

Using academic writing standards and APA formatting, respond to each of the following learning objectives. Each 150-350 word response should be entered into the table below. See assignment rubric for specific details on how points are awarded.

Student Name Leticia Aguila Facilitator: Judith Mosier MS MSN RN CWOCN

Date 1/20/2021

Learning Objective	Response
Select one research (quantitative or qualitative) article from the two provided (see week one discussion questions area for the articles).	<i>The Lived Experiences of Persons with Ostomies Attending a Support Group: A Qualitative Study</i>

<p>Explain how the selected research is qualitative or quantitative. * highlighted yellow</p>	<p>According to our lecture, a qualitative research study seeks to provide a better understanding of human experience and emotions (R.B. Turnbull, Jr. MD School of WOC Nursing Education, 2021, slide 2). The methods used are interviews in which there is little to no structure and open ended-questions, and are audio recorded as well as transcribed (R.B. Turnbull, Jr. MD School of WOC Nursing Education, 2021, slide 8). The researcher then uses the interviews in it's multiple forms to analyze the responses for common themes and then draws conclusions based on those themes (R.B. Turnbull, Jr. MD School of WOC Nursing Education, 2021, slide 8).</p> <p>This study mentions the word qualitative several times in the design section, purpose statement, and even in the title of the article. In addition the researcher states they were seeking to describe lived experiences of their participants rather than share data (Byfield, 2020, p. 489). The introduction to the study mentions quality of life several times which is subjective and indicative of a qualitative study (Byfield, 2020, p. 489). The methods included interviews that were recorded and transcribed then analyzed to discover underlying themes which ultimately informed their conclusion (Byfield, 2020, p. 489). The absence of quantitative data (such as a p-value, interviews with numbers-assigned questions) also indicate this is a qualitative study (R.B. Turnbull, Jr. MD School of WOC Nursing Education, 2021, slide 8).</p>
<p>Based on the selected research type, respond to the questions below.</p>	

<p>1. Determine if Institutional Review Board (IRB) approval/ informed consent obtained. If the research was done outside of the United States, the review body may go under a different name.</p>	<p>The researchers indicated they obtained approval from the University of Phoenix IRB (Byfield, 2020, p. 490).</p> <p>The study indicates, under study procedures, that interviews were conducted within 48 hours of obtaining informed consent (Byfield, 2020, p. 490).</p>
<p>2. Identify purpose statement.</p>	<p>“The purpose of this study was to describe the lived experiences of patients with ostomies participating in a support group” (Byfield, 2020, p. 489).</p>

<p>3. Identify research design.</p>	<p>The study consisted of 15 participants ages 18-89 who all had ostomies (any type), lived in Georgia, and were already part of an ostomy support group (Byfield, 2020, pp. 489-490). The participants were invited by the researcher to participate in the study via letter to which the participant had to respond and agree to take part (Byfield, 2020, p. 490). The researchers performed the interviews, which were conducted in the same place where the support group took place, within 1-4 months of agreement and 48 hours of obtaining informed consent (Byfield, 2020, p. 490). The participants provided demographic information and participated in a 45-60 minute interview that was recorded (voice), transcribed twice, and notes were taken on any non-verbal communication such as facial expression and movements (Byfield, 2020, p. 490). The researcher used “social comparison theory” to understand the behaviors of their participants as well as “Roy’s adaptation theory” as a way of viewing their participants and how they cope with stress (Byfield, 2020, p. 490). The study was designed to obtain qualitative data that the researcher then used to describe the lived experiences of the study participants (Byfield, 2020, p. 490)</p>
<p>4. Provide a synopsis of the literature review used in the selected article.</p>	<p>The literature reviewed and references included in the study included data on persons with ostomies and their needs, stoma marking and its impact, ostomy complications, support groups, and quality of life specifically for the ostomy patient (Byfield, 2020, pp. 494-495).</p> <p>In the introduction of the article, the researcher explains the prevalence of patients with ostomies in the US as well as why patients receive them in the first place (Byfield, 2020, p. 489). They explain, using the literature, potential complications related to ostomy creation, how to avoid them such as pre-operative site marking, and how they can impact quality of life (Byfield, 2020, pp. 489-490). They also explain the lifestyle changes that the patient with a new ostomy often experiences which can also impact quality of life (Byfield, 2020, p. 489). Part of the reason for this particular study, according to the researcher, is that there is data to support the effectiveness of support groups and how they benefit patients but most of this is in relation to other health issues but is lacking when it comes to patients with ostomies (Byfield, 2020, p. 490).</p>

