

Nurses with dyslexia: innovative approaches to maintaining their voice in narrative research

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Aim: To examine the use of an asynchronous online discussion forum to maintain the voice of research participant, recruited at a distance , in narrative research.

- Outcomes:
- Discuss how and why an asynchronous online was used in a narrative research study
- Explore the benefits and difficulties that were experienced using the online discussion forum
- Discuss how an online discussion forum could be used by other researchers

Guernsey



Methodology

- Interpretive paradigm
- Assumptions:
 - multiple realities that are individually constructed dependent on experiences, situations, and interaction with others (Mertens, 2010, Lincoln et al., 2013)
- Narrative Research
 - Life course approach
 - In keeping with biographical approach to lifelong learning (Alheit 2005)
- Maintaining the Voice of Participants

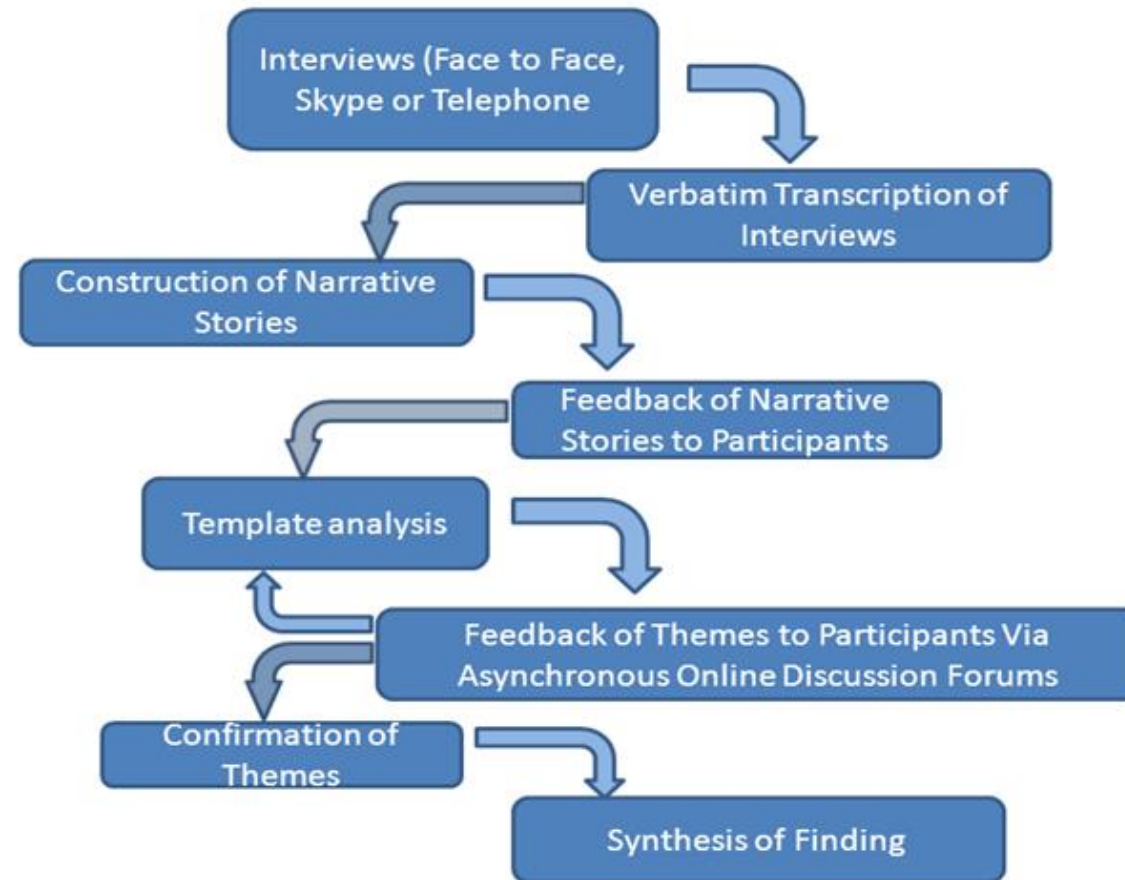
Method

- Participants:
 - Initial pilot study -2 nurses
 - 15 nurses and 9 lecturers
 - Recruited from across the UK and Channel Islands via posters and Twitter
- Interviews
 - Transcribed verbatim
 - Turned into stories (McCormack, 2004)
 - Stories agreed by participants
- Thematic analysis
 - Template analysis (King, 2012)
 - How to maintain voice of participants in thematic analysis?

