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Understanding the quality of the article

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Objectives

- To reflect on article quality assessment
- To consider the influence of methodology on quality assessment aspects
- To mention available tools to guide quality assessment
- To mention quality of an article related to the quality of the journal
- To practice making a quality assessment of an article

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Quality assessment:

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- **Is it rigorously (adequately) conducted?**

➢**Quantitative studies:**

Quality related with methodological procedures, how bias and errors have being avoided.

- Systematic errors, random errors and bias

➢**Qualitative studies:**

Quality is related with the research process and the depth of its analysis.

- Transferability, confirmability, reflexivity, consistency, credibility

Check: Methodology (participants, data collection and analysis, ethics)

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Quality assessment: quantitative studies

- **Observational studies**:
  - How representative of real situations is
  - How good is the data collection procedure (ie: instrument validity)
- **Quasi-experimental studies:**
  - How good is the information about participants' characteristics
  - How detailed is the intervention information
  - How they take into account possible cofounding factors
- **Experimental studies:**
  - Similarity between participants groups
  - How much of the effect is related to the intervention (ie: random sampling, similar baseline data,….)

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Tools as guide for assessment

- To conduct quality assessment is important to consider the methodology.
- Each methodology has its own peculiarities.
- There is diversity of assessment tools considering each type of methodology.
- The tools can be a guide for quality assessment, as provide key hints according to each methodology.

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Reporting guidelines for main study types

Randomised trials	CONSORT	Extensions
Observational studies	STROBE	Extensions
Systematic reviews	PRISMA	Extensions
Study protocols	SPIRIT	PRISMA-P
Diagnostic/prognostic studies	STARD	TRIPOD
Case reports	CARE	Extensions
Clinical practice guidelines	AGREE	RIGHT
Qualitative research	SRQR	COREQ
Animal pre-clinical studies	ARRIVE	
Quality improvement studies	SQUIRE	Extensions
Economic evaluations	CHEERS	

Enhancing the QUAlity and Transparency Of health Research

https://www.equator-network.org/reporting-guidelines/

Reporting guidelines as orientation to assess when methodological knowledge is limited.

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Critical Appraisal Skills Programme (CASP) tools

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It offers 8 checklists for:

- Randomised Controlled Trials
- Systematic Reviews
- Qualitative studies
- Cohort Studies
- Diagnostic Studies
- Case Control Studies
- Economic Evaluations
- Clinical Prediction Rule

https://casp-uk.net/casp-tools-checklists/ (English)

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Critical Appraisal Skills Programme (CASP) tools

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CASP Randomised Controlled Trials Checklist *NEWLY UPDATED*
PDF Form
Print & Fill
Word

CASP Systematic Review Checklist
PDF Form
Print & Fill
Word

CASP Qualitative Studies Checklist
PDF Form
Print & Fill

CASP Cohort Study Checklist
PDF Form
Print & Fill

CASP Diagnostic Study Checklist
PDF Form
Print & Fill
Word

CASP Case Control Study Checklist
PDF Form
Print & Fill

› BIBLIOGRAPHY

› CHECKLIST ARCHIVE

8 tools

PDF form

Print & Fill

9

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Critical Appraisal Skills Programme (CASP) tools

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CASP Critical Appraisal Skills Programme

www.casp-uk.net
info@casp-uk.net
Summertown Pavilion, Middle Way Oxford OX2 7LG

Quality assessment

CASP Checklist: 10 questions to help you make sense of a **Qualitative** research

How to use this appraisal tool: Three broad issues need to be considered when appraising a qualitative study:

- Are the results of the study valid? (Section A)
- What are the results? (Section B)
- Will the results help locally? (Section C)

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Critical Appraisal Skills Programme (CASP) tools

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Paper for appraisal and reference:

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes / Can't Tell / No

HINT: Consider
- what was the goal of the research
- why it was thought important
- its relevance

Comments:

Quality assessment

2. Is a qualitative methodology appropriate?

Yes / Can't Tell / No

HINT: Consider
- If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants
- Is qualitative research the right methodology for addressing the research goal

