city), how they understand and experience their lives, and their views on sexuality. The purpose of the research was to inform the development of HIV health promotion and social marketing for Asian men. A qualitative study using a descriptive research design using individual, in-depth interviews was undertaken to investigate the views of self-identified Asian gay and bisexual men. Forty-seven men (born in New Zealand and overseas) were interviewed. The presentation outlines the methods we employed to engage with this relatively hard to reach group, including the use of peer recruiting and interviewers of different ethnicities. This research confirms the heterogeneous makeup of the gay community in Auckland. These groups of men expressed conservative views and espoused traditional values. Most of the men identified as gay, and all were comfortable with feeling sexually attracted to other men. Overall, they had limited engagement with the gay community. A number of men experienced discrimination mainly from the gay community, with little discrimination from mainstream society reported. Being resilient was evident in these data and particularly within men who identified as Chinese. A number of implications for HIV prevention and health promotion for Asian gay and bisexual men developed from these research results will also be presented.

Amplifying Voices of Young People With Participatory Mapping and Photovoice

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Virginia Dickson-Swift, *La Trobe Rural Health School*
Jane Farmer, *La Trobe University, Bundoora*

When discussing issues of health and wellness, it is often difficult to gain the confidence and trust of young people to enrol in community-based participatory research. Photovoice allows young people to control over which images they use to convey their feelings about places which affect their health and well-being. Photovoice provides a bottom-up reflective tool for researchers to use in an attempt to elicit opinions about health and well-being from this cohort. This tool can enhance interviews that elicit information that may not normally be presented without the added visual stimulation of the photos. This project used photovoice and participatory mapping to identify places that affected their health and well-being of young people aged 16–22. Thematic analysis was used for both photos and the narrative participants provided. Places were identified as healthy and unhealthy and were mapped to develop a therapeutic landscape for participants. This project highlighted the challenges of dealing with a cohort that feels marginalised from community activities, does not always regularly attend classes, and has a desire to remain independent and free from the regular constrictions of the structured education system. The results indicate that these students have a desire participate in community discussions and wish to be part of community activities, but lack the confidence, support, and

strategies to achieve these goals. These young people need places, they perceive as safe, to develop the social, education, and life skills that will help address these challenges.

Qualitative Analysis and Interpretation of Eye Movements in the Management of Screen-Based Patient Deterioration Scenario

Modi Al Moteri, *Taif University, Monash University*
Simon Cooper, *Monash University*
Mark Symmons, *Monash University*
Virginia Plummer, *Monash University*

The “look-but-fail-to-see” phenomenon, in which a person clearly looks at important information but fails to actually see it and act accordingly, has been offered as an explanation for critical lapses in various contexts, including road safety and air traffic control. We investigated the situation in which nurses fail to notice cues that would have averted a sometimes fatal deterioration in patient condition. Experienced and novice nurses treated a simulated patient for hypovolemic shock. During the scenario, their eye movements and mouse clicks were tracked using a Tobii \times 60 eye tracking system. Immediately post trial, a video recording elicitation interview was conducted in which nurses watched a playback of their own responses and eye fixations and they were asked to explain their behavior and thinking. Qualitative analysis was established by predefining eight Areas of Interest (AOIs) from the digital scenario. Then, from videos that recorded eye movements, the sequence of nurses’ eye movements towards the predefined AOIs was graphically described in a chart as time-related line of symbols. By providing visual identification of the eye movements’ pattern, the existence of a look-but-fail-to-see phenomenon among nurses in a simulated setting was evident. Several types of visual cognition that are manifested by eye movements were uncovered. To gain deeper understanding of the phenomenon, the visual presentations were also supplemented by statements extracted from the interview replies. The visual presentation contextualizes and guides the data extraction from the interview, helps to reduce and summarize the data, and subsequently facilitates the thematic analysis.

Seeing Is Not Believing: The Disparity Between Mental Health Nurses’ Perceptions and Actual Practice

Nofaa Alasmee, *Monash University, King Abdul-Aziz University*
Wendy Cross, *Monash University*
Kay McCauley, *Monash University*

Background: The specific roles of mental health nurses in acute inpatient units continue to be debated. The emphasis of acute inpatient units has generally evolved assessment and short intense management for consumers as a care continuum approach. Thus, the care direction of acute inpatient units has been toward the reduction of symptoms within a short time. **Aim:** The aim of this study was to gain insight into the role of

mental health nurses in acute inpatient settings and the models of care in Australia (AU) and the Kingdom of Saudi Arabia (KSA). **Method:** This mixed-method study used interviews, focus groups, surveys, and nonparticipant observation to describe the current role and models of care. This paper reports the results of the observations and focus group interviews with mental health nurses working in acute inpatient units. **Findings:** Nurses believe that their role is focused on the recovery model and that they provide holistic nursing that involves consumers' mental, physical, and psychosocial needs. However, observation findings indicate that nurses tended to focus on consumers' physical and safety needs more than mental health needs. Moreover, the medical model of care is the dominant model in both countries. **Conclusion:** The results show a clear disparity between nurses' perceptions and the actual practice in acute inpatient units. This leads to role ambiguity and confusion. Despite quite different health service systems and culture, nurses in acute inpatient units in both KSA and AU resort to "safe" practices and limit their scope and role.

Keywords: acute psychiatric inpatient units, mental health nurse role, psychiatric nurse, nonparticipant observation, focus group interviews, role ambiguity, disparity in mental health nurses role, qualitative

Barriers and Enablers to Falls Prevention in Acute Hospitals: A Multi-Center Study to Inform the Tailoring of the Implementation of the 6-PACK Falls Prevention Program as Part of a Randomised Controlled Trial

Anna Barker, *Monash University*

Darshini Ayton, *Monash University*

Patricia Livingston, *Deakin University*

Sandy Brauer, *University of Queensland*

Introduction: Fall in acute hospitals remain prevalent, despite several published studies on prevention programs. A single-center study suggests the 6-PACK program reduces fall injuries, leading to a multi-center Randomized Control Trial (RCT) to confirm effects. This study explores characteristics and perceptions of falls and prevention practice, and the acceptability of the 6-PACK program to inform implementation tailoring as part of the RCT. **Methods:** A mixed-methods study including 24 acute wards from six Australian hospitals to obtain information on (1) processes: falls prevention practice, (2) moderators: nurse and senior staff beliefs about falls prevention, and (3) acceptability of the 6-PACK program from the perspective of nurses and senior staff. Data were obtained via focus groups ($n = 12$), interviews ($n = 24$), and surveys ($n = 421$). **Results:** Audits and bed-side observation revealed variable falls prevention practice across wards. Focus groups with nurses raised a need for education on strategies for confused patients. Nurses identified constant patient observers as the most effective strategy to prevent falls. Barriers to effective falls prevention identified included a lack of time, skills, effective strategies, and resources. Patient complexity, environmental factors, and a

belief that falls were inevitable were also identified as barriers. Enablers included face-to-face education; leadership; and use of audit, reminders, feedback, and benchmarking. Surveys revealed varying levels of teamwork, perceptions of management, working conditions, and stress recognition across wards. Interviews with senior staff revealed contrasting views to nurses regarding effectiveness of constant patient observers and inevitability of falls. Senior staff views were concordant with nurses regarding enablers and acceptability of the 6-PACK program. **Conclusions:** Successful program implementation will require nurses and clinical leaders to modify established beliefs and practice; provision of equipment; regular face-to-face education, audit, reminders, and feedback; and support of managers/clinical leaders to achieve successful practice change.

Voices of Displacement: Creating Sound Portraits of Identity and Belonging

Alison M. Baker, *The Victoria Institute for Education, Diversity and Lifelong Learning, Victoria University*

Christopher C. Sonn, *College of Arts, Victoria University*

In our research, we set out to explore the effects of displacement by examining identity construction and belonging from the vantage point of South African emigrants who left the country to come to Australia following the removal of Apartheid in 1994. To facilitate the process of storytelling, we drew on arts-based inquiry, using material objects such as souvenirs, photographs, and other mementos during the interview process to trigger memories and generate reflection. With the hopes of reaching a broader audience, we sought to create a documentary film developed through the research process. However, faced with challenges regarding participants willingness to be videotaped, we began an iterative process that led us to the development of a new method: sound portraiture. Sound portraiture blends audio-documentary techniques and qualitative arts-based and narrative methods, privileging participants' voices and conveying the complexity of their stories through the layering of sounds. With our research aims and analysis guiding the process, we attempted to create sound portraits that negotiated the multiple and often conflicting voices, histories, and subject positions that are present as migrants psychologically straddle home and host lands. Similarly, in developing and shaping these stories, we wanted to go beyond creating a singular story and develop sound narratives that speak to the history of colonialism, Apartheid, and the continuities of privilege and oppression in people's lives. Finally, we make a case for the use of sound portraits as an aesthetic representation of lived experience.

Becoming Amai (Mother) in a Foreign Land: Balancing Childbearing, Child Rearing, and Migration

Sandra Benza, *La Trobe University*

Pranee Liamputtong, *La Trobe University*

School of Public Health, *La Trobe University*

Becoming a mother is a life transition often accompanied by challenges, and these are greater for migrant women in a foreign land. This natural process of motherhood is often enjoyable for the women and their families, but it can be overwhelming if the transition occurs while the woman is attempting to settle in a new country. Australia has an ethnic diverse population with a growing number of African migrants. Despite this, there is limited research about the African women, particularly Zimbabwean women, taking on the mothering role in their new homeland. In this paper, we discuss the lived experiences of being a mother amongst Zimbabwean women who gave birth to child/children in Zimbabwe and in Melbourne, Australia. A qualitative research was conducted with 15 Zimbabwean mothers through in-depth interviewing, drawing, and photo elicitation methods. Data were analyzed using thematic analysis method. Findings suggest that the women coped with two identities: that of being an immigrant and a mother. They had to deal with ideologies of good motherhood that were influenced by their new immigrant status. Our findings confirm existing literature which suggest that motherhood is a significant life transition that can prove challenging when a woman is settling in a new country where the culture is different. Participants in our study expressed varied remarks regarding the role of motherhood while adapting to a new culture. Lack of support from family members was apparent. The unfamiliarity with the healthcare system in the new country was one of the issues raised. Zimbabwean women revealed how lack of communication from healthcare providers had impacted their understanding of the Australian health care system. Surprisingly, most Zimbabwean women did not regret their decisions of making Australia their new home because there was a greater sense of security and stability to access education, health, and housing resources. However, the reality of being a migrant mother was far from their anticipation of an easier life in their adopted country. Our findings have implications for the provision of culturally sensitive health and social services for Zimbabwean women in particular and immigrant women in general.

Philosophical Positioning in Grounded Theory: Striking the Balance

Melanie Birks, *James Cook University*
Jane Mills, *James Cook University*

In undertaking a grounded theory study, the researcher must have a high level of self-insight and understanding. Positioning oneself as a researcher means becoming aware of philosophical preferences and methodological alignments. In all approaches to grounded theory research, theoretical sensitivity is an important concept and one that is often difficult to grasp even by experienced researchers. The development of theoretical sensitivity during the research process itself is essential for ensuring an integrated and abstract grounded theory. Theoretical sensitivity is intrinsically linked to the position taken by the researcher and the degree of reflexivity. This presentation will

explore the position of the researcher in the context of various grounded theory traditions. Theoretical sensitivity will be defined and discussed in relation to a priori knowledge of the researcher and their familiarity with the literature in respect of the broad area of enquiry. Techniques to enhance and raise the researcher's theoretical sensitivity will be described and explored in the context of methodological approaches to the use of essential grounded theory methods. The use of techniques to promote a reflexive approach to grounded theory research assures the quality and ethical integrity of the products of the research by identifying how the researcher and their history are present in the research process.

Uncovering Diverse Experiences Following Disaster Using Participant-Guided Mobile Methods

Karen Block, *University of Melbourne*
Lisa Gibbs, *University of Melbourne*
Elyse Snowdon, *University of Melbourne*

Beyond Bushfires: Community resilience and recovery is a 5-year, mixed-methods investigation of the medium to long-term impacts on individuals and communities of the Black Saturday bushfires of February 2009 in Victoria, Australia. This presentation focuses on the qualitative component of the study, which comprised in-depth interviews that incorporated participant guided mobile methods. We developed the method in consultation with communities as a way of engaging both children and adults while being sensitive to their experiences of loss and grief in a postdisaster setting. Participants were asked to take us to places of importance to them in their community and we photographed features they pointed out, using these images as an additional data source and a way to illustrate the project. We conducted 25 interviews with 35 participants including 5 children. Benefits of the method included its capacity to yield rich, contextually informed visual and observational as well as interview data. The method afforded the participants considerable control over the process, focusing on the present while providing the opportunity to discuss fire experiences as well if they desired. The results frequently challenged researcher assumptions. This presentation also emphasises the value of mixed-methods approaches. Qualitative methods highlighted the diversity of people's experiences, which tends to be obscured in quantitative analyses that, conversely, give a broader overview of the degree of loss and mental health impacts at a population level.

Addressing the Complexities of Medication Communication in Hospitalised Children: Methodological Considerations

Narelle Borrott, *University of Melbourne*
Elizabeth Manias, *Deakin University*
Carlye Weiner, *The University of Melbourne*
Ellie Rosenfeld, *The University of Melbourne*

Communication has a critical role in the delivery of safe patient care. Within healthcare institutions, breakdowns in communication are a major contributing factor of medication events that lead to patient harm. Children are particularly vulnerable to medication events due to their weight and organ immaturity and varying levels of cognitive development and emotional maturity. The aim of this presentation is to examine the benefits of using a variety of data collection methods to reveal the complexities affecting communication processes between hospitalised children, family members, and health professionals of different disciplines. In our study, we used a mixed-methods, “bottom-up” approach to examine medication communication, which included a clinical audit of documented medication events; interviews with hospitalised children, family members, and health professionals; audio-recorded observations of clinical practice; and focus groups with health professionals. Each data collection method enabled a different perspective to be considered. The clinical audit facilitated examining the linkages between actual medication events with associated problems relating to communicative processes. Interviews provided information about perceived barriers and facilitators to effective communication from the perspective of particular individuals. Observations revealed how actual communication encounters and contextual influences affected medication communication. Focus groups with health professionals facilitated a process of reciprocity to determine taken-for-granted perspectives of how medication communication occurs. Using a mixed-methods approach in medication communication provided rich data in considering the complexities of sociocultural and environmental influences and actual communication encounters on medication management, and their links with the occurrence of medication events.

Exploring Trauma Survivors’ Experiences of Accessing and Using Health Services for Recovery

Sandra Braaf, *Monash University*

Belinda J. Gabbe, *Monash University*

Nicola Christie, *University College of London*

The impact of major trauma has long-term consequences with disability prevalent in patients at 2 years postinjury. Maximising recovery and independence is dependent on appropriate access to treatment and disability services. However, little is known about patterns of recovery and health service utilisation and how these change over time. This study aimed to explore trauma survivors’ experiences of accessing and using health services in the community setting. Semistructured telephone interviews were conducted with 60 hospitalised major trauma patients 3 years after injury. Participants were recruited from the Victorian State Trauma Registry. Purposeful sampling was used to ensure representation by gender, compensation status, region of residence, and care delivered at major and nonmajor trauma services. The interviews were audio recorded and transcribed, and thematic analysis was performed. Participants

reported varying levels of need for, and satisfaction with, health services provided by general practitioners, physiotherapists, occupational therapists, psychologists, and surgical specialists. They perceived their recovery from serious trauma to be unique and not always well understood by health providers. Many experienced difficulty accessing health services owing to regional locations and due to ineligibility for funding by government and compensation agencies. Most participants reported being responsible for the coordination of their own health care, despite reporting limited knowledge of available health services and difficulty matching their needs to suitable health care providers. The onus of care coordination in the community setting rested largely with injured patients. These findings suggest the recovery continuum for seriously injured patients could be facilitated by informed care coordinators.

I’m Gonna Tell You a Story: Exploring the Pitfalls and Possibilities of Qualitative Story Completion Methods

Virginia Braun, *The University of Auckland*

Victoria Clarke, *University of the West of England*

Naomi Moller, *Open University*

The field of qualitative data collection is fertile for innovation, and story completion, a technique rarely used in qualitative research, offers an exciting alternative to self-report measures. Story completion was initially developed as a projective technique to uncover “hidden” or unconscious meanings in clinical practice. People are provided with the start of a story (the story stem/cue) and are invited to complete it. First proposed as a method of qualitative data collection in 1995, we have explored story completion and suggest it has much to offer qualitative researchers. It is particularly suited for use by researchers (such as students) who are both time and experience limited, and given appropriate research topics and questions, offers the potential of generating data that are as rich as those generated by more commonly used “interactive” methods such as interview or focus groups. Stories can be interpreted as providing access to psychological or social meanings around the topic. In social constructionist story completion research, data are theorised as reflecting (dominant) sociocultural discourses surrounding the topic of interest, rather than deep psychological motivation. Drawing on our research, we overview this approach, highlighting key design decisions, analytic strategies, and some of the challenges presented by the technique.

Engagement and Participation of Men in Mediation

Katherine Britton, *University of Western Australia*

The focus of this presentation is on a critical case analysis of one man’s experience of Family Law mediation. The aim is to inform mediators’ education and training in order to contribute to the development of more meaningful postseparation relationships for all the family members. It is part of a qualitative study

that examined parents' perceptions of the effectiveness of Parenting Plans. Twenty-three separated/divorced parents (12 females and 11 males) in Western Australia participated in semi-structured interviews. The critical case was analysed in the light of the sociopolitical factors that impacted on the development of mediation services, some men's patterns of professional help seeking and understandings of men's grief following separation/divorce. These factors can have direct application to men's participation in mediation. This critical case analysis has the potential to add to an emerging area of research.

Inclusive Qualitative Research With People With Intellectual Disability: A Systematic Mapping of the Field

Katie Brooker, *University of Queensland*
 Kate van Dooren, *University of Queensland*
 Allyson Mutch, *University of Queensland*

Inclusion is a right of all members of the population, but for people with intellectual disability this right is strengthened by international declarations such as the United Nations Convention on the Rights of Persons with Disabilities. Acknowledging this right, researchers must be actively committed to inclusive, rigorous, and appropriate methods that engage with and capture the views of this population group to inform understanding of their lived experiences. Inclusive research accommodates difference, including communication differences; facilitates and supports the process of active informed consent; uses broad-based recruitment practices; and genuinely engages participants. This inclusive approach is further informed by a social model of disability which acknowledges that disability occurs when environments do not accommodate difference and that action and reasonable accommodations must be made by researchers to correct this. In accordance with this approach, we systematically mapped the literature to identify the approaches being used to conduct inclusive qualitative research engaging people with intellectual disability. In the first study internationally to consolidate and critique the use of qualitative methods with this population group, we found researchers generally made some accommodations through language, questioning style, and the use of visual materials and communication aids; however, few studies took a comprehensive approach to inclusion, while some were extremely limited, continuing to focus on the views of family members and staff rather than individuals. A handful of studies provided noteworthy examples of inclusive practice, while alternative or novel methods, such as photovoice, were flagged as areas warranting further consideration.

Narrative Inquiry With Immigrant Fathers: A Flexible Methodology

Elizabeth Burgess-Pinto, *MacEwan University*

The process of migration produces transitions and disruptions in the dynamics of family life including changes in roles and relationships. In general, there is very little research on father/

daughter relationships from the perspective of the father. In a narrative inquiry study, I sought to understand the research puzzle: How do newcomer fathers story and restory their relationships with their adolescent daughters during the processes of migration and settlement? I collaborated with three newcomer fathers using conversation and dialogue to develop a storied view of their experiences. The inquiry followed a recursive, reflexive process within the conceptual framework of the commonplaces of temporality, sociality, and place. The fathers shared their stories of being the father of a daughter transitioning through adolescence and to Canada. In keeping with the relational ontology of narrative inquiry, I shared memories of my immigration experiences and of my memories of my father. From the narrative accounts of the fathers, from the experiences they shared, I pulled narrative threads that reverberated across their stories. Four common threads emerged: (1) liminality, (2) the resonance of mothers, (3) fatherhood as an intimate relationship, and (4) information and communication technologies. The fathers' stories highlight the need to focus on making space for voices that are rarely heard in research and nursing. The relational process of narrative inquiry which focuses on the discovery of insight and understanding can influence nursing which is also a reflective, negotiated practice.

Practice-Based Qualitative Research: Experiences of Walk In Counselling and Traditional Counselling

Cheryl-Anne Cait, *Wilfrid Laurier University*
 Michelle Skop, *Wilfrid Laurier University*
 Jocelyn Booton, *Wilfrid Laurier University*
 Carol Stalker, *Wilfrid Laurier University*

Long waiting lists for mental health services in Ontario, Canada, are common. Community-based agencies have increasingly turned to the walk-in counselling (WIC) model to reduce wait times and improve accessibility. The WIC model has challenged long held conventions about how organizations provide service. This qualitative analysis of a smaller sample selected from a larger study looks at the effectiveness of the WIC model and examines the role of practice-based qualitative methods in mixed-method research. Using a sequential explanatory design, collection of quantitative data and analysis constituted the first phase of the research, with qualitative data collection and analysis following. This qualitative inquiry used a multiple case study design with a sample of 48 participants, interviewed over the phone using a semistructured interview guide. A thematic analysis was conducted, starting inductively allowing us to openly hear the words of participants. Construction of Life Circumstances, the overarching theme, included personal histories and experiences. A participants journey through and experience with both models of counselling was characterized in four interconnected ways: accessibility; barriers and/or facilitators which influence a person's ability to obtain and receive services; meaning of service, participants way of making sense of the service; and readiness for service,

the degree to which a participant is motivated and able to commit to and engage in counselling and system failure, not meeting participants needs once engaged in service. Findings challenge accepted knowledge about how services are delivered, providing an alternative discourse of what is considered helpful.

Youth Participation, Power, and Ownership in an Action Research Doctoral Project

Maggie Callingham, *Victoria University*

Research that is predicated on democratic principles attempts to position participants as active partners in the research process. Youth Participatory Action Research (YPAR) is an example of democratised research that seeks to move beyond participants as subjects, and beyond tokenistic participation, to integral participation where youth are coresearchers with a vested interest in the research process and its outcomes. However, participation, power, and ownership, which are central tenets in democratised research, can become constrained when doctor of philosophy (PhD) candidates undertake democratic, participatory forms of research. Constraints around participation, power, and ownership in an action research doctoral project initially arise because doctoral researchers are required to formulate their projects through the university candidature processes before fieldwork commences. There are also tensions around democratic tenets because it is through their doctoral projects that PhD candidates are required to demonstrate their capacities as researchers, as opposed to coresearchers. The presenter's own doctoral study, that involved an YPAR project in a school, is drawn on to highlight the accountability tensions between compliance with institutional requirements and a commitment to democratic principles. Hart's Ladder of Participation (1992) was found to provide a helpful reference point upon which to monitor the democratic, participatory integrity in an action research doctoral project. According to Hart (1992), there is a substantial difference between youth participation on adult terms and democratic youth participation; it can be the difference between tokenism and active citizenship. PhD candidates who undertake democratic, participatory forms of research are faced with having to negotiate these differences.

