WELCOME!
Workshop Description

• This workshop is for everyone interested in learning more about or initiating qualitative research.

• Purpose is to...

  ➢ Introduce you to qualitative research
  ➢ Expose you to question development
  ➢ Conduct mock focus groups to practice qualitative data collection
  ➢ Provide a brief introduction on how to analyze and utilize qualitative data
Agenda

• 1:00 -1:30: Qualitative research 101 (Jessica Hanson)
• 1:30–1:45: Activity #1 – Development of research idea
• 1:45 – 2:15: Developing qualitative research questions (Wyatt Pickner)
• 2:15 – 2:30: Break
• 2:30 – 2:45: Activity #2: Develop qualitative questions
• 2:45 – 3:30: Activity #3: Mock focus groups
• 3:30 – 4:00: Qualitative data analysis description and practicing (Jamie Messerli and Kaitlyn Ciampaglio)
• 4:00–4:30: Utilizing qualitative research and questions from the group (Jessica Hanson)
Handouts

• Agenda with presenter contact information
• Slides
• Articles & handouts
Qualitative Research 101
“There’s never an option that reflects exactly what I want to say.”
Choosing Qualitative Data Collection

• Want to know how much people weigh → Use a scale

• Want to know if they are obese → Measure body fat/BMI

• Want to know what their weight means to them, how it affects them, and what they do about it → Ask them questions
Benefits of Qualitative Data Collection

• Facilitate study of issues in depth and detail

• Permit one to understand the world as seen by the respondents (Verstehen)

• Provides a framework for people to respond in a way that represents accurately and thoroughly their points of view
Keep in mind...

• In qualitative inquiry, the researcher is the instrument – so the credibility of qualitative data hinges to a great extent on the skill, competence, and rigor of the person doing fieldwork.
MISTAKES IN FOCUS GROUPS

THERE IS NOT BUDGET... JESSICA YOU COULD BE THE MODERATOR, AND WE CAN DO THEM IN THE LOBBY

BUT, I DON'T HAVE ANY EXPERIENCE MODERATING, WHAT IF THE GROUP GETS OUT OF CONTROL?

WE NEED TO DO SOME FOCUS GROUPS TO UNDERSTAND IF CONSUMERS LIKE OUR PRODUCT

DON'T WORRY, HOW HARD CAN IT BE? I WOULD HANDLE IT LIKE I DO IN MY FAMILY REUNIONS. WHEN IT GETS TOO LOUD AND BLOW A WHISTLE AND TELL THEM TO SHUT UP.

Bad planning of Focus Groups
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Three Types of Qualitative Data

• Interviews/open-ended questions

• Observations and field work

• Documents and written materials
Three Types of Qualitative Data

- Interviews/open-ended questions
- Observations and fieldwork
- Documents and written materials
Individual Interviews

• Establish a 1:1 relationship between interviewer and respondent
• Information comes from reflection of one person
• Good for highly stigmatized topics
• Good for collecting information from “experts”
Focus Groups

• Use of group interaction to produce data and insights
  – Depends both on the exchange of ideas among participants and answers to specific questions

• Most focus groups are relatively homogenous

• Goal is for 8–10 participants

• At least two groups for each defining demographic variable
Types of Qualitative Research Questions

1. Experience/behavior questions
2. Opinion/value questions
3. Feeling questions
4. Knowledge questions
Qualitative Analysis

• Qualitative data analysis is complex because responses are neither systematic nor standardized

• Direct quotes are a basic source of raw data

• Interpreting for meaning
  – Interpreting stories and provide an orderly description of rich, descriptive detail
Other notes of interest

• Making qualitative data into quantitative data

• Mixed methods approaches

• Variety in qualitative inquiry and theoretical traditions
Focus Group
Question Development
Outline

- Identify research question and topics to explore
- Types of questions
- Writing considerations & strategies
- Order of questions
- Helpful tips
Primary Research Question

• Identify goals/purpose
• Overarching (primary) question
  – Brainstorm related topics
  – Prioritize the most helpful topics
Key Questions

