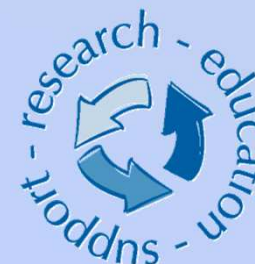


15th Annual Conference of the
National HIV Nurses Association (NHIVNA)



National HIV Nurses Association

Nathaniel Ault

Barts and the London NHS Trust

Michelle Croston

North Manchester General Hospital

27-28 June 2013- The International Convention Centre, Birmingham

Making sense of experiences – A qualitative approach

Nathan Ault and Michelle Croston

Workshop Aims

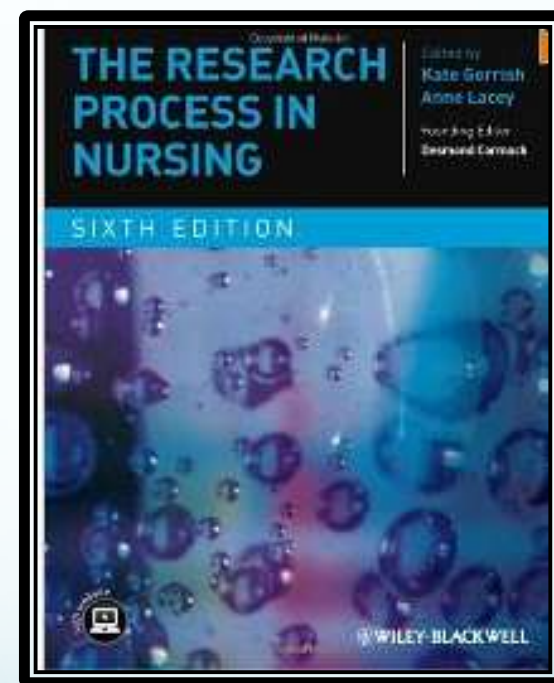
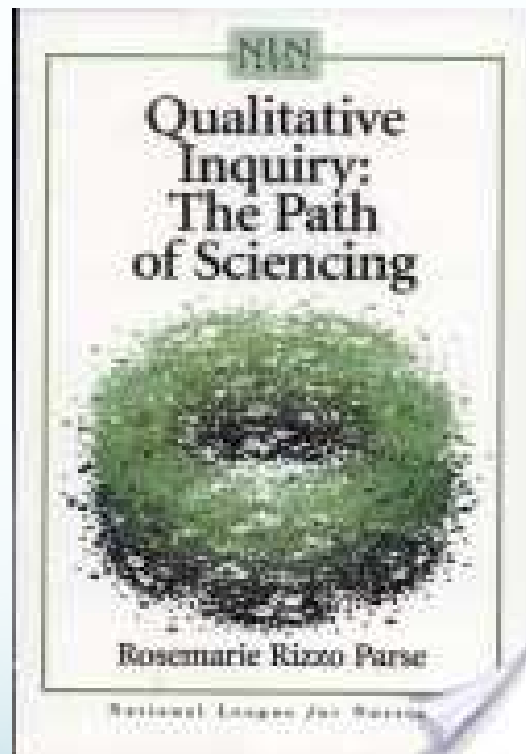
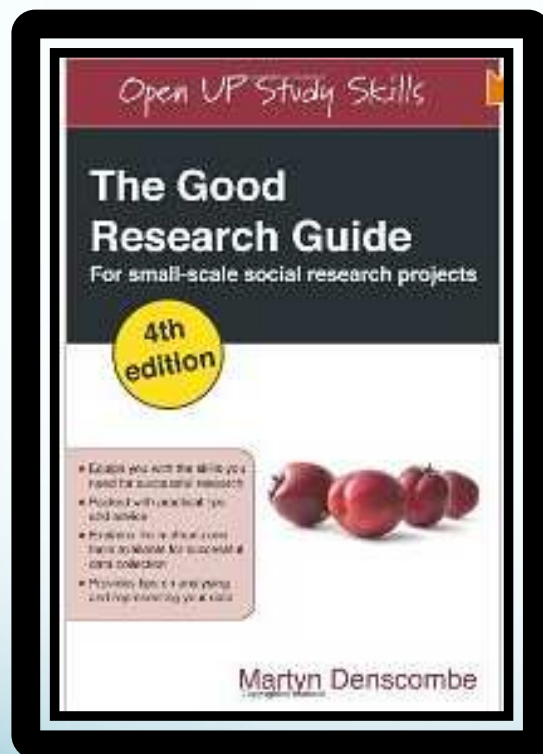
- To provide an overview of qualitative research designs
- To explore researcher bias with qualitative research
- To discuss different methods of data collection
- To suggest ways that help facilitate the development of interview questions
- To enable delegates to undertake practical sessions in developing questions for interview schedules and transcribing data

What is qualitative research?