Family Members Experience of Facilitated Family Presence During Resuscitation

Erla Champ-Gibson, *Washington State University*
Roxanne Vandermause, *Washington State University*
Cynthia Corbett, *Washington State University*
Billie Severtsen, *Washington State University*

Family presence during resuscitation (FPDR) is not a new topic in health care. For 30 years, there has been discussion around the risks and benefits of having family members present during resuscitation. During that time, numerous research studies have been done from the perspective of nurses, physicians, patients, and family members regarding their biases, experiences, and

preferences related to family members being present with the patient during resuscitation. Studies conclude that being present is a beneficial experience for the family member, the patient, and the staff. A key component of FPDR is the presence of a family facilitator to be with the family throughout the experience. There are recommendations regarding the responsibilities of the facilitator, but its practice is inconsistent and there are no studies on the effectiveness of the facilitator. An aspect of family presence that has not been studied is the family members' experience of facilitated FPDR from a 3-month postevent perspective. A philosophical hermeneutic research approach was used to explicate family members' experiences of facilitated FPDR. Interviews were conducted using a conversational dialogue that evolved from an opening statement and question. Transcribed interviews and interpretive analyses comprised the data that produced patterns and themes that will be presented in this presentation. Results will inform the ways in which family facilitators influence family members experiences while present during resuscitation on a loved one. This study contributes to the most recent literature on family-centered care associated with care in life-threatening situations.

Is Philosophical Hermeneutics Still Useful in Today's Pragmatic Qualitative Research Environment?

Erla Champ-Gibson, *Washington State University*
Roxanne Vandermause, *Washington State University*

In recent years, qualitative research has gained recognition in contributing useful knowledge to enhance practice. There has also been an increased push for generalizable methodologies resulting in practice interventions. However, in this research, environment of pursuing knowledge and evidence-based research as an end result, the question arises, is there still a place for the simplistic pursuit of what shows itself in interpretive research? Critical to understanding how a person experiences an event is understanding the temporal location of ones being during an experience and the language used to communicate that experience to another. The historical philosophical underpinnings of time, being, language, and dialogue shape and influence not only the research and interpretive process but also the dissemination of the findings. When philosophical hermeneutic research findings are shared, approaches to a shared dilemma innately stimulate a sense of greater understanding on the part of the audience. In the moment of understanding by practitioners, adaptations to interventions and practice are immediately inferred. With the use of multiple methodologies in qualitative research today, maintaining and preserving a deep understanding of the core components of interpretive research will help to preserve its ontological foundation. This presentation will demonstrate the relevance of a philosophical hermeneutic research approach by exemplifying how a deeper understanding of a phenomenon can inform and change practice.

From “Journey” and “Story” to Music: An Alternative Metaphor

Gary Chitty, *Deakin University*

“Journey” and “story” metaphors are frequently used for qualitative research findings. The findings of the author’s doctor of philosophy, “Learning in Network Organisations,” reveal the inadequacies of these conceptual devices, leading to alternative interpretive constructs. Concepts associated with music are identified as more appropriate portrayal metaphors. Rapidly changing workplace environments have prompted the need to redefine boundaries to describe knowledge acquisition. Constructs of learning such as experiential learning, the learning organisation, and learning network theory assume story-like qualities, with characters, plots, settings, and dialogues. Literature frequently adopts a case study, story form portraying journeys from one stage to another. Conventional workplace learning theory often refers to single social hierarchies, with organisations comparable to the social milieu of stories. In contrast, a network organisation typically identifies internal core functions and loosely coupled activities that might be performed by other organisations which become “network members,” connected by information and communication technologies. In the absence of a single organisational culture, and with minimal face-to-face communication, the problematic portrayal of a story is replaced with varied modes of expression, linguistic nuances, cultural interpretations, and dysfunctions. These elements of organizational discourse are more typical of contemporary music composition than of “stories of journeys.” Contemporary linguistic literature refers to musical elements of discourse which are highly relevant to organizational communication. To describe learning in network organisations, concepts associated with music such as aesthetics, harmony, discord, context, dynamics, and form are applied as interpretive constructs to establish meaning.

Working Together: Internationally Qualified Nurses Working in the Australian Health Care System

Ylona Chun Tie, *James Cook University*

Melanie Birks, *James Cook University*

Jane Mills, *College Healthcare Sciences, James Cook University*

Nursing is a global workforce. Australia’s attraction from a lifestyle perspective, coupled with nursing shortages worldwide, has seen the recruitment of overseas trained registered nurses to work in this country. The aim of this study is to explore factors that contribute to the assimilation of internationally trained registered nurses into the Australian healthcare system and to develop a theory of the process of that adaptation. This presentation reports on a doctoral study employing a grounded theory research design. Australian registered nurses and internationally qualified registered nurses are the focus of the study. As grounded theory is an inductive methodology, participant recruitment is guided by the data analysis and

theoretical sampling of data including healthcare system stakeholders and relevant documents. It is anticipated that the outcome of this study will assist nurse leaders, educators, and policy makers to better understand the process that overseas trained registered nurses undergo to assimilate successfully into the Australian healthcare workforce. Through developing an explanatory scheme of the process of assimilation and adaptation, this study will produce recommendations that will enhance the environment for registered nurses.

Report Writing as an Integral Part of Research Design: Reflections on Contrasting Re-Presentations Derived From the Same Data

Tim Clement, *Southern GP Training and Deakin University*

This presentation compares two written outputs from the same study, where the overarching research question was, “What happens during ad hoc supervision of General Practitioner (GP)-registrars?” Ad hoc encounters are one of the main mechanisms for ensuring patient safety in general practice training, where trainees are required to seek timely support from their on-site supervisor. The first output was a lengthy report for the project’s funders, structured around five descriptive case studies. The findings were presented in an orthodox manner, where the textual data were disaggregated into fragments and then regrouped and presented in a series of thematic headings. The second paper was written for an academic journal, a secondary analysis of data from one of the five original cases. The article was structured using data from just one “complete” ad hoc encounter; represented as an extended data sequence with an accompanying interpretive commentary. In the presentation, we examine the methodological interests that we had in writing these contrasting accounts. We explore the key issue of representation for academic and practitioner audiences and suggest that report writing is too often marginalised, rather than being an integral part of research design. We offer our reflections on the methods and styles of writing that are routinely done and approved for publication as a challenge to researchers and editors of mainstream academic journals about research designs and what gets published.

“There Is Method in It”: Re-contextualizing an Analytical Framework Adapted From Systemic Functional Linguistic Theory

Rosemary Clerehan, *Monash University*

Rachelle Buchbinder, *Cabrini Institute, Monash Department of Clinical Epidemiology & Monash University*

Francis Guillemin, *University of Lorraine, University Paris Descartes*

One area of practical usefulness for revisioning applications of theory is in improvement of healthcare texts for the general public. Such texts can be of life-and-death importance for readers and are arguably not an appropriate locus for

experimentation with atheoretical approaches. Empirical investigation of real-world issues has been an area increasingly dominated by applied linguistics since the so-called linguistic turn in the 20th-century qualitative research. Systemic functional linguistic (SFL) theory has been extensively used for analysis of spoken, written, and multimodal texts. Its application to different fields and genres is its strength, such that nothing is lost by its adaptation to new fields and modes, and there is much to be gained. It is concerned with the interaction of text and context, providing analytical tools which can be used to evaluate the suitability of a text for its purpose. Three dimensions of a situation are identified as impacting on language: the mode of communication, the relationship between the participants involved, and the topic or focus of the activity. In recent years, SFL has been used for investigating the quality and perceived usefulness of drug information leaflets, using the evaluative linguistic framework (ELF; e.g., Hirsh et al., 2009), which has yielded insights not afforded by other methods. We have begun to explore how the ELF can be adapted for use on healthcare questionnaires (O'Neill, in press) to assess their appropriateness for the target audience. The relative ease with which this can be done illustrates the rigour of the theory.

Real-Time Netnography: Rejecting the Passive Shift

Leesa Costello, *Edith Cowan University*
Marie-Louise McDermott, *Diverse Productions*

Although netnography emerged in the 1990s, it is a term unfamiliar to many ethnographers and is still touted as a new methodology. Once explained, ethnographers often understand it in terms of online ethnography. While this is helpful, netnography, however, offers a set of steps and analytic approaches that can be applied across a spectrum of involvement online. Its focus is on gaining entree to an online community, distinguishing between participant observation and nonparticipant observation. The idea of netnographic enquiry implies a need for human presence in communication, involving the netnographer in a mutual text. It necessarily shares the research role with participants, as they require and acquire information. Both parties contribute to a continuous dialogue. While our netnographic approach requires researchers to implant themselves in the online environment, freeing themselves from preconceived ways of knowing, we contend it is the frameworks which underpin the research purpose that should be kept in reserve for checking against final interpretations. We hold that the term netnography is becoming devalued in ways that give rise to both misperceptions and missed opportunities regarding the development and management of sustainable online communities specifically. Passive nonparticipatory netnographic studies seem to be the most popular, where lurking and monitoring in online communities is seen to imply that analyses are carried out naturalistically and free from researcher bias. This rather touching belief and the convenience of passive

monitoring may be threatening the premise upon which netnographic methodology retains its qualitative rigour.

Attuning Joyfully in Kairos Time at the Moment of Birth

Susan Crowther, *AUT University Auckland NZ*

Growing from concern that something of significance at birth is hidden or lost, this presentation explores the experience of joy at the time of birth. The Heideggerian notion of attunement reveals how those present at birth find themselves attuned in certain ways that determine how birth is interpreted and understood as meaningful. Stories of birth collected and analysed using hermeneutic phenomenology from mothers, birth partners, obstetricians, and midwives revealed attuned joy across professional groups and in different types of births and locations. Joy was revealed as shared embodied, spatial, and essentially gathering experience. Coalescence of these emergent themes reveals deepening insights of a moment involving numinous encounters in and beyond clock time named Kairos time. This is a time of unexpected profound insight. Relational encounters deepened at birth out of an overwhelming joy; a joy providing profound meaning that provokes further thinking about how modern maternity care is collectively attuned. Kairos time at birth needs safeguarding, as this time is something precious. This is rarely spoken, taught, or written. This paper argues that sensitively attuning to Kairos time at birth, in all locations and types of birth, allows for something shared and extraordinary to unfold. To feel at the moment of birth is an invitation that beckons us all to be there in tactful ways. The findings of this study unfolded poetically. The presentation ends with how poetry gifts knowing that prose alone is unable to do. Ethical approval was gained through Auckland University of Technology Ethics Committee, New Zealand.

Taking Another Look: A Reflection on the Benefits and Challenges Involved in Conducting a Secondary Analysis of Qualitative Data

Christine Cummins, *AUT University*
Nicola Kayes, *Centre for Person Centred Research, AUT University*
Deborah Payne, *Centre for Midwifery & Women's Health Research, AUT University*

Secondary analysis involves the use of existing data to pursue research questions other than the primary study it was collected for. It is being increasingly advocated as a pragmatic use of research, an accelerated approach to answering a research question, and as a way of relieving the burden of participating in research for vulnerable, hard to reach, or over-researched participant groups. Secondary analysis also provides for an additional in-depth analysis than was taken in the primary study. It can provide an opportunity to explore topics not central to the original research; combine data sets from similar

studies with the same population; examine health issues across illness groups, time and space; and/or allow data to be viewed from a different conceptual lens. Such analysis however poses epistemological, ethical, and practical challenges for the qualitative researcher. The importance of context and the embeddedness of the researcher in the coconstruction and analysis of qualitative research are two of the challenges that need to be grappled with. When a secondary analysis is conducted by researchers associated with the primary study much of these concerns can be addressed; however, this closeness to their original study brings its own challenges. This presentation will explore some of the challenges experienced when applying an alternate theoretical perspective to data exploring participant perspectives of the therapeutic relationship in neuro-rehabilitation.

Digital Storytelling in Research: The Exploration of Power Inequities

Nadia De Vecchi, *La Trobe University*

Amanda Kenny, *La Trobe Rural Health School, La Trobe University*

Susan Kidd, *Psychiatric Services Professional Development Unit Bendigo Health*

Participatory research methods aim to generate new knowledge resulting from a broad, inclusive approach. These methods are useful to change organisational culture, but tackling issues of power and inequality are central. Critiques of many participatory approaches claim that power and dominant discourses can be perpetuated by the approach. This can occur through the inability to create a reciprocal and respectful space where participants can constructively address power imbalances and inequality. This presentation examines the use of digital storytelling as a participatory research method that is useful to explore power inequities. Digital storytelling is a process of presenting a personal narrative of experience in a multimedia format with voiceover, visuals, sound effects, and music. The aim is to produce a deeply moving personal story of experience that can be used to generate dialogue about the story subject. The group process of digital storytelling production offers the opportunity for participants and researchers to reflect deeply on what is articulated in the group. Using examples of digital stories that were created to examine culture in mental health services, digital storytelling is explored as a contemporary method for the coproduction of knowledge, and a tool that encourages participation in research.

Building Rigour Into Action Research: Experiences From a 5-Year Evaluation of Health in All Policies in South Australia

Toni Delany, *Southgate Institute for Health, Society and Equity, Flinders University*

Fran Baum, *Southgate Institute for Health, Society and Equity, Flinders University*

Angela Lawless, *Southgate Institute for Health, Society and Equity*

Policy-orientated action research is designed to understand policy process as well as to shape it. Such research must be flexible enough to deal with shifts in policy context but also sufficiently structured, and rigorous, to produce meaningful findings that can reliably inform future policy action and contribute to general understanding of policy. The paper will discuss how we have achieved a balance between flexibility and structure within a 5-year evaluation of the South Australian Health in All Policies initiative. The design of the research is based on a participatory approach where policy actors are included both as participants in the research design and as informants. We will examine how this has helped to ensure the responsiveness of the research, while also creating the need for the sometimes divergent agendas of researchers and policy actors to be negotiated. The research is also based on a multi-method approach tailored to ensure that it remains flexible enough to cope with the rapidly changing policy context while also satisfying the research aims and objectives. The role of theory in supporting action research will be addressed through a discussion about how we have applied theory to inform our analysis of policy practice, to understand the policy process in general, and to support the research approach being applied. The presentation will demonstrate how the traditional conventions of qualitative rigour can be upheld during contemporary policy research to strengthen the practical relevance and theoretical validity of the findings that are produced.

Undertaking Qualitative Research on Sensitive Topics: Researchers Experiences

Virginia Dickson-Swift, *La Trobe Rural Health School, La Trobe University*

Qualitative research is often an emotional journey—not only for the participants but also for others who may be involved along the way. There is growing evidence that researchers, research supervisors, transcriptionists, and research assistants can also be emotionally challenged whilst participating in qualitative research, particularly research that focuses on sensitive topics. It is now more than 20 years since Raymond Lee authored the seminal works *Doing Research on Sensitive Topics*, *Researching Sensitive Topics* and *Dangerous Fieldwork* highlighting that researchers may face a range of challenges throughout their research projects. More recently, he warned that “the emotional challenges that researchers face when doing fieldwork is now difficult to ignore” (Lee, 2012, p. 114). Given Lee’s warning and the growing numbers of reports from researchers both empirically and anecdotally, an empirical study to investigate these challenges was warranted. Drawing on earlier empirical work with researchers in Australia (Dickson-Swift, 2005), an international study focusing on the experiences of researchers was designed. This presentation will report on preliminary findings from this study that aimed to explore the challenges that researchers using qualitative methods have faced in the conduct of their research. Using an open access blog, personal accounts were solicited from

researchers using qualitative methods. Early analysis of blog postings highlights the many challenges that researchers face. These findings will be useful to assist in the development of safety protocols for those undertaking qualitative research.

Using Ethnodrama to Create an Interactional Intervention as Part of Modelling in Complex Intervention Research Design

Sue Duke, *University of Southampton*

Sally Anstey, *University of Cardiff*

Sue Latter, *University of Southampton*

This paper reports our experience of using ethnodrama to model an interactional intervention designed to support family carers managing the pain medicines of people with advanced cancer, part of a Phase I and II study Cancer Carer Medicines Management. First, working with clinicians, we mapped the research evidence and interview data gathered from clinicians, patients, and unpaid carers onto our theoretical model. Second, we organised this mapping onto a typical narrative structure of professional conversations to produce a draft “script.” Third, we performed the script to a group of experienced palliative care nurses, rehearsing it until the nurses were satisfied that it was clinically authentic and the researchers were satisfied that it included the initial research findings. The interaction was then video-recorded, transcribed, and analysed for content, process, and plot. From this analysis, we produced a script: an interactional, coherent vehicle for each component of the resulting complex intervention. The analysis of the video-recorded script enabled simplification of interventional components (the interventional plot) in a mnemonic (which will aid the clinical delivery of the intervention) and description of the parameters and purposes of each interventional component. To our knowledge, this is the first time that ethnodrama has been used to design a complex intervention and provides an example of established qualitative methodologies coexisting within the boundary of experimental research design. Ethnodrama provided an interactive and collaborative process of modelling a clinically authentic, well-described intervention.

Introducing Creative Insight Method: Using Arts-Based Processes to Explore and Reveal Individual and Shared Understandings

Jane Edwards, *Deakin University*

Arts-based research practices have been used in the social sciences since the 1990s. Patricia Leavy (2009) has defined arts-based research practices as “a set of methodological tools used by qualitative researchers across the disciplines during all phases of social research, including data collection, analysis, and representation” (p. ix). Arts-based research involves a range of art forms such as poetry, music, drama, dance, or visual art. These are used to explore and process topics and themes offering a dynamic means for increasing insight and

understanding. In this paper, the author will introduce Creative Insight Method which she has developed over many years of group facilitation and qualitative research studies with health-care students, health practitioners, and academic colleagues as well as supervision of doctor of philosophy studies using arts-based methods involving service users. The method will be elaborated with examples and consideration of the processes of involving people in arts interaction who may not have experience in creative expression or collaboration.

How to Meet Household Challenges and Strengthen Service Users’ Housing Competence?

Rita Elisabeth Eriksen, *Diakonjemmet University College*

This presentation is a part of an educational and developmental study, which took place in Norwegian municipal social services (MSS). The study focuses on why housing competence is central to people’s lives and how users coping with household challenges may be strengthened by user participation and task-centered coping approaches (TCCAs). The research question was: How did the users experience their housing competence and everyday life situations when terminating their collaboration with the professionals? The design was based on a way of participatory action research, where the researcher was positioned as a partly participating researcher. The researcher tried to (1) attain knowledge from the individualized activities of the users and professionals and (2) use this knowledge as a contribution to developing their practice. Individualization meant matching the approaches of the professionals to the experienced needs of the individual user. Seventy-four users from four MSS were recruited. The informants were struggling with addiction and/or mental health challenges. This presentation is based on forms of retrospective self-evaluation, which the users filled out after their collaboration of TCCA. The data were collected without the researcher’s influence. Their assessments emerge from the evaluation. However, the researcher has chosen quotations from the informants and consecutively made her evaluations of them. The study showed that the group of informants was very heterogeneous. Adjustments to the systematic household guidance of the users on an individual level were vital to succeed. The presentation will explore the key research findings. The users’ own experiences and views will form a central aspect of this.

Understanding Demand for Indigenous Tourism in Australia: A Case Study Using a Photo-Based Methodology

Trinidad Espinosa-Abascal, *Victoria University*

Martin Fluker, *Victoria University*

Min Jiang, *Victoria University*

Tourism is often suggested as a promising development strategy for assisting indigenous communities achieve economic

independence, improving general living conditions while also protecting the culture and natural resources. However, without adequate visitation, the good intentions of tourism policy cannot be achieved. In Australia, visitor participation in indigenous tourism is very low. Existing studies for indigenous tourism in Australia tend to be limited to investigating domestic demand, with the majority of previous research taking a quantitative approach. In order to fill this research gap, this study adopts an innovative approach to investigate domestic visitors' tourism activity choices at the Grampians National Park, Victoria. The research used a mixed-methods approach under a qualitative framework in a case study involving 52 domestic visitors. The methods included an on-site survey instrument used to collect demographic data; a photo-based sorting ranking procedure to understand visitor intention to participate in indigenous tourism, and semistructured interviews using the photo-based sorting ranking procedure as a photo-elicitation technique to explore the motivations for, and barriers to, engaging in indigenous tourism. The results reveal that by using a qualitative approach with an innovative tool, a deeper understanding of the visitor motivations and barriers can be achieved. The present research contributes to the advance of the knowledge on motivations and barriers in regard to indigenous tourism. With this new knowledge, strategies can be developed to increase participation in indigenous tourism that will result in economic and social benefits for communities.

Boundary Riders

Doseena Fergie, *Australian Catholic University*

Alicia Evans, *Australian Catholic University*

Nerida Blair, *Australian Catholic University*

Indigenous people's experiences of education at all levels and in all countries have been well documented as being fraught by institutional racism and divergent experiences. Different ontological and epistemological centres and frameworks play out in a contested space. When indigenous higher degree students embark on a journey engaging postgraduates, research-divergent views and experiences emerge. Place a non-indigenous supervisor and an indigenous cosupervisor on the journey and cultural perspectives form a kaleidoscope of interesting dialogue. This presentation will story each of the travellers individual journeys as well as the different places where all travellers meet. The journey's focus is centred on the students research which engages Victorian Aboriginal women in their stories about postnatal depression. The presentation will employ performative dialogue or storying, embodying a key element of indigenous ontology and research methodology. Through Yaninonyin, the travellers will story the challenges, the highlights of each and all true collaborative research. They will showcase negotiating the boundaries in truly contested spaces. Will each of the three performers submit to the other? Come and hear the informative dialogue and illustrations that demonstrate that research

can be bounded in its methodologies. In that they can be neocolonial and paternalistic, having the potential to do harm and provide little benefit to Aboriginal and Torres Strait Islander peoples or, on the other hand, have the potential to be boundless and culturally appropriate.

Developing Action Research to Improve the Use of Online Learning Platforms

Lydia Forsythe, *Londes Strategic Healthcare Consulting; Walden University*

Online learning platforms can be robust course rooms encompassing many electronic tools to engage students in the process of learning. So the questions to ask are how will the use of new technology increase student engagement in a course, how effective are the course delivery methods in assisting students in meeting course learning objectives, and what specific changes in course delivery methods encourage student engagement and learning? A way to approach these questions is to involve the end user, the students. Using action research and the communication theory, the Coordinated Management of Meaning faculty can partner with the students to gain perspective and insight as to what makes an online course room effective. By creating mock course rooms to compare and contrast the use of new tools and new types of assignments, faculty course developers can partner with students to develop enhanced learning experiences. Given students have to be able to engage and use course room tools within the context of assignments, students need to be involved in the development of courses. This research creates a space to define a partnership in learning where both the faculty and the students create reflective practice by sharing knowledge and experiences related to the online learning environment.

"I'm Still a Person . . . and I Have an Opinion": Novice Researchers' Experiences of Engaging With People With Communication Impairments Within a Social Constructivist Paradigm

Abby Foster, *The University of Queensland*

Lucette Lanyon, *La Trobe University*

Lucy Knox, *La Trobe University*

Communication difficulties, such as those resulting from stroke or brain injury, have the potential to restrict an individual's capacity to participate socially. These difficulties—the result of cognitive and/or linguistic deficits—may manifest in impairments in written and verbal expression, understanding the spoken word and reading, or difficulties with memory, sequencing and planning for language. Despite a stated purpose of qualitative research being to provide a voice to vulnerable populations, people with communication disorders are frequently excluded from research participation. This has the potential to exacerbate the experience of voicelessness and limit the

capacity for their experiences to be understood. As novice qualitative researchers with backgrounds in clinical speech pathology, the authors believe in the potential value of including this population in qualitative research studies. This presentation will explore the authors' experiences in undertaking research with participants with communication disorders, within a social constructivist epistemology. Using examples from interview transcripts of three separate research projects, interwoven with quotes from the researchers' field notes and reflections, the challenges, experiences, and value of combining this epistemology with this population will be explored. In particular, three key areas will be discussed: (1) the experience of exclusion for people with communication impairments, (2) the additional challenges associated with coconstructing meaning with people with communication impairments, and (3) learning and doing at the same time within a social constructivist paradigm.

