
Downloaded from: http://insight.cumbria.ac.uk/id/eprint/3535/

Usage of any items from the University of Cumbria’s institutional repository ‘Insight’ must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria’s institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available here) for educational and not-for-profit activities provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
- a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator’s reputation
- remove or alter the copyright statement on an item.

The full policy can be found here.
Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.
1. BACKGROUND: Vincent (2003) first coined the term ‘second harm’ in 2003 to describe the experience of patients traumatised as a result of an error (first harm) AND the subsequent manner in which the error had been dealt with by the healthcare provider or clinician (the second harm).

2. AIM: To explore the psychological needs of clients following experiences of second harm in the healthcare setting.

3. WHAT IS Q METHODOLOGY? Q Methodology studies subjectivity around a given topic. The study commences with a review of the ‘concourse’, - the body of knowledge and experience that represents the range of common opinions and views about the topic (Van Exel 2005). Stephenson (1968) believed that ‘all subjective communication was reducible to concourses’ (p24). Although McKeown & Thomas (2013) argued that concourse material is likely to be diverse, because each person’s meaning is different. A key tenet of Q methodology is that a limited number of viewpoints exist on any given topic. Statements are then summarised to represent the concourse (Stenner et al. 2008).

4. A FRAMEWORK FOR THE CONCOURSE - To ensure the concourse has been examined thoroughly, a framework must be used that sufficiently represents the viewpoints of any similar group (Brown 1980). Figure 1 shows the framework developed for this study.

5. DEVELOPMENT OF Q STATEMENTS: Statements were developed from a review of the wide variety of sources in the Concourse Framework by systematically reading and noting the statements that explicitly were related to the psychological impact of second harm. Examples: ‘I felt as though I didn’t matter’ ‘no one cared’ ‘no one was honest with me’ ‘I wasn’t told the outcome of the inquiry’ ‘they just wanted me to go away’ ‘mistakes weren’t acknowledged’

6. EVALUATION OF THE FRAMEWORK: Evaluation considered if the Framework reflected the views of all stakeholders and allowed for saturation of viewpoints to be reached? All relevant sources of patient views and experience are represented in the Framework and so are likely to be able to capture the ‘limited number of viewpoints’ described by Brown (1980). However, any Framework employed within a research project must continue to be iterative and flexible.

7. NEXT STEPS: These are: The development of the Q Set - list of statement given to participants to sort. Sorting of statements and collection of data. Factor analysis and interpretation.

References