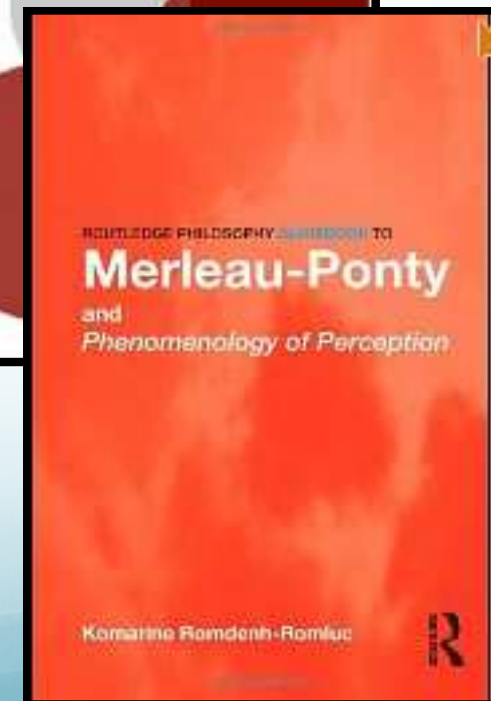
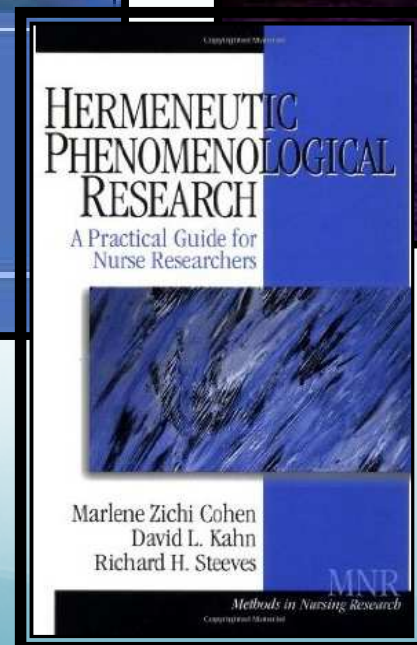
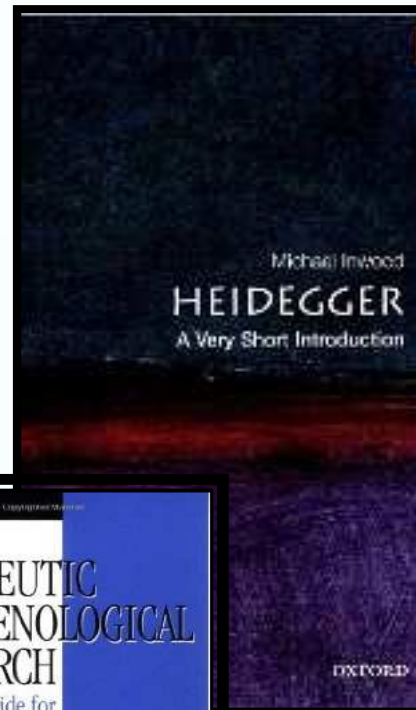
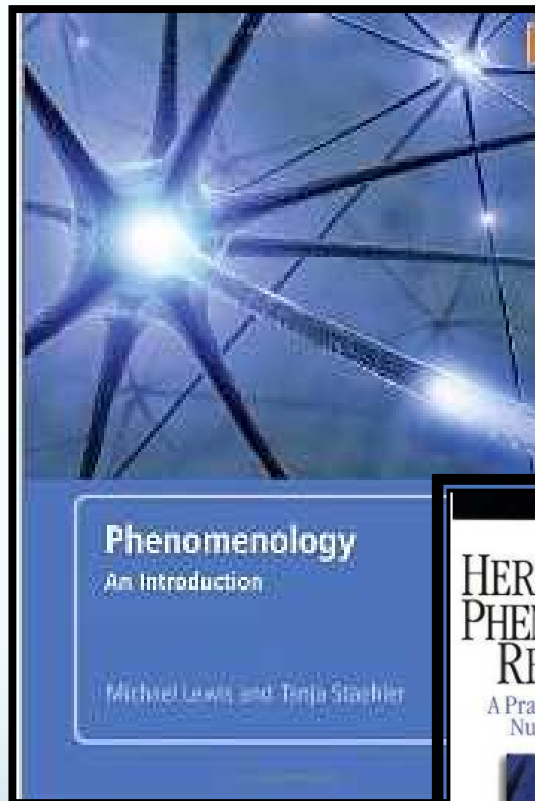