Beyond the Bounds: An Exploration of the Intersection Between Narrative Medicine and Narrative Research

Margaret McAllister, *Central Queensland University*
Ann Framp, *Central Queensland University*

Narrative medicine, an approach to health care that recognizes the value of listening and responding to people's stories of illness and recovery (Charon, 2005) and Narrative research, a collection of methods that explore how human beings come to understand and give meaning to their lives through story (Squire et al., 2014), have different objectives but shared benefits. Both have potential to produce perspective transformation in their participants and audiences. Both can vividly embody and humanise an experience, making its meaning accessible to others who may not otherwise understand. Both can trigger profound changes in the way people and systems interact and come to know their worlds and enact changes. Both can evoke an understanding for how experience is contextualised at personal, institutional, and social levels. An innovative approach to narrative research as it has been applied within the context of nursing will be discussed in this presentation. We reflect on narrative's transformative power for disciplines such as nursing which are replete with stories of suffering but also courage and resilience. We consider what can be achieved when these stories are powerfully explored and conveyed using narrative methods. We draw upon a narrative research project that has used narrative methods to yield and reconstruct pivotal stories of health care experiences from a group of people afflicted by a devastating illness known as hereditary diffuse gastric cancer. The objective of this project was to produce stories that could become transformative narratives for nursing—sensitising listeners to each story's lessons for practice and empowering participants to have their say about their unique and personal illness-adaptation experience so that clinicians would understand and approach their work in the future appreciating the value

of an empathic orientation and deep listening. Our experience in this research has reinforced the value and clarified the process for the conduct of participatory processes that evoke the voices and past experiences of participants through narrative methods and which later transform those experiences into stories that have relevance for teaching and inspiring nurses for the future.

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What's Wrong With Meta-Ethnography Reporting? A Systematic Review to Inform Meta-Ethnography Reporting Guidelines

Emma France, *University of Stirling*
Nicola Ring & Jane Noyes (on behalf of the eMERGE core group)

Synthesis of primary qualitative studies can generate novel in-depth understandings that transcend the findings of any individual study. Metaethnography is a systematic, interpretive, qualitative synthesis approach suited to producing new conceptual models and theories. However, there are concerns about the quality of metaethnography reporting, particularly the analysis and synthesis processes. We aimed to investigate the application and reporting of methods in recent metaethnographies focusing on the analysis and synthesis process and output. We systematically searched six electronic databases to identify health-related metaethnographies published from 2012 to 2013. We identified 32 relevant papers and examined their findings and the application and reporting of methods. We found metaethnography was utilised in heterogeneous ways, sometimes inappropriately. In four papers, the approach did not suit the research aim. Twenty-one papers did not follow the principles of metaethnography. Only 10 papers clearly described how conceptual data from primary studies were analysed; only 1 explicitly described how the analytic synthesis process was conducted. In 12 papers, it was unclear if new interpretations of primary studies had been achieved. Meta-ethnography is an evolving method. Current metaethnography reporting of methods and analysis lacks clarity and comprehensiveness. Inadequate reporting is a barrier to trusting and using metaethnography findings because it makes judging their rigour and credibility difficult. To realise metaethnography's high potential value for enhancing understandings of phenomena and experiences requires high-quality reporting that transparently conveys the methodology, analysis, and findings. Consequently, we are developing bespoke metaethnography reporting guidelines, developed with expert consensus, to improve reporting internationally.

Using a Novel Action Research Approach to Develop an Audio Visual Resource to Support Children's Adherence to Home Chest Physiotherapy for Cystic Fibrosis

Emma France, *University of Stirling*

Karen Semple, *University of Stirling*

Mark Grindle, *University of Stirling*

Action research (AR) is a participatory, iterative approach characterised by inquiry as a group activity and a partnership between researchers and participants. AR is particularly useful for understanding and resolving complex problems and consequently is increasingly used in developing and refining complex healthcare interventions. We used AR in a novel way, in online interaction, to develop a resource (film and coping plan) to improve adherence to home chest physiotherapy among children aged 0–8 years with cystic fibrosis (CF) and their parents. CF is an inherited, life-threatening disorder of the lungs and digestive system. Chest physiotherapy is used to help prevent lung damage. However, only 50% of parents and young children adhere to their recommended physiotherapy regimen. We recruited 14 parents of young children in the United Kingdom to participate in an online AR group to codevelop the resource over 8 months. Participants chose a private Facebook group for online interaction. We asked participants questions textually and via short videos and shared visual materials related to the resource's style and content. We sought to identify barriers and solutions to adherence and their preferences for the resource. Families used and gave feedback on the draft resource. We analysed data qualitatively. The iterative nature of AR was ideally suited to this creative project which resulted in successful resource development. However, challenges of an online environment for extended AR interactions include lack of researcher control over the length of time participants take to respond and a reduction in interactions over time.

An Approach to Conducting Cross-Language Qualitative Research With People From Multiple Language Groups

Caroline Fryer, *International Centre for Allied Health Research Evidence, University of South Australia*

Mandy Stanley, *International Centre for Allied Health Research Evidence, University of South Australia*

Shylie Mackintosh, *International Centre for Allied Health Research Evidence, University of South Australia*

Language expression and comprehension is fundamental for in-depth interviews; representing both the data and the communication process by which data are generated. When the researcher and participant do not share a preferred language, there is extra complexity and challenge in the research process. This complexity is further heightened when participants are from multiple language groups; yet there is a need for studies to reflect the diversity of contemporary communities which

they seek to be relevant to. We conducted 24 in-depth, semi-structured interviews with older people from eight language groups to explore how they experienced healthcare after stroke. Our approach was informed by a combination of constructivist grounded theory methodology, literature recommendations for the conduct of cross-cultural research, and a systematic review of the methodological rigour of healthcare studies using in-depth interviews with older people from multiple language groups. From our experience, we identified the following as key strategies for conducting a rigorous study when participants speak multiple languages. Project flyers and consent forms can be translated as required and project information communicated verbally. A good relationship with a professional interpreting service facilitates the timeliness and fit of interpreters to the study. Meeting with interpreters before data collection helps them to engage with the study and provides opportunity for them to contribute their cultural knowledge to interview planning. Follow-up interviews with participants help to build trust and allow clarification of the coconstruction of meaning in data. This was achieved in our study within a budget of \$3,500.

A Novel Narrative Approach to Analysing Ethical Issues for Physiotherapists

Caroline Fryer, *International Centre for Allied Health Evidence, University of South Australia*

Clare Delaney, *School of Health Sciences, The University of Melbourne*

Ian Edwards, *International Centre for Allied Health Evidence, University of South Australia*

Physiotherapists encounter ethical issues in their daily practice yet there are no studies which have investigated these issues across the broad areas of the profession. We aimed to identify the current ethical issues that physiotherapists encounter and to explore the attitudes, knowledge, and actions of physiotherapists in relation to these issues. We conducted focus groups with 16 professional special interest groups and committees of the Australian Physiotherapy Association both in-person and by telephone. Our semistructured interview guide covered the types of ethical issues encountered, physiotherapists' responses to issues, the resources they used, the values they held, and ethical challenges identified in practice. A method of data analysis evolved during the course of the project through an iterative process of coding, comparison, discussion, and reflection. For the initial two transcripts, we developed a standard thematic coding approach to identify types of ethical issues to emerge from the data. However, we found this approach failed to capture the individual way participants situated ethical issues within their own clinical practice contexts and circumstances. In response, we developed a narrative analysis template to capture each ethical issue as a type of ethical story with a central plot or ethical concern influenced by available resources, stakeholder responses, and implicit and explicit values. Each story was visually represented in a "narrative

cluster” to aid communication and comparison during the analysis. Our narrative analysis template is presented as a possible analytic approach to identify and explore ethical issues encountered within professional practice.

Using a Modified Version of Colaizzi’s Approach to Phenomenology to Explore the Lived Experiences of Generalist Healthcare Professionals Towards People Experiencing Mental Illness

Jo-Ann Giandinoto, *Australian Catholic University & St Vincent’s Private Hospital Melbourne*

Karen-leigh Edward, *Australian Catholic University & St Vincent’s Private Hospital Melbourne*

A large quantity of patients admitted to acute medical care settings such as emergency departments, medical–surgical wards, and general medical wards experience cooccurring physical and mental health conditions. A number of studies have investigated general healthcare professionals’ perceptions and attitudes; however, there is limited research which examines the lived experience using a phenomenological framework. The aim of this study was to use an extended version of Colaizzi’s empirical existential approach of phenomenology, modified by Australian qualitative researchers Edward and Welch, to explicate and in-depth description of the healthcare professional’s experience. The modification included the additional step of exploring the phenomena via the interpretation of a symbolic representation, for example, a metaphor, poetry, painting, song, or any image in the mind of the participant. The data were collected in 2013 and 2014 using semi-structured interviews with six participants representing nursing and medical disciplines. The narrative interview data and symbolic representations underwent thematic analysis guided by Edward and Welch’s version of Colaizzi’s phenomenological approach. The theme clusters that emerged from the narrative data analysis included managing challenging behaviours, environmental and organisational barriers, mental health skills and knowledge, and managing negative attitudes. The symbolic representations provided by the participants confirmed the findings. The study not unlike previous studies revealed a complexity of factors intrinsic to the healthcare professional, their environment, and the patient who may alter care practices in acute medical care settings.

Exploring Children’s Sense of Agency in Response to Bushfire Scenarios

Lisa Gibbs, *University of Melbourne*

Karen Block, *University of Melbourne*

Elyse Snowdon, *University of Melbourne*

Jack Brockhoff, *Melbourne School of Population and Global Health, University of Melbourne*

Children have the capacity but limited opportunity to make a valuable contribution to community-based bushfire preparedness activities. This study reports on a partnership project between the Country Fire Authority (CFA), Anglesea Primary School, and the University of Melbourne. Primary school children attend the local CFA Shed weekly to learn about bushfire risk and response in their local area, including monitoring of environmental data to contribute to the local CFA fire risk ratings. They are then assisted in the development of a child-led bushfire education program for parents in the school community, fellow school students, visiting students attending school camps in the area, and tourists of mixed ages. This presentation will report on the qualitative methods developed to explore the impact of the project on children’s sense of agency in response to bushfire scenarios. A visual mapping exercise was developed to engage children in a class-based activity. It involves children mapping their response to different bushfire scenarios on a circle that is segmented into school, home, and community settings. This simple approach provides insights into the influence of setting on children’s perceptions of their role and sources of support. Similar data will be collected from parents. Development of the visual mapping tool was also a pragmatic decision to ensure the research could proceed in the absence of additional funds to cover interviews with children, parents, and teachers.

The Drawing Method: Researching Young People With a Disability

Jessica Gill, *La Trobe University Melbourne*

Pranee Liamputtong, *La Trobe University Melbourne*

This research examines Asperger’s Syndrome and how this syndrome affects individuals and their family. Being a lifelong developmental disability, Asperger’s Syndrome requires ongoing research in order to support individuals and families affected by the disability. In this research, a number of qualitative methods were employed to examine the experiences of participants, including in-depth interviews, the drawing method, the diary method, and focus group discussions. In this presentation, we will discuss the drawing method and its use in this research project. Based on a feminist methodology, we used this method as we worked with particularly vulnerable young people with Asperger’s Syndrome. Often, young people find it difficult to discuss their feelings on certain issues involving themselves and their family. The drawing method gives them the opportunity to draw how they feel and their experiences, rather than put these feelings and experiences into words. The drawing method was used in conjunction with an in-depth interview. Hence, we had an opportunity to discuss other themes with the participant that may not have emerged during the drawing phase. We recommend that the drawing method be used in conjunction with other qualitative methods to not only ensure a rich analysis of the participants experiences but to empower participants to make a choice in how they wish to tell their story. However, there is also a limitation with the

method. We had found during data collection that not all young participants responded well to the method. This issue will be discussed in this presentation.

Critical Self-Analysis Through Video: Pushing the Boundaries of Data Analysis for Qualitative Inquiry

Julian Grant, *Flinders University*

The presentation comprises reflection and critique on the use of critical self-analysis as data, following the production and observation of visually recorded artefacts. Data were collected for a study aimed at collaboratively exploring the quality and experience of cultural care within a child health nurse environment. Visual recordings were made of eight consultations between mothers from racially diverse backgrounds that were different to the cultural background of the consulting nurse. Participant nurses and mothers were then given the opportunity to privately critique their visual recording. This was followed by a private in-depth qualitative interview to reflect on and critique behaviours, attitudes, and perceptions of themselves in the visual recording. Despite researcher engagement in community and industry, recruitment was a major obstacle. For participant nurses, organisational barriers were significant. Additionally, participants struggled to consider self-critique as valid data, looking to the researcher to do the work of critique. This presented methodological challenges for the co-constitution of data and challenges around attempts to manage reciprocity and power relations within the research process. Participant mothers expressed the challenge of trusting the researcher not to break confidentiality with the consultant nurse and to openly discuss negative experiences of a service that was overall related as being helpful. This presentation asks whether critical self-reflection of visual artefacts constitutes enough value to inform change in practice and if recruitment is strategic enough to ensure that data and data analysis can be rigorous.

Validation and Exploration Through Mixed-Methods: A Cyclical Approach to Program Evaluation

Kathryn Grogan, *WestEd*
Joseph McCrary, *WestEd*
Jaclyn Tejwani, *WestEd*

Grant reporting often requires quantitative evidence gathered through surveys or extant data, which can be challenging when addressing sensitive or controversial topics such as teacher evaluation systems or pay-for-performance models. A mixed-methods approach utilizing a cycle of focus groups along with quantitative methods can be used to validate findings and offer new topics for exploration. This cyclical process can help refine quantitative instruments, which in turn can guide future qualitative efforts. The current study is part of a larger evaluation of two Teacher Incentive Fund (TIF) grants in Miami

Dade-County Florida which utilized online surveys and focus groups in order to answer the following research questions: (1) To what extent can we utilize a cyclical mixed-method design to validate findings? (2) What are the advantages of exploring and refining quantitative measures through the use of focus groups and qualitative analysis and vice versa? In order to meet federal reporting guidelines and provide formative feedback, we developed an online survey to collect data on teacher attitudes toward the district's evaluation and pay-for-performance system. Variation in respondents' attitudes led to the development of focus group protocols to delve deeper into these findings. Thematic analysis revealed variation in views based on contextual factors and separate components of the teacher evaluation system. Later this focus group data helped refine survey items for the next TIF evaluation. The utility of the scale was further validated by focus groups with teachers in the second TIF.

Singing the World: Making Space for Creative Philosophical Positioning in Clinical Nursing Research

Janice Gullick, *University of Sydney*

Qualitative methods are constantly evolving, yet there is a reluctance of reviewers to accept an immersion in philosophy and deep theoretical thinking as a foundation for reporting in clinical nursing research. Restrictive word counts in most research journals are consumed by a pedantic approach to research process discussion. This limits the opportunity to explore and defend novel framing of philosophically informed research. There is limited space available to either defend complex philosophical ideas or manipulate existing methodologies while also providing a thick description of findings within a qualitative research report. As a result, nursing researchers tend to take the path of least resistance, adopting a tick-box approach to well-worn methodological paths. It is possible for the publication of qualitative research to be placed along a continuum, acknowledging at one end the legitimacy of reporting systematic, yet pragmatic clinical data analyses, and at the other, the space, time, and openness to a more artistic and creative manifestation of theoretical and philosophical thought. This presentation will argue for the place of a range of presentation formats for nursing research. In particular, it will argue for an artistic dimension to phenomenological writing described by Van Manen (1990) as "a poetizing project; 'an incantative, evocative speaking' in an original singing of the world."

Piloting the Use of Opinion Postcards to Engage Victorian Rural Communities in Community Health Literacy Research

Diana Guzys, *La Trobe University*
Guinever Threlkeld, *La Trobe University*
Amanda Kenny, *La Trobe University*
Virginia Dickson-Swift, *La Trobe University*

In this study, opinion postcards were piloted as a means to encourage participation from community members who may find engaging in more intensive forms of data collection, such as surveys or interviews, intimidating or off putting. The challenge was to develop an appropriate method to engage community members in developing a shared understanding of community health literacy and how this can be assessed. The use of self-completed postcards has previously been found to effectively generate quality data in community settings, and short survey postcards have been used successfully for collecting data at events involving large numbers of people. The postcards provided a nonthreatening, anonymous opportunity for community members to share their opinion. The sample population comprised of four rural communities with a population of approximately 2,500 residents, from across three rural, Victorian state government health department regions. In smaller communities, local norms which influence community interaction and health behaviours are likely to be more apparent. Yet it would be incorrect to assume sameness between such communities, as local influences and broader systems impact each community differently. A static display that included a poster explaining the purpose of the opinion postcards, the postcards, pens, and a collection box were placed at a range of community settings and events. Each postcard asked one of the three questions phrased in everyday English, in which health literacy was conceptualised as having the knowledge and skills to maintain and build the health of the community. Engagement with this form of data collection varied across communities.

Integrated Theory: Exemplars Illustrating the Elusive Analytic Journey

Wendy A. Hall, *University of British Columbia School of Nursing*

Taking analysis to the integration of findings which transforms data as opposed to simply summarizing it or reporting stories is central to explanatory qualitative research. Sandelowski and Barroso constructed a typology of qualitative research study findings that incorporates thematic surveys, conceptual/thematic description, and interpretive explanation. They frame interpretive explanation as offering a coherent model of a phenomenon and attending to variations in the sample and data—what I describe as integrated theory. For researchers to demonstrate “methodological competence” when conducting grounded theory studies, readers anticipate qualitative findings in the form of integrated theory based on concepts and their relationships. Glaser argued that many grounded theory researchers stop at generating a concept, what Sandelowski and Barroso would define as conceptual/thematic description (interpretively integrating only portions of the data). Integrating concepts into a theory with hypothetical conceptual relationships involves taking the data to a higher level of abstraction. But how do researchers achieve this elusive integration? What is the difference in presentation between conceptual/thematic description and integration? Using exemplars of

four grounded theory studies, my aim is to illustrate elements of the process of taking grounded theory studies from what I would describe as conceptual thematic description to integrated theory. Integration transcends descriptive data because concepts can be related to concepts rather than concepts being related to a description. With integration comes the ability to overcome conceptual timidity and increase conceptual power.

Consumer and Carer Perspectives on Barriers and Strategies to Reducing Seclusion and Restraint in Mental Health Settings

Bridget Hamilton, *The University of Melbourne*
Catherine Roper, *The University of Melbourne*
Lisa Brophy, *The University of Melbourne*

This paper examines the perspectives of consumers and carers, regarding the use of seclusion and restraint in mental health settings. Although use of these interventions has reduced somewhat in the recent decade, they are still used with more than 10% of consumers in many settings. An Australia-wide mixed methods study was conducted to identify reduction strategies and barriers to change. A major objective was to elicit recommendations from the people who have been personally affected by and/or have lived experience of these coercive practices. Project design, conduct, and analysis were substantially shaped by consumer and carer perspectives, through the work of a consumer academic, consumer and carer cofacilitators in data collection, and two expert reference groups. Five focus groups for consumers and five for carers were conducted in four Australian cities and in one rural location involving 66 participants with experience of a range of mental health law and practices. Audio-recorded data were transcribed and thematically analysed. Participants clearly expressed urgency for action. Barriers to reduction related to two themes: environment and the impact of drugs and alcohol. Consumers and carers made a strong call for investment in a range of strategies to reduce seclusion and restraint. They detailed how environments could be improved and practice accountability could be increased. They suggested increased consumer and carer roles, encompassing direct support and governance roles, were integral to reducing seclusion and restraint. The findings are a resource to governments and clinical services working towards elimination of these practices.

Extending the Boundaries: Using Critical Social Theory to Improve Understanding of Violence in Nursing as a Cultural Phenomenon

Julie Hanson, *Central Queensland University*
Margaret McAllister, *Central Queensland University*

Critical social scholars acknowledge that in a world where injustice exists, power and privilege are produced and

reproduced in order to maintain the status quo (Brookfield, 2005). However, when exploring the concept of hegemony, as developed by Antonio Gramsci (1971), it is possible to see how dominant ideas may be assimilated in peoples' minds unconsciously. This uncritical acceptance of the status quo means that often, people fail to see injustice and may perpetuate it unconsciously. Within nursing, where experiences of injustice and adversity are common, it is important to extend the boundaries of knowledge around sources of violence so that change can be facilitated. This presentation discusses a critical social science study that explored nursing students' experiences of adversity. Numerous studies focusing on professional socialisation of nursing students have revealed issues such as belittlement, isolation, and moral suffering and the negative impact on their learning. In keeping with the change agenda of critical social science, an important aim of the project was to elicit stories of adversity from nursing students, convert them into narratives, and embed them within lesson plans that could be used to prepare future nursing students for adverse conditions on clinical placement. A significant finding from the study has been that, for some students, the research process that facilitated reflection on their experiences of adversity raised their awareness of violence in health care settings. This new knowledge prompted a resolve in themselves to find solutions to manage future hostile encounters in a constructive manner. Students have been equipped with foresight, an important resilience resource. Another significant finding in this study is that both nursing students and educators agree that teachers need facilitative skills to help nursing students fully engage in learning about how to cope with culturally driven adversity. Thus, it is not just the preparation of lesson plans and learning objects that are key to adversity awareness, but the skills of an empathetic and engaged educator.

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The Challenges of Using Ethnographic Methods in Acute Care Settings

Joanne Harmon, *University of Newcastle*
 Sian Maslin-Prothero, *Conjoint University of Newcastle*
 Erica Southgate, *University of Newcastle*
 Isabel Higgins, *University of Newcastle*

This presentation will outline the experiences of the author in undertaking a study that used focused ethnography in two hospital settings. The research was designed to explore the practices of registered nurses when assessing and managing pain in older people in a clinical setting on eight acute care (medical and surgical) wards in two tertiary referral hospitals in Australia. Focused ethnography is an innovative approach to research

that is particularly useful for nursing research when exploring culturally mediated and patterned acts of care that occur within a small group in a specific context. The aim of this presentation is to discuss the methodological and practical challenges associated with undertaking fieldwork that included, amongst other forms of data collection, observations and interviews with nurses and older people in a hospital setting. Topics covered in the presentation will include the challenges associated with using a focused ethnographic approach, gaining access to the settings for the study, negotiating points for data collection, and undertaking the fieldwork observations and interviews, immersion as well as distancing oneself in multisite research. The dualistic roles of the researcher as a nurse when applying the ethical conduct of research and ensuring rigor as well as reflexivity will be addressed. Processes for dealing with gatekeepers and supporters are also outlined. The inclusion of older people in research within acute care settings requires a sensitive and respectful approach: an awareness of their situation and the vulnerabilities associated their illness state and hospitalisation. Recommendations are made for mitigating these challenges.

