

Qualitative Inquiry for Model System Centers Part II: Study Conduct and Production

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Extending from last Presentation about

- Interpretive Frameworks and Qualitative Designs
- Owning the Limitations of your Practice, Qualitative Research in PM&R, and the Lodestar of my work in the USA

This Lecture will focus on the Quality of your Inquiry

- Qualitative research will only ever be as good as the amount of time, resources, and rigor applied to the data collection, analysis, trustworthiness, and final product.



Agenda Part II: Study Conduct and Production

- **Rigor and Trustworthiness**
- **Qualitative Data Collection**
- **Qualitative Data Analysis**
- **Quality Control and COREQ**



Rigor & Trustworthiness (Creswell & Poth, 2023)

- A range of perspectives exist about the conception of “**validity**” and “**reliability**” or the “**trustworthiness**” of qualitative research.
- Of which, two seminal leaders in the field named Yvonna Lincoln and Egon Guba (1985) proposed were **alternative terms** that apply to naturalistic inquiry.

Credibility	-	Internal Validity
Transferability	-	External Validity
Dependability	-	Reliability
Confirmability	-	Objectivity



Rigor & Trustworthiness (Creswell & Poth, 2023)

- From another perspective, validation can be referred to as a **judgement** of trustworthiness/goodness of the qualitative research (Angen, 2000).
- Emphasis is also placed on the **transformative** value that the research offers and how that translates to action and change.
- Closely linked is the concept of **substantive validation**, which refers to understanding your own understanding of the work.
- This is a process that **self-reflection / reflexivity** will contribute to.



Validation Strategies (Creswell & Poth, 2023)

- Prolonged Engagement / Persistent Observation
- Triangulation / Incorporating Multiple Perspectives
- Peer Review / Peer Debriefing
- Negative Case Analysis / Disconfirming Evidence
- Clarifying Researcher Bias / Transparency
- **Member Checking*** / Credibility of the Account
- Rich and / or Thick Description
- External Audit / Critical Friends

(*To be discussed)



Reliability Strategies (Creswell & Poth, 2023)

- Detailed fieldnotes (participant/interviewer/setting observations)
- Accurate transcriptions (verbatim account of data)
- **Blind coding*** (deriving meaning units from manifest content)
- **Intercoder Agreement*** / Multiple Coders (not inductive)

(*To be discussed)



Rigor & Trustworthiness (Creswell & Poth, 2023)

5 Standards (Howe & Eisenhart, 1990)

- Does **research question** drive data collection & analysis?
- Are data collection & analysis **competently applied**?
- Are the **researcher(s) assumptions** made explicit?
- Does study have overall warrant (**theoretical consideration**)?
- Does study inform/improve **practice** & protect **confidentiality**?

Also See Krefting's (1991) "Rigor," Yardley's (2000) "Dilemmas," Sparkes & Smith's (2009) "Judging," Tracy's (2010) "Big-Tent Criteria," and Smith & McGannon's (2018) "Developing Rigor."



Rigor & Trustworthiness (Creswell & Poth, 2023)

8 Standards (Lincoln, 1995)

- Guidelines for **Publication**
 - Standard of **Positionality**
 - Rubric of **Community**
 - Voice to **Participants**
 - Critical **Subjectivity**
 - Research **Reciprocity**
 - Research-to-Action **Continuum**
 - Sharing of **Privileges**



Rigor & Trustworthiness (Creswell & Poth, 2023)

4 More Criteria to Consider (Richardson & St. Pierre, 2005)

- **Substantive Contribution** – Understanding of Social Life
- **Aesthetic Merit** – Creative, Artistic, Complex, and Satisfying
- **Reflexivity** – Author Subjectivity in both Production and Product
- **Impact** – Affect emotionally/intellectually, Generate new Questions



Data Collection (Creswell & Poth, 2023)

- A “series of interrelated activities” that begin before data is collected (p. 176).

