

## GUIDE FOR QUALITATIVE STUDIES

Articles derived from qualitative studies should be structured around or include the following sections:

**Title:** It should include an engaging title related to the central objective of the manuscript, with a **maximum of 25 words**; it may be a statement or include an in vivo code.

**Abstract:** The article must **include an abstract in Spanish, English, and Portuguese**, without headings or subtitles (minimum: 230 words; maximum: 250 words), describing the research objective, methodology, main results, and key conclusions. At the end of the abstract, between **4 and 6 keywords (in Spanish, English, and Portuguese)** should be included, with the most significant standardized terms associated with the study topics. It is recommended to use the APA thesaurus (<https://psycnet.apa.org/home>) or the UNESCO thesaurus (<https://vocabularies.unesco.org/browser/thesaurus/en/>) as a guide.

**Introduction:** It should specify the importance of the problem or issue to be researched, along with its theoretical or practical implications. Additionally, this section must include a theoretical context that includes: **first**, a significant number of references to recent studies (from the last five years) related to the research topic, especially those developed within Psychology; **second**, the relationship with previous studies and a description of how the current study differs from previously mentioned reports and from the literature in general; **finally**, it should present the research objectives or hypotheses. In Grounded Theory studies, a clear argument is expected regarding the approach to handling the relationship with existing theory.

**Method:** This section may begin with a reflection on the research question and the possible modifications it underwent as the study progressed (Sutton, 2016). It should present the following sections separately:

- **Type of study:** It should include information about the approach, paradigm (e.g., interpretive, constructivist, or other), and/or the scope of the research.

- **Design:** This section should outline the aspects associated with the design that guided the research. The following are considered as designs: Grounded Theory design (Strauss and Corbin, 2002), Phenomenological design (Wertz, 2005), Narrative design (Mertens, 2010), Participatory Research design (MacDonald, 2012), and Ethnographic design (Suzuki, et al., 2005). It should include a definition of how the implemented design is understood and a commentary on the practical implications it may have for empirical work.
- **Participants:** It should describe the general characteristics (e.g., sociodemographic, contextual, etc.) and specific characteristics (e.g., age, gender, social group, differential characteristics, etc.) of the participant population. It should also specify the criteria for selecting participants (Inclusion and exclusion criteria), the total number of participants, and, if applicable, their distribution across phases.
- **Type(s) of sampling:** Implemented sampling type(s). Selection criteria for the population in each phase of the research. It is recommended to specify whether the sampling was general for the entire study or if it took differential forms depending on the stages or phases of the study. If **the criteria changed throughout the research** (for example, due to data saturation), **this process should be explained and detailed.**
- **Procedure:** It should detail each phase or moment of the research, specifying the methodological variations, and provide an argument for the decisions made throughout the process based on the changes and variations implemented along the way.
- **Data collection techniques:** The reasons behind the choice of implemented techniques should be specified, along with the type of data that was sought to be collected using them. Additionally, a brief description of how these techniques were understood and applied in relation to the study's objectives should be provided. If adjustments were made to the techniques, these adjustments should be explained and detailed.
- **Analysis technique:** The process of data systematization and analysis should be

described, including a brief description of the analysis technique(s) supported by an author. It is relevant to show the relationship between these techniques and the type of data collected. If multiple analysis techniques were used, the strategy implemented to ensure the comparability of the results obtained should be explained, as well as **the triangulation processes** implemented (e.g., among observers) (O'Brien, et al., 2014).

**Note:** Authors are encouraged to use software programs that facilitate data analysis, such as Atlas ti, NVIVO, QPCA, although it is clarified that the use of these tools does NOT constitute the analysis itself, but rather supports it as part of a more complex process that involves other analytical and inductive elements in line with qualitative epistemology (Creswell, 2007).

• **Ethical considerations:** It should specify how the principles of respect, autonomy, and justice were upheld for the participants. Authors are encouraged to incorporate the ethical and bioethical standards outlined in the legislation of the country where the research was conducted. It is also important to include information about ethical approvals from committees and institutional bodies. For studies that involve minimal risk to participants, a copy of the approval from an institutional ethics committee that authorized the development and monitoring of the research should be included.