The Suitability for Narrative Inquiry in Health Research

Gunilla Haydon, *University of Newcastle*
 Pamela Van Der Riet, *University of Newcastle*
 Jane Maguire, *University of Newcastle*

Narrative inquiry is an emerging methodology in nursing, although commonly used in education and sociology for many years. As an emerging methodology in nursing research, there are some differences, both in collection and in the presentation of the collected data which hinders the understanding of narrative inquiry and it is often seen as an undependable "novel." We, as human beings, describe our experiences and realities narratively. We explore and comprehend events by telling and listening to stories, we dream narratively, people live narrative lives. Thus, the illness trajectory can be seen as a narrative. A classic narrative has beginning (normal life)—an event (an illness, acute, or chronic) and an end (a "new" normal life). Ill people bleed stories, and storytelling can support patients in their understating of their illness. This makes narrative inquiry suitable for health research. Patients storytelling support their understating of their illness and narrative inquiry include the researcher as a participant with a mutual relationship between the researcher and the patient. This builds trust and nurtures a deeper mutual understanding, revealing details not accessible in an interview. The presentation of collected data narratively as collaboration between researcher and patient creates a narrative that are informal to read but hold a true and deep understanding of the patients' experience. Narrative inquiry with its relational data collection and informal presentation may well encourage nursing colleagues to become more engaged in consumption and research participation.

Qualitative and Quantitative Research in Quality of Life After Surviving a Cardiac Arrest

Gunilla Haydon, *University of Newcastle*

Pamela Van Der Riet, *University of Newcastle*

Jane Maguire, *University of Newcastle*

The impact a cardiac arrest with subsequent cardiopulmonary resuscitation have on the survivors' quality of life is not yet well explored. Although the literature surrounding cardiac arrest and cardiopulmonary resuscitation is plentiful, there is less literature exploring the survivors' experience. While the survival rate for cardiac arrest remains low, <10% globally, there is a positive trend indicating that when patients survive to hospital discharge, the possibility of long term survival is increasing substantially and steadily. With this in mind, not only survival but also quality of life becomes an important factor for what could be classed as a successful resuscitation. In a literature review, exploring papers published between 2000 and 2014, the quality of life for survivors of cardiopulmonary resuscitation was investigated. Of the final 28 papers included, 5 were qualitative research. There was a marked difference between the qualitative and quantitative findings. The complexity of survival and cultural differences was evident in the qualitative findings compared to the quantitative literature. In quantitative research, quality of life is commonly explored with questionnaires. More than 50 different questionnaires were used to evaluate quality of life of the survivors, making it challenging to compare the quantitative findings. This presentation will highlight the differences and argue the need and importance of further qualitative research to explore the personal experience of a cardiac arrest, cardiopulmonary resuscitation, and a new altered living situation.

Using "Schematic" Case Studies in the Evaluation of a Complex Intervention Trial in Health Policy Agencies

Abby Haynes, *Sax Institute*

Attempts to improve professional practice in health service and policy organisations are fraught. Organisational culture, political pressures, the complexity of health systems, and the responsiveness of the work result in entangled unpredictable interactions between people, contexts, and the intervention strategies. Process evaluation must engage with this messiness in order to shed light on how interventions worked or why they didn't. However, it must also be conducted within staffing and budgetary constraints, deliver robust findings that inform practical decisions and, of course, ensure that participants' privacy is respected. "Schematic" case studies are a pragmatic way of responding to these demands. Traditional case studies are intense, pluralistic inquiries into complex social phenomena within real-life contexts. Our approach adapts these methods using a priori constructs, targeted data collection and analysis, and categorical representation rather than holistic narratives.

The methods are less exploratory, comprehensive, and focused on theory building than in case study research, but they get the job done. This talk is about the analytical challenges we encountered in our process evaluation of a complex intervention trial in health policy agencies. These challenges included wrangling large amount of diverse data, building potentially explanatory descriptions of each agency, cross-agency comparison, sharing data, and protecting participant anonymity. We describe the schematic case study approach we devised and how we are using these case studies as analytical stepping stones.

What Are the "Surprises" Experienced by Clinician-Researchers? Developing a Typology of How This Type of Dual Role Is Evidenced

Jean Hay-Smith, *Rehabilitation Teaching and Research Unit, University of Otago*

Gareth Treharne, *Department of Psychology, University of Otago*
Lynley Anderson, *Bioethics Centre, University of Otago*

It is common for clinicians to carry out health research. Clinician-researchers (CRs) may be involved in research with their own or other patients. Either way, CRs may struggle to detach themselves from commonly expected clinical obligations to provide benefit and prevent harm to patient participants. CRs may become acutely aware of their "dual role" when boundaries blur between the ethics and/or obligations of research and clinical roles. Based on previous literature, our research, and supervisory experiences, we posit that dual role is commonly experienced, unsurprising, often not planned for, and not well resolved. We searched Medline, Cinahl, PsycInfo, Embase, and Scopus; from 7,478 records, 30 described the CR experience of dual role. Reference checking and scoping searches found 10 further reports. From 40 reports, 30 were first person accounts and 10 primary investigations. Experiences of CRs were inductively coded (two coders) to address the question "how does dual role show up?" Typically, the experience of dual role was triggered by clinical queries, perception of participant "agenda," unmet clinical needs, therapeutic research, helping, assumptions of shared understanding, guarded or revelatory responses, and overidentification and fear of manipulation. Coding also identified that when dual role is provoked, CRs commonly experience feelings of being overly emotionally engaged, having one's hands tied, feeling compelled to act as clinician, or worrying about adverse effects on the data if one acts as a clinician. This typology of characteristic experiences of dual role will help CRs, supervisors, and ethics committees consider the ethical and methodological implications of dual role.

Cooperative Debriefs: Boundless Qualitative Methods for CBPR Process Evaluation

Fay Fletcher, *University of Alberta*

Alicia Hibbert, *University of Alberta*

Brent Hammer, *University of Alberta*

Métis are one of the three officially recognized Aboriginal groups in Canada. A University of Alberta research group and Buffalo Lake Métis Settlement in Alberta, Canada, are enhancing resiliency among children and youth through a community-based participatory research (CBPR) project. Participants aged 7–14 attend a life skills summer day camp led by older youth. Managing the integration of service delivery and research depends on collaboration amongst a diverse team—each taking responsibility for different facets of developing, delivering, and proving the value and impact of our work. CBPR is a complex and ongoing negotiation of community–university relationships and balancing of least three sets of expectations—those of the community, the university, and the funding agency. The complexity of achieving balance between the ideal and the reality of CBPR, and balance between service delivery and research, were explored using a cyclical process of debriefs throughout the delivery of the youth life skills program with Métis Settlements in Alberta. Unstructured weekly debriefs, held in 2013 and 2014, provided an opportunity to discuss ongoing challenges and strategies. They fostered a process of cooperative critical reflection amongst participants, resulting in a practical, applied qualitative method for exploring and measuring engagement processes and outcomes. We will present (1) the events that motivated us to begin cooperative critical reflection through weekly debriefs; (2) important steps in creating environments conducive to informative debriefs; (3) lessons learned; and (4) the impact of engagement on decisions regarding service delivery, research design, and evaluation.

“Balancing Hope With Reality”: Women’s Experiences of Continuing a Pregnancy Following a Prenatal Diagnosis of Fetal Abnormality

Chriselle Hickerton, *Murdoch Childrens Research Institute*

Penelope Pitt, *Murdoch Childrens Research Institute*

Jan Hodgson, *The University of Melbourne/Murdoch Childrens Research Institute*

The Prenatal Testing: A Longitudinal Study project explores the psychosocial impact of women who receive a prenatal diagnosis of a fetal abnormality and aims to identify support needs required during this time. Data were collected from 39 women who participated in in-depth interviews at three time points—6 weeks, 6–9 months, and 2 years postprenatal diagnosis. This presentation focuses on six women who chose to continue their pregnancy after receiving the following diagnoses: trisomy 18 ($n = 3$), the babies were expected to die before or shortly after birth; undetermined diagnoses ($n = 2$), the prognosis was unclear; and severe heart abnormality ($n = 1$), major surgery would be required soon after birth. All of the first interviews were performed while the women were still pregnant. Of the five women who were interviewed 6–9 months post diagnosis, one had a surviving child. Narrative analysis has allowed us to relate the women’s stories over

time—from receiving a prenatal diagnosis, making a choice to continue their pregnancy, and throughout the period of birth/death and beyond. Women experienced mixed emotions at time of diagnosis and for the rest of their pregnancy. There was hope mixed with grief and the uncertainty of what was to come. Important themes include maximizing time with their baby before and after birth/death and the “mothering” decisions made along the way. We present the implications for health care and our own reflections on the sensitivities involved with interviewing women who know their baby is likely to die before or shortly after birth.

Qualitative Data Collection Using Email Facilitated Reflective Dialogue (EFRD)

Helen Hickson, *La Trobe University*

E-mail-facilitated reflective dialogue (EFRD; McAuliffe, 2003) is a qualitative research method that involves a semi-structured interview process conducted through one-to-one dialogue via e-mail. In my research, social workers who used an online blog for reflection were interviewed to explore why they set up a blog, how they used their blog, and the benefits and challenges associated with using a blog for reflection. Participants were guided by a series of questions via e-mail over a period of around 4 weeks. These questions were designed to encourage participants to describe and reflect on their experiences. Each participant was able to determine the length and number of responses and the depth of reflection and disclosure. At the end of the dialogue, the entire conversation was sent to the participant via e-mail for confirmation. In this presentation, I will present the findings from the research and reflect on the method of using EFRD for data collection.

Community Conversations: A New Way to Start Talking About Student Placements in Paramedicine

Helen Hickson, *La Trobe University*

Peter O’Meara, *La Trobe University*

Christopher Huggins, *Monash University*

Objectives: The objective was to discover the issues related to paramedic student clinical placements and explore strategies to make improvements. This presentation focuses on the methodological aspects of using community conversations as a research approach. **Methods:** Community conversations are structured, inclusive conversations that bring together a group of people to engage in meaningful conversation, share knowledge and ideas, and discuss solutions to complex problems. Community conversation is part of the action research family and allows for deep meaning to be constructed around purposeful and directed questions. This project included paramedics, ambulance service managers, paramedic students, and paramedic educators, who gathered at a conference titled “Paramedic Education and Leadership.” There were three stages of community conversations conducted over 3 days, with participants

spending a total of 5 hr discussing the key issues related to paramedic student clinical placements. **Lessons Learned:** Overall, the feedback from participants was positive and supported the concept of community conversations as a way for people to engage more deeply with the critical issues that affect their community. Participants noted that linking the community conversation with the conference meant that the right people were there, they were open and willing to listen to new ideas.

Implications: In a practice-based profession such as paramedicine, student clinical education is a burgeoning issue for educators, ambulance services, clinical instructors, and paramedic students. This approach provided an opportunity for direct interaction between educators, students, paramedics, and managers to engage in conversation about a topic that they were all interested in.

Borderlines: Innovation and Rigor in Collaborative Research With Migrant Young Men

Carla Hilario, *University of British Columbia*

The purpose of this presentation is to outline implications for rigor in innovating collaborative research approaches using multiple qualitative methods. Insights are based on a collaborative study investigating the influences of social context on mental health among young men with migrant experiences living in western Canada. Youth research collaborators, who identify as migrant young men, are involved in various stages of the project. Data collection draws from an ethnographic orientation including fieldwork, individual and group interviews using “go-along” techniques, and social mapping. Data analysis is informed by narrative analysis methods and by discussions with the youth collaborators. Arts-based media strategies, designed and implemented in collaboration with youth, are used to advance analysis and to disseminate findings. The focus of the presentation will be on how research quality might be upheld and evaluated in the context of collaborative research drawing on arts-based qualitative methods.

The ITEA Method: Designed to Integrate Theory, Evidence, and Practice

Danielle Hitch, *Deakin University*

Genevieve Pepin, *Deakin University*

Karen Stagnitti, *Deakin University*

The impact of research and other evidence on practice is dependent on three factors: its congruence with the practitioners’ theoretical orientation, the accessibility of its content, and its applicability to every day practice. If any of these factors are not addressed, the findings are likely to remain on the pages of a journal, rather than become translated changes for practice. This paper will introduce a multimethod which has been developed specifically to enable the coherent integration of theory, evidence, and practice and to support evidence-based change. The integrating theory, evidence and action (ITEA) method

was developed in health but can also be used in other disciplines. The method progresses through seven distinct steps; (1) practice question, (2) theoretical framework, (3) identification, (4) deconstruction, (5) analysis, (6) reconstruction, and (7) transfer utilisation. All forms of evidence (both scientific and nonscientific) may be chosen for inclusion in an ITEA analysis, and the process is not complete without the formulation of a plan for translation to practice. These two features make the ITEA method unique amongst existing methods for synthesising research and evidence. The ITEA method can test the empirical strength of theories, provide structure for the critique of nonscientific evidence, and increase the adoption of evidence-based change into practice. It is in regular use in the field of occupational therapy and is beginning to be adopted in other disciplines. As our understanding of the world becomes more complex, we need sophisticated methods like this for dealing with diverse knowledge.

Comparing Anthropological and Qualitative Methods for Researching Atypical Health Practices: How Mixed Methodology Assists Understanding and Description of Social Phenomena Neglected in Mainstream Literature

Tass Holmes, *University of Melbourne*

Recent research using mixed anthropological and qualitative methods describes atypical healthcare practices in a rural Victorian community. Participation in community events, groups, and workshops was combined with in-depth interviews, simple statistical analyses, journalling, and image making. I explore the characteristics of findings and discuss how data obtained furnishes detailed understandings about nonmedical healing types used by poor rural-dwelling Australians. The strong grounding in grassroots community activity yielded much data about informal, folk, and indigenous healing styles, extra to complementary medicine services. Unable to afford private sector fees, low-income rural people sometimes make their own healing, attending groups or “circles” (e.g., hokokah), or adjusting creative arts events for therapeutic purposes (poetry). Such adaptive social health practices are infrequently evidenced in academic health literature, aside of nonwestern anthropologies. Anthropological approaches unearthed popular beliefs, about the relationship of healing to psychospiritual reality, being often unconventional, or folk indigenous; these deserve clearer description. Freedoms afforded by participative methods allowed a clear view of diverse healing styles occurring among those who embrace different worldviews and non-medical techniques, and clarified reasons such practices link to psychospiritual folk beliefs, thereby enriching interview data about what participants choose to do for well-being by elucidating the researcher as to why they do so. I will argue that observant, participative health research methods seemingly avant-garde, but effectively anthropological are defensible and

can be rigorous, permitting deep understanding of social phenomena informed by popular sociopolitical thinking, in conjunction with cultural/psychospiritual traditions. Both axes of underlying belief (political and cultural/spiritual) give meaning to “alternative” health choices.

Understanding the Space of the Possible, Rather Than the Space of the Usual: End of Life Research Using Participatory Visual Methods

Debbie Horsfall, *University of Western Sydney*
 Rosemary Leonard, *University of Western Sydney*
 John Rosenberg, *Queensland University of Technology*
 Kerrie Noonan, *The Groundswell Project*

How do we understand the space of the possible rather than the space of the usual? How do we create research spaces which enable people to speak about evocative heart-felt stories? How do we enable stories to emerge from the margins? These questions underpinned the 6-year caring at end of life research project where we developed methods which enabled people to speak about the unspoken and difficult to speak about. In interviews and focus groups, we used photovoice and participatory network mapping to understand the experiences of people who came together to care for someone dying at home. Dominant stories about caring speak of stress, burden, and difficulty; we wanted to hear about what worked for people, what their motivations and desires were. We were seeking to uncover less dominant stories, and these can be hard for people to unearth and speak. We also wanted to speak with people who supported and cared for the primary carer and the caring network. Again, we sought to uncover less dominant stories, stories about caring for the carer. And finally, and perhaps most provocatively, we did not want the drama of dying/dead person's story to dominate, as our research was about caring for the dying, not dying. We found that our methods enabled lively participation, gave epistemic privilege to the caring networks, and enabled us to both meet participants needs and the needs of the research in lively, respectful, and creative ways.

Being Provocative: Using Arts-Based Methods to Communicate Research

Debbie Horsfall, *University of Western Sydney*
 Rosemary Leonard, *University of Western Sydney*

How do we, in our reports, conference papers, and articles, speak about deeply felt issues? What happens if we smooth out the visceral, the emotional? What damages might we do to people's stories, and ourselves, along the researcher's way? To explore these questions, this paper draws upon three research projects: narratives of frail-aged Greek carers caring for their spouse at home, narratives of people caring for someone dying at home, and narratives of caring networks from frail-aged people. We have used creative writing, photographs,

data poems, and exhibitions to communicate our findings. Using arts-based methods in the representation of this research has enabled us to both tap into and represent visceral, emotional, and visual terrain that is often discouraged or silenced in orthodox research writing. By embracing these terrains, layers of meaning (and feeling) can be explored. For people interested in social change, this is important as this type of presentation works against the disembodied researcher and detached reader/audience and enables us to speak about participants, and what they have to say, more fully. This unsettles usual hierarchies between participants, researchers, and recipients of the research report or the reader of the article. The audience/reader is, in a way, implicated and choosing to hear, to feel, to act or not. Representing research in these ways has been inclusive of various audiences, enabled constructive conversations about challenging issues, honoured the stories entrusted to us, and enabled us to continue to listen to, and speak about, deeply felt and intimate lived experiences.

The Hidden Face: Covert Bullying Among Secondary School Students in Jamaica

Ingrid Hunt Anderson, *University of the West Indies, School of Education*

Studies indicate that although *covert bullying* has become more prevalent and insidious among students and can result in more adverse mental and social health problems than overt forms, it is one of the most underreported of all abuses. The purpose of this study was to explore secondary school students' experiences of covert bullying within the context of their sociocultural and economic environs, the aim being to help raise awareness and inform policy development within the educational system. The approach to methodology was a *collective case study* using *grounded theory* for thematic development and analysis. The study involved altogether 23 adolescents attending nine different schools. Fifteen of these participants were organized into four groupings/case studies under their school categories—private, traditional, high status (HS) traditional, and nontraditional. Twelve students were also organized into two socioeconomic groups. To inform the four case studies, data collection involved individual unstructured interviews and open group sessions complimented by nonverbal “doodling” to facilitate discreteness. To further contextualize the data, informal observations, conversations, and document perusal were carried out in representative schools as well as individual interviews with three local professionals.

Findings reveal that students' group structures maintain an in-/out-group dynamic that highly facilitate bullying practices. *Social* groups use *money* as the main in-group dictum for popularity and status, particularly in HS schools, while traditional and nontraditional groups are also predisposed to *race*, *hair*, *skin tones*, and *location*. Common covert forms include *social exclusion*, *racial slurs*, *ridiculing*, *malicious gossip*, *sexual harassment*, and *cyber bullying*. Implications are that schools are somewhat deficient in policies, cultural attunement, and

support systems to adequately address covert bullying activities. Students strongly favoured the idea of highly select and trained peer support to help diffuse the impact of bullying at school.

Parental Experiences of Stigma and Discrimination of Living With HIV in Families of Bangladesh

Shahidul Islam, *University of New England*

Victor Minichiello, *La Trobe University*

John Scott, *University of New England*

Stigma is a socially constructed phenomenon that can have a profound impact on families and significant others and this affects parents living with the illness. The social construct of HIV stigma in Bangladesh and the processes by which HIV-positive parents experience stigma through social and interpersonal interactions in the families and communities can provide in-depth information in this regard. This study reports on parent's experiences of stigma and discrimination of living with children within the family context of Bangladesh. A qualitative research design using grounded theory approach was used for this research. Data were collected by in-depth interview with 19 parents who were living with their HIV-positive and HIV-negative children within their families. The paper will discuss issues associated with recruiting children and tips on how to conduct successful qualitative interviews with this population. The qualitative findings reveal that the experiences of stigma and discrimination of HIV-positive parents are heavily influenced by the sociocultural meanings of HIV that are constructed through interactions with families, extended family members, and community members. Their narratives draw attention to the stereotyped attitudes held by community members, highlighted by the use of derogatory remarks such as, *kharapkaj* (bad practices), *kharaplok* (bad person), *kharaprog* (bad disease), *kharapkotha* (bad words) which reinforced humiliation, rejection, isolation, and social discrimination towards them and their families because of their HIV status. Specifically, the paper also unravels the important concept of resilience. The findings suggest that some families, notably extended families, could fail as a support network for minimizing the magnitude and distress but that secular self-help groups could, in such circumstances, operate as an effective or an important resource in Bangladesh.

Immigrant Women's Integration in Canada: An Autoethnographical Perspective

Peruvemba Jaya, *University of Ottawa*

Autoethnography has been used in a number of different areas and disciplines such as education sociology and anthropology (Anderson, 2006; Ellis & Bochner, 2000; Etherington, 2004; McIlveen, 2008; Reed-Danahay, 1997; Roth, 2005). Autoethnography has been used in various studies (Duncan, 2004; Holt,

2001; Pelias, 2003; Sparkes, 1996) and privileges the personal narrative to understand and probe research questions. In addition, reflexivity and voice are important elements of autoethnography (Wall, 2006). Autoethnographies have been characterized as ranging in style from a free flowing narrative which may create empathy and resonate with the reader to a more structured type of autoethnography (Anderson, 2006). Immigrant women's integration process into the workforce in the Canadian context has been often times linked to social and identity issues (Da, 2008; Frideres, 2008; Tastsoglou, 2001; Walters, Phythian, & Anisef, 2006). In this paper by using a reflexive, reflective autoethnographical approach, the gendered process of integration (which is overlaid with nuances of race ethnicity and class) into the labour market will be examined. Integrating the literature on immigrant women's experiences in the Canadian context with the methodology of autoethnography, this paper will focus on addressing some key research questions: How can immigrant women's journeys in their countries of origin help in informing our understanding of their experiences in Canada? How do immigrant women experience the journey of identity change and reformation in the Canadian context? What challenges do immigrant women especially those who are highly skilled face in the labour market integration process?

A Qualitative Content Analysis of South Asian Mail: Representing the Diversity of South Asian Ethnic Identity?

Peruvemba Jaya, *University of Ottawa*

Rukhsana Ahmed, *University of Ottawa*

Qualitative content analysis goes beyond merely counting words to examining language intensely for the purpose of classifying large amounts of text into an efficient number of categories that represent similar meanings (Weber, 1990). These categories can represent either explicit communication or inferred communication. Qualitative content analysis analyses the content or contextual meaning of the text (McTavish & Pirro, 1990; Tesch, 1990). Ethnic identity refers to a subjective sense of belonging to a particular group (Phinney, 1990), and the importance attached to belonging to a particular group and membership in it (Liebkind, 1992, 2001). The Ottawa Multicultural Media Initiative is an innovative research initiative undertaken by the University of Ottawa in partnership with the City of Ottawa, in collaboration with a network of media producers, consumers, and scholars. The initiative, a first in Ottawa, aims to improve our collective knowledge of media consumption and production in the Ottawa Chinese, Latin American, Somali, and South Asian communities. We focus on one of the key research questions of Ottawa Multicultural Media Initiative (OMMI): How can multicultural media contribute to the well-being, inclusion, and integration of visible minorities in Ottawa? We undertake a qualitative content analysis of a leading South Asian English-language newspaper published in Ottawa, South Asia

Mail, looking at the issues published in the year 2014. We aim to uncover both the shared sense of South Asian ethnic identity and problematize and explore the disjunctures and fissures and contradictions within South Asian identity which may actually be a fractured and fragmented identity.