5. Identify the data collection method(s).

As mentioned before, the interviews conducted with the participants were audio recorded then transcribed twice. The interviews were in-person and “semi-structured” meaning there were tested questions and non-tested questions (Byfield, 2020, p. 490). All questions were open-ended (Byfield, 2020, p. 490). They had a main question and four supporting questions which were field-tested to ensure the main question would be answered and reduce bias; four additional questions were added (Byfield, 2020, p. 490). In addition to the questions, non-verbal communication (facial expression and movements) was documented by the researcher and used in the analysis (Byfield, 2020, p. 490). The interviews were then transcribed, verbatim, two times into a computer software, NVivo 11, which assisted with the organization and categorization of the data which the researcher then used to identify themes (Byfield, 2020, p. 490). To identify these themes (and meaning), the researcher used “Parse’s 5- step procedures” (Byfield, 2020, p. 490). The researcher did not cite a direct source for this 5-step process but indicates in their references the work of Dr. Rosemarie Rizzo Parse (Byfield, 2020, p. 494). Dr. Parse developed the “man-living-health” theory in the late eighties which she later changed to “the humanbecoming theory” (International Consortium of Parse Scholars, n.d.). It is a theory to guide nursing practice with the goal being quality of life for patients as they experience it and however they define it (“Parse’s Human Becoming Theory”, 2020). Her research method that stems from her theory “was constructed in 1987 for the purpose of uncovering universal lived experiences...and is composed of several processes: dialogical engagement, extraction-synthesis, and heuristic interpretation” (Parse, 1994, p. 57). These processes give researchers the framework with which to interview their participants and describe their lived experiences (Parse, 1994, p. 57).

6. Analyze the results of the research study.

The primary purpose of the study to describe the lived experiences of people in a support group for ostomy patients was met. Four main themes and ten sub themes emerged from the interviews that described several lived experiences and emotions including hope, independence, not feeling alone, and the commonalities and differences in terms of body image experience (Byfield, 2020, p. 491). The themes all had an emotion attached to them which helps the reader understand the experience of these patients with ostomies and how the participation in the support group improved their experience (Byfield, 2020, pp. 491-493). The researcher provided the results by theme, providing examples of actual participant responses to the questions, pointing out similarities between responses, and identifying the overall experience and emotions experienced by the participants (Byfield, 2020, pp. 491-493). The participant examples provided in the article indicated a positive experience with the support group as a whole and many attributed their success with the ostomy to participation in the group (Byfield, 2020, pp. 491-493). Overall the sample size was small; ten out of the fifteen participants were used in the analysis which makes it difficult to determine the clinical significance (Byfield, 2020, pp. 490-491).

7. Identify conclusions and implications for further research.

The researcher concluded that the support group was beneficial to the patient with an ostomy as their functionality (with the ostomy and life in general) increased as a result of being part of the group (Byfield, 2020, p. 489). The themes suggested that the patients didn't know much or didn't feel prepared to care for the ostomy prior to going to the group and it was in the group that they were able to learn how to care for the ostomy, tips and tricks on managing day to day complications, and developed a new sense of self (Byfield, 2020, pp. 491-494). According to the researcher, the findings were consistent with other studies in terms of the changes patients experienced after ostomy creation (Byfield, 2020, p. 493) The patient with an ostomy often experiences several lifestyle changes that can impact quality of life which can often be addressed in a support group and lead to higher functioning (Byfield, 2020, p. 494).

According to the researcher, most of the participants felt they were ill-prepared to care for their ostomy and, prior to attending the support group, were not able to do the things they did prior to the ostomy creation (Byfield, 2020, p. 493). So perhaps further research could focus on preparing patients for their ostomy and preventing (as much as possible) the negative effects on quality of life. In addition, I think research into pre-operative support groups may be beneficial as well- one where the patient would learn about the ostomy, meet people that already have one, and be teamed up with a mentor. All of this taking place prior to surgery may decrease the severity of the impact to quality of life.

8. Formulate answer to the question: Why is this research important to the body of WOC nursing knowledge

Understanding how support groups can impact the quality of life for an individual with an ostomy can inform the WOC nurse on the type of education needed prior to that individual receiving the ostomy, immediate post-operative needs, as well as ongoing support and education. If we can better prepare our patients for what to expect after surgery, we can remove most of the fear of the unknown and empower the patient to not only care for their ostomy effectively, but make them aware of the potential emotional experiences they may have, especially as it relates to body image, intimacy, and functionality in the “real world”. If we can better prepare our patients, we can increase compliance and decrease the impact to quality of life as well as readmissions due to complications. This particular study gives us insight into the complex emotions experienced by patients with ostomies. This can act as a guide on how to educate our patients— they don’t just need technical skills (like how to change the appliance). They need compassion and preparation for the changes they will see to their physical bodies and the emotions that may come up as a result. They also need resources such as available support groups, mentoring programs, and who to call when they need help. Home health can also be a good transition to home and the WOC nurse can assist in this by identifying patients who will need extra or ongoing support and notifying the physician and discharge planner.

List at least two current references that support your responses, and include the citations in the body of the written responses.

References

Byfield, D. (2020). The lived experiences of persons with ostomies attending a support group: A qualitative study. *Journal of Wound, Ostomy, and Continence Nursing*, 47(5), 489-495. <https://doi.org/10.1097/WON.0000000000000696>

Parse, R. R. (1994). Laughing and health: A study using Parse's research method. *Nursing Science Quarterly*, 7(2), 55-64. <https://doi.org/10.1177/089431849400700205>

R.B. Turnbull, Jr. MD School of WOC Nursing Education (2021). *2021 Applying research to WOC care* [PowerPoint Slides]. <https://v8.edvance360.com/courses/lessons/615/preview/80720>

International Consortium of Parse Scholars. (n.d.). *Evolution of the humanbecoming paradigm*. <https://www.humanbecoming.org/humanbecoming>

Parse's human becoming theory. (2020). Nursing theory. <https://www.nursing-theory.org/theories-and-models/parse-human-becoming-theory.php>