Standards for Reporting Qualitative Research (SRQR)

O'Brien B.C., Harris, I.B., Beckman, T.J., Reed, D.A., & Cook, D.A. (2014). Standards for reporting qualitative research: a synthesis of recommendations. *Academic Medicine, 89(9)*, 1245-1251.

Topic	Present
Title and abstract	
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	✓
Summary of key elements of the study using the abstract format of the intended publication; typically includes objective, methods, results, and conclusions	✓
Introduction	
Description and significance of the problem/phenomenon studied; review of relevant theory and empirical work; problem statement	✓
Purpose of the study and specific objectives or questions	✓
Methods	
Qualitative approach (e.g., ethnography, grounded theory, case study, phenomenology, narrative research) and guiding theory if appropriate; identifying the research paradigm (e.g., positivist, constructivist/interpretivist) is also recommended	✓
Researchers' characteristics that may influence the research, including personal attributes, qualifications/experience, relationship with participants, assumptions, or presuppositions; potential or actual interaction between researchers' characteristics and the research questions, approach, methods, results, or transferability	✓
Setting/site and salient contextual factors; rationale	✓
How and why research participants, documents, or events were selected; criteria for deciding when no further sampling was necessary (e.g., sampling saturation); rationale	✓
Documentation of approval by an appropriate ethics review board and participant consent, or explanation for lack thereof; other confidentiality and data security issues	✓
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	✓
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	✓
Number and relevant characteristics of participants, documents, or events included in the study; level of participation (could be reported in results)	✓

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	✓
Process by which inferences, themes, etc., were identified and developed, including researchers involved in data analysis; usually references a specific paradigm or approach; rationale	✓
Techniques to enhance trustworthiness and credibility of data analysis (e.g., member checking, audit trail, triangulation); rationale	✓
Results/Findings	
Main findings (e.g., interpretations, inferences, and themes); might include development of a theory or model, or integration with prior research or theory	✓
Evidence (e.g., quotes, field notes, text excerpts, photographs) to substantiate analytic findings	✓
Discussion	
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	✓
Trustworthiness and limitations of findings	✓
Other	
Potential sources of influence or perceived influence on study conduct and conclusions; how these were managed	✓
Sources of funding and other support; role of funders in data collection, interpretation, and reporting	✓