Multicultural Mediascapes: Perspectives From Focus Group Interactions With Chinese and Latin American Community Media Users in Ottawa

Peruvemba Jaya, *University of Ottawa*

Rukhsana Ahmed, *University of Ottawa*

Luisa Veronis, *University of Ottawa*

Multiculturalism in Canada refers to both the policy initiatives and the multiculturalism as a state priority embedded in the Multiculturalism Act as well as to the negotiation and coexistence and the realities of ethnocultural groups living together in various cities and social milieus (Bauer, 2000; Garcia, Kir-ova, & Wong, 2008). Mediascape refers to “the distribution of the electronic capabilities to produce and disseminate information (newspapers, magazines, television stations and film production studios) as well as images of the world created by these media” (Appadurai, 1990, p. 9). Focus groups have been described as an informal discussion among a group of selected individuals about a particular topic (Wilkinson, 2004), “collective conversations,” which can be small or large (Kamberelis & Dimitriadis, 2008, p. 375) and which are arranged to examine a specific set of topics (Kitzinger, 2005). Focus groups allow for participation by a larger group of people and for engagement from among the participants who can help in getting perspectives from different groups of people about particular issues. The Ottawa Multicultural Media Initiative is a collaborative and interdisciplinary project that aims to understand the challenges and opportunities offered by multicultural media among four communities in Ottawa: Chinese, Latin American, Somali, and South Asian. In this paper, we examine this through data from focus groups conducted among two of these communities: the Chinese and Latin American communities with regard to multicultural media use and consumption. The central research question for the study is: What opportunities and challenges does multicultural media represent for Ottawa and its citizens?

Progressive or Perilous Phenomenology?

Victoria Jayde, *University of Sydney*

Maureen Boughton, *University of Sydney*

Must phenomenology always approach a phenomenon from one perspective only or might exploring a variety of perspectives enhance its use and application? The intention of this presentation is to suggest that phenomenology may be extended as a methodology by incorporating a variety of perceptions of one phenomenon. This suggestion will be explored using a recent doctoral study as an exemplar. The study

explored the experience of the phenomenon of ovarian cancer illness from three perspectives—that of women with the disease and that of partners and adult children of women with the disease. Although there has been some debate over whether an illness is experienced solely by the person with the disease, based on experience from the doctoral study, this presentation argues that people close to a person with a disease can experience the associated illness. Further, by exploring a combination of perspectives of a phenomenon, it is possible to gain greater breadth and depth of understanding of experiences of illness and to elicit the essence of such experiences of the phenomenon. While this extended phenomenological approach may not be suitable for all phenomenological studies, in the recent doctor of philosophy study, it resulted in enhanced understanding of the experience and in elicitation of the essence of the phenomenon, which was central to the experience of all participants. This progressive phenomenological approach may be of interest to researchers’ intent on exploring the phenomenon of other illness experiences.

Infant Feeding in the Migratory Configuration: A Theoretical Perspective

June Joseph, *University of Queensland*

Pranee Liamputtong, *La Trobe University*

Breast-feeding is a health-promoting behavior that is driven by the biological, geographic, cultural, and built environment factors. Theory in qualitative research guides us in discerning the social world by providing a framework for interpretation, critical appraisal, and analysis. This script proposes a theoretical framework to elucidate components that influence infant feeding decisions of migrant mothers. Traditionally attributing breast-feeding success to their postpartum and dietary customs, some mothers of the South-East Asian heritage alter their infant feeding practices upon resettling in Australia. Factors of familial support, language barriers, healthcare access, and pressure to adopt western cultures are commonly demonstrated, in some instances as “acculturation.” However, the accurate mechanism to which mothers retain or alter their practices remains unknown. The prevalent low rate of exclusive breast-feeding in Australia which is a nation reaping in cultural diversities suggests that this issue could be inappropriately addressed. Acknowledging that acculturation does take place but at varying degrees, our study aims to bridge the gap by accounting for maternal power relations in negotiating spaces that she comes in contact with in her new environment. Bourdieu’s concepts of habitus (dispositions), symbolic capital (economic, social, and cultural), and field are ideal to inform the extent to which mothers integrate, assimilate, separate, or marginalize themselves from local infant feeding norms and recommendations. Finally, we envisage that the socioecological model of health behavior would delineate the multilevel spheres of influence that mothers negotiate power within. This would aid in designing culturally specific models of care and policies at the respective hierarchical levels.

Beyond Emotional Intelligence: Emergent Mindfulness in Stress Management

Christine Kanaganayaga Singam, *Postgraduate Institute of Management, University of Sri Jayewardenepura*

The theme of this study is about the discovery of emergent mindfulness. This is defined as the mindfulness that has developed within the individual due to various factors such as family background, culture, home and school environment, and genetics. Organizations worldwide are continuously increasing spending on health care due to the negative impact of occupational stress. This reveals the absence of an effective method of stress management, irrespective of training programs to mitigate stress (inclusive of emotional intelligence training). Subsequent to a literature review of intelligences, namely, emotional, cognitive and physical, and spiritual, mindfulness was identified as a possible answer to the problem. The adapted grounded theory methodology in this study consisted of the selection of two contrasting study centers, where the leaders would be the subject of the study. A conceptual framework was drawn up from “sensitizing concepts?” as mindfulness is an underdeveloped area in the workplace, and guidance was required in its identification. Personal interviews were substantiated by focus group interviews. Extensive data analysis was carried out, with data coded according to open, axial, and selective coding methods. Categories and core categories were drawn out and reliability and validity established, inclusive of the crystal as a metaphoric approach. The findings revealed that a form of mindfulness existed but was not exactly the same as that arrived at from the scriptural path of meditation. Hence, this form of mindfulness was termed as emergent mindfulness, a new construct that emerged from grounded theory.

Importance of Qualitative Methods in Social Program Evaluation

Kannan Srinivasan, *Achutha Menon Centre for Health Science Studies, Sree Chitra Tirunal Institute for Medical Sciences and Technology*

Social program evaluation is the method and tool to address policy questions of diverse social actors to improve services (Greene, 2003). The development programs in India are mostly planned with indicators which are measurable. Especially, the health professionals have preference for indicators like morbidity, mortality, prevalence, and incidence, which are based on numbers. This undermines the importance of qualitative methods in Public Health programs. At times, combinations of quantitative and qualitative methods are accepted. In health, the programs begin with quantitative measures from planning phase. This approach shifts the focus of the program to mere achievement of well-quantified outcomes, which are specified in objectives of the program. This paper is an attempt to explain the importance of qualitative methods in program evaluation based on a set of evaluations done by the author in the development sectors. The paper also discusses about the importance

of qualitative methods and a need for developing objectives on qualitative terms. He discusses a study on assessment of menstrual hygiene practices in a district of India to assess a greater insight on the program. The findings of the assessment had more important program-related issues than the mere achievement of quantified indicators. The specific findings show sociocultural factors affect menstrual hygiene practices more than the indicator like, coverage of the program. Similar findings were found in a study on health system preparedness during natural disasters. The human factors were playing an important role in disaster preparedness than other quantitative indicators such as availability of man power, and so on. Qualitative approaches have potential to unearth some of the latent aspects of the program which were many times unanticipated by the policy makers.

Participatory Photography: Exploring Narratives of the “Good Life” in a Tropical North Australian Town

David Kelly, *Deakin University*

Using innovative theoretical and methodological frameworks, this project focuses particularly on the events that reflect the possibilities for intercultural engagement. In these spaces, this project will explore imaginations, the “good life,” commonly conceptualised as a vision of humans as part of nature, a pluralist conception that values difference (Gudynas, 2011; Young, 1990). These spaces are critical in understanding how everyday contestations reflect wide movements of social justice such as the recent protests in Broome over the proposal to construct a liquefied natural gas processing plant (Wall, 2010). In light of a number of protests and demonstrations around the controversial development of a gas hub at James Price Point/Walman, a number of ideological leanings have come to the forefront about the good life in Broome. The debate produced a number of simplistic binaries (black vs. green, development vs. culture, etc.) that smoothed over locally held complexities as to aspirations of the good life. This proposed research project seeks to explore a number of diverse imaginations of what the good life means in Broome. A north Australian tropical town, Broome, is well known for its long history of cultural diversity predating colonial arrival. Since the arrival of European settlers, the town has become one of the most culturally and ethnically diverse regional towns in Australia. Set against the backdrop of some of the most picturesque physical environments in the world, the town is also well known as a must see destination on the tourist calendar. A gateway to the Kimberley, the town of Broome is the capital of one of the most ecologically and culturally significant regions of the world. This project will focus on participant observation and ethnographic note taking by the researcher in public spaces. It will involve Aboriginal and ethnic minority participants in the research, valuing their experiences and perceptions of place in Broome. The research will aim to explore these experiences through walk-along interviews and photography conducted by

the participants. It will provide an understanding of how diverse perspectives of place that often surface during protests are necessary to explore. The use of participatory photography is highly valued for its ability to reflect the strengths and concerns of communities, to promote critical dialogue and knowledge, and to reach policy makers (C. Wang & Burris, 1997). The use of such participatory visual methods is valued because the participants are the primary producers of knowledge in the project and have the decision-making power in the representation process (C. C. Wang, Morrel-Samuels, Hutchison, Bell, & Pestronk, 2004).

Making a Case for Using Queer Theory in Qualitative Sex and Relationship Research

Linda Kirkman, *La Trobe University*
Virginia Dickson-Swift, *La Trobe University*
Christopher Fox, *University of Sydney*

Sex and relationship research tends to focus on heterosexual and monogamous relationships. Population studies cannot clarify understanding or capture the nuance of relationships in the way qualitative research does. Using queer theory to plan and conduct qualitative sex and relationship, research allows for diversity of gender, sex, sexuality, relationship type, social, and sexual behaviour to be included, acknowledged, and documented. Including diverse populations and behaviours in research means there will be a greater understanding of the range of social and sexual experiences, which can be used in writing health policy and planning services. This paper will outline queer theory and discuss how it has been applied to the authors' Australian research project exploring the experiences of rural baby boomers in friends-with-benefits relationships. This qualitative, interpretive-descriptive study included semistructured, in-depth interviews with 15 women and 7 men, born between 1946 and 1965, living in a rural area, who had a friends-with-benefits relationship in the previous 5 years. The queer theory research lens has many advantages, including enhancing understanding of midlife sexuality and informing public health decision making. These advantages will be discussed, making a case for using queer theory in sex and relationship research.

Understanding Offending Behaviour Through Narrative Phenomenology

Tess Knight, *Deakin University*
Poppy Edwards, *Deakin University*
David Mellor, *Deakin University*

Narrative interviews offer a rich resource for gaining access to the Lifeworld, in that they are naturally suited to inquiry into phenomenological experience. Life narratives illuminate the subjective meaning of experience in ways that create possibilities for a multilayered analysis that concerns the phenomenological and structural in relationship. Encompassed within this

approach is the scope to explore how subjectivity, narrative identity, and social action are shaped in self-stories that are embedded within broader discourses. The promise of such a blended methodological approach has brought about an emerging and evolving "narrative phenomenology." This approach lends itself to the study of criminal behaviour, which is conceptualised as a socially emergent process that is contextually shaped and reducible to neither the person nor the environment. In particular, narrative phenomenology presents as a novel methodological framework for understanding and addressing the complexity of offending behaviour as a developmental process of change over time.

A Grounded Theory Study of the Adaptive Challenges for Emergency Nurses in Emerging Infectious Diseases Management

Stanley Kam-ki Lam, *School of Nursing, The Hong Kong Polytechnic University*
Samantha Mei-che Pang, *School of Nursing, The Hong Kong Polytechnic University*
Maria Shuk-yu Hung, *School of Nursing, The Hong Kong Polytechnic University*

Emerging infectious diseases have prevailed to be a major source of public health emergencies since the 2003 Severe Acute Respiratory Syndrome (SARS) pandemic. As first-line responders to detect, control, and prevent such diseases in the emergency care context, emergency nurses have to develop capability for incorporating vigilant infectious disease response measures in practice. This study aims to understand the challenges emergency nurses encountered, and the processes in which they develop capability in emerging infectious diseases management. This study followed the grounded theory design of Strauss and Corbin. Twenty-two emergency nurses from 10 emergency departments in Hong Kong voluntarily participated through a deliberative purposive, snowball, and theoretical sampling process. Semistructured interviews concurrent with data analysis were conducted. Data were analyzed utilizing constant comparative method, following three intertwined coding phases including open, axial, and selective coding. Uncertainty and change induced by emerging infectious diseases would create adaptive challenges which could not be solved by technical solutions. "Adapting and readjusting to uncertainty and change" is the core of adaptive works. To manage these challenges, emergency nurses develop capability through two interacting processes: "building adaptive capacity" which explains the process of internalizing knowledge and experience as values and roles and "experimenting adaptive works" which explains the process of externalizing knowledge and experience as attitudes and behaviors. The processes of developing capability to emerging infectious disease management involve active engagement, experimentation, and reflective learning in practice. This study provides substantive understanding for devising interventions and resources of practical value to assist emergency nurses in developing such adaptive capability.

Adherence as Perceived by Chinese Patients Undergoing Continuous Ambulatory Peritoneal Dialysis

Lai Wah Lam, *The Chinese University of Hong Kong*

Diana T. F. Lee, *The Nethersole School of Nursing, The Chinese University of Hong Kong*

Ann T. Y. Shiu, *The Nethersole School of Nursing, The Chinese University of Hong Kong (retired)*

One of the treatment modalities for patients with end-stage renal disease (ESRD) is continuous ambulatory peritoneal dialysis (CAPD). Patients undergoing dialysis have to adhere to a therapeutic regimen comprising four components (dietary and fluid restrictions and medication and dialysis prescriptions) to decelerate disease progression. Various instruments are developed to investigate the prevalence of adherence and factors influencing patients' adherence. This study aimed to understand adherence from the perspectives of Chinese patients receiving CAPD. A mixed-methods design with two phases, the Phase I survey and the Phase II semistructured interview, was used. Based on the Phase I survey results, a maximum variation sampling method was employed to purposively recruit 36 participants of different genders, ages, and lengths of dialysis experiences for the Phase II tape-recorded interview. The transcribed data were content analysed. Data collection and analysis were conducted simultaneously. This paper focuses on findings about participants' perceptions of adherence. Three categories identified were perceived needs to adhere, meaning of adherence, and perceived levels of adherence. Participants unanimously stated that adherence was for their own good and for survival. With increase in the length of dialysis experiences, the meaning of adherence changed from following instructions to preventing complications. Despite the different standards used to evaluate their own adherence, no participants perceived themselves as totally adherent or nonadherent. Findings revealed that participants' perceptions of adherence were developed through continuous interactions with healthcare professionals. Understanding their perceptions facilitates professionals to communicate with patients and support them to live with ESRD and its treatment.

Contemporary Case Study Research in a Politicised Domain: Examining Drug Policy Processes in Australia

Kari Lancaster, *UNSW, National Drug and Alcohol Research Centre*

While the validity of case studies as a rigorous research method has been challenged by some, in the last decade, the utility of this method has been defended strongly by those who regard case studies as essential for generating context-dependent knowledge within the social sciences. One advantage of the case study method in policy processes research is the ability to study real-life phenomena as they unfold in practice. But

what are the challenges associated with conducting case study research in a highly politicised and contested policy domain such as drug policy, as processes play out in real time? How does commitment to the "contemporary" (rather than historical) case affect the process of data collection and the position of the researcher as participant observer? How might the notion of the "vulnerable participant" be rethought when professional, personal, and political stakes are high? What are the ethical considerations for analysis if "secrets" cannot be told? To examine these questions, this paper will draw on examples from an empirical multiple case study research project examining how policy knowledge is validated within drug policy processes. Reflecting upon the experiences of the researcher in studying policy processes surrounding the development of new and controversial approaches to overdose management, peer distribution of injecting equipment, and recovery-based drug treatment, the strengths and challenges of conducting contemporary case study research in drug policy will be considered, as well as how these issues may apply to research in other highly politicised domains.

What Makes People Sick? The Drawing Method and Burmese Refugee Children's Conceptualisation of Health and Illness

Pranee Liamputtong, *School of Public Health, La Trobe University*

Sydel Fernandes, *School of Public Health, La Trobe University*

In this paper, we discuss the use of the drawing method to examine the perceptions of health and illness among refugee children, their health knowledge, and ways they regain their health when ill. In-depth interviewing and the drawing methods were employed. Twelve Burmese refugee children, aged between 8 and 12 years, took part in the drawing method as well as were interviewed individually. We found that the drawing method is an appropriate method for use in research with refugee children. The drawing method helps to foster the possibility of implementing health education programs targeted at young refugees that aims to "fill the gaps" of their health knowledge. The drawing method is becoming increasingly popular as a tool for communicating health education with children, as it enhances participation with children. Health education teachers may be able to engage children to actively participate in health education programmes through drawings/drawing method. As there is now a larger focus on health promotion in schools, it makes sense to involve children in the direct promotion of their own health. Drawings can be used to educate children about health, illness, and well-being within the school context and beyond. We also recommend that researchers who work in the early childhood areas explore the use of this method, which provides the opportunity for children to express their own thoughts and needs through images, since this can assist researchers to gain access to deeper meanings about the understanding and experiences of children. This method can be applied to vulnerable children in other socio-cultural contexts such as indigenous children and children from

poor socioeconomic backgrounds who might find vocal and literal expressions too intimidating.

Using Multiple Datasets and Multi sites in Qualitative Studies: Design Complexities, Management, and Contributions

Lisa Low, *Caritas Institute of Higher Education*

Against the pressures to write and get research grants, it is becoming increasingly difficult to obtain funding for pure qualitative research studies. One solution has been to design qualitative research studies that are more complex and diverse. Indeed, qualitative research has moved from conducting a single study composing of one participant group with one data set in one site to becoming more sophisticated designs that include more than one participant group with multiple data sets in multisites. Indeed, questions like “the more the better,” “how large is enough,” “how diverse and broad has it got to be,” and “how complex does it need to get” may be posed along the way. Drawing on two distinct and large qualitative studies, a comparison will be made of a lone researcher’s management of three participant groups from three sites (3×3 data sets generating 105 interviews) project, with that of a three persons research team’s management of three participant groups from 16 sites (3×16 data sets generating 181 interviews) project. On hindsight now that the projects have completed, this presentation will reflect on the design complexities that need to be carefully considered in project planning and implementation and to share workable techniques to systematically manage the voluminous data sets for data analysis. The values and contributions of using multiple data sets across multisites in qualitative research studies in the future will be explored, together with a discussion of the issues surrounding sampling and data collection.

The Ethics of Discomfort

Kristin Lozanski, *King’s University College*

This exploration of the ethics of being uncomfortable begins from a recent experience with my university’s ethical review board. In response to my application to interview, among others, intended parents (i.e., parents whose child is born to a surrogate mother), the committee raised concerns about the potential for participation to cause “trauma” to these participants. The concern for trauma overstates a concern for welfare, defined by Canada’s Tri-Council Policy Statement 2 as the “impact on individuals of factors such as their physical, mental and spiritual health.” Yet even this concern for physical, mental, and spiritual health of participants has significant consequences for critical research practices. In interrogating the difficulty I encountered in my efforts to obtaining ethical approval to conduct research that might make some participants upset, I suggest institutionally articulated norms of ethical practice reiterate discourses what Ahmed (2007/2008) identifies, and criticizes, as “the

happiness turn.” At the same time that neoliberal subjects are expected to refuse pain or discomfort through individualist models of resilience, ethical researchers are expected to avoid creating situations in which participants might experience pain or discomfort. In this presentation, I consider the implications of the social desire to eliminate pain and discomfort, with specific reference to the consequences of this desire for critical research.

Making the Unconscious Conscious Using Photo Elicitation

Belinda Lunnay, *Flinders University*

Paul Ward, *Flinders University*

Joseph Borlagdan, *Melbourne University*

Darlene McNaughton, *Flinders University*

Uncovering the mechanisms that underpin behaviours from the perspective of the participant is considered a hallmark of rigorous qualitative research. Achieving this depth and rigour necessary of contemporary qualitative research may require new practices and the use of innovative methodologies. But, innovative research is not necessarily good research. Using our photo elicitation research on the social influences of alcohol consumption among young women in metropolitan South Australia, we demonstrate how the use of innovation should be integrated into the research process, rather than just a novel way to collect data. Although motivations are seemingly unconscious and subliminal, particular methodological innovations have potential to make conscious such motivations allowing the researcher access. Our visual technique proved fruitful for stimulating our research participants to articulate supposed “unconscious” behaviours. Using photographs to aid discussion encouraged participants to view and offer a narrative of their photograph through “conscious” eyes and thus objectively detach from the subject under investigation. Social theorist Pierre Bourdieu advocated for this process of standing back from the subject to get as close as possible to reaching objective reflection. We show how our photo elicitation method offered an innovative platform to achieve the complex, detailed level of interaction with participants required of rigorous qualitative research that is difficult to attain using traditional methods. In sum, we propose that good innovative research methods capably address relevant research aims and concomitantly contribute to methodological advancement.

Scrapbooking as an Interview Method to Understand Past and Present Practices

Cecily Maller, *RMIT University*

Yolande Strengers, *RMIT University*

Comfort and cleanliness practices (particularly, laundering, bathing, heating, and cooling) are responsible for the majority of energy consumption in the home and are the major source of Australia’s rising peak electricity demand. While there is

significant international diversity reported in these practices, there are concerns that they are converging towards globalised resource-intensive standard norms, such as the “need” for central heating and cooling, daily showering, and frequent clothes laundering. In this paper, we are interested in how we can study the processes and dynamics involved in the globalisation of practices, and their implications for energy, water, and environmental policy making. We draw our insights from a small qualitative study with international students studying in Australia, where we combined interviewing techniques with an innovative “scrapbook” method developed by Wyche et al. (2006) in computing science. We modified this method to create a “practice scrapbook” of images depicting different technologies and artefacts that enable people to keep cool or warm, and wash their clothes or bodies. Our aim was to generate dialogue and gauge reactions to specific images/practices, which prompted further discussion during the interview. We found that the scrapbook created a more relaxed atmosphere during the interview than those based solely on a question–answer format and was a useful way to engage participants in detailed discussion of their practices. In particular, through participants’ reactions to images considered to be “primitive” ways of doing things, the scrapbook helped uncover deeper meanings of current comfort and cleanliness practices and gave a more detailed indication of how resistant they may be to change. We conclude the visual methods, such as the practice scrapbook, provide interesting insights into current and changing ideals of modernity and normality.