Comments:

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Joanna Briggs Institute tools

https://jbi.global/critical-appraisal-tools

CRITICAL APPRAISAL TOOLS DOWNLOADS	DOWNLOAD
Checklist for Analytical Cross Sectional Studies	
Checklist for Case Control Studies	
Checklist for Case Reports	
Checklist for Case Series	

13 tools

12

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Joanna Briggs Institute tools

JBI·CRITICAL·APPRAISAL·CHECKLIST·FOR·QUASI-EXPERIMENTAL·STUDIES¶

Reviewer·_____·Date_____¶

¶

Author_____·Year_____·Record·Number_____¶

¶

	Yes	No	Unclear	Not applicable
1. Is it clear in the study what is the 'cause' and what is the 'effect' (i.e. there is no confusion about which variable comes first)?	☐	☐	☐	☐
2. Were the participants included in any comparisons similar?	☐	☐	☐	☐
3. Were the participants included in any comparisons receiving similar treatment/care, other than the exposure or intervention of interest?	☐	☐	☐	☐

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- **Enhancing the QUAlity and Transparency Of health Research**

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Enhancing transparency in reporting Qualitative Research

COREQ	SRQR	CASP
32-item checklist for interviews and focus groups	21-item checklist	10-item checklist
Tong, Sainsbury, Craig 2007	O'Brien, Harris, Beckman, et al 2014	Critical Appraisal Skill Programme 2018

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No.	Topic	Item
	Title and abstract	
S1	Title	Concise description of the nature and topic of the study Identifying the study as qualitative or indicating the approach (e.g., ethnography, grounded theory) or data collection methods (e.g., interview, focus group) is recommended
S2	Abstract	Summary of key elements of the study using the abstract format of the intended publication; typically includes background, purpose, methods, results, and conclusions
	Introduction	
S3	Problem formulation	Description and significance of the problem/phenomenon studied; review of relevant theory and empirical work; problem statement
S4	Purpose or research question	Purpose of the study and specific objectives or questions
	Methods	
S5	Qualitative approach and research paradigm	Qualitative approach (e.g., ethnography, grounded theory, case study, phenomenology, narrative research) and guiding theory if appropriate; identifying the research paradigm (e.g., postpositivist, constructivist/ interpretivist) is also recommended; rationale[b]
S6	Researcher characteristics and reflexivity	Researchers' characteristics that may influence the research, including personal attributes, qualifications/experience, relationship with participants, assumptions, and/or presuppositions; potential or actual interaction between researchers' characteristics and the research questions, approach, methods, results, and/or transferability
S7	Context	Setting/site and salient contextual factors; rationale[b]
S8	Sampling strategy	How and why research participants, documents, or events were selected; criteria for deciding when no further sampling was necessary (e.g., sampling saturation); rationale[b]
S9	Ethical issues pertaining to human subjects	Documentation of approval by an appropriate ethics review board and participant consent, or explanation for lack thereof; other confidentiality and data security issues
S10	Data collection methods	Types of data collected; details of data collection procedures including (as appropriate) start and stop dates of data collection and analysis, iterative process, triangulation of sources/methods, and modification of procedures in response to evolving study findings; rationale[b]
S11	Data collection instruments and technologies	Description of instruments (e.g., interview guides, questionnaires) and devices (e.g., audio recorders) used for data collection; if/how the instrument(s) changed over the course of the study
S12	Units of study	Number and relevant characteristics of participants, documents, or events included in the study; level of participation (could be reported in results)
S13	Data processing	Methods for processing data prior to and during analysis, including transcription, data entry, data management and security, verification of data integrity, data coding, and anonymization/deidentification of excerpts
S14	Data analysis	Process by which inferences, themes, etc., were identified and developed, including the researchers involved in data analysis; usually references a specific paradigm or approach; rationale [b]
S15	Techniques to enhance trustworthiness	Techniques to enhance trustworthiness and credibility of data analysis (e.g., member checking, audit trail, triangulation); rationale[b]
	Results/findings	
S16	Synthesis and interpretation	Main findings (e.g., interpretations, inferences, and themes); might include development of a theory or model, or integration with prior research or theory
S17	Links to empirical data	Evidence (e.g., quotes, field notes, text excerpts, photographs) to substantiate analytic findings
	Discussion	
S18	Integration with prior work, implications, transferability, and contribution(s) to the field	Short summary of main findings; explanation of how findings and conclusions connect to, support, elaborate on, or challenge conclusions of earlier scholarship; discussion of scope of application/ generalizability; identification of unique contribution(s) to scholarship in a discipline or field
S19	Limitations	Trustworthiness and limitations of findings
	Other	
S20	Conflicts of interest	Potential sources of influence or perceived influence on study conduct and conclusions; how these were managed
S21	Funding	Sources of funding and other support; role of funders in data collection, interpretation, and reporting