- Qualitative research aims to gather an in depth understanding of human behaviour and experience
- Qualitative research gives a voice to those experiencing care.
- The qualitative method investigates the why, and how of decision making not just the what , where and when.
- Values the exploration of thoughts, emotions, meaning and sense making , seeks to understand aspects of the life-world
- Smith , Flowers and Larkin suggest there are four main branches of qualitative research , phenomenology, grounded theory discourse analysis ,grounded theory , narrative analysis

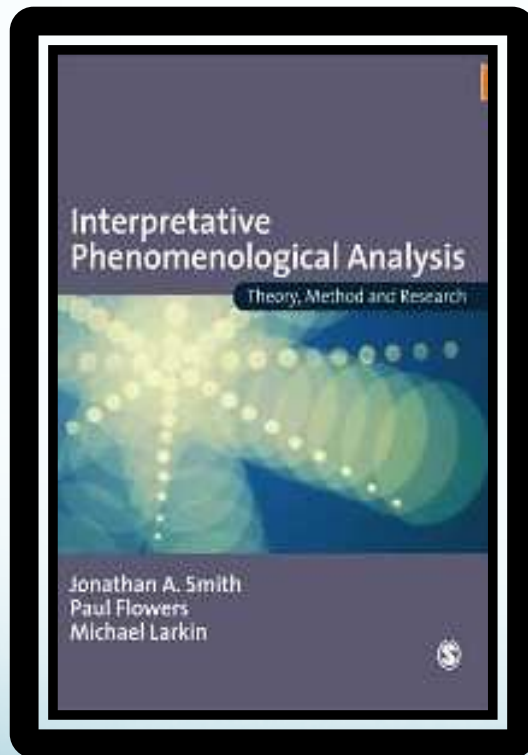
Choosing a research design



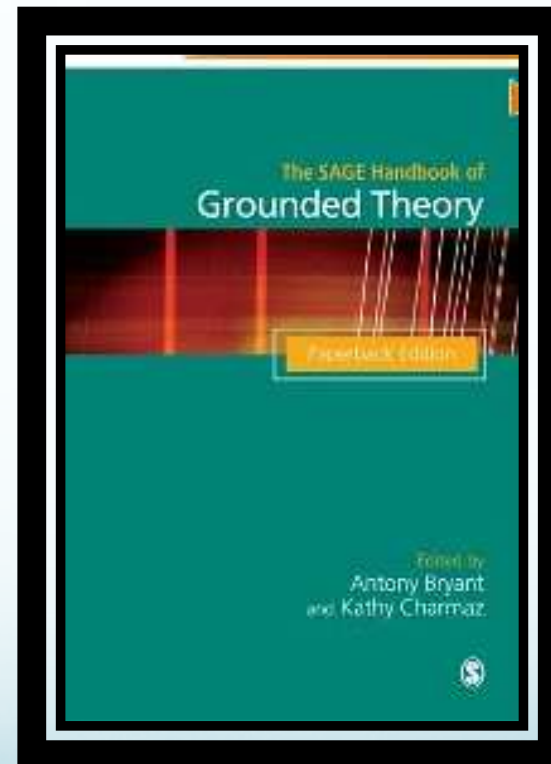
Phenomenology



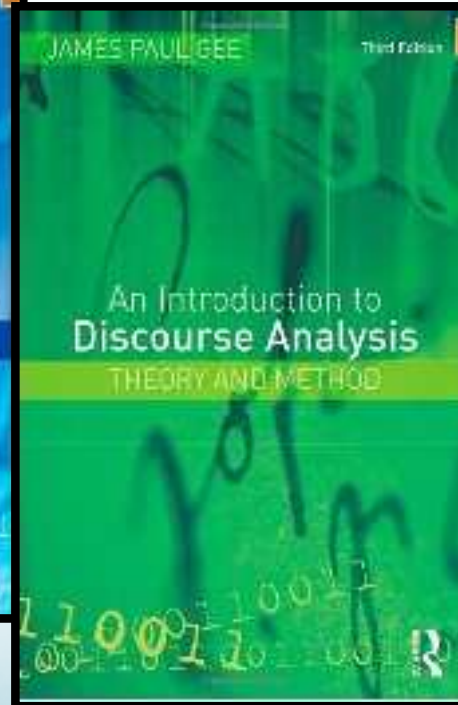
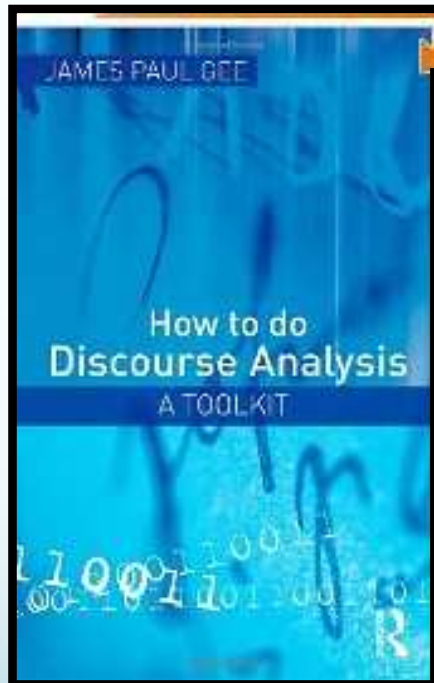
Interpretative Phenomenological Analysis (IPA)



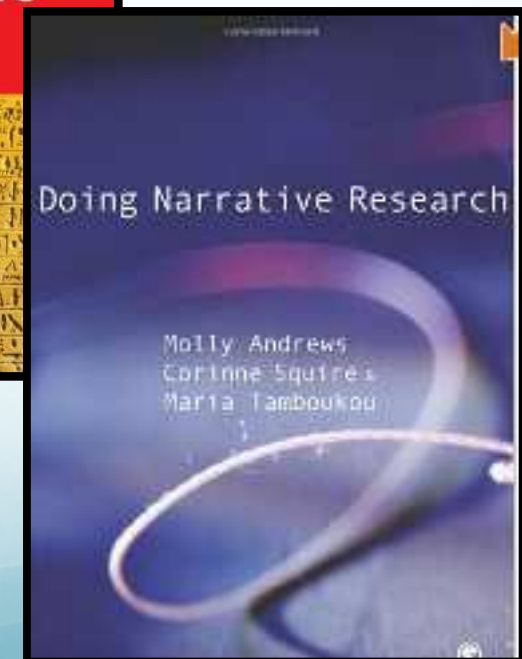
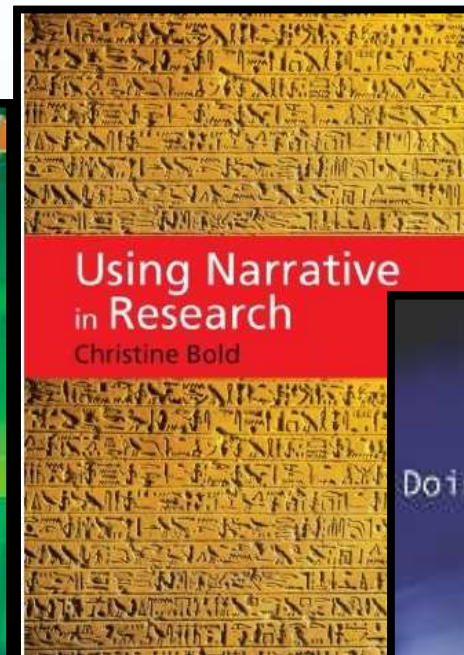
Grounded Theory