How to Gain Traction? From Theoretical Scholarship to Applied Outcomes in Energy and Health Research

Yolande Strengers, *RMIT University*
Cecily Maller, *RMIT University*

Many organisations, governments, and companies have a growing interest in reducing resource consumption and improving health outcomes in residential settings. However, the ideas and approaches for achieving these aims are currently informed by a dominant set of “change practices,” including theoretical concepts and methods that are inherently limited and inadequate for achieving the transformations required and sought. In sociology, geography, and anthropology, there is an emerging interest in theories of social practice to provide new insights on how social and environmental change occurs, and how organisations, governments, and companies might intervene in these processes. Social practice theories focus on the materially mediated practices that householders participate in which energy enables (e.g., laundering, showering, heating, and cooling) or through which people are viewed as more or less healthy (e.g., cooking, exercising, and playing). These theories not only challenge some of the fundamental assumptions about how change happens and who (or what) can instigate it but also lead to methodological differences in how to go

about studying, understanding, and potentially intervening in social phenomena. In this paper, we discuss the challenges involved in attempting to bring this theoretical perspective and its methodological approaches to bear on two applied projects: a study of changing energy demand in Sydney homes and a longitudinal study of residents of a new housing estate in Melbourne. First, we discuss the difficulties involved in reframing the embedded and ubiquitous conceptualisations of social change offered by dominant behavioural and economic theories in these projects. Second, we turn to the methodological challenges of validity and relevance when working with qualitative methods used to study practices, in contrast to large-scale statistical and representation analyses common in health and energy research. Third, we discuss the different possibilities for change that emerge from these theoretical and methodological approaches, and the challenges that organisations seeking to change energy consumption or create healthy outcomes have in accepting and implementing them. The paper identifies several practical ways that scholars can navigate around and through these issues to “gain traction” in producing theoretically rigorous research with applied outcomes. These include (i) selectively applying familiar quantitative techniques by clustering or segmenting energy-consuming or health-related practices to make this methodologically distinctive data more “palatable” and convincing to research partners, (ii) using stereotypical personas (the homogenous resident and the smart energy consumer) to draw attention to (and depart from) the assumptions research partners hold about people and change, and (iii) showcasing human stories and diversity to bring social data to life and to challenge existing assumptions about human action and social change. We reflect on the disciplinary tensions involved in these processes, pointing towards the risks involved in potentially comprising the concepts, methods, and theories we are working with. We conclude by suggesting that we are generating “hybrid” forms of knowledge in an attempt to appeal to both industry and academic audiences and contemplate how this might contribute towards long-term shifts in what “counts” as knowledge and how knowledge is counted.

Studying Identities as Multimodal Social Semiotic Constructions: An Intersemiotic Analysis

Mariann Martsin, *Queensland University of Technology*

This paper aims to contribute to the methodological progress of identity research. This paper draws upon the sociocultural conception of identities that suggests viewing identities as social semiotic constructions that emerge from our interactions with others and allow orchestrating our being in the world (Holland & Lachicotte, 2007; Martsin, 2010, 2012). While this theoretical position is well developed in contemporary social thought, its methodological implications are not thoroughly examined. In particular, the paper argues that

conceptualising identities as social semiotic constructions that are part of our ongoing meaning making requires methodological moves that allow exploring the multimodal nature of identities. That is, it requires methodological and analytical tools that reveal how different semiotic resources with their various modes (e.g., visual image vs. written or spoken language) interact in the creation of identities in ways that allows responding to our own and others needs and interests (Kress, 2010; Kress & Van Leeuwen, 1996). In order to move towards developing these methodological and analytic tools, the paper presents an intersemiotic analysis of visual images (i.e., drawing of one's life trajectory) and spoken language (i.e., interview extracts that correspond to the creation of those images) and examines ways of working across the modes in order to create meanings. In particular, it discusses how the movement across modes opens up possibilities for seeing participants reflection in as opposed to back upon the moment and how the movement across modalities allows destabilising participants' narratives and seeing otherness actualised or suspended within their meaning making.

The Experiences of HIV-Serodiscordant Couples in Soweto, South Africa

Azwihangwisi Helen Mavhandu-Mudzusi, *University of South Africa*

Peter Thomas Sandy, *University of South Africa*

Background: There is a high risk of acquisition of the human immunodeficiency virus (HIV) among couples in HIV-serodiscordant relationships. This has implications for the spread of HIV outside these relationships. Despite this, there is a dearth of research on HIV-serodiscordant couples. **Aim:** To explore the experiences and knowledge of HIV-serodiscordant couples on HIV-serodiscordance. **Methods:** A qualitative design of interpretative phenomenological analysis was used. Data were collected from seven HIV-serodiscordant couples using a semistructured interview format. Data were analysed thematically using the principles of interpretative phenomenological analysis. **Findings:** Three superordinate themes emerged from data analysis: experiences of stress, HIV serodiscordance effects on couples, and knowledge of HIV serodiscordance. **Discussion:** HIV-serodiscordant relationships are riddled with stress. Nurses' knowledge and understanding of the concept of HIV-serodiscordance is limited. Such limitation negatively influences the quality of care and support offered to couples in these relationships. **Conclusion:** There is need to develop guidelines and policy tailored to the local needs and HIV epidemic profiles of South Africa. There is also a need for nurses to be offered training on how to support and care for HIV-serodiscordant couples. Such training to be shaped by couples' health-seeking behaviours and cultural norms, and where applicable for couples to act as cofacilitators.

What Does "Good" Look Like? How Qualitative Methods Revealed the Effects of Dignity Training for Older People With Dementia

Deborah Mazhindu, *Buckinghamshire New University & Imperial College Healthcare NHS Trust*

Nicky Hayes, *King's College Hospital NHS Foundation Trust*

Sarah Bartlett, *King's College Hospital NHS Foundation Trust*

A qualitative, coparticipatory action research (AR) approach, adopted to evaluate and illuminate dignity in care for older people with dementia, was undertaken (January 2014–December 2014) in a large Teaching Hospital in the United Kingdom. Coparticipants included students/trainees, patients/service users and their carer's, mentors/practice staff/teachers and supervisors, and convenience sampled and recruited purposively. The methodological approach encompassed the principles of translational and transformational qualitative research, where improvements were made to existing practice as the project progressed. The focus was on empowering nurses to incorporate meaningful patient activity as part of planned care, and qualitative methods illuminated the impact that activity had on patient experience, serving to broaden theoretical and practical understanding of what "good" looks like and what works to improve dignity in care for older people with dementia in an acute secondary hospital environment. The use of facilitated reflective learning, critical analysis exercises and action learning, was adopted to engage health care staff in critical self-scrutiny, identify their changes in attitudes, identify their new learning, and apply new learning to their clinical practice. The project also gathered service user/patient feedback, using semistructured one-to-one qualitative interview methods, appropriate for older people with dementia. Patient feedback was instrumental in developing what "good" dignified care looks like and has been incorporated within the existing Governance processes. The paper presents and promotes interactive discussion about how the qualitative methods applied in this project provided boundless possibilities for empowering care staff and improving dignity in care for older people with dementia.

Dwelling in Discomfort in Research Interviews: Reflexivity and Representation in Qualitative Research

Patricia McClunie-Trust, *Waikato Institute of Technology*

The process of conducting interviews requires researchers to engage with participants' stories and to cocreate knowledge with them about the meaning or significance of those stories. And yet, at first glance, we may not realise the extent to which our own thinking and behaviour influence participants' responses to us in the telling of their stories. This presentation critically examines my experience of interviewing registered nurses who related stories about caring for their own dying

family members. In this research, I came to understand that interviewing participants who had experienced loss similar to my own created moments when I empathised with them as colleagues and women. In the interviews, I found myself engaging with them in ways that were protective as I became focused on their vulnerability. As a nurse, I also brought a professional gaze that was concerned with the normative requirements of conduct for registered health professionals, albeit its representations of conduct within personal relationships. When participants gave detailed accounts of struggles with medicine management and requests for help to die, I realised that my responses were leading them away from sensitive topics. If research aims to have an emancipatory effect in freeing others to understand more about social phenomena, then it requires attention to the conditions under which the research is conducted and knowledge from it generated. Interviewing these nurses required me to be reflexive; to dwell in moments of discomfort; to listen attentively to participants' stories; and to understand them as resilient, capable, and knowledgeable health professionals.

Implications for Bounded Versus Unbounded Inquiry

Joseph McCrary, *WestEd*

Jaclyn Tejwani, *WestEd*

Kathryn Grogan, *WestEd*

Program evaluation typically relies extensively on bounded inquiry. Evaluators are tasked with analyzing a specific set of questions to determine the value of the evaluand. We look for the existence of processes and measure the fidelity of implementation. We focus on specific outcomes of interest. The result is highly prescriptive data collection and analysis and feedback to project directors and stakeholders according to predefined criteria. But what can we learn about a program if we reexamine data beyond the questions most relevant to the program? That is, by unbounding the analysis from the purpose of the data collection, can we learn more about how projects work? What are the implications for program evaluation? Can evaluators provide clients and stakeholders with other useful information through unbounded inquiry? In this paper, we explore what can be learned by unbounding analysis from the evaluation questions that drove data collection. We reanalyze interview and observational data collected in the evaluation of two federally funded teacher incentive grant programs. Those data were collected and analyzed according to specific protocols. We remove those protocols and the coding schemes and focus on what the data tell us about the schools in our studies. In doing so, we can then highlight the strengths and weaknesses of bounded versus unbounded inquiry in program evaluation.

The Evolution of Project Logic Models

Joseph McCrary, *WestEd*

Jaclyn Tejwani, *WestEd*

Kathryn Grogan, *WestEd*

Developers of programs specify logic models to explicate the inputs, key actors, steps to develop and provide the service, project outputs, expected short- and long-term outcomes, and factors that underlie the project. In the evaluation arena, logic models serve to organize the inquiry. Logic models, then, are important representations of program theory. Evaluators use logic models to identify who they should collect data from, what questions they should ask, and what relationships they should look for. Projects and their evaluations evolve, due to their mutual influence on each other and external forces. In this paper, we explore how program logic models (and, by extension, program theory) evolve during the course of a project, what factors influence that evolution, and the implications for program delivery and evaluation. Our data derive from logic models from several evaluations of government-funded projects and interviews of project leaders to review the changes we observed and what influenced those changes. We trace the development and evolution of project logic models, their evaluations, the mutual interactions between the two, and how changes in program theory are reflected in service delivery. By examining how and why logic models change, and how those changes are reflected in program delivery and evaluation, we intend to provide researchers with a set of "look-fors" as they study program theory and develop logic models.

Participatory Action Research: Photovoice and Digital Stories

Carol McKinstry, *La Trobe University*

Professor Amanda Kenny, *La Trobe University*

Digital storytelling and photovoice are two forms of participatory action research. This paper will outline the commonalities and differences of these two research methodologies. Both digital storytelling and photovoice encourage the use of reflection and use of images to record or project meaning. They can be used to obtain data, as a way to analyse data and to convey research findings. The process of developing a digital story or a series of images through photovoice is in itself a research method providing a framework for researchers and participants. While there are documented approaches for both, these approaches have been modified or adapted to suit participants, the purpose of the research, and the context or topic. Photovoice was developed as a health promotion tool while digital storytelling is a more recent method originating in Berkeley, California. Digital storytelling can involve the use of music and a narrative in addition to the choice of images. Both commonly utilise workshops conducted over a series of sessions or days to teach participants in the use of equipment, develop scripts, and encourage participants to source images or photographs from original or various sources. Bringing together groups of people to make and tell their own stories involves participants sharing their feelings and thoughts, creating meaning, and influencing those who watch and listen. Keeping these stories private, within the group or making them publicly available through the Internet or photo exhibitions, is the individual participant's

choice. Both methods have been utilised therapeutically with all ages of participants.

Critical Thinking in the University Studio: Shifting Making, Remaking, and Unmaking as Learning in the Crit

Megan McPherson, *Monash University*

Practice-led art research is now a significant issue in the art school because of the need to develop research students for their academic career progression in the university. There is a necessity for research that looks at how student understand their development as artists and how they learn to become an artist as this is underresearched. In this paper, I focus on the notion of practice and the practice of learning to be an artist. I am thinking about the similarities and differences of what we call art-based research and practice-led research. This is to consider how students learn the embodied practices of artists, and as an educational researcher artist, how I think through the research with an embodied practice of making art. The paper draws on a larger study of the crit in the university studio. Methodologically, it used mixed methods of observations, informal interviews, and surveys from both lecturers and students in two art schools to gather discursive and visual data, and the analysis is informed by arts-based research methodology. The findings I discuss talk to ideas that students shared about becoming an artist (or not), and how they and their artwork showed shifts in their learning. The analysis of the finding shows that for many of the students, becoming an artist is about learning from making artwork and recognizing how these shifts occur. The paper argues how this critical thinking is articulated in “making” and how the crit operates as a practice of critique.

Bending the Boundary of Interpretive Phenomenological Analysis (IPA): Using IPA in Examining Vocational Stress Amongst Non-medical Professions

Keith Mitchell, *University of Technology Sydney; Morling College, University of Divinity*

The use of IPA is a developing methodology in qualitative research but has been particularly utilised amongst health care areas and by psychologists. However, other vocational areas can gain advantage from this form of research, as IPA can be used to unearth complex factors that are contributing to burn out and exit rates of employees in other professions. This paper outlines the journey in the use of IPA in a nonhealth-based vocation by a nonpsychologist, and how analysed results can be harvested for ongoing research in other methodologies. The paper also addresses the perceived aspects of subjectivity in the use of IPA. A study of 10 ministers of religion was undertaken involving semistructured interviews of the lived experiences (lebenswelt) of clergy. Two cohorts of participants, containing five pastors who had remained in ministry for at least 10 years

and five who had exited before serving 10 years, were engaged. An IPA approach was utilised in this research to seek themes for further research into a Delphi survey. This dissertation outlines the journey in the use of IPA from the interview and selection phase, into the transcription stage, utilisation of bracketing surrounding subjectivities, and the coding of data through the use of qualitative software NVivo in the analysis process. Analysis involved both a focus on individual participants, specific cohorts, and a comparison between both cohorts. The themes and patterns that developed were then prepared into a Delphi survey for continued qualitative research.

“The Ripple Effect”: Promoting a Supportive Secondary School Culture by Mobilising Bystanders to Bullying

Helen Monks, *Edith Cowan University*
Donna Cross, *University of Western Australia*
Natasha Pearce, *Edith Cowan University*

The social context of bullying is pivotal with peers present as bystanders to the majority of school bullying interactions. Bystander responses can impact profoundly on the maintenance and course of school bullying and range from inciting the bullying through joining in or assisting the perpetrator, or inhibiting the bullying through actively intervening and supporting the bullied student. This qualitative study sought to elicit students’ perceptions of the bystander role and recommendations of the supports needed at the school level to encourage positive bystander behaviour. Eleven student focus groups were conducted across five case study schools participating in the Strong Schools, Safe Kids project in 2013. Findings indicated that students recognised the importance of intervening to stop bullying they witnessed at school. However, they expressed concern about potential retribution and retaliation from the perpetrator, as relevant to the anonymity and confidentiality of reporting mechanisms at school. Students believed that bystander efforts to stop the bullying may be more effective if they had other students’ support, reflecting the notion of “power in numbers.” Similarly, another student recognized “the ripple effect,” whereby if one person sticks up for the victim, then lots of people will stick up. To encourage positive bystander behaviour and inspire the ripple effect, it is recommended that schools implement processes of confidentiality and anonymity to help ensure the safety and protection of bystanders who report bullying. Students recommended that bystander education programs should be interactive, interesting and engaging, and promoted and marketed well within the school.

Sexual Dysfunction and Malaysian Women: Issues and Challenges in Methodology

Rosediani Muhamad, *La Trobe University/University Sains Malaysia*
Pranee Liamputtong, *La Trobe University*
Paul O’Halloran, *La Trobe University*
Wah Yun Low, *University of Malaya*

Researching sensitive issues like sexual difficulties among woman is a challenging task, especially in a community that perceives such matters as socially taboo. Using various recruitment techniques and multiple methods in obtaining data are important to enrich and sustain rigour to the research. In this presentation, we aim to share the various problems we have faced in researching this topic. Twenty-two Malay women who reported sexual difficulties and 21 primary care specialists were recruited between September 2013 and June 2014 using advertisements, snowball sampling, word of mouth, and referrals from specialists. A number of methods were planned apart from face-to-face, in-depth interviews: drawing, photovoice, photo elicitation, or diary methods. Field notes and researcher experiences via memoranda were thematically analysed. Despite utilizing a variety of recruitment means, participation from women was slow and it took a longer time for us to find sufficient number. We found that it worked better with advertisement rather than getting referral from specialists. Using a variety of methods also did not work as planned. Among the reasons were busy with daily life, time consuming, diary was not their usual practice, not good at drawing and afraid of known by other people. The photo elicitation method run better, but it had some limitations. Our findings suggest that researching with women on sensitive issues requires a reflective approach in each activity done in the fieldwork to enable researchers to detect early problems and modify them appropriately in order to smooth the path for such research and also to ensure the recruitment of high-quality participants.

Examining Vocational Services for Adults With Autism

David Nicholas, *University of Calgary*
 Lonnie Zwaigenbaum, *University of Alberta*
 Margaret Clarke, *Sinneave Family Foundation*
 Kevin Stoddart, *Redpath Centre*

The Canadian unemployment rate for persons with disabilities including autism spectrum disorder (ASD) is estimated at 53.2% (The Department of Human Resources and Skills Development Canada, 2009) compared to 7.9% in the general population (Statistics Canada, 2010). Addressing this low employment rate, we examined vocational services offered to adults with ASD; perceptions of vocational service quality; and related experiences of adults with ASD, caregivers, employers, and employment support personnel, regarding employment among people with ASD. A mixed-method design, including interviews, a survey, and a Delphi adjudication process, were based in an interpretive description approach. In-depth interviews examined vocational support models in ASD via adults with ASD ($n = 51$), family members ($n = 71$), employer support personnel ($n = 42$), and employers ($n = 22$). Interviews elicited rich vocation-related experiences and needs of adults with ASD, with practical implications for practice and policy development. Findings identify a range of employment and employment support models. Participants consistently reported

insufficient employment opportunities and supports for persons with ASD. Service agency personnel are generally satisfied with the vocational support offered within their agency, given the resources available. In contrast, service users indicate overall dissatisfaction with vocational supports. Qualitative interviews offered salient themes related to difficulties experienced by youth and young adults transitioning to employment. Workplace attitudes about disability and inclusion are shown to have a bearing on vocational experience. This presentation offers an integrated approach for mixed-method research within an interpretive descriptive overall lens. Methodological considerations for research and practice will be offered, as well benefits, challenges, and lessons learned from these qualitative and mixed-method approaches.

A Room With a View: A Look Into Experiences of Living With Depression by Vietnamese Women Using Photo Elicitation

Victoria Palmer, *The University of Melbourne*
 John Furler, *The University of Melbourne*

Depression is common and complex. It elicits divergent views from people about its causes and treatment. For people from cross-cultural backgrounds, what is known and called depression differs to that of dominant Anglo cultures. This study set out to examine whether the qualitative method of photo elicitation could provide a small group of five women from a cross-cultural background, in this case Vietnamese women, with another language set by which to represent their experiences of living with depression. In this study, Vietnamese women were provided with a digital camera and given instructions on its use and asked to take photos about their everyday experiences of living with depression, stress, or worries. Recruitment and face-to-face interviews were completed with an interpreter. Participants were asked to take at least 10 photos but as many as they liked. Five photos were then selected by the participant for discussion within an interpreted interview. This paper takes a look at the representations of living with depression expressed by the women and examines whether this visual methodology provided more insight than a traditional interview into how depression is named and represented within this community.

Following Leads and Pulling Threads: Capturing Rural Cancer Stories

Vicki Parker, *University of New England*
 Douglas Bellamy, *Hunter New England Health*

Understanding the way things happen for older people with cancer who live in rural areas is not always easy. Every town is different, as are the particular circumstances of each person, their supports, and their challenges. This study examined the health care experiences and concerns of older cancer survivors and their families and carers, and those of the health professionals involved in the care of older people living in rural New South Wales (NSW). We used a combination of narrative and

network analysis to identify and understand what support exists for older people, where it comes from, and how it operates. In-depth interviews were conducted with cancer survivors over 65 years and their family member. Participant's narratives were voiced from the position of being an older person who has cancer living on in their rural home. Their experiences are coloured by the degree to which they feel supported. Having been unsettled by their experience, and resisting to varying degrees the medical colonisation of their lives, most have had to rethink their circumstances. Significant events, particular challenges, and formal and informal sources of support were identified. People, health professionals, and others who were considered central to the person's supportive network were then approached to be interviewed. We then explored how these people were supported and enabled to provide support for older cancer survivors in rural areas and how the various discursive understandings of cancer and older age construct expectations and support for older people.

Inter Professional Care of Children, in the Early Years: Methods to Explore Commonalities of Language

Yvonne Parry, *Flinders University*

Julian Grant, *Flinders University*

In the early childhood arena, common understandings of infants, children, and families are crucial to enable interprofessional and intersectoral practice. This research project sought to explore commonalities of language for working with children from birth to 5 years of age, and their families to improve practice. This paper presents and critiques the use of structured, workshop-based focus groups to deconstruct then reconstruct interdisciplinary language. Participants from a range of professional backgrounds were recruited from children's centres for child development in South Australia. These workplaces represented a range of levels of competence in achieving collaborative interdisciplinary care for children and families. Two 4-hr consecutive workshops were held for each of the two groups of participants. Participants consented to collection of data in the form of audio-recording of group discussions and manual records of groups work such as notes and butchers paper. Participants were led in discussions and activities that enabled exploration of beliefs, values, and attitudes around the nature of childhood and knowledge, beliefs, and practices around working with children and families. Participants identified structural and disciplinary barriers to interprofessional communication and identified ways forward for developing language commonalities that could be applied to practice. In this presentation, we pay particular attention to the place of data collection in a focus group that is underpinned by a pseudoeducational framework. Teaching participants how to deconstruct language was core to enabling discussions around language and language use when working with families in the early years. Recommendations for future use of workshop-based focus groups are made.

Using Vignettes to Explore Layers of Consciousness Within Auto Ethnography

Jayne Pitard, *Victoria University*

In researching my role as teacher of a group of Timor Leste Vocational Education professionals, I have undertaken a phenomenological study using autoethnography to highlight the existential shifts in my cultural understanding. Champions of autoethnography have promoted the use of personal storytelling to explore the impact of intersubjectivity within cultural research. I use vignettes to place myself within the social context; to explore my positionality as a researcher; and to carefully self-monitor the impact of my biases, beliefs, and personal experiences on my relationship with my students. In the process of critical reflection, I use a systemised analysis approach in my vignettes to explore several layers of consciousness. My structured method for analysing each vignette reveals layers of consciousness that might otherwise remain experienced but concealed. In my analysis, I describe the context of the experience, the actual experience told as a personal story, the emotional impact on me of this experience, and my reflexivity to the described experience. As well, I identify strategies I developed as a result of the impact the experience had on the way I interacted with my students. This structured approach reinforces the research elements within autoethnographic writing. My paper aims to progress the use of vignettes within autoethnography in this structured format to investigate the complexity of experiences and their analysis. I explain the conceptual framework for my structured approach and provide an example to highlight the usefulness of this method.

Pushing the Boundaries—Positioning in Qualitative Research

Jayne Pitard, *Victoria University*

Positioning the researcher in relation to data collection and analysis in qualitative research has emerged as increasingly influential on the perceived trustworthiness of the representation of data. Positioning does not refer to a physical configuration of the body of work but rather to a configuration of the philosophical beliefs of the researcher. "Who am I in relation to the research?" becomes the central tenet in disclosing the positioning of the researcher. What we know (ontology) and how we know it (epistemology) is a result of our philosophical beliefs, not a precursor to them. In seeking to understand my philosophical positioning when researching my teaching a group of East Timorese professionals, I found it helpful to answer four questions. What do I believe underpins my knowledge of life? Where did I gain this belief? How does this belief influence the way I react to situations and people? and What assumptions have I accumulated from my life experiences which may affect my reflexivity to social interaction? For a reader to trust the perspective of the researcher as presented in the data analysis, disclosure by the researcher of his or her position in relation to the data is essential. It is a progression

of maturity as a researcher to acknowledge one's subjectivity within the research and what influence this subjectivity might have on data during the process of collection and analysis. My paper describes the process I used to disclose my position in relation to the data.