Data collection activities include:

- Locating a site.
- Accessing and developing rapport.
- Sampling.
- Collecting and recording information.
- Addressing fieldwork issues.
- Storing the data.



Site Location (Creswell & Poth, 2023)

- Locating and selecting a site, group, or individual to study is directly connected to the **story** and the **design approach**.
- When selecting a site, researchers need to consider the **ethical implications** of studying their own sites compared to the sites of others.
- **Strategies** should address potential issues of conducting research on site.
 - Think about power dynamics and how they affect participants.
 - Provide clear rationales and procedures for data collection in field.



Access & Rapport (Creswell & Poth, 2023)

Human Research Ethics Approval

- University boards
- Site-specific approvals
- Organizational-bodies (e.g., schools, rehabilitation centres)

Developing rapport involves working with gatekeepers to...

- Establish a relationship.
- Discuss research directives and timelines.
- Data collection procedures.
- Benefits and potential harms of the research study.



Sampling Strategies (Creswell & Poth, 2023)

- When deciding our sampling strategy, we want to consider...
 - Who are the participants we want to access,
 - What sampling strategy should we use, and
 - What size do we need our sample to be.
- These sampling decisions are directly informed by the **purpose** of our study and the **design approach** selected.
 - Homogenous vs. Heterogenous Samples
 - Maximum Variation...



Some Sampling Strategies (Creswell & Poth, 2023, p. 191)

- Maximum variation (e.g., Case Study...)
- Homogenous (e.g., Phenomenology...)
- Critical case (e.g., Case Study...)
- Theory – based / theoretical sampling (e.g., Grounded Theory...)
- Snowball (Ethnography, Case Study, Phenomenology...)
- Typical case (e.g., Narrative, Case Study...)
- Random purposeful (e.g., Case Study, Ethnography...)
- Criterion (e.g., Phenomenology, Ethnography...)
- Opportunistic (e.g., Ethnography...)
- Convenience (e.g., Narrative...)



Sample Size (Creswell & Poth, 2023)

The design approach used will impact the sample size, but the suggested sample numbers are often guidelines.

- **Narrative** – 1 person or larger group of people to tell a collective story.
- **Phenomenology** – 1 person or larger group who experienced the phenomenon.
- **Grounded Theory** – 20-30 people or more to develop the theory/model.
- **Ethnography** – Size (no limit) of the cultural group you are studying.
- **Case** – At least 1 (single) or 4-5 (multiple) to develop case/cross-case analyses.



(Traditional) Forms of Data Collection (Creswell & Poth, 2023)

- **Interviews** – individual, dyad, focus groups, synchronous, asynchronous.
- **Observations** – as a participant, as an observer, both.
- **Documents** – journals, letters, messages, public or organizational documents.
- **Audiovisual/Social Media** – videos, photographs, social media posts, digital diaries, blogs, just-in-time approaches, etc.



Recording Information (Creswell & Poth, 2023)

- An observation or interview **protocol** form should be used.
- Interview forms contain an introduction, primary questions, potential follow-up questions, space to record notes, and a conclusion/thank you.
- Observational protocol forms should contain space for descriptive and reflective notes and other types of data (e.g., designs, diagrams).
- Data can be collected by hand (e.g., field notes), by sound recorder, by video recorder, by camera, or by gathering media materials, etc.

Outside of the Box (e.g., artifacts, photovoice, art-based)



Fieldwork Issues (Creswell & Poth, 2023)

- Developing **rapport** and **credibility** is challenging as an **outsider**.
- Developing **boundaries** and playing multiple roles is challenging as an **insider**.
- Procedures/protocols for interviews/observations should be **carefully thought out** and **extremely detailed**, from which you may deviate (semi-structured).
- Equipment issues, interpersonal issues, in addition to pre-existing or developing relationships can all pose **significant challenges** in the field...

Never stop the recording device!!!