[a]The authors created the SRQR by searching the literature to identify guidelines, reporting standards, and

SRQR

21 items

(O'Brien, Harris, Beckman, et al 2014)

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COREQ

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Domain 1: Research team and reflexivity

Personal Characteristics		
1.	Interviewer/facilitator	Which author/s conducted the interview or focus group?
2.	Credentials	What were the researcher's credentials? *E.g. PhD, MD*
3.	Occupation	What was their occupation at the time of the study?
4.	Gender	Was the researcher male or female?
5.	Experience and training	What experience or training did the researcher have?

Relationship with participants		
6.	Relationship established	Was a relationship established prior to study commencement?
7.	Participant knowledge of the interviewer	What did the participants know about the researcher? *e.g. personal goals, reasons for doing the research*
8.	Interviewer characteristics	What characteristics were reported about the interviewer/facilitator? *e.g. Bias, assumptions, reasons and interests in the research topic*

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COREQ (continued 1)

Domain 2: study design		
Theoretical framework		
9.	Methodological orientation and Theory	What methodological orientation was stated to underpin the study? *e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis*
Participant selection		
10.	Sampling	How were participants selected? *e.g. purposive, convenience, consecutive, snowball*
11.	Method of approach	How were participants approached? *e.g. face-to-face, telephone, mail, email*
12.	Sample size	How many participants were in the study?
13.	Non-participation	How many people refused to participate or dropped out? Reasons?
Setting		
14.	Setting of data collection	Where was the data collected? *e.g. home, clinic, workplace*
15.	Presence of non-participants	Was anyone else present besides the participants and researchers?
16.	Description of sample	What are the important characteristics of the sample? *e.g. demographic data, date*
Data collection		
17.	Interview guide	Were questions, prompts, guides provided by the authors? Was it pilot tested?
18.	Repeat interviews	Were repeat interviews carried out? If yes, how many?
19.	Audio/visual recording	Did the research use audio or visual recording to collect the data?
20.	Field notes	Were field notes made during and/or after the interview or focus group?
21.	Duration	What was the duration of the interviews or focus group?
22.	Data saturation	Was data saturation discussed?
23.	Transcripts returned	Were transcripts returned to participants for comment and/or correction?

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COREQ (cont 2)

Domain 3: analysis and findingsz		
Data analysis		
24.	Number of data coders	How many data coders coded the data?
25.	Description of the coding tree	Did authors provide a description of the coding tree?
26.	Derivation of themes	Were themes identified in advance or derived from the data?
27.	Software	What software, if applicable, was used to manage the data?
28.	Participant checking	Did participants provide feedback on the findings?
Reporting		
29.	Quotations presented	Were participant quotations presented to illustrate the themes / findings? Was each quotation identified? e.g. *participant number*
30.	Data and findings consistent	Was there consistency between the data presented and the findings?
31.	Clarity of major themes	Were major themes clearly presented in the findings?
32.	Clarity of minor themes	Is there a description of diverse cases or

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Enhancing transparency in reporting the synthesis of research: REVIEWS

Synthesis of Quantitative studies	Synthesis of Qualitative studies
PRISMA (17 items checklist)	**ENTREQ** (21 items checklist)
Moher, Shamseer, Clarke, *et al 2015*	Tong, Flemming, McInnes, et al 2012