Searching for Empathy in the Talk of Veterans With Diabetes and Their Primary Care Providers: A Mixed-Methods Study

Charlene Pope, *Ralph H. Johnson Veterans Affairs (VA) Medical Center*

Boyd H. Davis, *University of North Carolina at Charlotte*

Bertha North-Lee, *Ralph H. Johnson VA Medical Center*

Leonard Egede, *Ralph H. Johnson VA Medical Center*

About 25% of Veterans in the United States have diabetes, while 8% of the general population have diabetes, possibly reflecting the older age of Veterans in the Veterans Affairs (VA) health system. Although VA primary care services focus on management of diabetes, the emotional burden of the disease receives less attention. Patient-perceived empathy from providers has been associated with increased patient satisfaction, adherence to medication, and understanding of medical information. Although physician communication has been shown to be inversely related to the emotional burden of diabetes, the role of patient empathic cues and provider expressions of empathy have been underidentified. This mixed methods observational study first applies the empathy component of the Four Habits Coding Scheme to 60 transcriptions of Veterans with Type 2 diabetes speaking with their primary care providers. This established patient-provider communication scale separates empathy scores from overall patient-centered communication. Then, discourse analysis extracts examples of patient empathic cues of emotional burden and provider responses and expressions of empathy. The integration of the quantitative scores and qualitative patterns are merged in a matrix comparing empathy scores and hemoglobin (Hgb) A1c levels indicative of diabetes control with the range of communication practices related to empathy. Communication quality is shown inversely related to Hgb A1c levels and glycemic control, while empathy scores were relatively low. Discourse examples demonstrate instances of missed or dropped cues related to poor diabetes control and potential opportunities to develop an intervention to increase empathic expression and address the emotional burden of diabetes.

Riding Shotgun the Lived Experience of Nurse Family Careers

Loretto Quinney, *Central Queensland University*

Trudy Dwyer, *Central Queensland University*

Ysanne Chapman, *Central Queensland University*

The contribution of family carers to the management of chronic illness is well documented and the subsequent emotional, psychological, physical, and social burdens have received some

examination. However, the emphasis has been placed upon the caregiver as a recipient of care. Registered nurses who have the responsibility of caring for a family member with a chronic illness have the unique position of being both an informed health care provider and a family carer. The duality of this role allows the nurse family carer to have insights that have the potential to inform and enhance service design. This paper discusses the themes that have emerged from a hermeneutic phenomenological study involving 15 participants. An unstructured interview of 1 hr was held with each participant where within a conversational construct the nurse family carer was able to share their experiences of caring for a family member with a chronic illness during times of acute exacerbation. The overarching theme of "Riding Shotgun" illustrates the difficulties of being constantly vigilant whilst navigating through complex hospital systems and ensuring that safe and appropriate care is provided. Analysis revealed the tension between maintaining positive relationships with care providers and being patient advocate. Additionally, practices which promoted and enhanced care provision from the perspective of the family-centred care were illuminated. This paper repositions the family carer as a partner in care provision and utilises the experiences of nurse family carers as the informed voice to explore this association.

Embedding a Grounded Theory Expedition in a Mixed-Methods Exploration: Mission Possible to Capture Nurse Educators' Critical Thinking

Christy Raymond-Seniuk, *MacEwan University*

Joanne Profetto-McGrath, *University of Alberta*

Florence Myrick, *University of Alberta*

The complexities and questions about the role of critical thinking in nursing education continue to exist. Given the limited published research to date, more needs to be known about the role of nurse educators "critical thinking in students" clinical learning. In this study, the researchers employed a constructivist grounded theory approach, as outlined by Charmaz (2006), within a larger mixed methods study to explore the intricacies of how nurse educators revealed their critical thinking in the clinical setting when interacting with students. Multiple interviews and participant observations were completed to gain an in-depth understanding of each participant's critical thinking. The grounded theory approach in this study complemented quantitative findings and led to a theoretical representation of how nurse educators knowingly or unknowingly shared their critical thinking. The categories of the newly developed theory include (a) fostering the student-educator relationship, (b) discernible and indiscernible role modeling of critical thinking, (c) explicit and implicit mobilizing and operationalizing resources, and (d) balancing factors impacting nurse educators' critical thinking. By using a grounded theory approach situated within a larger mixed-methods study, results and

methods were compared and contrasted for a more robust picture of nurse educators' critical thinking and a deeper understanding of how these potentially incompatible approaches may be merged to increase knowledge. Nurse educators are integral in facilitating students critical thinking, and the study participants experiences demonstrated how nurse educators critical thinking can be mobilized through a variety of methods.

Palliative Care at the Margins—A Discourse Historical Analysis of Policy and Organisational Documents

Katrina Recoche, *Monash University*

Margaret O'Connor, *Monash University*

Rosemary Clerehan, *Monash University*

What influence do public documents have on homeless persons' access to palliative and end of life care? Government and organisational documents can either facilitate or act as barriers to palliative and end of life service access for homeless persons. Exploration of such materials requires research which is theoretically based but also ultrapractical. The current work uses the discourse historical approach to explore discourses in policies, guidelines, and other relevant public documents in the Australian context. Reducing barriers to palliative and end of life service access is a crucial task. The eight-step discourse historical approach (Reisigl & Wodak, 2009) accepts that discourses have the power to include or exclude as they relate to the events, institutions, and structures that frame them. Theoretical frameworks, which underpin this approach, embrace the impact of power, politics, social change, and historical context. Such an approach systematically integrates background information to better inform scrutiny of the documents. Analysis of organisational and government documents has revealed language which has the potential to position homeless and disenfranchised people as alienated and "other." Homelessness is a growing problem in Australia, and despite an increased burden of chronic disease and high death rates, many homeless and insecurely housed people are still reluctant to access mainstream health services. As a consequence, treatment for chronic illnesses may be delayed, and some face early end of life illness trajectories as a consequence. Exclusionary discourses in the documents examined are highlighted to illustrate inconsistencies and to recommend bringing rhetoric closer to palliative practice aims.

Meeting in the Middle: Cross-Language Qualitative Health Research Using a Lingua Franca

Michelle Redman-MacLaren, *James Cook University*

Rachael Tommbe, *Pacific Adventist University*

Tracie Mafile'o, *Massey University*

With words as data, qualitative researchers rely upon language to understand the meaning participants make of the phenomena under study. Cross-language research requires communication about and between linguistic systems of meaning, with language a site of power in qualitative research. This presentation describes the value of using the lingua franca of Tok Pisin to explore the implications of male circumcision for human immunodeficiency virus prevention with women in Papua New Guinea. Researchers facilitated individual interviews and interpretive focus groups to explore themes surrounding male circumcision and the implications for women. The focus groups and interviews were conducted in Tok Pisin or English, depending upon the preference of the participants. Cross-language research heightened researcher awareness of the role of language, facilitated a state of naive inquirer for researchers, and centralised the participants' responses, including culturally situated metaphors and stories. In addition to linguistic proficiency, worldview proficiency was required to explore the meaning participants attributed to the phenomena being researched. Using a shared language closer to the lived experience of participants devolved the power of the researcher, consistent with decolonising methodologies. It is critical researchers address hierarchies of language when conducting research in order to enable cogeneration of quality research findings.

Transformational Grounded Theory: Enfolding Voice and Action

Michelle Redman-MacLaren, *James Cook University*

Jane Mills, *James Cook University*

Grounded theory has been evolving methodologically since Barney Glaser and Anselm Strauss first described it in the late 1960s. Initially underpinned by modernist philosophy, grounded theory has had recent turns including the adoption of both constructivism and postmodernism. This presentation explores ontological offerings of critical realism as a basis for Transformational Grounded Theory. Critical realists posit there is a truth, but it can never be known in its entirety—highly relevant to cross-cultural, qualitative research. Grounded theory methods are also expanded, informed by participatory action research and decolonising research methodologies. Researchers typically have more power than participants in research. Purposeful participation of coresearchers can reduce the power imbalance but also require a critical analysis of colonial histories, including ways researchers may continue to perpetuate this history. Transformational Grounded Theory was the methodology used to explore the implications of male circumcision for HIV prevention with women in Papua New Guinea. This critical grounded theory methodology has resulted in both theory and ongoing health-promoting action. Key to the success of this expanded grounded theory methodology has been trust-filled research partnerships and responsive collective action. This is the transformational in Transformational Grounded Theory.

Boundless Becoming: A Poetic Auto Ethnography of Becoming a Researcher

Michelle Redman-MacLaren, *James Cook University*

Poetry creates new ways of knowing and is increasingly being used in qualitative research. Although few researcher-poets integrate poetry as the primary method for their inquiry, many researchers use poetry to synthesise and represent data. Auto-ethnographic poetry expands these approaches by representing experiences of the researcher not ordinarily called data. The use of autoethnographic poetry in my doctoral research helped me critically reflect upon the research process and my role as the researcher. In this presentation, I share autoethnographic poetry written during my doctoral research, facilitated with women in Papua New Guinea. During this time, I wrote poetry about my doing-ego, my fear of “nonproduction,” and my relationship with the doctor of philosophy and transitions between university life and the messy joy of fieldwork. I also wrote about my foe, the imposter syndrome. This poetry will be recited and explored as a link between head and heart and as a tool for synthesised, reflexive research practice. I will demonstrate the value of poetry as a boundless research method.

Using Indirect Focus Group Elicitation Techniques to Unpack Motivators and Barriers to Optimal Treatment of Pediatric Diarrhea by Over-the-Counter Medicine Sellers in Ghana

Lauren Rosapep, *Abt Associates*

This presentation explores methods used in a qualitative study we designed to build on a recent impact evaluation of a pediatric diarrhea management training program for over-the-counter medicine sellers (OTCMS) in Ghana. Although the evaluation found that the program improved OTCMS' knowledge about recommended treatment protocols, it did not impact their dispensing practices. Since OCTMS are important sources of consultation for many health care-seeking Ghanaians, we pursued this study to understand why and how OCTMS can possess correct dispensing knowledge and yet still engage in suboptimal dispensing behaviors. Given this knowledge-practice gap, we hypothesized that some OCTMs may be inclined to inaccurately portray desired behavior as actual behavior and that explanatory insight into the inner workings of OCTM dispensing decisions would not be easily obtained through direct observations or in-depth interviews. Instead, we employed focus group discussions with OTCMS that incorporated an indirect elicitation approach we call “passive role play.” The basis of this approach was a set of illustrative vignettes portraying various OTCMS–customer interactions of interest. We coupled these with carefully constructed prompts designed to stimulate group consideration of what was seen, heard, and felt in the vignette from various perspectives, including the fictional OCTM and customer as well as the participants

themselves. By inducing active consideration of perspectives that extended beyond those of the participants, the discussions were rich and multidimensional. This resulted in a data set that provided a nuanced illumination of the factors that influence what OCTMS think is appropriate dispensing behavior in commonly experienced transactional contexts.

Boundaries or Boundless: Evolving Ethics for Qualitative Researchers

Lesley Seaton, *University of Sydney*

Philippa Seaton, *University of Otago*

Judy Yarwood, *Christchurch Polytechnic Institute of Technology*

Advancing knowledge frequently requires thought-provoking encounters with innovation and risk, both were confronted in the project discussed in this presentation. Four key principles associated with ethical qualitative inquiry: confidentiality, beneficence, nonmaleficence, and reciprocity, were challenged when researching the impact of a natural disaster, the catastrophic Christchurch earthquake sequence in 2010 and 2011 in New Zealand. The associated destruction, death, and the community's response was known globally within minutes of the events occurring, ensuring research arising from this devastated city would be instantly identifiable. Confronting the management of risk(s) associated with deductive disclosure and loss of internal confidentiality, in a world where the private becomes instantly public through electronic media mining and Internet broadcasting, immediately placed the researchers at the ethical boundary facing conflict between conveying detailed human responses and protecting participants. Rich descriptions from study participants' experiences, of their behaviour and decisions in a situation fraught with personal and public risk, meant there was an added sensitivity to culpability, both legal and moral. This presentation will examine how depth was achieved in qualitative research findings while managing concerns around mitigating unintended distress and disclosure. The issues of participant researcher will also be confronted, as the researchers, themselves, became participants in their own study. These, and other boundaries this study crossed, will be discussed.

Barbie Doll: Emaciated or Emancipating? The Transformative Potential of a Pop Culture Icon

Sandy A. Shwaykosky, *University of Alberta*

This qualitative research paper explores the current state of North American attitudes towards, and hegemonic ideas of, the role of girls and women in society, using Mattel's Barbie doll as the central focus. It explores the linkages between pop culture in general and Barbie doll specifically, girls' sexuality, body image, and the contribution these make toward young women's self-image and role in society. Going beyond popular feminist theory and the scope of sexual stereotypes, this paper examines the myths and reality surrounding these links. Close

analysis of the impact of cultural icons on North American society in general, the findings presented in this paper strongly suggests that Barbie doll is only one small contributor to the subordinate ideals of women. In fact, innovative works such as Susan Hopkins' *Girl heroes: The new force in popular culture* points to the fascinating notion that cultural icons such as the Barbie doll serve as positive role models in the lives of contemporary young females. This research will undoubtedly be of interest to most feminist scholars, and academics who specialize in the study of cultural commodity and pop culture.

The Interrelationship of Methodology, Method, Mindfulness, and Meditation

Balveer Sikh, *ProCare*

Deb Spence, *AUT University*

Isaac Newton spoke of playing like a boy on the seashore whilst the great ocean of truth lay undiscovered before him. Such awareness precedes our cognitive faculties and hence all methods and methodologies. Yet we seem to have embraced the idea that systematising research will save us from chaos and lead to the ocean of truth. For those who can train their mind, awareness can function in its primordial state producing meditative insights or "aha" moments that precede cognition. This paper will argue that qualitative methodologies need to face two fundamental questions: Can truth be understood without understanding awareness? and Is there a way to grasp primordial awareness? Thus far, qualitative methodologies have failed to address "pure awareness" and settled upon aspects of the mind that fall within the ambit of their methodologies. In relation to mindfulness, an increasingly popular field of psychology, how is a researcher to explicate understanding of mindfulness without going beyond written and verbal expression? Originating from nondualistic philosophy, mindfulness challenges existing research approaches. Unless we develop new methodologies that are congruent with Eastern nondualism, large parts of the ocean of truth will remain undiscovered.

Doing Robust Hermeneutic Phenomenology

Deborah Spence, *AUT University, Symposium Chair*

Symposium description: This symposium engages with the tensions inherent in being bounded and boundless when researching from a philosophical hermeneutic perspective. It brings together three presenters from differing health professional backgrounds with a mutual interest in hermeneutic phenomenology. The symposium moves from an overview of essential characteristics, for example, prior understandings related to phenomena of interest, and language use within this research genre. It explores ways of gathering and interpreting rich textual data that illuminate everyday taken-for-granted experiences. It then illustrates how poetry as a methodological device reveals hidden meanings with powerful and provocative transformative effects. Together, these papers characterise the dialectical interplay between philosophy, methodology, and

method, exemplifying the part-whole relationships in hermeneutic research and achieving the internal congruence required of robust research. This symposium will appeal to students engaging in hermeneutic research, their supervisors, and those examining and/or considering publishing such work.

Abstract #1: From Methodology to Method in Hermeneutic Phenomenology: Reflexive Engagement Within Circles of Understanding

Deb Spence, *Auckland University of Technology*

If we accept Gadamer's assertion that all understanding is interpretive, then we must start by recognising that even the researcher's interest in a topic carries bias. The philosophical hermeneutics articulated by Gadamer, from the Heideggerian notion that Dasein projects its being upon possibilities, requires that researchers pay careful attention to the ways in which prior understandings inform the practice of research in an ongoing manner. Supervisors of students undertaking hermeneutic research encourage the declaration of preunderstandings prior to commencing data collection. This can be a way of "bracketing" and thus bounding prior knowledge. Yet, how is this possible when understandings are dynamic and evolutionary? And should we be limiting research thinking in this when inherent in the notion of understanding as fusion of horizons is the ever present possibility of coming to new and different understanding? This component of the symposium will focus on ways in which supervisors of students using philosophical hermeneutics employ questioning to reveal the relationships between experience, tradition, and language. Discussion will centre on "presuppositions" interviewing, ongoing journaling, and the careful selection of words that clarify, refine, and crystallise meaning which together constitute an approach that reflectively and evocatively "writes through" rather than "writes up" research findings.

Abstract #2: The Art of Evoking and Interpreting Hermeneutic Phenomenological Texts

Valerie Wright-St Clair, *Auckland University of Technology*

Hermes in Greek mythology was the herald of the Olympian gods, carrying messages and secrets from the gods to the people on earth. Appropriately, Hermes underlies the naming of hermeneutics, symbolising the illumination and understanding of texts. Hence, only when a text is saying something which needs to be interpreted does hermeneutics find its place. Heidegger turned his hermeneutic phenomenology toward where he believed the primordial essence of being human dwelled in the ordinary everyday of human existence. This component of the symposium will critically explore what it means to be a researcher in the hermeneutic phenomenological tradition, being bound, yet at the same time unbounded, by the methodological doing of hermeneutic phenomenology. In particular,

it will explore how thinking about research participants' stories are "like Hermes," a herald bearing messages within them, delivered over to the researcher for interpretation. As Hermes was also the god of literature and a patron of poetry, it will consider how such philosophical foundations open the way for including diverse forms of texts including popular and poetry, in coming to understand the meaning of phenomena within the research context. Hence, this symposium component will explore modes of questioning to evoke rich texts in relation to phenomena of interest, and it will critically examine modes of engaging with the coherent anecdotes within texts as a way of interpreting to get closer to illuminating hidden or taken-for-granted meanings of phenomena. It will be of interest to those embarking on a research journey informed by hermeneutic phenomenology.

Abstract #3: Poetic Language as Writing Stratagem in Hermeneutic Phenomenology

Susan Crowther, *Auckland University of Technology*

Hermeneutic phenomenology as an interpretive craft cannot be harnessed and tethered to a set of predefined rules, methodological processes, and obligations. According to Heidegger, how we attune provides our felt sense of being-in-the-world and how we come to understand/interpret human lived experiences. How we attune in research determines how our projects are encountered and intelligible to us. Research prose is often insufficient in-depth failing to reach beyond semantic units that it offers readers. Inner pathic meaning in phenomenological writing can be surfaced in poetic language revealing fleeting and tentative "just out of reach" meanings. Poetics can attune readers of research so they are "there" in the listening and reading. Poetry used as a methodological device reveals hidden meanings of lived experiences that are often ineffable; meanings that whisper to the soul of the reader-listener in a particular tone gifting messages of otherwise unwritten unspoken feelings. Poems thus stir empathic response beckoning the reader-listener to deepening awareness invoking ontological nearness and shared knowing. The provocative and powerful nature of poetry can have transformative effects. Even those who have never lived the experiences that are studied are able to come into closeness with phenomena without the need to grasp phenomena in any bounded finality. This component of the symposium focuses on how poetics in research reporting is able to address, touch, resonate, and move others wherever and whoever they are beyond the bounded constraints of academic prose. Examples from a study that reported findings in poetic form are presented.

Opportunities and Constraints in Disseminating Qualitative Research in Web 2.0 Virtual Environments

Charles A. Hays, *Thompson Rivers University*
Judith A. Spiers, *University of Alberta*
Barbara Paterson, *Thompson Rivers University*

The Web 2.0 digital environment revolution is well established in transforming how users communicate and relate to each other, and how information is shared, created, and recreated within user communities. Reflecting this, the social media technologies in the Web 2.0 digital ecosystem are fundamentally changing the opportunities and concerns in disseminating qualitative health research. The social changes driven by digital innovations shift dissemination from passive consumption to user-centered, apomediated cooperative approaches, the features of which are underutilised by many qualitative researchers. We identify the opportunities new digital media presents for knowledge translation activities including access to wider audiences without gatekeeper constraints, new perspectives, and symbiotic relationships between researchers and users. We also address some of the challenges in embracing these technologies including lack of control, potential for unethical co-optation of work, and cyber bullying. Lastly, we offer solutions to enhance research dissemination in sustainable, ethical, and effective strategies.

Metasynthesis: Exploring the Boundaries

Mandy Stanley, *University of South Australia*
Carolyn Murray, *University of South Australia*

Meta-synthesis involves taking multiple qualitative studies on the same topic and reanalysing the published findings. The outcome of analysis is to arrive at a deeper level of understanding of the topic which has greater potency than single studies. In this presentation, we will describe what meta-synthesis is and how it might be used by researchers to build a stronger evidence base for allied health practice. To begin the meta-synthesis, a clear question needs to be determined before defining search terms and selection criteria. Once the studies have been located, they are appraised with regards to quality before data in the form of findings and direct quotes are extracted. Data are then analysed thematically to arrive at conceptual themes. Methodological issues related to the difficulty with searching, quality appraisal of studies, combining studies with differing methodological approaches, the positionality of the researchers, and the lack of consensus of approach will be presented. To illustrate key points and provide examples of how we resolved methodological issues, we draw on our own experience of conducting meta-syntheses of the transition from allied health clinician to academic, adaptation following stroke, parenting in the neonatal intensive care unit, and challenges in occupational therapy practice. With careful consideration of the limitations of meta-synthesis, the new conceptual knowledge derived will strengthen the qualitative evidence base for allied health practice and education.

An Exercise in Calibration

Jaclyn Tejwani, *WestEd*
Stephen Ruffini, *WestEd*
Marycruz Diaz, *WestEd*
Reino Makkonen, *WestEd*

Using transcript data from teacher focus groups and principal interviews provided by the Arizona Department of Education, researchers obtained an understanding of attitudes toward the pilot evaluation systems implemented in the state. As a Regional Educational Laboratory West study funded by the Institute of Education Sciences, a high level of rigor was proposed for this study, which included an 80% rate of interrater reliability for coding the transcripts among the two reviewers. After developing the coding scheme, the calibration exercise involved a first round of coding by the two reviewers, a check of interrater reliability by the principal investigator, and conversations to understand the calibration results. The interrater reliability check process was duplicated when the reviewers had coded half the narrative data to ensure consistent application of codes throughout. After the coding was completed, each reviewer focused on a different research question to organize and analyze the transcript data and identify patterns and themes as well as to track the prevalence of common themes across districts. Discussion of the specific process the two reviewers and the principal investigator implemented to achieve the required reliability rate will be presented, along with the results of the qualitative analysis.

Combining Perspectives: Unraveling and Integrating

Merrill Turpin, *The University of Queensland/School of Health and Rehabilitation Sciences*

In her 1978 publication, Susan Sontag wrote, "Everyone who is born holds dual citizenship, in the kingdom of the well and the kingdom of the sick." She went on to say that, while we prefer to use the "good" passport, "we are obliged at least for a spell, to identify ourselves as citizens of that other place." How can this dual citizenship be used to enhance the quality of research? In this paper, I reflect on the advantages of having a dual perspective when undertaking research, while also cautioning researchers to be able to silence their own voice in order to hear clearly the voices of others in the research. As with all good interviewing, the ability to be "present" to the other must take priority; the interview must elicit THEIR story and perspective. However, we can all use ourselves and our own perspectives to inform the conversations that we have with people, the questions we ask, and the topics we pursue. Similarly, when analyzing data, we can use, but must not be bounded by, our own perspectives. I discuss the importance of awareness and reflection in separating and combining perspectives. I use a range of autoethnographic methods to consider the dual perspective afforded me by being both a person with multiple sclerosis (MS) and a health researcher and university lecturer in occupational therapy. Ironically, perhaps, I have been a researcher of MS for much longer than I have been a person diagnosed with the condition.