Data Storage (Creswell & Poth, 2023)

- **All data** collected should be kept under lock & key / password encryption.
- Data stored on a cloud system should adhere to **institutional IRBs**.
- When recording data in the field, consider using multiple data recorders and then storing multiple back-up files – **one-time deal (thanks Dr. Harvey)!**
- Protect anonymity by **de-identifying** data sets and keeping a log of participant names separate from the data set (e.g., separate storage cabinets).



Qualitative Writing / Output (Creswell & Poth, 2023; Co-Pilot Assisted)

- The structure that you will use to **write up** your qualitative findings should be linked to the **design approach**.
- Results may be written descriptively, autobiographically, biographically, thematically, and/or poetically (**not an exhaustive list**).
- **Novel forms** of qualitative output may include performance or visual ethnographies, reflexive interludes, digital storytelling, photo-elicitation outputs, collage, or montage writing... just to name a few.



Ethical Writing (Creswell & Poth, 2023)

- Protect the people and places we write about (e.g., **anonymity**).
- Write for scholars and any other consumers – for **comprehension**.
- Make sure your writing is **accessible** to a larger audience.
- Always **give credit** to the work that came before yours.
- Adhere to **institutional standards** and document the process.



Positionality (Creswell & Poth, 2023)

- “How we write is a reflection of our own interpretation based on the cultural, social, gender, class, and personal politics that we bring to research” (p. 260).
- Reflect on your position, embrace it, and make it known through the writing.
- Remain conscious of how the story you tell impacts the participants you are writing about and the readers who are consuming it.

Reciprocal Process!



Quotes (Creswell & Poth, 2023)

- Quotes are used in many different qualitative studies to bring the **voice of participants** into the work we are doing.
- Quotes can be displayed and structured in different ways.

Three types of quotes (Richardson, 1990):

- **Short Quotes**
- **Embedded Quotes**
- **Long Quotes**



Short Quotes (Creswell & Poth, 2023)

“Short, eye-catching” quotes that “stand out from the text and are intended to signify different perspectives” (p., 264).

They spoke about available time to exercise, as none of them were able to work after TBI. ***‘I cannot say that I don’t have the time for exercise because I was declared unable to work, which means that I don’t work anymore. So, it isn’t time that’s stopping me’ (Alex).***

Quilico, E., Harvey, W.J., Caron, J., & Bloom, G. (2021). Interpretative Phenomenological Analysis of Community Exercise Experiences after Severe Traumatic Brain Injury, *Qualitative Research in Sport, Exercise and Health*, 13:5, 800-815.



Embedded Quotes (Creswell & Poth, 2023)

Even shorter “briefly quoted phrases within the analyst’s narrative” (p., 264)

When asked about the impact of no longer having access to TBI-Health, Clara said **“*Bad. COVID (suspended the program),*”** and when probed about how this made her feel, she said **“*I eat a lot.*”**

E. L. Quilico, S. Wilkinson, E. Bédard, L. R. Duncan, S. N. Sweet, B. R. Swaine & A. Colantonio (2023): COVID-19’s impact on a community-based physical activity program for adults with moderate-to-severe TBI, Disability and Rehabilitation, DOI: 10.1080/09638288.2023.2212180



Long Quotes (Creswell & Poth, 2023)

Longer quotes that stand out from the text and “convey more complex understandings” (p., 265).

Winston provided an example of how he recently joined into a community group:

Well, I expressed my interest in hockey lately and I decided to play at the age of 35. I was very outgoing and I opened my heart and introduced myself. What I’m all about and why I am at the hockey rink.

Wilkinson, S., Harvey, W., & Tabbane, K. (2019) Leisure education and active participation for persons with schizophrenia and schizoaffective disorder, *Leisure/Loisir*, 43:3, 315-337.



Data Analysis (Creswell & Poth, 2023)

Broadly, qualitative data analysis can be summarized in **three core phases**.

- **Coding** involves reducing the data into meaningful segments that you name.
- **Theme generation** includes combining the codes into broader categories.
- **Displaying data** in text, graphs, tables, charts allows you to make comparisons.

