



# Qualitative Research Methods NPCRC Kathy Foley Retreat 2016



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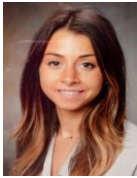
Not everything that matters  
can be counted.

Not everything that can be counted  
matters.

▶ **Albert Einstein**



# Content analysis of your research



Nicole Amoyal Pensak



Monica Lemmon



Orefo Odejide



Melissa Wachterman



Kavita Dharmarajan



Charlotta Lindvall



Rashmi Sharma



Jennifer Walter



Nick Odom-Dionne



Ann C. Long



Gail Towsley



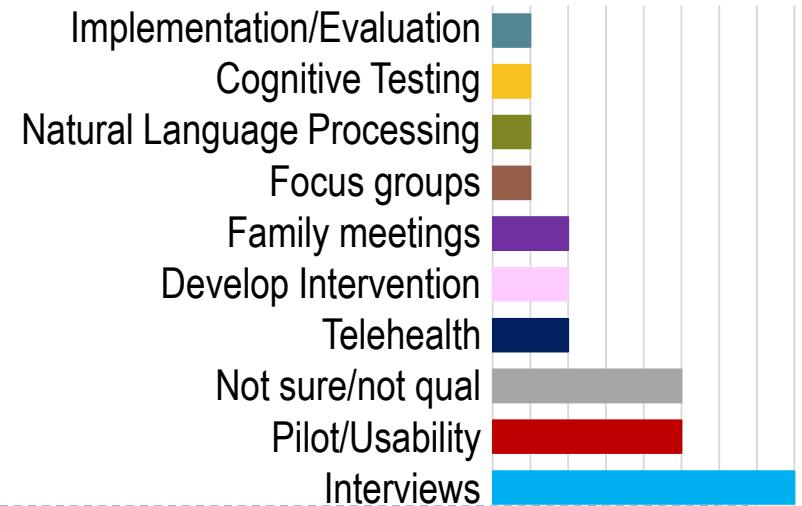
Stephanie  
Gilberton-White



Hillary D. Lum

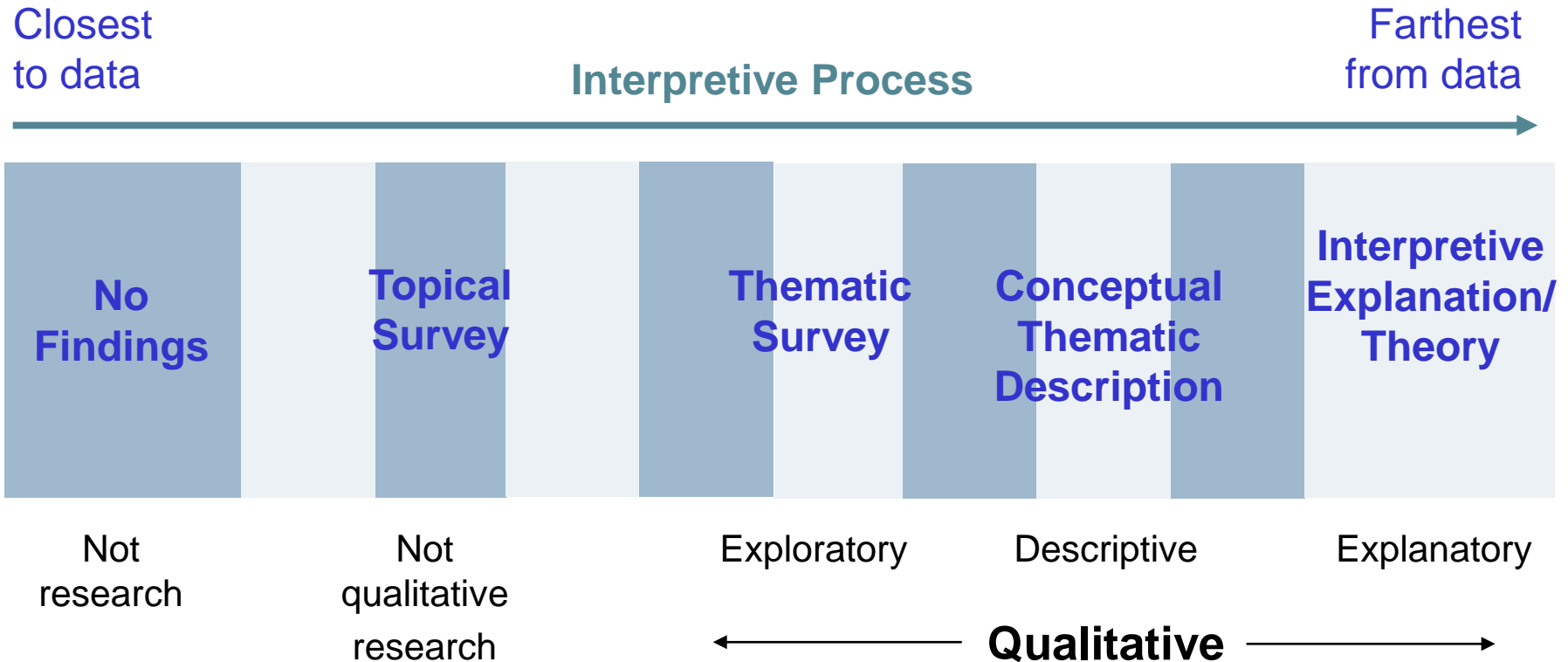


Kristen Triebel



0 1 2 3 4 5 6 7 8

# Typology of qualitative findings



Sandelowski M & Barroso J. "Classifying the findings in qualitative studies." *Qualitative Health Research*, 2003; 13(7):905-23.