Advancing Quality and Relevance of Evidence for Patients

Roxanne Vandermause, *Washington State University*
 Fran Barg, *University of Pennsylvania*
 Laura Esmail, *AcademyHealth*
 Lauren Edmundson, *AcademyHealth*

Patient-centered outcomes research (PCOR) is emerging as a unique field of inquiry, characterized by innovative methodologies and involvement of engaged stakeholders. This emphasis is carried through PCOR Institute (PCORI)-funded projects. In a study conducted by two PCORI-funded researchers and two AcademyHealth (PCORI partners) scholars, the methodologies and methods of PCOR-funded pilot projects were examined to better understand the practices of qualitative researchers in today's research climate. Although qualitative methods using multiple approaches are used by a large number of PCOR pilot projects, the ways in which qualitative methods are presented, implemented, and applied to practice are diverse and less understood than conventional deductive approaches using statistical measures. Newer approaches to qualitative research have expanded the field. We sought to answer the questions: (1) how do researchers using primarily qualitative methods experience seeking funding for implementing and disseminating their work? and (2) how may qualitative methods advance the quality and relevance of evidence for patients? This study examines the experiences of PCORI-funded project investigators through textual analysis of funded research plans ($n = 41$) and transcripts from in-depth interviews with investigators, using multiple qualitative methods, including phenomenological and qualitative descriptive approaches. We propose an interactive presentation of our work to IIQM participants delegates that is in keeping with the conference theme: Better Bound or Boundless? Our intention is to share our analyses and fully discuss the nature of qualitative research methodologies today so that, together, we will contribute to the newest literature on qualitative methodologies.

The Boundaries of Inductive Content Analysis: Where Are They and Why Does It Matter?

Danya Vears, *The University of Melbourne*
 Lynn Gillam, *The University of Melbourne and The Royal Children's Hospital*

Inductive content analysis (ICA), or qualitative content analysis, is described in many different ways in the literature. There is a lack of consensus not only about what to call this method of data analysis but also on how to carry it out, and when it is appropriate to use it. Some descriptions of ICA indicate it almost verges on thematic analysis, while others imply it is simply a variant of traditional numerical content analysis. In this paper, we review a number of recently published descriptions of ICA, and critically evaluate the accounts given of the

theoretical basis for the method, and the procedure for carrying it out. We consider how, if at all, ICA differs from thematic analysis. Using a qualitative study investigating current practice and views around genetic testing in children as an example, we outline the factors to consider when making decisions about employing ICA and discuss the implications for the research question, interview guide, and intended applications of the results. Finally, we draw conclusions about the significance of defining ICA as a form of analysis distinct from thematic analysis.

Reflexivity and the Clinician-Researcher: Managing Participant Misconceptions in Qualitative Research

Danya Years, *The University of Melbourne*
Amy Hiller, *The University of Melbourne*

It is increasingly common for health care clinicians to research an aspect of their professional practice. Although the additional knowledge and perspective of these “clinician-researchers” can have a beneficial impact on the research, the health care professional background of the researcher can also be a precipitant for confusion, similar to the therapeutic misconception in quantitative clinical trials research. Potential misconceptions of patient-participants include feeling an obligation to participate, having expectations of receiving clinical care and concerns about confidentiality. In addition, misconceptions from practitioner-participants can include expecting to receive feedback on practice, perceptions of being judged and misinterpretation of the importance of the research results. If not managed appropriately, these participant misconceptions can negatively impact on both the ethical and methodological rigor of the research. In this paper, we promote reflexivity as a tool to preempt, prevent, and manage participant misconceptions resulting from misunderstandings about the role and perspectives of the clinician-researcher. Drawing on our own experiences as clinician-researchers, we provide examples of participant misconceptions and explore how reflexivity can be utilized at different stages of the research process. We discuss the importance of the portrayal of self by the clinician-researcher who must manage the dual roles of clinician and researcher and their insider perspective appropriately. We conclude that utilizing reflexivity can assist with avoiding potential participant misconceptions, thereby enhancing ethical and methodological aspects of qualitative research in health care.

The Challenges of Choosing a Research Method That Facilitates the Ethical and Methodological Difficulties of Conducting Research With Adults Hospitalised Under the Mental Health Act

Maree Vukovic, *Central Queensland University*
Tony Welch, *School of Nursing and Midwifery, Central Queensland University*

Moira Williamson, *School of Nursing and Midwifery, Central Queensland*

Admission to a psychiatric facility can be a traumatic event for the individual, causing stigmatisation, rejection from family and friends, and isolation. For some, the disconnection and insult to the sense of self is too much, so much so that they leave prior to completing their episode of care (Nurjannah, Fitzgerald, & Foster, 2009). The lived experience of people hospitalised under the Mental Health Act can provide a rich knowledge that will contribute to both nursing practice and policy development, feeding back real knowledge and experience on which to build. Conducting research for this population in an ethical manner that supports evidence base presents challenges. One challenge that arises is when a person is placed under the Mental Health Act, as this in itself infers the person is unable to give consent or provide information that is logical and/or coherent. A second area that presents a challenge is achieving ethics approval, this is due to the belief that it may be damaging to the persons sense of self to ask about their experience. This presentation describes the process of obtaining informed consent and engaging with the individual in a manner that will allow them to relate their experiences through the use of descriptive phenomenology. The process and timing of the interview by the researcher to ensure that the information is accurate and unbiased will be elucidated to ensure the voice of the person is heard.

The Lived Experience: A Method for Understanding the Patients Encounter With Mental Health Facilities

Maree Vukovic, *Central Queensland University*
Tony Welch, *School of Nursing and Midwifery, Central Queensland University*
Moira Williamson, *School of Nursing and Midwifery, Central Queensland*

This presentation will detail the qualitative methodology used and formulated in undertaking a doctoral thesis looking at: “Towards an understanding of the lived experience of people who leave a mental health treatment facility without permission.” The methodology proposed is descriptive phenomenology and it demands a philosophical stance that shows how the understanding is shaped. This presentation will attempt to elucidate how the true voice of the person experiencing the phenomenon of admission to a mental health treatment facility and having left without permission. Attempting to tell the journey of the person from their perspective not that of staff or service providers. The philosophical framework of Husserl is explored and a central tenant that human beings are free agents responsible for influencing their environment underpin this study. How Colazzi’s framework is utilised to analyse the information as a solid base for awareness of the phenomena is explored and explained.

Retelling, Reliving, and Remembering: Using Narrative Inquiry Method to Explore the Lived Experience of Being Left Behind After Missing

Sarah Wayland, *University of New England*
Kathryn McKay, *University of New England*
Myfanwy Maple, *University of New England*

Every year 35,000 missing person reports are made in Australia, yet little is known about the experience of being left behind. Hope is a significant trope within media narratives in the search for a missing person, but what does hope mean? Further, what does hope mean when the person remains missing? In exploring the experience of hope for Australian families of missing people, the study presented here facilitated meaningful opportunities to listen to lived experience narratives. Storytelling, utilising a narrative inquiry framework, is a powerful tool used to build rich, layered understandings of the experiences of ambiguous loss. While previous research studies have centered upon individual interviews to gather data, this is only one portal for potential data collection. The study expanded this engagement of narrative inquiry method across three platforms, in-depth interviews, a virtual focus group, and then through an invitation for individuals to clarify their participation and experiences via Skype-based interviews. This methodological approach offered the researcher the opportunity to explore the stories in two ways: (1) by observing the ways in which participants spoke of their experience of hope through public and private narratives and (2) then more broadly between each other (within the group.) This presentation will explore this innovative research design and reflect upon the validity and strengths of this qualitative methodology to extract complex and unique data.

Progressive Qualitative Methodology Can Facilitate Participation of Aboriginal People in Research

Emma Webster, *University of Sydney, School of Rural Health*
Craig Johnson, *Western NSW Local Health District*
Monica Johnson, *Western NSW Medicare Local*
Val Smith, *Dubbo Aboriginal Medical Service*
Bernie Kemp, *Dubbo Aboriginal Medical Service*

A criticism of research is that it is not equitable in its design or application, with an income gradient disadvantaging the poor and marginalised. In Australia, much research has been done on Aboriginal people, but Aboriginal people themselves have benefited little, adding to distrust between Aboriginal and non-Aboriginal people over many years. As a non-Aboriginal researcher living in a community with a high Aboriginal population, this presents the challenge: How can I use my research skills to improve the health of my community? How does one take “scientific” research practices to transform them into research that can be done with a community rather than on a community? How can research findings benefit Aboriginal

people? I would like to share the approach taken in a recent study with several unique aspects influenced by coresearchers who are Aboriginal Health Workers. Reciprocity in learning about culture and research existed within the research team. Approaches to reporting, coercion, data collection using conversation cards and a conversation map, and culturally appropriate support for participants will be discussed. Imposing “scientific” research designs and practices on Aboriginal people and communities without consideration that each community is unique has the potential to cause further harm and disempowerment. I would like to inspire others to challenge methodological norms to come up with research methods with their community to allow the unique voice of their community to be heard, and listened to.

Pushing the Boundaries of Intercultural Research in Australia

Judith Wilson, *The University of Notre Dame Australia Fremantle*

Despite the vast body of qualitative research on the experience of childbirth in non-indigenous women in the western world over the past 50 years, little is known about birth from the perspective of the Aboriginal woman in Australia. The overall image that emerges from the literature is high risk taking, irresponsible, unhealthy women with little regard for their own health before, during pregnancy and childbirth, and beyond. In this recently completed study, 10 Noongar women, from urban and rural Western Australia, shared their lived experience of birth over the previous 2 years. Analysis of interviews yielded the women’s own voices that challenge a healthcare system which fails to provide a culturally safe birthing space in a context of ubiquitous prejudice. Women identified the essence of birth, underscoring what is important to them individually, culturally, and collectively. Positioned at the cultural interface, this study describes a collaborative, power sharing model between the non-indigenous researcher and an Aboriginal women’s advisory group which helped to guide and inform the entire research process. Interpretive phenomenology afforded a basis for gaining valuable cultural insights that have the potential to inform clinicians, educators, policy makers, and researchers on ways to better understand the needs of Noongar women in birth. This intercultural research highlights a method of integrating Aboriginal values and ethics into interpretive phenomenology and thematic analysis, pushing the boundaries of traditional research methods and providing a conduit to foreground the voice of this muted and marginalised group.

Doing Hermeneutic Phenomenology: Illustrated Through a Study of “Being Aged” in the Everyday

Valerie Wright-St Clair, *Auckland University of Technology*

Phenomenology is a philosophy. It is a way of thinking, of questioning, and of writing. Therefore, understanding what makes hermeneutic phenomenology what it is is important when designing and conducting research. Yet numerous studies

described as hermeneutic phenomenology resemble interpretive description. This paper explores what makes hermeneutic phenomenology hermeneutic phenomenology, illuminated through a study of “being aged” in the everyday for 15 Maori and non-Maori. The focus is on how philosophy as methodology plays out in the research methods. It begins with the ontological underpinnings and how this way of thinking opened up the nature of the topic explored and how the research question was asked. It throws a light on the philosophy in play as a journey through the research project, and how the researcher’s presuppositions were uncovered then their place in questioning and thinking as the research progressed. It uncovers the questioning behind the inclusion criteria and ways of recruiting participants Maori and non-Maori and looks critically at how such methods might have influenced the data quality. The paper elaborates on why data gathering focused on evoking stories about everyday moments and events and considers what makes the gathered data phenomenological in nature. And it considers the analysis method of drawing coherent stories from the data to open up interpretive thinking and writing. While there is no, one right approach to doing hermeneutic phenomenology methodologically congruent way, this paper considers and critiques how this study revealed the meaning of being aged in the everyday existed within its ordinariness.

Older Asian Immigrants Self-Managing Health: A Grounded Theory Study

Valerie Wright-St Clair, *Auckland University of Technology*
Shoba Nayar, *Auckland University of Technology*

Chinese, Indian, and Korean peoples are New Zealand’s largest Asian immigrant groups. The country’s family reunification policy permits adult migrants’ parents to immigrate as older adults. Internationally, research suggests older migrants’ contributions to community are positively associated to health. This Straussian grounded theory study explored older Chinese, Indian, and Korean immigrants’ participation in, and contribution to, local and wider communities, and how such processes influenced subjective health. Auckland University of Technology ethics committee granted ethics approval. The research methods are presented together with theoretical to show methodological integrity. Participants were 74 older migrants purposively recruited from the Auckland Chinese, Indian, and Korean communities. Participants were aged 60 and older and resident in New Zealand for at least 6 months. Data were gathered through 9 focus groups and 15 individual interviews, determined by theoretical sampling. Audiotaped data in Mandarin, Hindi/English, and Korean were transcribed and translated into English for analysis using Schatzman’s dimensional analysis. The findings showed older migrants actively sought out ways to positively influence their own and others’ health and well-being through engaging in diverse voluntary social, cultural, and civic activities, despite the numerous social and environmental barriers encountered. “Strengthening Community” was the core process identified as representing the participants’ means of

optimising health and well-being while fulfilling a felt obligation to contribute to civic society. At a societal level, older migrants’ commitment and enacted strategies to promote their own and others’ health and well-being seem poorly understood or utilised to benefit personal and community health.

Understanding Student Evaluations of Teaching (SETs) in Qatar: A Nursing Educators’ Perspective

Carina Zhu, *University of Calgary in Qatar*
Diana White, *University of Calgary in Qatar*
Janet Rankin, *University of Calgary in Qatar*
CJ Davison, *University of Calgary in Qatar*

Student evaluations of teaching (SETs) have become the source from which postsecondary educators are encouraged to identify areas of improvement in their teaching practices. In addition to the intended use to inform teaching, SETs have become the basis for promotion, merit, and tenure assessments of educators. However, there is some evidence to suggest that SETs may serve to alienate the educator and hinder the utilization of student feedback. This study aimed to answer the question: How do nursing educators make meaning from their SETs? Using Gadamerian hermeneutics as the guiding methodology, six undergraduate researchers are working under the mentorship of four faculty researchers. Unstructured interviews were conducted and transcribed verbatim. Data analysis was guided by the hermeneutics circle. Each researcher engaged in unstructured writing following the first reading of each transcript, followed by an interpretive reading in a triad formation of two undergraduate researchers and one faculty research, and finally converging as an entire team for an interpretive dialogue of the “whole.” Trustworthiness of the study was achieved through investigator triangulation (undergraduate students and faculty member), data triangulation (interview data, reflective writing, and interpretative dialogues), and maintaining a meticulous data trail. In addition to the qualitative inquiry itself, the study aimed to mentor undergraduate nursing students in research. Using a community of practice model wherein each student was laterally mentored by a peer and vertically mentored by a faculty member, each student was engaged study design, data collection, data analysis, and knowledge exchange and transfer.

Working With Asylum Seekers and People With Refugee Backgrounds: The Use of Innovative Qualitative Methods in Research

Anna Ziersch, *Flinders University*
Kathy Arthurson, *Flinders University*
Clemence Due, *Flinders University*
Nicole Harb, *Flinders University*

In this paper, we explore the use of a range of innovative qualitative research methods that may be helpful when working with vulnerable populations such as people with refugee or

asylum seeker backgrounds. Specifically, we discuss the establishment of an existing research project concerning the relationship between housing and health for refugees and asylum seekers living in Australia in relation to these methods, focusing on the ways in which they can facilitate a participatory research paradigm which centres the experiences of participants and provides them with a voice in research. In doing so, we draw upon our previous experiences of using these innovative methods in a number of previous research projects. In particular, we outline the use of photo elicitation, digital storytelling, and other visual methods for data collection concerning experiences of housing, health, and well-being with both adults and children with refugee backgrounds. Further, we examine how these methods are particularly useful in research with diverse participants, including in relation to cross-cultural research and the ethical considerations of working with populations considered to be vulnerable. Finally, we argue that these methods allow participants to have some agency within the research process, such that the research is done with rather than on potential participants.

The Check-In Method: Collecting Salient Experiences Over Longer Periods of Time

Rebekah Willson, *Charles Sturt University*

Following participants over longer periods of time presents challenges in qualitative data collection. The current study followed academics transitioning from doctoral students to faculty members for between 5 and 7 months, beginning and ending with in-depth interviews. Between interviews, the check-in method—adapted from McKenzie (2001)—was used to briefly and regularly make contact with participants, asking about current and salient experiences, as well as any changes since the previous contact. The “checking in” consisted of regularly collecting data through a brief, modified journal or modified interview. The starting basis of each check-in was a small set of questions. Participants were given choice in whether to respond directly to the questions or to report on other significant experiences. This choice fostered the discussion of important topics during the brief interaction. Participants were also given the option of which technological format they preferred: blog, e-mail, Skype, or telephone. This choice increased comfort and encouraged continued participation. In examining the results, it appears the technology used for the check-in impacts the consistency, quantity, and quality of that data. The findings indicate that participants who used blogs provided less regular check-ins but consistently rich data. E-mail and Skype check-ins varied greatly in the amount and quality of data collected. As a qualitative data collection method, check-ins can be used to follow participants over time and get a snapshot of their day-to-day experiences, particularly useful when studying transitions.

Reference

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Stretching the Boundaries of Qualitative Method With Zen Epistemology

John Mercer, *University of Melbourne*

Context: “Better bounded or boundless?” When considering the idea of “boundless” in qualitative inquiry, we are delving into the nature of “bounds” and therefore into implicit Cartesian dualist assumptions underpinning our very constructions of “thing-ness.” Such fundamental epistemic “givens” often go entirely unexamined in our qualitative explorations. Yet, there are alternative epistemologies on which to base phenomenological theory and method, alternatives which give rise to serious and significant challenges to our constructed notions of “methodology” and “method.”

Abstract

Entertain the possibility that “Zen” can be understood not as mysticism or religion but as a system of embodied phenomenological practice, with articulable meta-theoretical underpinnings. Then consider the implications for our epistemic assumptions and current boundaries of “method.” Sometimes, the nature of the phenomena we explore calls for innovation in our manner of exploring. This presentation is based on a recent doctor of philosophy study into the relationship between Zen as a nontheistic meta-theoretical system of phenomenological practice and “Morita therapy” as a phenomenological therapeutic system for anxiety-based conditions. In exploring the nature and extent of relationship between these two systems, the study delved into methodological questions regarding advantages and limitations of how we “construct” our post-modern western notions of method, and in doing so called for theoretical evolution and methodological innovation. Due to the complex transcultural nature of both Zen and Morita therapy, a methodological orientation was tailored to the subtle relationships between phenomena of interest. A Zen understanding of “self” offers an alternative conceptual platform for both phenomenological philosophy and any subsequent methodology based on phenomenology. Given this alternative conceptualisation, important questions regarding the place of self in qualitative inquiry emerged as the study unfolded across international fieldwork contexts. The question of whether clear and prefabricated method needed to be “taken to” fieldwork in this instance, or whether method needed to be allowed to naturally emerge from lived experience of immersion in context, was of particular interest in this inquiry, and is closely aligned with the conference theme.

Evaluating Research Networks: Using Qualitative Methods to Identify Collaborative Processes that Lead to Dissemination and Use of Research findings

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This presentation describes the qualitative design and initial findings from a mixed-methods process evaluation of a research network composed of 14 multiple stakeholder teams, testing the effectiveness of asthma-related interventions. These teams included researchers, patients/family members with asthma, clinicians, and other stakeholders, including potential end users of the research. The design was based on a literature review that synthesized evaluations of collaborations from multiple perspectives: team science, community-based participatory research, multidisciplinary academic teams, and translational research teams. Our evaluation objective was unique in that we wanted to identify how multiple stakeholder participatory research strategies within and across teams interacted with network goals to facilitate rapid dissemination and use of findings to address asthma-related disparities. A participatory evaluation was designed in which the evaluation processes were embedded in the ongoing development of the network. Three evaluation domains were identified: (1) collaboration and cross-learning, (2) uptake and use of findings, and (3) activities or processes that facilitated the connection between these first two domains. In addition to qualitative interviews with the research team, patients, other stakeholders, and potential end users, a structured participant observation model was employed to collect in-depth data on how the network facilitated shifts in communication processes, supported shared learning and goals, and facilitated awareness of challenges and creative problem solving. By focusing on identifying key collaborative processes in real time during the ongoing development of a network, the qualitative methods utilized in this evaluation provide new theoretical frameworks for application with similar multiple stakeholder research networks.

From the Macro to the Micro and Back Again: An International Comparative Ethnography of Emergency Departments

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This paper examines the relationship between policy, professionalization, and situated interaction in an ethnographic study of five purposively sampled emergency departments (EDs) in Australia, the Netherlands, and the United States. Ethnography, and, in particular, the social action theories that underpin it, has been criticized for being “astructural” on account of its intense interest in local action and interaction. We undertook the equivalent of 20 months of deep and immersed observation in the EDs of large, well-known metropolitan teaching hospitals in the above three countries. Through thematic analysis of transcripts and policy documents, we found an association between these three dimensions of macro, meso, and micro social life. In the United States, where the primary care system

was relatively weak and EM a well-established and respected subdiscipline, EDs had the power to admit patients to the hospital and determine the terms of such transfer. By contrast, emergency personnel in the Netherlands, with a relatively strong, publically supported primary health care system, and an absence of a separate training and licensing program for EM, struggled for legitimacy and influence in interactions with in-patient clinicians. Australia occupied the middle ground between these positions on all three dimensions. Far from being astructural, this study showed that the macro inheres and can be witnessed in the micro of everyday interaction. This should represent a more widely available rationale for ethnography and the return to prominence of social action theories, such as symbolic interactionism, actor-network theory, and modern incarnations of complexity theory.

Embedding Qualitative Research in Randomized Controlled Trials: Methodological and Practical Challenges

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Worldwide, healthcare organizations are working to create and integrate the best possible evidence in order to improve the delivery of healthcare services and optimize patient outcomes. Randomized controlled trials (RCTs) and meta-analyses of RCTs are typically seen as the gold standard for evidence-based practice, with qualitative research featuring low on the evidence hierarchy. However, many concerns have been raised regarding what constitutes evidence, and the challenges of integrating evidence within the complex realities of clinical practice. Consequently, there are growing numbers of mixed methods studies which include both randomized controlled and qualitative approaches to creating evidence for the real world of clinical practice. In such instances, qualitative approaches are embedded to enhance the development and integration of a given intervention, optimize recruitment and retention within the trial, or gain a deeper understanding of the experiences of those at the ground level. In this presentation, we will provide an overview of the contributions of qualitative approaches within RCTs and will explore some of the methodological and practical challenges that qualitative researchers may face when working as part of a larger trial-based research team. These challenges include but are not limited to the (1) lack of shared understanding of the epistemological and methodological tenets of qualitative approaches, (2) failure to fully integrate qualitative approaches, and (3) limited opportunity to fully report qualitative findings alongside trial outcomes. We will draw upon our experiences of participating within multimethod RCTs focused on cardiovascular care and will highlight key strategies for optimizing the contribution of qualitative research to the betterment of the overall study and to knowledge translation.