



Action Research for Nurses

Peter McDonnell
Jean McNiff

WY 20.5 M478A 2016



* B 0 0 5 0 5 2 0 *

Action research for nurses

ห้องสมุดวิทยาลัยพยาบาลบรมราชชนนี นครราชสีมา



Contents

<i>List of figures and tables</i>	xi
<i>About the authors</i>	xiii
<i>Acknowledgements</i>	xv
Introduction	1
PART I WHAT IS ACTION RESEARCH? WHY IS IT RELEVANT FOR NURSES?	9
1. What do you need to know about action research?	11
1. What is involved in all kinds of research?	12
Doing research enables you to make a claim to knowledge	12
The research contains a philosophical base, which gives you explanations for the research and its methodology	13
The research has a practical element, which contains advice about the practical steps involved in order to achieve its goals and purposes	14
The research contains a written element, which serves to communicate the research findings	16
The research requires critical reflection, which enables you to articulate the significance of what you have done and found, and what needs to be done next	16
2. What do you need to know specifically about action research? Why do you need to know it?	17
What action research is and what it is not	17
How do you do action research?	21
3. What are the core assumptions of action research?	24
Action research is values-based	24
Action research values and integrates all kinds of knowledge	24

Knowledge contributes to generating new theory	26
Action research is emergent and developmental	26
Action research is pluralistic, collaborative and inclusive	27
4. Purposes and uses of action research	27
Action research as a form of professional learning	27
Action research as a form of social and political activism	29
Summary	29
2. Why should nurses do action research?	31
1. Identifying the root of the problem	32
Epistemology, theory and logic	32
Different paradigms	33
Historical changes in the structures, focus and delivery of nurse education	34
2. Developing new practices and new thinking through action research	38
The importance of seeing yourself as a capable practitioner	39
The importance of seeing yourself as a capable theorist	42
3. Contributing to a new scholarship of teaching and learning for nursing	44
A dialogical epistemology of nursing	45
Summary	46
3. Ethical issues	48
1. General information about ethics and ethical guidelines	48
About official guidelines	49
2. Some problematics and critiques	51
Internal contradictions within the guidelines	52
The uncritical commitment to the application of theory to practice	55
The ethics of researcher positionality in different forms of research	55
3. Towards an ethics of action research for nursing	57
Asking critical questions of self and others	58
Negotiating with ethics committees	61
Summary	62

PART II HOW DO YOU DO ACTION RESEARCH?	65
4. Planning and designing action research	67
1. Doing action research in an organisational context	68
Thinking about organisations	68
Strategic issues	69
Process issues	73
2. What does it take to become a researcher?	76
Personal considerations	76
Practical considerations	79
Professional considerations	81
Summary	82
5. Drawing up and carrying out action plans	83
1. Drawing up your action plan	83
2. Practical advice for carrying out your action plan	85
What do I want to investigate? What is my concern?	86
Creating a research question	86
Why do I want to investigate this issue? Why am I concerned?	88
What kinds of data will I gather to show the reasons for my interest/concern?	89
What can I do about it? What will I do about it?	89
What kinds of evidence will I generate to show the situation as it unfolds?	90
How do I test the validity of my emergent claims to knowledge?	90
How will I modify my concerns, ideas and practice in light of my evaluation?	90
How will I explain the significance of my research?	91
3. Example of an action plan in action: improving placements for new nurses	92
What do I want to investigate?	92
Why do I want to investigate it?	92
What kinds of data will I gather to show the reasons for my concern?	93
What can I do about it? What will I do about it?	93

How will I keep track of everything? What kind of data can I gather to show the situation as it unfolds?	94
How will I test the validity of my claims to knowledge?	94
How will I ensure that any conclusions I reach are reasonably fair and accurate?	95
How will I modify my concerns, ideas and practice in light of my evaluation?	95
How will I communicate the significance of my claims to knowledge?	95
4. Drawing up a schedule for an action enquiry	96
Summary	97
6. Monitoring practices and gathering data	99
1. Which data do I look for? Data about what?	100
Monitoring your learning and gathering data about it	102
Monitoring your actions and gathering data about them	103
Monitoring other people's learning and gathering data about it	104
Monitoring other people's actions and gathering data about them	105
2. How do I gather data? Which data gathering methods do I use?	106
How do I gather data? What techniques are available?	106
3. When do I gather data?	110
What do I wish to investigate? What is my concern?	110
Why do I wish to investigate this issue? Why is it a concern?	111
How do I show the situation as it is and the reasons for my concern?	111
What do I do? What actions do I take?	111
How do I generate evidence to show how the situation unfolds?	111
How do I ensure that any conclusions I come to are reasonably fair and accurate?	112
How do I modify my ideas and practices in light of my evaluation?	112
4. How do I manage the data? How do I sort and store it?	112
Ethical issues	113
Practical issues	113
Summary	114
7. Turning the data into evidence: testing the validity of claims to knowledge	115
1. Making claims to knowledge	116
Communicating your knowledge	116
2. Identifying criteria and standards of judgement	119

3. Selecting data and generating evidence	122
Analysing and interpreting data	122
Generating evidence	123
4. Procedures for testing the validity of knowledge claims	127
Forms of validation	127
Summary	129
PART III SIGNIFICANCE OF YOUR ACTION RESEARCH	131
8. Writing up your action research	133
1. The importance of demonstrating validity and legitimacy	134
2. Writing and the production of texts	135
Writing a work-based report for a peer professional audience	135
Writing a text for academic accreditation	141
3. Developing writing skills and capacities	143
Developing habits and routines	144
Developing good writing practices	146
4. Making your work public	146
Your potential audiences	147
Form of writing	148
5. Contributing to the public knowledge base	149
Summary	150
9. The significance of your action research	152
1. Personal significance	153
Demonstrating that you are a capable practitioner	153
Demonstrating that you are a capable theorist	154
2. Professional significance	155
3. Political significance	157
The ownership of nursing research	158
What qualifies nurses to enter the nursing profession?	158
From communities of practice to communities of enquiry	159
Developing a knowledge base for a community of educational enquiry	160
Summary	161
<i>References</i>	162
<i>Index</i>	169