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PRISMA (Quantitative reviews)

From: Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015 statement

Section/topic	Item #	Checklist item
ADMINISTRATIVE INFORMATION		
Title		
Identification	1a	Identify the report as a protocol of a systematic review
Update	1b	If the protocol is for an update of a previous systematic review, identify as such
Registration	2	If registered, provide the name of the registry (e.g., PROSPERO) and registration number
Authors		
Contact	3a	Provide name, institutional affiliation, and e-mail address of all protocol authors; provide physical mailing address of corresponding author
Contributions	3b	Describe contributions of protocol authors and identify the guarantor of the review
Amendments	4	If the protocol represents an amendment of a previously completed or published protocol, identify as such and list changes; otherwise, state plan for documenting important protocol amendments
Support		
Sources	5a	Indicate sources of financial or other support for the review
Sponsor	5b	Provide name for the review funder and/or sponsor
Role of sponsor/funder	5c	Describe roles of funder(s), sponsor(s), and/or institution(s), if any, in developing the protocol
INTRODUCTION		
Rationale	6	Describe the rationale for the review in the context of what is already known
Objectives	7	Provide an explicit statement of the question(s) the review will address with reference to participants, interventions, comparators, and outcomes (PICO)
METHODS		

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PRISMA (continued)

METHODS		
Eligibility criteria	8	Specify the study characteristics (e.g., PICO, study design, setting, time frame) and report characteristics (e.g., years considered, language, publication status) to be used as criteria for eligibility for the review
Information sources	9	Describe all intended information sources (e.g., electronic databases, contact with study authors, trial registers, or other grey literature sources) with planned dates of coverage
Search strategy	10	Present draft of search strategy to be used for at least one electronic database, including planned limits, such that it could be repeated
Study records		
Data management	11a	Describe the mechanism(s) that will be used to manage records and data throughout the review
Selection process	11b	State the process that will be used for selecting studies (e.g., two independent reviewers) through each phase of the review (i.e., screening, eligibility, and inclusion in meta-analysis)
Data collection process	11c	Describe planned method of extracting data from reports (e.g., piloting forms, done independently, in duplicate), any processes for obtaining and confirming data from investigators

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PRISMA (continued)

Data items	12	List and define all variables for which data will be sought (e.g., PICO items, funding sources), any pre-planned data assumptions and simplifications
Outcomes and prioritization	13	List and define all outcomes for which data will be sought, including prioritization of main and additional outcomes, with rationale
Risk of bias in individual studies	14	Describe anticipated methods for assessing risk of bias of individual studies, including whether this will be done at the outcome or study level, or both; state how this information will be used in data synthesis
Data		
Synthesis	15a	Describe criteria under which study data will be quantitatively synthesized
	15b	If data are appropriate for quantitative synthesis, describe planned summary measures, methods of handling data, and methods of combining data from studies, including any planned exploration of consistency (e.g., I^2, Kendall's tau)
	15c	Describe any proposed additional analyses (e.g., sensitivity or subgroup analyses, meta-regression)
	15d	If quantitative synthesis is not appropriate, describe the type of summary planned
Meta-bias(es)	16	Specify any planned assessment of meta-bias(es) (e.g., publication bias across studies, selective reporting within studies)
Confidence in cumulative evidence	17	Describe how the strength of the body of evidence will be assessed (e.g., GRADE)

PRISMA-P Preferred Reporting Items for Systematic review and Meta-Analysis Protocols.