• Based on the topics prioritized
• Relate to primary question
• Clear and specific
  – Who
  – What
  – Where
  – When
  – How
Prompt/Probing Questions

• Supplemental
  – Use if needed

• Additional question but more specific
  – Helps with clarification and options to get the discussion moving

• Follow up to initial response
  – Strive to understand why
    • “Tell me more about that...”
Writing Considerations

• Questions should:
  – Encourage one to express their own lived experiences
    • How they feel
    • What they believe
    • What they think
  – Be appropriate for individual response and group interaction
  – Be open-ended
  – Be asked one at a time
  – Use appropriate language for audience
Writing Considerations

• Questions should NOT:
  – Be leading or impose assumptions
  – Be too formal
    • Aim for conversation
  – Be long/detailed/wordy
  – Be complicated
  – Explicitly ask, “Why?”
Strategies

• Projection/fantasy/dream world
• Develop a campaign
• Role play
• Foster ownership
Order of Questions

• Opening/warm-up questions
• Introductory questions
• Key questions
• Ending/wrap-up questions
Opening/Warm-Up

• Introductions
• Allows everyone to speak
• Establishes environment
Introductory Questions

• Introduces topic(s)
• Broad
• Easier to answer
Key Questions

• Explores topic(s)
• Specific
• More detailed responses
Ending/Wrap-up

• Identify themes that emerged
• Summarize questions asked and responses provided
• Signal that the discussion is wrapping up
• Ask for final comments
Other Helpful Tips

• Get feedback
• Test the questions
• Be flexible
Qualitative Data Analysis
Getting Started?

Have you just conducted a qualitative study involving:

- In Depth Interviews
  - Key Informants & Focus Groups
  - Structured/Unstructured
- Direct Observations
  - Video/Photography
  - Artifacts
- Written Documents
  - Field notes or reflections?
In Depth Interviews:

- Can be 1 on 1, or in a group settings
- Unstructured
  - Allows the discussion to cover a variety of topics based of responses
- Semi Structured
  - Sometimes called focus groups
  - Open ended, but questions help guide the discussion
- Structured
  - Interviewer asks the same questions in the same way
  - Questions might be phrased in an order that a limited range of responses maybe given
Focus Groups:

- Explore a topic that is difficult to observe
- Used when it’s better to obtain information from a group rather than an individual
- Typically, a small group of participants (5-8) led through an open discussion by a moderator
  – goal is to generate a number of different ideas and opinions of the participants
- The aim of a focus group is to make use of participants’ feelings, perceptions, and opinions
Examples of Qualitative Data

• Field notes (notes taken in the field being studied)

Date: 1/2/07.75  Place: Sakaltutan
Zafor
He will grow old in his present house; new house is for sons - 5 sons. Not sure they want to live in village. He will only build another if they want him to. ES came from Germany and did the plastering. He arranged the carpentry in Kayseri. Çok para gitti. {much money went} Has a tractor.

Date: July 1980 Place: Sakaltutan
Zafor:
Household now Zafor and wife; Nazif Unal and wife and youngest son, still a boy. They run two dolmuş; one with a driver from Süleymanlı. Goes in and out once a day. He gets 8,000 a month. Zafor then said, keskin de©il {not sharp - i.e. not profitable} I said he did very well on 8,000 TL with only two journeys a day. Nazif Unal has "bought" a Durak {dolmuş stop} from Belediye and works all day in Kayseri.
• Interview transcript
• Video/Audio recordings
• Images
• Documents
What is Qualitative Data?

- Looks at the *how* and *why* of human decision making
  - Diff People, Diff Perspectives
- Not numeric, it uses descriptions
- Examples of a Qualitative variable:
  - Hair Color
  - Letter grades
  - Different types of cars in a parking lot
What to do with all this data?

➢ Just as there are numerous statistical tests to run for quantitative data, there are just as many options for qualitative data analysis.
Like cleaning a closet???