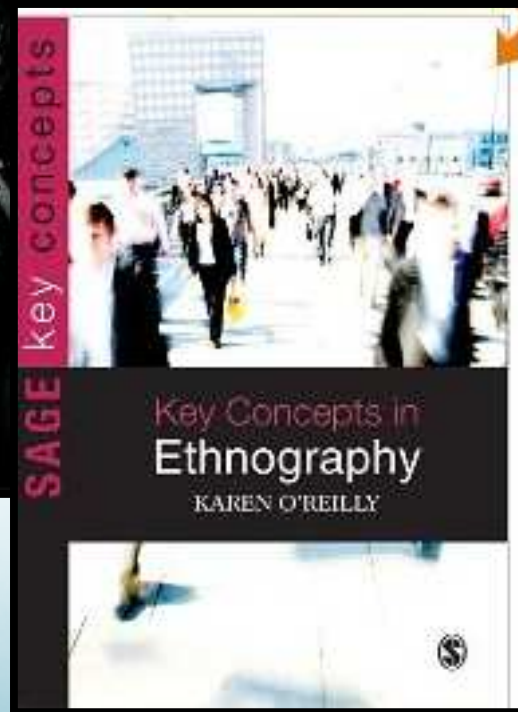
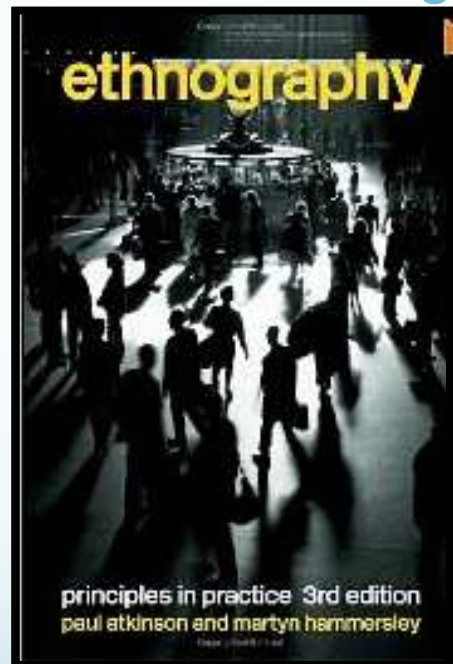
Discourse Analysis



Narrative analysis



Ethnography

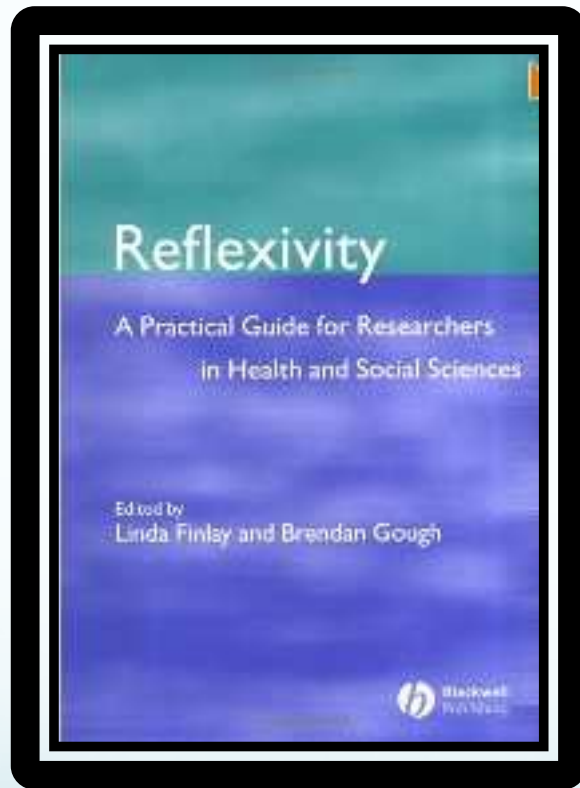


Action Research



Bias in Qualitative Research

Reflexivity



“ The thoughtful, self aware evaluation between the researcher and researched. It involves critical self reflection of how the researcher’s background, assumptions , positioning and behavior impacts on the research process “

Practical advice for engaging in reflexivity while researching

- Start at the beginning of the research process, or even before you begin!
- Keep a reflexive research journal/diary, to record ideas, reflections, observations and decisions.
- It is an ongoing process and should continue throughout , whilst designing your study ,pre and post data collection, during analysis and throughout the writing up.

- Write an initial statement about your personal stance and/or presuppositions/assumptions at the beginning of the research process . This should be ongoing as it might change , so re reflect on how things might have changed.
- Have a real time discussion with peers/others
- Note personal thoughts/associations along side data on interview transcripts
- Participate in a research group

Rigour

- There has always been a debate about rigour and how it applies to qualitative research:
 - Using a procedural methodology can help
 - Credibility, Transferability, Dependability, Confirmability
- Rigour when working with minority and marginalised groups is also discussed within qualitative research:
 - Contextuality, relevance, awareness of identity and power differences, empowerment, flexible approach to time, disclosure, communication style and reciprocation

Methods of data collection

- Participant observation
- Non – participant information
- Field notes
- Reflexive journals
- Structured interviews
- Semi structured interviews
- Unstructured interviews
- Analysis of documents and materials (e.g. text messages , diaries , SMS messages , emails , public records)

Interview schedule

- Developing an interview schedule is always challenging
- It therefore merits considerable time and attention
- Identify themes relevant to your research question (if your chosen method allows)
- Think about the order of themes within the schedule
- Develop specific questions around each theme
- Are there other materials you might want to use in the interview to explore your topic (e.g pictures/images)?