• **Quality Criteria:** The strategies and explicit decisions made during the study to ensure the quality of the results and the validation of the outcomes derived from the study should be included (e.g., validation, transferability, credibility, consistency, neutrality, etc.) (Flick, 2004). **This section should also include information about the role(s) of the researcher(s) during the study and any issues related to reflexivity**, that is, the 'characteristics of the researchers that may influence the research, including personal attributes, qualifications/experience, relationship with participants, assumptions and/or presuppositions; potential or actual interaction between the characteristics of the researchers and the research questions, approach, methods, results, and/or transferability' (O'Brien, et al., 2014, p. 3).

**Results:** Building on the analysis process and the quality criteria implemented, this

section should present in detail the emerging categories or themes, along with the evidence associated with their consolidation as central themes. The use of diagrams, tables, and graphs is recommended to indicate relationships between categories or their connection to specific elements drawn from the data. Finally, it is suggested to explicitly present the main findings in relation to the implemented design, in dialogue with the guiding question(s).

**Discussion:** Based on the central objective or the research question(s), the implications and interpretations derived from the obtained results are explored. Then, a discussion with existing theory and studies related to the research topic is established, aiming to highlight what is novel about the study conducted. Finally, the limitations and potential future research directions derived from the study are indicated. In the case of Grounded Theory studies, the emerging theoretical contribution derived from the research exercise should be explicitly stated.

**References (must include URL or DOI):** The article must include a **minimum of 30 references**, of which at least **80% should correspond to works published in the last 10 years**.

**References:**

Creswell, J. (2007) *Qualitative Inquiry & Research Design Choosing Among Five Approaches*. E.U. SAGE Publications

Flick, U. (2004) *Introducción a la investigación cualitativa*. Ediciones Morata.

Levitt, H. M., Motulsky, S. L., Wertz, F. J., Morrow, S. L., & Ponterotto, J. G. (2017). Recommendations for designing and reviewing qualitative research in psychology: Promoting methodological integrity. *Qualitative Psychology*, 4(1), 2–22. <https://doi.org/10.1037/qup0000082>

MacDonald, C. (2012) Understanding Participatory Action Research: A Qualitative Research Methodology Option. *Canadian Journal of Action Research*, 13(2) 34-50

Mertens, D. (2010) History and Narrative Study of Lives. En: *Research and evaluation in*

*education and psychology: integrating diversity with quantitative, qualitative, and mixed methods.* (pp. 267-293) California, E.U. SAGE Publications, Inc

O'Brien BC, Harris IB, Beckman TJ, Reed DA, Cook DA. (2014). Standards for reporting qualitative research: a synthesis of recommendations. *Academic Medicine*. 89(9), 1-7.

[https://www.mmcri.org/deptPages/core/downloads/QRIG/Standards for Reporting Qualitative Research A 990451.pdf](https://www.mmcri.org/deptPages/core/downloads/QRIG/Standards%20for%20Reporting%20Qualitative%20Research%20A%20990451.pdf)

Sutton, A. (2016) La pregunta de investigación en los estudios cualitativos. *Investigación en Educación Médica*, 5(17), 49-54

<https://www.redalyc.org/pdf/3497/349743621008.pdf>

Strauss, A. L. y Corbin, J. (2002). *Bases de la Investigación Cualitativa*. Ed. Universidad de Antioquia.

Suzuki, L; Muninder, K; Mattis, J & Cherubim A. (2005). Ethnography in Counseling Psychology Research: Possibilities for Application. *Journal of Counseling Psychology*, Vol. 52, No. 2, 206–214.  
<https://digitalcommons.montclair.edu/cgi/viewcontent.cgi?article=1087&context=counseling-facpubs>

Wertz, F. J. (2005). Phenomenological research methods for counseling psychology. *Journal of Counseling Psychology*, 52, 167-177.  
<https://psycnet.apa.org/doiLanding?doi=10.1037%2F0022-0167.52.2.167>