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ENTREQ (Qualitative reviews)

Table 1 Enhancing transparency in reporting the synthesis of qualitative research: the ENTREQ statement

No	Item	Guide and description
1	Aim	State the research question the synthesis addresses.
2	Synthesis methodology	Identify the synthesis methodology or theoretical framework which underpins the synthesis, and describe the rationale for choice of methodology *(e.g. meta-ethnography, thematic synthesis, critical interpretive synthesis, grounded theory synthesis, realist synthesis, meta-aggregation, meta-study, framework synthesis).*
3	Approach to searching	Indicate whether the search was pre-planned (*comprehensive search strategies to seek all available studies)* or iterative (*to seek all available concepts until they theoretical saturation is achieved).*
4	Inclusion criteria	Specify the inclusion/exclusion criteria *(e.g. in terms of population, language, year limits, type of publication, study type).*
5	Data sources	Describe the information sources used (e.g. *electronic databases (MEDLINE, EMBASE, CINAHL, psycINFO, Econlit), grey literature databases (digital thesis, policy reports), relevant organisational websites, experts, information specialists, generic web searches (Google Scholar) hand searching, reference lists)* and when the searches conducted; provide the rationale for using the data sources.
6	Electronic Search strategy	Describe the literature search *(e.g. provide electronic search strategies with population terms, clinical or health topic terms, experiential or social phenomena related terms, filters for qualitative research, and search limits).*
7	Study screening methods	Describe the process of study screening and sifting *(e.g. title, abstract and full text review, number of independent reviewers who screened studies).*
8	Study characteristics	Present the characteristics of the included studies *(e.g. year of publication, country, population, number of participants, data collection, methodology, analysis, research questions).*
9	Study selection results	Identify the number of studies screened and provide reasons for study exclusion *(e.g, for comprehensive searching, provide numbers of studies screened and reasons for exclusion indicated in a figure/flowchart; for iterative searching describe reasons for study exclusion and inclusion based on modifications t the research question and/or contribution to theory development).*
10	Rationale for appraisal	Describe the rationale and approach used to appraise the included studies or selected findings *(e.g. assessment of conduct (validity and robustness), assessment of reporting (transparency), assessment of content and utility of the findings).*

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ENTREQ (cont)

11	Appraisal items	State the tools, frameworks and criteria used to appraise the studies or selected findings *(e.g. Existing tools: CASP, QARI, COREQ, Mays and Pope [25]; reviewer developed tools; describe the domains assessed: research team, study design, data analysis and interpretations, reporting).*
12	Appraisal process	Indicate whether the appraisal was conducted independently by more than one reviewer and if consensus was required.
13	Appraisal results	Present results of the quality assessment and indicate which articles, if any, were weighted/excluded based on the assessment and give the rationale.
14	Data extraction	Indicate which sections of the primary studies were analysed and how were the data extracted from the primary studies? *(e.g. all text under the headings "results /conclusions" were extracted electronically and entered into a computer software).*
15	Software	State the computer software used, if any.
16	Number of reviewers	Identify who was involved in coding and analysis.
17	Coding	Describe the process for coding of data *(e.g. line by line coding to search for concepts).*
18	Study comparison	Describe how were comparisons made within and across studies *(e.g. subsequent studies were coded into pre-existing concepts, and new concepts were created when deemed necessary).*
19	Derivation of themes	Explain whether the process of deriving the themes or constructs was inductive or deductive.
20	Quotations	Provide quotations from the primary studies to illustrate themes/constructs, and identify whether the quotations were participant quotations of the author's interpretation.
21	Synthesis output	Present rich, compelling and useful results that go beyond a summary of the primary studies (e.g. *new interpretation, models of evidence, conceptual models, analytical framework, development of a new theory or construct).*

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STrengthening the Reporting of OBservational studies in Epidemiology (STROBE)

The Strengthening the Reporting of Observational Studies in Epidemiology (STROBE) Statement: guidelines for reporting observational studies

Reporting guideline provided for? (i.e. exactly what the authors state in the paper)	Observational studies in epidemiology (cohort, case-control studies, cross-sectional studies)
	STROBE checklist: combined Word / PDF
	STROBE checklist: cohort studies Word / PDF
	STROBE checklist: case-control studies Word / PDF
	STROBE checklist: cross-sectional studies Word / PDF

- To provide support in critical appraisal for observational studies rather than clinical trials.
- 5 checklists available.