➢ Think of managing your qualitative analysis process like cleaning your closets → the same basic steps apply!
It’s the same process...

1. Take everything out of the closet
2. Sort everything out – save or toss?
3. Look at what you have left and organize into sub – groupings (chunking)
4. Organize sub – groups into clusters of similar things that belong together (clusters, codes)
5. As you put things back, how would you group them to maximize functionality? How do the groups make it work together? (interpretation, presentation)
Four Basic Steps

All qualitative data analysis involves the same four essential steps:

1. Raw data management (data cleaning)
2. Data reduction (chunking, coding)
3. Data interpretation (coding, clustering)
4. Data representation (telling the story, making sense of the data for others)
Data Analysis Spiral

Source: Adapted from Creswell (2009)
Step 1: Raw Data Management

- Preparing and organizing raw data into meaningful units of analysis:
  - Text or audio data transformed into transcripts
  - Image data transformed into videos, photos, charts

As you review your data, you find that some of it is not usable or relevant to your study.
Raw Data Sample

➢ Are some portions of this transcript unusable or irrelevant?
  ➢ “um”
  ➢ “I can’t think of anything”

➢ Note: When transcribing, the interviewer is in **bold** text.
  ➢ Transcribe word for word (verbatim).
  ➢ Completed by one individual; rechecked by a second.
Step 2: Data Reduction

- Get a sense of the data
  - Read through several times
- Classify and categorize repeatedly (immersion)
- Write notes in the margins
- Preliminary classification schemes emerge, categorize raw data into groupings (chunking)
Data Sorting

- Develop an initial sense of usable data and the general categories you will create.
- Preliminary set of codes developed, cluster raw data into units that share similar meanings.
  - Explanatory → Guided by the research question
  - Exploratory → Guided by the data
- Create initial code list or code book
Step 2: Data Reduction cont...

- The process of reducing data from chunks into clusters and codes to make meaning of that data:
  - Chunks of data that are similar begin to lead to initial clusters and coding
    - Clusters: assigning chunks of similarly labeled data into clusters and assigning preliminary codes
    - Codes: refining, developing code books, labeling codes, creating codes through multiple cycles (2-3)
Codes & Coding:

- Codes serve as a way to label and organize data.
  - Coding: identifying, categorizing, classifying, and labeling primary patterns in data.
  - Coding should be developed based off of what you’re trying to find out/convey

- A Priori
  - Codes derived from literature, theoretical frames

- Inductive or Grounded
  - Codes derived from the data by using code names drawn from participant quotes or interpretation of the data
Coding Process

➢ Look for emerging themes and subthemes
  ➢ Attach labels or codes to chunks of text.
  ➢ Read through text a section at a time

➢ Initial coding may include as many as 30–40 theme categories (TOO MANY!)

➢ Reduce codes once, probably twice
  ➢ Reduce again to refine codes that are mutually exclusive and include all raw data that was identified as usable.
Coding Process cont...

- Assign primary responsibility to one person for creating, updating, and revising a given codebook
  - Ensures consistency, will minimize ambiguities due to differences in vocab and writing styles
- Some codes may capture the specificity of a single response rather than general patterns and themes
  - Best to eliminate these types of codes or create a generic code (ex: Unique)
Inter-rater reliability

- Two or more people read through a certain number of transcriptions (say 3–5) and come up with own codes.

- Meet as a group to discuss your coding outline
  - Discuss themes and subthemes
  - Discuss similarities and differences
  - Good to work in odd-numbered groups

- Draft an initial codebook
  - (once in agreement)
  - As more transcripts are read, new themes may emerge and the codebook could change
  - Stop adding to the codebook when a set of categories has established and clear regularities have emerged
# Codebook Sample:

Structure includes: the code, a brief definition/description, and examples

## Nodes\Our CHOICES

### OST Program

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement/Recruitment</td>
<td>The process of attracting, screening, selecting, esp. for the OST CHOICES program.</td>
<td>Ex: posters, luncheon</td>
</tr>
<tr>
<td>Positive Opinions</td>
<td>Favorable judgment, viewpoint, or statement about matters commonly considered to be subjective, esp. towards the OST CHOICES program.</td>
<td>Ex: aspects of CHOICES that are good such as MI theory</td>
</tr>
<tr>
<td>Negative Opinions</td>
<td>Ill-favored judgment, viewpoint, or statement about matters commonly considered to be subjective, esp. towards the OST CHOICES program.</td>
<td>Ex: areas that need improvements such as demographics of participants</td>
</tr>
<tr>
<td>Barriers</td>
<td>Impedes something, specifically impeding the OST CHOICES program from continuing or being successful.</td>
<td>Ex: transportation, funding</td>
</tr>
<tr>
<td>Sustainability</td>
<td>Capacity to endure; specifically in regards to the OST CHOICES program.</td>
<td>Ex: pair with existing programs</td>
</tr>
<tr>
<td>Collaborations</td>
<td>Process where two or more people or organizations work together to realize shared goals.</td>
<td>Ex: Tribal members and community coming together to create a goal</td>
</tr>
<tr>
<td>New Ideas/Programs</td>
<td>A new concept or thought as to a possible course Ex: Add teens, Groups, social support of action or future plan.</td>
<td></td>
</tr>
</tbody>
</table>
Step 3: Data Interpretation & Themes

- Chunks of related data that have similar meaning are coded in several cycles.
- Once coded, those ‘chunks’ become clustered in similar theme categories.
- Create meaning for those clusters with labels.
- Themes emerge from those clusters.
- Interpret themes to answer research questions.
Themes Sample

- I always wanted to get my doctorate but I never felt I had the time; then I reached a point in my career where I saw that without the credentials, I would never advance to the types of positions I aspired to... but I doubted I could do the work. I wasn’t sure I could go back to school after so much time. And did I have the time, with working and a family? These were the things I struggled with as I looked for the right program.

- Finally starting the program with others like me, it felt surreal. Once you switch gears from being an established administrator at a college to being a doc student, you realize you lose control over your life. You are not in charge in that classroom, like you are in your office. But also, once you say you are a doc student, people look at you differently. And people at work began to take me more seriously, ask for my opinion as if I now possessed special knowledge because I was going for the doctorate. It was the same information I had shared previously but somehow it had a special quality? Its like magic!

- How do you compile the clusters into emerging themes? (red for credentials, blue for personal struggles, green for shift in identity)

- Begin to see themes emerge: Getting the degree, becoming a new person, personal achievement...
Step 4: Data Representation

• Interpretation or analysis of qualitative data simultaneously occurs

• Researchers interpret the data as they read and re-read the data, categorize and code the data and inductively develop a thematic analysis

• Themes become the story or the narrative
Data Representation Types

- Telling the story with the data
  - Manuscript
  - Storytelling, Narrative
  - Theater
  - Figures, tables, chart
  - Visual representation
Qualitative Data Analysis

Types

- Most common types of analytic approaches:
  - Case Study, Mixed Methods, Focus Groups
  - Biographical/narrative analysis
  - Ethnographic/cultural
  - Grounded theory/Constant comparative
  - Thematic
  - Domain/Content
  - Phenomenological
  - Metaphorical/hermeneutical
Approaches & Experts

Domain Analysis:
- Spradley (1979)

Grounded theory, constant comparison analysis:
- Birks & Mills (2011)
- Charmaz (2006)
- Glaser (1967)
- Strauss & Corbin (1990)

Thematic Analysis
- Boyatzis (1998)
- Guest, MacQueen, Namey (2012)

Ethnographic analysis:
- Spradley (1979)
- Sunstein & Chiseri-Strater (2012)
- Wolcott (2005, 2008)
Approaches & Experts cont...

Auto/Biographical analysis:
  - Denzin (1989)
  - Spry (2011)

Narrative analysis:
  - Holstein & Gubrium (2012)
  - Reissman (2008)
  - Yussen & Ozcan (1997)

Case Study:
  - Stake (1995)

Focus Groups:
  - Krueger & Casey (2009)

Mixed Methods:
  - Creswell & Plano Clark (1995)
  - Tashakkori & Teddlie (2010)
Approaches & Experts cont...