Beyond these central steps, a variety of strategies can be utilized to enhance and optimize the process, including fieldnotes, reflective notes, summaries, theoretical perspectives, analytic frameworks, matrices, graphs, coding trees, etc.



Data Analysis Spiral (Creswell & Poth, 2023)

The iterative and interrelated process of data collection, analysis, and reporting can be thought of as an analytic spiral or continuum.

- **Visualizing**
- **Describing**
- **Interpreting**
- **Organizing**
- **Identifying**



Data Analysis (Creswell & Poth, 2023)

Several issues **need to be addressed** in the coding process.

- Should researchers count codes? Some (**not all**) believe this provides indicators for frequency of occurrence.
- Should codes be established a priori? Some (**not all**) believe the process is a continuum from “**prefigured**” to “**emergent**” categories.
- Should code labels be exact reflections of words that are used by participants? Some (**not all**) believe the raw data should be preserved at this level.



Issues with Theme Generation (Creswell & Poth, 2023)

- Should themes reflect stories? Some (**not all**) believe this is **narrative research**.
- Should themes reflect individual/shared experiences? Some (**not all**) believe this is **phenomenology**.
- Should themes reflect actions/interactions? Some (**not all**) believe this is **ethnography**.
- Should themes reflect culture? Some (**not all**) believe this is **ethnography**.
- Should themes reflect a case or many cases? Some (**not all**) believe this is case study research.



Data Analysis (Creswell & Poth, 2023)

Some guiding principles along the way.

- When interpreting data, researchers should make sense of the data. Lincoln and Guba (1985) refer to this as the “**lessons learned.**”
- Visual presentations of the data (text, tables, figures) can assist with the **abstraction process** from the general to the specific, for example.
- A priori decisions about an **inductive (bottom up)** or **deductive (top down)** approach to the analysis should center on the **research question** and broader **purpose** of the qualitative study.



Data Analysis (Creswell & Poth, 2023)

Analysis within qualitative approaches.

- Data in **narrative study** are analyzed for the **story** they tell.
- Data in **phenomenology** are analyzed for the phenomenon(s) **experienced**.
- Data in **grounded theory** are analyzed for the presentation of a **model** or **theory**.
- Data in **ethnography** are analyzed for an understanding of the **culture**.
- Data in **case study** are analyzed for a description of the **case(s)**.



Data Analysis (Creswell & Poth, 2023)

What about all the **different types** of qualitative analyses?

- Content Analysis – Values Frequency Counts
- Reflexive Thematic Analysis – Values Theme Generation
- Discourse Analysis – Values Language
- Constant Comparative Method Analysis – Values Theory
- Interpretative Phenomenological Analysis – Values Hermeneutics



Data Analysis (Creswell & Poth, 2023)

How can **computer software / artificial intelligence** fit in model (e.g., NVivo, Atlas)?

- Programs to help **store and organize** qualitative data.
- Programs to **identify text or images** associated with codes or themes.
- Programs to **locate passages or segments** that relate to codes in transcripts.
- Programs to help **compare code labels or names**.
- Programs to help **conceptualize different levels of abstraction**.
- Programs for **visuals, memos, templates, hierarchies, etc.**



How can you establish the quality of your qualitative research?
One tool (checklist) that can help is the...

COnsolidated Criteria for **RE**porting **Q**ualitative
Research: **COREQ** 32-Item Checklist (Tong, Sainsbury, & Craig, 2007)



COREQ 32-Item Checklist (Tong, Sainsbury, & Craig, 2007)

- **Domain 1: Research Team and Reflexivity**
- **Personal characteristics** - Openness as researchers enhances your credibility.
 1. (Interviewer/facilitator) Which author/s conducted the interview or focus group?
 2. (Credentials) What were the researcher's credentials? e.g., PhD, MD
 3. (Occupation) What was their occupation at the time of the study?
 4. (Sex and/or Gender) Was the researcher male or female?
 5. (Experience and training) What experience or training did the researcher have?