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Quality of an article related to the quality of the Journal

EAPC YZW

Palliative Care Unit Galilee – Holy Metropolis of Mesogaia and Lavreotiki

Universidad de Navarra

Transilvania University of Brasov – Faculty of Medicine

Hospice Casa Speranței – Making every moment count

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Metric Indicators

- Not to measure the quality of the article
- To measure and evaluate
  - the quality of scientific publications
- Criteria
  - Number of papers published
  - Number of times have been cited
  - Average of citations per published paper

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Impact index or indicators

- Measure the impact that a journal has had in the scientific literature
- Allows comparisons and rankings between journals
- Reflects the relevance of each journal
- Does not guarantee the quality of the article
- Some Index:
  - JCR, SJR, Quartiles, Scielo, Latindex, Google Scholar Metrics, H Index

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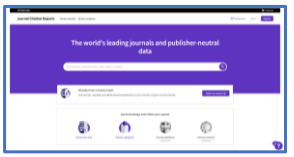

Tools

- JCR (Not FREE)
- Covers the world's most cited peer-reviewed publications
  - Aprox 200 different disciplines
  - Can be consulted via web: Web of science (WOS)
  - Calculated annually by the Institute for Scientific Information
    - Fixed Values
  - Not al journals have a JCR Impact Factor
  - Same journal can be located in different areas (can have different impact)

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Tools

- SCIMAGO Journal and Country Rank (SJR) (FREE)
  - Alternative to JCR
  - Analyse the publications indexed in SCOPUS (Database of bibliographic references of Elsevier)
  - From 1997
  - www.scimagojr.com
  - Is not fixed
  - Includes more Journals tan JCR, less selective

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Quartiles

- **Ranking** of any journal that belongs to a specific or particular field of discipline
- Journals divided into 4 quartiles

	Quartiles
Q1	Top 25% of the journals in the list
Q2	25-50%
Q3	50-75%
Q4	75-10%

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Impact Factor of Some Palliative Care Journals

Journal	JCR (JCI)	Quartile
Palliative Medicine	4,7	Q1
BMC Palliative Care	3,2	Q2
Journal of Pain and Symptom Management	3,6	Q2
Journal of Palliative Medicine	2,9	Q2
BMJ Supportive and Palliative Care	3,5	Q2
Supportive Care in Cancer	3,6	Q2
Journal of Social Work in End-of life and Palliative Care	-	Q2
Palliative and Supportive Care	2,2	Q2-Q3
Annals of Palliative Medicine	2,5	Q3
Journal of Palliative Care	2,2	Q3
Journal of Pain and Palliative Care Pharmacotherapy	-	Q3
Journal of Hospice and Palliative Nursing	1,9	Q3
American Journal of hospice and palliative medicine	2,5	Q3
Current Opinion in Supportive and Palliative Care	2,3	Q3
Indian Journal of Palliative Care	-	Q4

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Metric Indicators: measure the quality of an article, based on the quality of the journal were it's published.

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Let's practice...

Research Article

The Emotional Labor of Personal Grief in Palliative Care: Balancing Caring and Professional Identities

Qualitative Health Research
2017, Vol. 27(14) 2211–2221
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sagepub.com/journals/Permissions.nav
DOI: 10.1177/1049732317729139
journals.sagepub.com/home/qhr
SAGE

Laura M. Funk[1], Sheryl Peters[1], and Kerstin Stieber Roger[1]

Abstract
The paid provision of care for dying persons and their families blends commodified emotion work and attachments to two often-conflicting role identities: the caring person and the professional. We explore how health care employees interpret personal grief related to patient death, drawing on interviews with 12 health care aides and 13 nurses. Data were analyzed collaboratively using an interpretively embedded thematic coding approach and constant comparison. Participant accounts of preventing, postponing, suppressing, and coping with grief revealed implicit meanings about the nature of grief and the appropriateness of grief display. Employees often struggled to find the time and space to deal with grief, and faced normative constraints on grief expression at work. Findings illustrate the complex ways health care employees negotiate and maintain both caring and professional identities in the context of cultural and material constraints. Implications of emotional labor for discourse and practice in health care settings are discussed.