Linguistic/metaphor analysis: thematic, emotional barometer, cultural values

- Whitcomb & Deshler (1983)

Cultural Analysis

- Wolcott, 1999
- Van Maanen, 1984

Phenomenological Analysis:

- Colaizzi (1978)
- Giorgi (1985, 2009)
- Holstein & Gubrium (2012)
- Smith, Flowers, & Larkin (2009)
- van Manen (1990)
Common Qualitative softwares

- QSR Nvivo ([website](https://www.qsrinternational.com))
- QSR N6 ([website](https://www.qsrinternational.com))
- Atlas ti 6.0 ([website](https://www.atlasti.com))
- HyperRESEARCH 2.8 ([website](https://www.researchware.com))
- Max QDA ([website](https://www.maxqda.com))
- Open code 3.4 ([website](http://www8.umu.se))
- Weft QDA ([website](http://www.pressure.to/qda))
- The Ethnograph 5.08
References


Qualitative Research with American Indian Tribes
Distrust of research

• Distrust in general

• Past research harms
  – Havasupai Tribe and genetic research

• “Helicopter research”
Why qualitative research with tribes

- The researcher may not be familiar with the variety of responses this population deems relevant.

- Many cultural elements can only be uncovered through open-ended, qualitative interviews.


EXAMPLES OF QUALITATIVE RESEARCH WITH TRIBES
1. Community Needs Assessment

• **Goal**: Program development.

• **Background**: Expand a current tribal program that aims to prevent alcohol-exposed pregnancies.

• **Results**: Focus groups and key informant interviews found social support important.

• **Next steps**: Piloted CHOICES Group; incorporated into a U01 grant submission.

2. Validation of Survey

- **Goal**: Program development.
- **Background**: Ensure CHOICES survey/activities are valid and reliable for this population.
- **Results**: Mixed methods (think alouds and test-retests) found some changes were needed.
- **Next steps**: Modified survey for use with AI women; should be an ongoing process.

3. Teen Pregnancy Prevention Project

- **Goal:** Program development

- **Background:** Develop recommendations for adapting TPP programs to address the specific needs of Northern Plains American Indian youth.

- **Results:** Mixed methods (focus groups, interviews, community input, and surveys) gathered information to help develop a TPP program.

- **Next steps:** Pilot test TPP program with AI youth; incorporated into a R01 grant submission.

4. Cultural Viewpoints of Prenatal Care

• **Goal**: Purely data collection

• **Background**: Understand barriers to adequate prenatal care.

• **Results**: 1:1 interviews uncovered the importance of culturally appropriate care and the use of midwives.

• **Next steps**: Could be used for program development/preliminary grant data.

CHALLENGES/SOLUTIONS
<table>
<thead>
<tr>
<th>Challenges of Qualitative Research with Tribes</th>
<th>Potential Solutions/Lessons Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recruitment</strong></td>
<td>Tribal member to recruit</td>
</tr>
<tr>
<td></td>
<td>Appropriate incentives (for example, for elders)—get community input on what is appropriate</td>
</tr>
<tr>
<td><strong>Data collection</strong></td>
<td>Tribal versus non-tribal members</td>
</tr>
<tr>
<td></td>
<td>Time: would not recommend for dissertation research</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Have made attempts to include community in analysis—not entirely successful</td>
</tr>
<tr>
<td><strong>Dissemination of results</strong></td>
<td>Careful interpretation of data</td>
</tr>
<tr>
<td></td>
<td>Get feedback from a community advisory board or local staff</td>
</tr>
<tr>
<td></td>
<td>Disseminate through community meetings or smaller reports (don’t just send the publication)</td>
</tr>
<tr>
<td></td>
<td>Approval process for any publications/presentation (time factor)</td>
</tr>
</tbody>
</table>
THANK YOU!


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