Consolidated Criteria for Reporting Qualitative Research: COREQ 32-Item Checklist (Tong, Sainsbury, & Craig, 2007)

- **Relationships with Participants** - Relationships exist/develop and can impact data.
 1. (Relationship established) Was a relationship established prior to study commencement?
 2. (Participant knowledge of the interviewer) What did the participants know about the researcher? e.g., personal goals, reason for doing the research.
 3. (Interviewer characteristics) What characteristics were reported about the interviewer/facilitator? e.g., bias, assumptions, reasons, interests in the research topic.



Consolidated Criteria for Reporting Qualitative Research: COREQ 32-Item Checklist (Tong, Sainsbury, & Craig, 2007)

Domain 2: Study Design

- **Theoretical Framework** – Must be stated so audience understands how research questions were explored.
1. (Methodological orientation and theory) What methodological orientation was stated to underpin the study?

Examples: Grounded Theory, Discourse Analysis, Ethnography,
Phenomenology, Content Analysis



Consolidated Criteria for Reporting Qualitative Research: COREQ 32-Item Checklist (Tong, Sainsbury, & Craig, 2007)

- **Participant Selection** – Recruitment efforts influence the process.
 1. (Sampling) How were participants selected ? e.g., purposive, consecutive, convenience, snowball.
 2. (Methods of Approach) How were participants approached? e.g., face-to-face, telephone, mail, email.
 3. (Sample Size) How many participants were in the study?
 4. (Non-Participation) How many people refused or dropped out?
What were the reasons?



Consolidated Criteria for Reporting Qualitative Research: COREQ 32-Item Checklist (Tong, Sainsbury, & Craig, 2007)

- **Setting** – Insights about setting/sample provide an understanding of perspectives.
 1. (Setting of data collection) Where was the data collected? e.g., home, hospital
 2. (Presence of non-participants) Was anyone else present?
 3. (Description of the sample) What are the important characteristics of sample?



Consolidated Criteria for Reporting Qualitative Research: COREQ 32-Item Checklist (Tong, Sainsbury, & Craig, 2007)

- **Data Collection** – How data was collected is central to the results.
 1. (Interview guide) Were questions, prompts, guides provided? Was it pilot tested?
 2. (Repeat interviews) Were repeat interview carried out? How many?
 3. (Audio/visual recording) Did the research use audio/visual recording to collect the data?
 4. (Field notes) Were field notes made during and/or after the interview or focus group?
 5. (Duration) What was the duration of the interviews or focus group?
 6. (Data Saturation) Was data saturation discussed?
 7. (Transcripts returned) Were transcripts returned to participants for comments/correction?



Consolidated Criteria for Reporting Qualitative Research: COREQ 32-Item Checklist (Tong, Sainsbury, & Craig, 2007)

Domain 3: Analysis and Findings

- **Data Analysis** – Ways in which readers can assess credibility of work.
 1. (Number of Coders) How many data coders were involved?
 2. (Description of Coding) Was there a description of the coding process or tree?
 3. (Derivation of Themes) Were themes identified in advance or derived from data?
 4. (Software) What software, if applicable, was used to manage data?
 5. (Participant Checking*) Did participants provide feedback on findings?



Consolidated Criteria for Reporting Qualitative Research: COREQ 32-Item Checklist (Tong, Sainsbury, & Craig, 2007)

- **Reporting** – Consistency between data and findings.
 1. (Quotations Presented) Were participant quotations presented to illustrate themes/findings? Was each quotation identified? e.g., participant ID/Number
 2. (Data and Findings Consistent) Was there consistency between data and findings?
 3. (Clarity of Major Themes) Were major themes clearly presented in the findings?
 4. (Clarity of Minor Themes) Is there description of diverse cases or minor themes?



Thank You!

Let's discuss your questions and different ways you can apply (HIGH QUALITY) qualitative inquiry to future model system studies.

**And please contact us directly for guidance and collaborations!!!
Coming to you straight from QWBro Productions**

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