# Your goals for today

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- ▶ What do you want to be sure we cover today?



# Outline for the session

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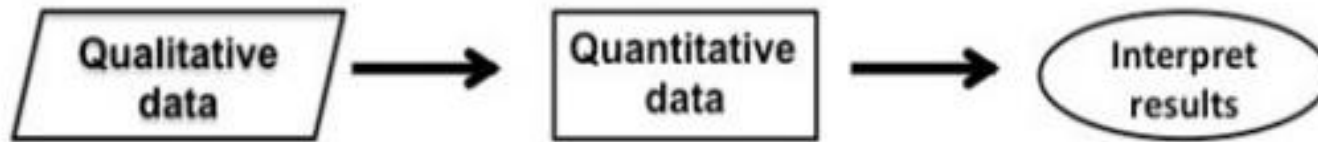
- ▶ Provide overview of qualitative methods
- ▶ Describe approaches and theoretical frames
- ▶ Explore coding
- ▶ Workshop your research



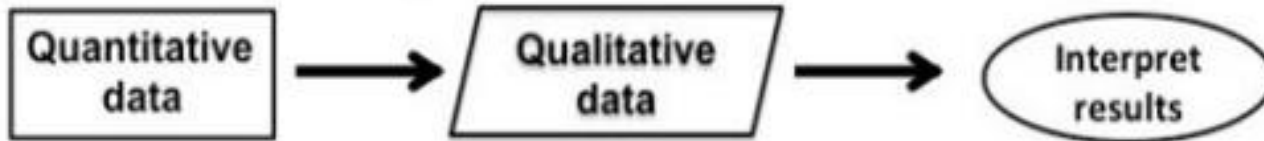
# When to use qualitative research

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## Sequential designs

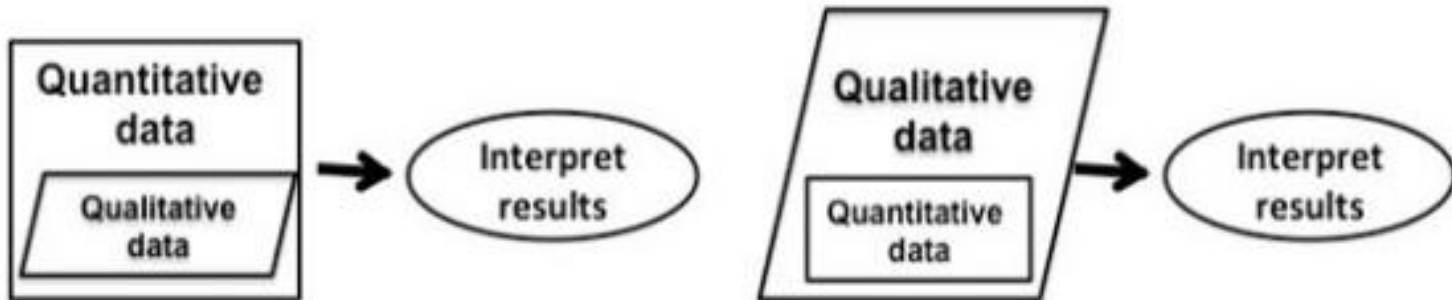


exploratory sequential design



exploratory sequential design

## Concurrent designs



# Three types of content analysis

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## ▶ 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

Hsieh HF, Shannon SE. *Three approaches to qualitative content analysis*. Qual Health Res. 2005;15(9):1277-88.