CASP
Critical Appraisal Skills Programme

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CASP Checklist: 10 questions to help you make sense of a Qualitative research

How to use this appraisal tool: Three broad issues need to be considered when appraising a qualitative study:

- Are the results of the study valid? (Section A)
- What are the results? (Section B)
- Will the results help locally? (Section C)

The 10 questions on the following pages are designed to help you think about these issues systematically. The first two questions are screening questions and can be answered quickly.

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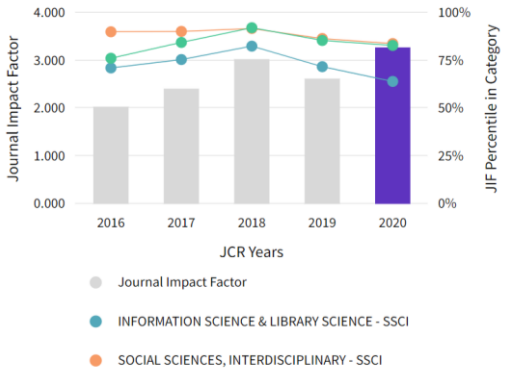
Journal Citation Report: Qualitative Health Research

3.277
View calculation

2.807
View calculation

Journal Impact Factor Trend 2020 Export



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Journal Citation Report: Qualitative Health Research

Rank by Journal Impact Factor

Journals within a category are sorted in descending order by Journal Impact Factor (JIF) resulting in the Category Ranking below. A separate rank is shown for each category in which the journal is listed in JCR. Data for the most recent year is presented at the top of the list, with other years shown in reverse chronological order. Learn more

EDITION
Social Sciences Citation Index (SSCI)
CATEGORY
INFORMATION SCIENCE & LIBRARY SCIENCE
31/85

JCR YEAR	JIF RANK	JIF QUARTILE	JIF PERCENTILE
2020	31/85	Q2	64.12
2019	25/87	Q2	71.84
2018	16/89	Q1	82.58
2017	22/88	Q1	75.57
2016	25/85	Q2	71.18

EDITION
Social Sciences Citation Index (SSCI)
CATEGORY
SOCIAL SCIENCES, BIOMEDICAL
8/44

JCR YEAR	JIF RANK	JIF QUARTILE	JIF PERCENTILE
2020	8/44	Q1	82.95
2019	7/45	Q1	85.56
2018	4/45	Q1	92.22
2017	7/42	Q1	84.52
2016	10/40	Q1	76.25

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Research for all palliative care clinicians 2020-1-RO01-KA202-080128

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Let's practice...

Research Article

The Emotional Labor of Personal Grief in Palliative Care: Balancing Caring and Professional Identities

Qualitative Health Research
2017, Vol. 27(14) 2211–2221
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DOI: 10.1177/1049732317729139
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SAGE

Laura M. Funk[1], Sheryl Peters[1], and Kerstin Stieber Roger[1]

Abstract

The paid provision of care for dying persons and their families blends commodified emotion work and attachments to two often-conflicting role identities: the caring person and the professional. We explore how health care employees interpret personal grief related to patient death, drawing on interviews with 12 health care aides and 13 nurses. Data were analyzed collaboratively using an interpretively embedded thematic coding approach and constant comparison. Participant accounts of preventing, postponing, suppressing, and coping with grief revealed implicit meanings about the nature of grief and the appropriateness of grief display. Employees often struggled to find the time and space to deal with grief, and faced normative constraints on grief expression at work. Findings illustrate the complex ways health care employees negotiate and maintain both caring and professional identities in the context of cultural and material constraints. Implications of emotional labor for discourse and practice in health care settings are discussed.

CASP
Critical Appraisal Skills Programme

www.casp-uk.net
info@casp-uk.net
Summertown Pavilion, Middle Way Oxford OX2 7LG

CASP Checklist: 10 questions to help you make sense of a Qualitative research

How to use this appraisal tool: Three broad issues need to be considered when appraising a qualitative study:

- Are the results of the study valid? (Section A)
- What are the results? (Section B)
- Will the results help locally? (Section C)

The 10 questions on the following pages are designed to help you think about these issues systematically. The first two questions are screening questions and can be answered quickly.

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