Not everything that matters can be counted.

Not everything that can be counted matters.

- Albert Einstein
Content analysis of your research

Implementation/Evaluation
Cognitive Testing
Natural Language Processing
Focus groups
Family meetings
Develop Intervention
Telehealth
Not sure/not qual
Pilot/Usability
Interviews

Nicole Amoyal Pensak
Monica Lemmon
Oreofe Odejide
Melissa Wachterman
Kavita Dharmarajan
Charlotta Lindvall
Rashmi Sharma
Jennifer Walter
Nick Odom-Dionne
Ann C. Long
Gail Towsley
Stephanie Gilberton-White
Hillary D. Lum
Kristen Triebel
Typology of qualitative findings

<table>
<thead>
<tr>
<th>Findings</th>
<th>No Findings</th>
<th>Topical Survey</th>
<th>Thematic Survey</th>
<th>Conceptual Thematic Description</th>
<th>Interpretive Explanation/ Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretive Process</td>
<td>Not research</td>
<td>Not qualitative research</td>
<td>Exploratory</td>
<td>Descriptive</td>
<td>Explanatory</td>
</tr>
</tbody>
</table>

Sandelowski M & Barrosso J. “Classifying the findings in qualitative studies.” Qualitative Health Research, 2003;13(7):905-23.
Your goals for today

- What do you want to be sure we cover today?
Outline for the session

- Provide overview of qualitative methods
- Describe approaches and theoretical frames
- Explore coding
- Workshop your research
When to use qualitative research
Three types of content analysis

- **Conventional content analysis**
  - Used when little is known about the phenomenon of interest
  - Inductive approach: open interviews/codes, descriptive analysis

- **Directed content analysis**
  - Used to validate or extend a theoretical framework or theory or understand how a theory applies to a local problem/issue
  - Deductive approach: *a priori* interview questions/codes, confirmatory analysis

- **Summative content analysis**
  - Used to understand the contextual use of words/content
  - Word counts + context analysis to discover underlying meanings, metaphors, synonyms

## Theoretical frameworks/approaches

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Historical Roots</th>
<th>Types of Questions Addressed</th>
<th>Data Sources</th>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnography</td>
<td>Anthropology</td>
<td>Understanding cultural contexts and interactions; acquired /constructed meanings</td>
<td>Observations, interviews, documents/archives, field notes</td>
<td>Rich descriptions of cultural practices/norms for/of social interaction</td>
</tr>
<tr>
<td>Phenomenology</td>
<td>European Philosophy</td>
<td>What is the lived experience of _____?</td>
<td>Interviews with those who have experienced the phenomenon, interviewer memos documenting reflections</td>
<td>Rich descriptions of what it means to experience the phenomenon. Reader is left with an understanding of what it might be like.</td>
</tr>
<tr>
<td>Grounded Theory</td>
<td>Sociology</td>
<td>What are the conditions/patterns that explain/predict the observed behaviors/outcomes?</td>
<td>Interviews with those who have experienced the phenomenon under different conditions</td>
<td>Generate theory from the range of the participants' experience</td>
</tr>
<tr>
<td>Hermeneutics</td>
<td>European Philosophy</td>
<td>How do people/groups come to understand a phenomenon or event? How did they learn to “talk” the way they do?</td>
<td>Text analyses, media, conversations, interviews with those with diverse experiences to get to shared understanding</td>
<td>Thematic emphasis on shared understanding, meaning, and interpretation</td>
</tr>
<tr>
<td>Critical Discourse Analysis</td>
<td>Linguistics/Communications</td>
<td>How texts work within sociocultural practices with attention to <em>textual form</em> (phonics, vocabulary), <em>structure</em> (grammar, syntax), and <em>exchange organization</em> (media, turn-taking)</td>
<td>Text analyses, media, conversations, interviews, speeches/rhetoric</td>
<td>Examines “texts” for power relationships, ideology, and social dynamics. Exposes the dominant/normalized ideologies that are understood as “common sense”</td>
</tr>
<tr>
<td>Conversation Analysis</td>
<td>Sociology</td>
<td>Examines talk-in-interaction</td>
<td>Everyday conversations, media, novels</td>
<td>Examines what is it that speakers <em>do</em> when they talk; what is accomplished in their conversation.</td>
</tr>
</tbody>
</table>
Process of coding

- **Decontextualization**
  - Separate data from the original context of individual cases
  - Assigns codes to units of meaning in the texts

- **Recontextualization**
  - Examine the codes for patterns
  - Organize and reduce the data around central themes and relationships
  - Reintegrate and summarize themes from across all the cases and narratives

Grounded theory coding

- **Open coding**
  - Bin sorting: Examine, conceptualize, and categorize the data
  - Same ideas as “basic themes” in thematic networks

- **Axial coding**
  - Regroup data based on relationships and patterns within and between the categories (properties & dimensions)
  - Same idea as “organizing themes” in thematic networks

- **Theoretical coding**
  - Identify and describe the central phenomenon/core category
  - Same idea as “global theme” in thematic networks

- **Univariate analysis**
- **Bivariate analysis**
- **Multivariable analysis**
Thematic networks

Figure 1 from Attride-Stirling, J. *Thematic networks: An analytic tool for qualitative research*. Qual Res, 2001; 1(3): 385-405.
Examine the six C’s

- Causes
- Contexts
- Contingencies
- Consequences
- Covariances
- Conditions
Memoing

- Done at each stage of the process to document thoughts about what you’re finding in the analysis
- Part of trustworthiness to establish an “audit trail” of ideas as they develop
- Writing is the method to articulate the relationships in the data
  - Work out what’s going on through writing and drawing pictures/diagrams

# Coding exercise

<table>
<thead>
<tr>
<th>Groups</th>
<th>Members</th>
<th>Analytic Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nicole, Charlotta, Gail</td>
<td>Journey</td>
</tr>
<tr>
<td>2</td>
<td>Kavita, Ann, Kristen</td>
<td>Family</td>
</tr>
<tr>
<td>3</td>
<td>Nick, Hillary, Melissa</td>
<td>Angels &amp; devils</td>
</tr>
<tr>
<td>4</td>
<td>Stephanie, Oreofe, Jennifer</td>
<td>Transformation</td>
</tr>
<tr>
<td>5</td>
<td>Monica, Rashmi</td>
<td>Home</td>
</tr>
</tbody>
</table>

- Get in your group and share impressions from your homework
  - What codes/themes did you notice?
  - Are you a lumpmer or splitter?
  - What influences shaped your reading/coding/interpretation?

- Review the text again through the analytic frame for your group
  - Code & share impressions
  - What changed? What is your take home for the new frame?
Questions to ask of qualitative study

- Did the researcher outline the theoretical frame?
- Was the context clearly described?
- Was sampling strategy clearly described?
- Was data collection clearly described and documented?
- Was analysis repeated by more than 1 researcher?
- Was quantitative analysis used when appropriate?
- Was there evidence of seeking contradicting cases?
Workshopping your projects

- What are you needing help with?
Resources

- Griffiths G. *Qualitative research: The research questions it can help answer, the methods it uses, the assumptions behind the research questions and what influences the direction of research*. Family Practice. 1996;13(Supp 1): S27-30.
Resources