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# Theoretical frameworks / approaches

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

# Process of coding

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## ▶ 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

Ayres L, Kavanaugh K, Knafel KA. *Within-case and across-case approaches to qualitative data analysis*. Qual Health Res. 2003;13(6):871-83.

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# Grounded theory coding

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- ▶ **Open coding** ⇒ **Univariate analysis**
  - ▶ Bin sorting: Examine, conceptualize, and categorize the data
  - ▶ Same ideas as “basic themes” in thematic networks
- ▶ **Axial coding** ⇒ **Bivariate analysis**
  - ▶ Regroup data based on relationships and patterns within and between the categories (properties & dimensions)
  - ▶ Same idea as “organizing themes” in thematic networks
- ▶ **Theoretical coding** ⇒ **Multivariable analysis**
  - ▶ Identify and describe the central phenomenon/core category
  - ▶ Same idea as “global theme” in thematic networks



# Thematic networks

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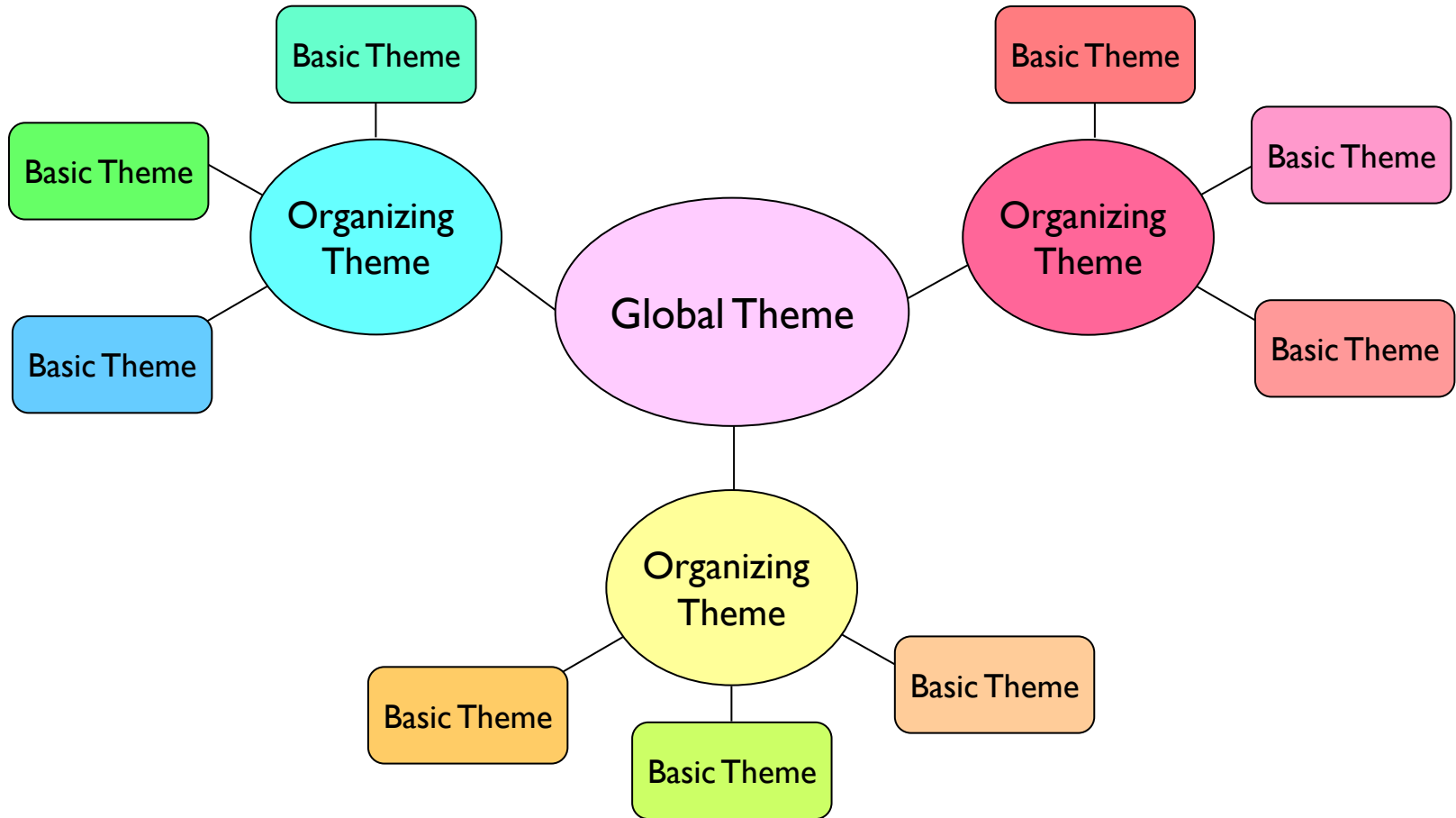