Issues Raised

- Ethics
 - Disclosure
- Distance
- Time

Asynchronous Online Discussion Forum



Course: Dyslexia research X +

theinstitute.gov.gg/course/view.php?id=291

The Learning Pod Rachael Major

Introduction

Thank you for taking part in my research. All names have been changed to help protect your anonymity. However we live in a small professional community and some information may lead you to suspect who is involved. All information posted on this site should remain confidential and only be used within the research. You can amend any comments that you have made should you wish on the site or contact me if there is anything that you don't want me to use.

If anything that is posted causes you concern or raises old demons, please contact me if you want to talk things through on XXXXXXXX or email XXXXXXXX

Participants

15 nurses were interviewed, although one subsequently withdrew from the study leaving 14.

3 are male and 11 female

Number of years qualified ranged from 2 to 35

Highest academic qualification ranged from Diploma to working towards PhD

Participants came from a variety of backgrounds from education, specialist practice, acute to long term care. 2 participants had adult and paediatric qualifications, one learning disability, one learning disability and adult, two mental health and 8 adult.

Method of Data Analysis

Having transcribed your stories and made any amendments that you have asked for, I have looked for the themes that have run through them. I will now let you know what the themes are that I have found. They are found in the section below for you to discuss and add to if appropriate.

What I would like you to do next

Your continued contribution is really important to me. Below you will see the list of themes that I have identified in the PDF documents attached. Please could you read through them and see if you agree or disagree with them. Some may not be your experience and that is fine, some may trigger some thoughts that we did not discuss in the interview. I have not been able to include everything that you have told me as there is so much!

Below each section there will be an icon with two faces on it. Please could you click on this discussion forum and post your comments. You can also comment on others comments and this will add to the richness of the information that you have given me. **You will have 2 weeks to do this.**

Please comment on

1. **From your experience do you agree/disagree with the themes (or anything that you feel has been wrongly attributed)**
2. **Was there anything that surprised you that has been identified**
3. **Is there anything that has not been addressed**
4. **Having read comments from others is there anything from your experiences that you would like to add**

I have also added a general discussion forum below in case there is a general comment that you want to make that is not related to the themes

Thank you again for your contribution. I am humbled by the trust that you have put into me by sharing your stories.

Navigation
Administration
Search forums
Latest news
Upcoming events
Recent activity

Findings

- 8/14 nurses commented (+1 viewed), 4/9 lecturers commented (+1 viewed)
- Validation of Themes
- Debate on findings
- Additional contributions
- Learning from others
- Sharing of experiences

Discussion

- Maintained their voice
- Allowed participants to participate when they had time
- Benefit of sharing experiences in safe environment
- Early dissemination of findings to participants
- Not all contributed
 - Time
 - Extra commitment
 - Difficulty accessing

Recommendations

- Timing
- Further information on how to access the forum site and commitment
- Could be synchronous
- Tool for the researcher at a distance or when groups cannot come together

References

- King, N. (2012) 'Doing Template Analysis', in Cassell, C. & Symon, G. (eds.) *Qualitative Organizational Research: Core Methods and Current Challenges*. Kindle ed. London: SAGE.
- Lincoln, Y. S., Lynham, S. A. and Guba, E. G. (2013) 'Paradigmatic Controversies, Contradictions, and Emerging Confluences, Revisited', in Denzin, N.K. & Lincoln, Y.S. (eds.) *The Landscape of Qualitative Research*. 4th ed. Thousand Oaks: SAGE.
- McCormack, C. (2004) 'Storying stories: a narrative approach to in-depth interview conversations', *International Journal Of Social Research Methodology*, 7, pp. 219-236.
- Mertens, D. M. (2010) 'An Introduction to Research', in *Research and Evaluation in Education and Psychology* [Online]. Version. Available at: http://www.sagepub.com/upm-data/29985_Chapter1.pdf (Accessed: 30th May 2014).