Making the schedule

- Avoid including too many questions and being overly structured. Sometimes the methodology will limit the number of questions you can ask..
- Start with a broad question that allows the participant to set the parameters of the topic , not the other way round
- The questions should be designed to help you answer your research question
- Start broad – scene set
- Discuss the list with someone else (Are there too many? Are they too direct? Are they unclear? Are you leading the participant too much? Do they allow the participant to direct the interview? Are you making too many assumptions based on your view of the topic?)
- Pilot the questions!!

Interview schedules should be.....

- Short (no more than 6-10 questions)
- Repeatedly re drafted for improvements
- Include prompts and probes
- Open ended
- Memorized (if possible) before you conduct
- Phrased to suit the participant
- Set up as a 'one sided chat'

Constructing questions

Descriptive or linear

In your own words can you tell me what happens when you see the consultant ?

Narrative

Can you tell me how you came to be referred?

Structural

So what are the stages involved in getting a diagnosis ?

Evaluative

How did you feel after the first time you saw the consultant ?

Systemic – circular

What do you think your GP thinks about how this has been managed ?

Systemic – comparative

How do you think things would have been different if you had gone to a different hospital ?

Prompts and probes

Can you tell me more about that ?

What do you mean by x ?

Open and neutral questions

Introductory and open

Can you tell me about ...?

Can you remember a time when..?

Can you describe in as much details as possible?

Probing but open

Can you say a little more ?

Can you give me a more detailed description ?

How did that feel at that particular moment ?

Can you give me another example?

Being more specific

What did you do next?

Direct and indirect questions

When you talk about aggression to you mean verbal or physical?

Clarifying and rephrasing

Do you mean that ..?

Does X capture what you are saying?

Silence

Allow pauses for reflection and making links .. Let the participant break

Practical session



Data Analysis

- Type of analysis and how to analyse data will depend upon the methodology used
- Language of data analysis can be off-putting to the inexperienced researcher (taxonomy, heuristic idiosyncratic)
- There are tools to help you analyse interview data but be aware of the advantages and disadvantages
 - Computer programs vs Human for instance

Types Data analysis

Typology -Creation of a system of classification, list of (mutually exclusive) categories.

Taxonomy -Essentially a typology with multiple levels of concepts.

Grounded Theory (Constant Comparison) -Coding of documents, categories saturate when no new codes (quotes?!) are added to them; core/axial categories emerge.

Content Analysis -Identify themes/topics, find latent themes/emphases. Generally rule-driven (e.g. size of data chunks).

Phenomenology/Heuristic Idiosyncratic –meanings of individual, potentially focused mainly on the researcher's own experience/perception of the event

Narratology -Study of the intrinsic structures of how a story is told/text is written.

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Quantitative/Quasi-Statistics -Count numbers of events/mentioning's, mainly used to support categories.

Event (Frame) Analysis- Identify specific boundaries (start, end) of events, then event phases.

Domain Analysis -Focus on cultural context, describe social situation and cultural patterns within it, semantic relationships

Hermeneutical Analysis- Meaning of event/text in context (historical, social, cultural etc.)

Discourse Analysis- Ongoing flow of communication between several individuals; identify patterns (incl. temporal, interaction)

Brief over view of the stages of analysis (IPA)

- Initial encounter with the text – several close and detailed readings
- Identification and organization of initial themes on a case by case basis
- Clustering of themes
- Clustered of themes refined , condensed , clustered themselves and given super- ordinate theme labels
- Cross case analysis performed
- Written narrative account constructed
- Sometimes, depending upon your methodology, a specific procedure may be identified outlining the specific stages

Practical session

Discussion

Discussion points

- What were your initial thoughts about the transcript?
- Did it evoke any feelings within you as you read it?
- Do you think it would have been useful as the researcher to have established your position/stance prior to reading the transcript?
- Reflection/reflexivity what are your thoughts about when this process should happen?

Questions /final thoughts