Figure 1 from Attride-Stirling, J. *Thematic networks: An analytic tool for qualitative research*. *Qual Res*, 2001; 1(3): 385-405.

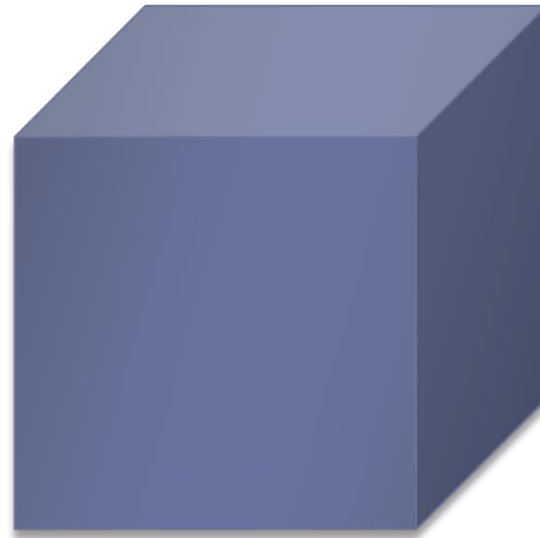
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# Examine the six C's

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- ▶ Causes
- ▶ Contexts
- ▶ Contingencies
- ▶ Consequences
- ▶ Covariances
- ▶ Conditions



# Memoing

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- ▶ 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

Birks M, Chapman Y, Francis K. *Memoing in qualitative research: Probing data and processes*. J Res Nurs. 2008;13(1):68-75.

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# Coding exercise

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Groups	Members	Analytic Frame
1	Nicole, Charlotta, Gail	Journey
2	Kavita, Ann, Kristen	Family
3	Nick, Hillary, Melissa	Angels & devils
4	Stephanie, Oreofe, Jennifer	Transformation
5	Monica, Rashmi	Home

- ▶ Get in your group and share impressions from your homework
  - ▶ What codes/themes did you notice?
  - ▶ Are you a lumpener 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

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- ▶ 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

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- ▶ What are you needing help with?



# Resources

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- ▶ Attride-Stirling J. *Thematic networks: An analytic tool for qualitative research*. Qual Res. 2001;1(3): 385-405.
  - ▶ Ayres L, Kavanaugh K, Knafl KA. *Within-case and across-case approaches to qualitative data analysis*. Qual Health Res. 2003;13(6):871-83.
  - ▶ Belgrave LL, Zablotsky D, et al. *How do we talk to each other? Writing qualitative research for quantitative readers*. Qual Health Res. 2002;12(10): 427-39.
  - ▶ Birks M, Chapman Y, Francis K. *Memoing in qualitative research: Probing data and processes*. J Res Nurs. 2008;13(1):68-75.
  - ▶ Carter SM, Little M. *Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research*. Qual Health Res. 2007;17(10):1316-28.
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  - ▶ 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.
  - ▶ Guest G, Bunce A, Johnson L. *How many interviews are enough?: An experiment with data saturation and variability*. Field Methods. 2006;18:59-82.
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# Resources

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- ▶ Hermanowicz JC. *The great interview: 25 strategies for studying people in bed*. Qual Soc. 2002;25(4):479-99.
  - ▶ Hsieh HF, Shannon SE. *Three approaches to qualitative content analysis*. Qual Health Res. 2005;15(9):1277-88.
  - ▶ Kidd PS, Parshall MB. *Getting the focus and the group: enhancing analytical rigor in focus group research*. Qual Health Res. 2000;10(3):293-308.
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  - ▶ Sandelowski M. *Writing a good read: Strategies for re-presenting qualitative data*. Res Nurs Health. 1998;21(4):375-82.
  - ▶ Starks H, Trinidad SB. *Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory*. Qual Health Res. 2007;17(10):1372-80.
  - ▶ Steihauser KE, Barroso J. *Using qualitative methods to explore key questions in palliative care*. J Pall Med. 2009; 12(8):725-30.
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