

The 11th Advances in Qualitative Methods Conference  
October 7–8, 2010, Vancouver, Canada

# Advances in Qualitative Methods

## **Abstracts**

International Journal of Qualitative Methods  
Volume 9, Issue 4

December 2010

## **From Audiovisual in the Field to Audiovisual as the Field**

Kaela Jubas

*University of Calgary*

Audiovisual methods and tools are increasingly used by qualitative researchers who study social life. Some ethnographers ask participants to represent aspects of their cultural milieu. Other researchers analyze visual materials in terms of what they say about a cultural group. Although I acknowledge that cultural products reflect real-life experience, I explore the television series *Grey's Anatomy* for its actual construction of a sociocultural setting. I am particularly interested in its portrayals of work-related learning among characters who are preparing to become surgeons, and the interplay between worker identity, broader social identities, and ethical stance. I assert that the show resonates with viewers because, in some way and on some level, it reflects their experiences, concerns, and aspirations, and helps them understand their lives. This resonance is predominantly emotional rather than intellectual. In my analysis, characters are akin to participants. Their stories, which feature what Clandinen, Murray, and Orr refer to as "temporality, sociality and place," become the basis of a narrative analysis. Characters are also members of a cultural group, and attentive, intensive viewing of the show recalls an ethnographic approach. Characters' speech, dress, and mannerisms, and how they relate to one another in space, provide semiotic and discursive clues about the cultural values and social structures that imbue both real-life and fictional realms. Ultimately, this analysis illustrates an innovative, multimethodology strategy of bricolage, in the sense advanced by Joe Kincheloe, and illuminates the complexities of cultural products and processes, and their social and pedagogical importance.

## **The Relationship Between Self-Care and Knowledge During Chronic Disease: A Systematic Review of Heart Failure Studies**

Mehri Karimi-Dehkordi

*University of Alberta*

Alexander M. Clark

*University of Alberta*

We conducted a systematic review to explore the relationship between knowledge and self-care from the perspectives of patients with heart failure, their family caregivers, and health care professionals. A systematic search was done to identify qualitative studies (published > 1995) which aim to examine the relationship between self-care and knowledge, published via Medline, CINAHL, Psyc-INFO, Embase, Pub Med, Dissertation, and Theses databases. Both authors independently extracted data of included studies. Using the metasynthesis approach of Noblit and Hare, constant comparison was conducted by comparing all findings with one another until all similarities and differences were explained. Thirty three of 80 papers were selected for the metasynthesis. Patients generally struggled to perform self-care effectively. Misconceptions, confusion, and uncertainty were common in relation to knowledge of heart failure. Patients had better theoretical knowledge around the importance of exercise and low-sodium diet but lacked skill for performing self-care in practice. The relationship between knowledge and self-care was found to be divergent. In patients with poor self-care, lack of knowledge was common, whereas patients who demonstrated expertise in self-care tended to have a good knowledge but there were many exceptions to this in the studies that were not adequately explained. Research that explores knowledge or how patients use their knowledge in practice remains limited in its ability to explain the inconsistent relationship between knowledge and self care during heart failure. Specific qualitative studies are needed to examine how elements of self care are influenced by knowledge and other possible mediating factors.